Community HIGH SCHOOL District 99

2021-22 ACADEMIC PLANNING GUIDE

NORTH HIGH SCHOOL

SOUTH HIGH SCHOOL

Academic Planning Guide
2021-2022

Community High School District 99
Downers Grove, Illinois 60516
www.csd99.org
(630) 795-7100

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COURSE SELECTION PROCESS

Each year, with the advice and consultation of parents or guardians, students should seriously consider their educational and career goals and develop a program of study to work toward those goals.

In planning for the next school year, students and parents should consider:

1. Do the courses meet graduation requirements?
2. Do the courses meet the student's needs for anticipated college or career choice?
3. Do the courses match this student's ability level and expand or develop his/her interests?

This Academic Planning Guide will help students and parents plan a high school program based on these selected goals. Parents are highly encouraged to be actively involved with their student in selecting an appropriate program of courses for the coming year by:

1. Reading and discussing this Academic Planning Guide with their student.
2. Reviewing Progress Reports and Student Report Cards.
3. Discussing the appropriate course selection with the student's current teachers and counselor.

Teachers and the high school counselor will assist with this planning, but the final decisions in program planning are reserved for students and parents. Please contact your student's school counselor at South High School at (630) 795-8570 or North High School (630) 795-8470. Additional course planning tools are available on each school's Counseling Student Support Services website.

DEFINITION OF TERMS

CREDIT is the measure of school achievement. A student receives one-half credit for successful completion of the work in a course that meets daily for a minimum of one period for one semester. A student receives one credit for successful completion of work in a course that meets daily for one period for a full year. For students who transfer from another school, credits will be evaluated to determine the classes needed for the student to meet District 99 graduation requirements.

A PREREQUISITE is a course or condition which a student must complete or meet before the course may be taken.

A REQUIRED COURSE is a course which a student must successfully complete in order to earn a District 99 diploma.

An ELECTIVE COURSE is a course which a student may choose to take to earn a District 99 diploma.

REQUIREMENTS FOR GRADUATION

ENGLISH/LANGUAGE ARTS **4 Credits**

PHYSICAL EDUCATION **4 Credits**

A student must be enrolled in Physical Education each semester that he or she is enrolled in school. Enrollment in Health and Driver Education is considered enrollment in Physical Education.

> **DRIVER EDUCATION** - The classroom phase of Driver Education is required of all students. Safety education is a part of the instruction. Driver Education fulfills 1/2 credit of the 4 credit Physical Education requirement. In order to be eligible for Driver Education, the State of Illinois requires students have passed eight courses (four credits) during the previous two semesters prior to taking Driver Ed.

HEALTH - The required health course fulfills 1/2 credit of the 4 credit Physical Education requirement. The Health course must be taken during the sophomore year.

MATHEMATICS **3 Credits**

At least one credit must be earned in Math 1 (or Algebra course) and one in Math 2 (a Geometry course).

SOCIAL STUDIES **3 Credits**

One credit of Global Connections, one credit of United States History, and one credit of Social Studies Electives selected by student. Starting with the Class of 2020, students are required to take one of the following courses to meet the Civics graduation requirement (American Government, AP U.S. Government & Politics, Law and American Society, U.S. Foreign Policy, and Multicultural Studies in American Society).

SCIENCE **2 Credits**

One credit must be earned in a Biology (Life Science) course, and one credit must be earned in a Physical Science course.

CAREER AND TECHNICAL EDUCATION **1/2 Credit**

This requirement may be met by successfully passing a course in Business, Family and Consumer Science, Engineering and Design, or a course taken through the Technology Center of DuPage.

FINE ARTS **1/2 Credit**

This requirement may be met by successfully passing a course in Art or Music.

CONSUMER EDUCATION **1/2 Credit**

This requirement may be met by successfully passing any of the following courses: Consumer Math (Mathematics), Personal Economics (Social Studies) or Consumer Education (Career and Technical Education.) The Consumer Education course also meets the Career and Technical Education requirement. Personal Economics also meets one semester of social studies graduation requirement. The full-year course in Consumer Math also meets the Mathematics requirement. In order to meet the Consumer Education requirement by taking Consumer Math, a student must complete the full-year course. A student may not receive credit for more than one consumer course.

TOTAL CREDITS NEEDED TO EARN A DISTRICT 99 DIPLOMA **22 Credits**

CONSTITUTION TEST

Each student must pass examinations on the federal and state constitutions, Declaration of Independence and the proper use and display of the American Flag. The test is given as a part of the U.S. History courses.

POST-SECONDARY PLANNING

Requirements for college admissions vary from school to school. Below are some guidelines that will help assure the student will have the appropriate high school courses. The Illinois State Board of Higher Education has set the following requirements for the class which will be admitted to the state universities this year. It is recommended all college bound students attempt to meet these requirements.

- 4 credits of English
- 3 credits of Mathematics (Math 1, Math 2, Math 3)
- 3 credits of a Laboratory Science
- 3 credits of Social Studies
- 2 credits of the same World Language, Art, Music, or Drama

Most college and universities highly encourage students to take 4 years of Mathematics (up through Math 3) in order to properly prepare for post-secondary study in Mathematics. Some selective universities expect four-year sequences in these college preparatory subjects. In addition to course requirements, colleges consider grades and college admission test scores. Many colleges are especially concerned about the student's senior year. Therefore, **seniors should be sure to plan a challenging program for their final year in high school.** To learn the admission requirements of a particular school, students should check the current college website for accurate information about courses, grades, rank, and recommendation requirements. The personal recommendation required by some colleges includes input from school personnel on such characteristics as ability, motivation and responsibility. It also may include a statement about

participation and leadership in extracurricular activities. One of the most heavily weighted areas of consideration in the college admission process is the rigor of a student's high school academic record. Close scrutiny is given in assessing if the student took the most challenging courses possible. Colleges place emphasis on the high school grades which a student has earned because these grades are the best predictors of success in college. The semester grades of all students are averaged cumulatively and percentile ranks are assigned.

Most colleges require each applicant submit scores from a college admission test, typically the College Board (SAT) or the American College Testing organization (ACT).

Testing schedules, bulletins of information and applications for these exams are in the College & Career Centers at each campus. Students are strongly encouraged to work closely with their counselor in the post high school planning process. Parents and students are encouraged to use the College and Career website and Naviance for pertinent post high school planning.

THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)

The National Collegiate Athletic Association (NCAA) has established initial academic eligibility requirements for participation in college athletics at the Division I and II levels. These requirements are certified through the NCAA Eligibility Center. Student-athletes are recommended to apply online to the NCAA Eligibility Center after sixth semester grades are posted. Students are encouraged to meet with their high school counselor for additional information. More information can be found at:

www.web3.ncaa/ecwr3/ or call toll-free at 1-877-262-1492

The NCAA Eligibility Center has approved the following District 99 courses for use in establishing the certification of student-athletes.

ENGLISH

AP English Language & Composition
AP English Literature & Composition
English & Communication I, II, III
English IV: Writing for Public Speaking
English IV: Critical Lenses
English IV: Cultural Literature
English IV: Dramatic Literature
English IV: Humanities & Critical Expression
English IV: Journalistic Expression & Media Literacy
English IV: Creative Writing
English IV: Science Fiction and Fantasy
English IV: Black American Literature (Pending Board Approval)
English IV: Rebels in Literature
English IV: Senior Composition

MATHEMATICS

AP Calculus AB & BC
AP Statistics
College Algebra 300
Precalculus 300
Math 1
Math 2/Math 2 Honors
Math 3/Math 3 Honors
Precalculus 400 Honors

SOCIAL SCIENCE

American Economy
American Government
Ancient and Medieval History
Anthropology
AP European History
AP Microeconomics (DGS, DGN)
Law in American Society
Modern World History
Psychology
Sociology
Sociology of Gender
U.S. Foreign Policy
U.S. History
EL U.S. History
Essentials of Geography
Multicultural Studies in American Society
Global Connections 300
Issues in World Cultural Geography
AP Macroeconomics (DGN)
AP Psychology
AP U.S. Government and Politics
AP U.S. History
Bilingual Global Connections
Contemporary American Issues
EL Global Connections

NATURAL/PHYSICAL SCIENCE

Anatomy & Physiology
AP Biology
AP Chemistry
AP Environmental Science
AP Physics C: Mechanics
AP Physics C: Mechanics, Electricity & Magnetism
Bilingual Biology 200
Biology 300
Research Topics in Earth Science
Biology 400 H WT
Chemistry 300 & 400 Honors
Earth Science 300
Physical Science 300
Physics 300
Physics 400 Honors

ADDITIONAL COURSES

AP French
AP German
AP Spanish
French 1, 2, 3
French 3 H WT
French 4
French 5 WT
German 1, 2, 3
German 3 H WT
German 4
German 5 WT
Spanish 1, 2, 3
Spanish 3 H WT
Spanish 4
Spanish 5 WT

OCCUPATIONAL AND CAREER PLANNING

The District 99 graduation requirements and elective program are designed to prepare students for life after graduation whether the student is college bound or ready for the world of work. The student who plans to enter the job market upon graduation should keep in mind what employers look for in the educational programs of potential job applicants and choose their courses accordingly. Many employers who wish to hire high school graduates are seeking the following skills and qualities in their employees:

- English and mathematical skills
- Technical skills
- Solid or improved grades
- Good attendance record
- Unquestionable integrity
- Leadership skills
- Positive attitude toward work
- Neat appearance

During the freshman and sophomore years, enrollment in introductory courses in Career and Technical Education can be useful in exploration of potential careers. Junior and Senior students should investigate the opportunities available for career development at the Technology Center of DuPage (TCD) or in the Cooperative Work Training. Students interested in a career in teaching should also consider the experience offered through the Introduction to Teaching course.

Career planning is necessary for both college-bound students and those planning to enter the work world immediately after high school. Career information is available in the College & Career Centers. These Centers have several computerized information programs available to students. Students are encouraged to seek the help of their school counselor in making post-secondary decisions.

ADVANCED PLACEMENT INFORMATION

The content in the following courses may prepare students to obtain advanced placement credit based upon successful completion of advanced placement tests:

AP Art History
AP Statistics
AP French
AP Calculus AB
AP Studio Art: 2D Design (Design)
AP Microeconomics (DGS, DGN)
AP Macroeconomics (DGN)
AP Studio Art: 2D Design (Computer Design)
AP Music Theory
AP English Language & Composition
AP Studio Art: 3D Design (Jewelry & Metalwork)
AP European History
AP Biology
AP Studio Art: Drawing & Painting
AP German
AP Calculus BC
AP Chemistry
AP Studio Art: 2D Design (Digital Photography)
AP Computer Science A
AP Studio Art: 3D Design (Ceramics)
AP Physics C: Mechanics, Electricity & Magnetism
AP English Literature & Composition

AP Psychology
AP Environmental Science
AP U.S. History
AP U.S. Government & Politics
AP Spanish

DISTRICT 99 POSTSECONDARY CURRICULAR PARTNERSHIPS

District 99 has partnered with Benedictine University to provide students who gain admission to Benedictine University the opportunity to bypass the University's English and Math Placement Exams.

Students admitted to Benedictine University who successfully complete District 99's English III or AP Language classes with semester grades of C or higher and complete English IV: Senior Composition (Written Expression) or AP Literature with semester grades of B or higher will be admitted to Writing 1101.

Students admitted to Benedictine University who successfully complete District 99's Math 3 or Math 3 Honors classes as a junior with semester grades of C or higher and Preparation for Quantitative Literacy (Discrete Mathematics) or College Algebra classes as a senior with semester with grades of B or higher will be automatically placed in Math 1110 (College Algebra). Students who have met the criteria but wish to place in a higher level math course may opt to take Benedictine University's math placement test.

In addition, District 99 has entered into a pilot program with College of DuPage (COD) that provides students enrolled in Preparation for Quantitative Literacy (Discrete Mathematics) and College Algebra the potential to place into credit-bearing math classes without taking a math placement test at COD. The specific grade and/or score criteria will be shared with students enrolled in the courses at the beginning of the school year.

ATHLETIC AND STUDENT ACTIVITY ELIGIBILITY

All students are required to maintain a full load of six credit courses (3 credits each semester). Students who participate in athletics and student activities are subject to academic eligibility requirements that are defined by the Illinois High School Association and Community High School District 99 policies. Eligibility is determined on both a weekly and semester basis. In order to be eligible for participation during a given week, a student must be passing at least five semester credit courses (2.5 credits.) At the end of the semester, in order to maintain eligibility for the following semester, a student must have passed at least five semester credit courses (2.5 credits) for the entire semester.

AUDIT OF A CLASS

Occasionally, a student may find it beneficial to audit a class. Teacher approval is required before a student may enroll in a course on audit status. Any student auditing a class is expected to complete all course assignments, participate in class discussions, and complete all work as assigned by the teacher. An audit carries no credit or honor points. Students interested in auditing a class should consult with the teacher and school counselor. Courses that are audited do not count toward the five class minimum required under the Athletic/Activity Eligibility Guidelines. **Audit forms must be submitted within the first three weeks of the semester.**

CHANGING COURSE REQUESTS

The decision to take a course is an important one. Course additions and/or deletions from the initial registration will be based on the criteria listed below. Questions pertaining to schedules need to be addressed with the school counselor.

- Scheduling errors – i.e. two classes during the same period, no lunch scheduled, no PE scheduled, registered to take a class previously completed
- Failure or near failure in a prerequisite course
- Unusual family circumstances
- Successful completion of a summer school course
- Post high school admission requirements

Course changes are generally not allowed and very rare. If a request is made, it is essential for questions pertaining to schedules be addressed prior to the end of the school year.

COURSE LOAD

State law requires all students to be enrolled and in attendance not less than 300 minutes a day. **District 99 requires students to be enrolled in three (3.0) course credits per semester (six credit classes) as a minimum.** Lunch does not count toward the 300-minute minimum requirement.

To assure all students meet this requirement, students will normally earn six (6) credits per year. Students may request a maximum of seven (7) classes per semester in order to enrich their academic program. This programming allows students to more easily take electives.

Students involved in athletic or co-curricular activities should be aware of the athletic and activity eligibility as described in this guide.

CRITERIA FOR COURSES TO BE TAUGHT

District 99 has an extensive curriculum with many courses offered to meet the different ability and interest levels of the students. It should be noted, however, merely because a course is offered does not mean it will be taught. Courses will be taught only if there is sufficient student enrollment. This is also true of courses which are sequential in a program. Thus, the third or fourth year of a program may not be taught unless there are a sufficient number of students registered. In some instances, the total course enrollment from both North and South High Schools may be considered, which may result in the course being taught at only one high school.

COURSE REPEATS

A student, with appropriate counseling from their school counselor, classroom teacher, parents, and department chair may request to repeat a passed course in any area where mastery of skills at one level is needed in order to successfully proceed in a sequence. The practice of repeating a course applies to a course where a student has earned a passing grade.

A student repeating a course will receive the grade points from the course taken the second time even if it is lower than the first grade earned. The course and grade for the first time the course was completed will remain on the transcript. Credit is earned only once. **Students repeating a course due to a course failure will retain the failing grade on their transcript and the failing grade will remain as a part of their cumulative GPA.**

Courses taken as repeated courses do not count toward the five class minimum required under the Athletic and Activity Eligibility Guidelines.

INCOMPLETES

A student who receives an incomplete semester grade must make up the work within five weeks of the end of the semester. It is a student's responsibility to consult the teacher to make arrangements for completing the necessary class work. The teacher will report the grade to the Associate Principal's Office within six weeks of the end of the semester. If the work is not completed during the specified time, the teacher may choose to award a zero for the missing work and determine the grade accordingly. The teacher would then report the grade to the Associate Principal's Office. At the end of second semester, the incomplete grade will be used only under the most extenuating circumstances and only with prior approval from the Associate Principal responsible for data processing. A grade will be determined by the teacher or the department chair and reported to the Associate Principal within 10 school days after the beginning of the next school year. Exceptions must receive prior approval from the Associate Principal responsible for data processing.

DISTRICT 99 SEAL OF BILITERACY PROGRAM

District 99 is pleased to offer students the opportunity to earn the Illinois State Seal of Biliteracy or the Illinois State Commendation Toward Biliteracy. The Seal of Biliteracy is an award given by the Illinois State Board of Education to high school graduates who have attained a high level of proficiency in listening, speaking, reading and writing in English and another language. District 99 seniors may earn the Seal of Biliteracy or the Commendation toward Biliteracy in Spanish, French or German. Public colleges and universities in the State of Illinois award college credit to students who have earned the Seal of Biliteracy. Students should contact the college or university directly to inquire about college credit.

Process and Criteria for the *Illinois State Seal of Biliteracy* Students
must:

1. Provide evidence of proficiency in English (as defined by the Illinois State Board of Education) via a state approved assessment (SAT, ACT, ACCESS, AP Language and Composition).
2. Submit a District 99 Seal of Biliteracy/Commendation Toward Biliteracy Application which will be available by December in the World Languages Department Office, Counseling Office and the College & Career Center.

3. Demonstrate proficiency (as defined by the assessment and Illinois State Board of Education) in all four domains (listening, reading, speaking and writing) in Spanish, German or French via a state approved, District 99 administered, assessment.

Process and Criteria for the *Illinois State Commendation Toward Biliteracy* Students
must:

1. Provide evidence of proficiency in English as defined by the Illinois State Board of Education by taking a state approved assessment (SAT, ACT, ACCESS, AP Language and Composition).
2. Submit a District 99 Seal of Biliteracy/Commendation Toward Biliteracy Application available by December in the World Languages Department Office, Counseling Office and the College & Career Center.
3. Demonstrate progress towards biliteracy (as defined by the assessment and the Illinois State Board of Education) in all four domains (listening, reading, speaking and writing) in Spanish, German, or French via a state approved, District 99 administered, assessment.

Students who have earned the Illinois State Seal of Biliteracy or the Illinois State Commendation Toward Biliteracy will receive their award (seal) at the time of their graduation or soon thereafter. Their achievement will also be acknowledged on their high school transcript. Questions about the Seal of Biliteracy or the Commendation toward Biliteracy should be directed to the Associate Superintendent for Student Learning at 630-795-7111.

DUAL CREDIT
Students who successfully complete the Introduction to Teaching Course, AP Computer Science A, Architectural Drawing I, Architectural Drawing I Honors, Personal Trainer Certification, Personal Safety and Wellness, and/or the Architectural Drawing 2 Honors Course will receive District 99 credit and College of DuPage college credit. At the completion of the course, students must contact COD to request a transcript.

EARLY GRADUATION
Each student is encouraged to think carefully about both immediate and long-term goals when contemplating an early graduation request. District 99 does not encourage early graduation. However, if a student perceives a need to graduate early, both the student and parent must be involved in the process. **The application for early graduation is initiated with the counselor and should be completed prior to the beginning of the final semester of enrollment.**

GRADE LEVEL ASSIGNMENT
All students are assigned grade level status by the number of earned credits **and** the number of years of high school experience, as stipulated in Board Policy 7.305. The reason for and benefits of this policy change are as follows:

- Lack of progress toward a diploma sounds an alarm to students, parents, and school staff about the need for intervention. Earlier intervention assists students in remaining on track for graduation.
- Credits serve as a tangible benchmark for students and parents as progress toward earning a diploma. A policy that emphasizes earning credits encourages students to achieve rather than accrue seat time.
- Regular progress toward a diploma, not seat time, will entitle a student to rights and privileges.
- For a student to be classified as a senior in their 4th year of high school, students must have taken the State administered SAT exam during their 3rd year of high school.

Based on the 22 credit graduation requirement and the policy requirements, the following chart reflects the criteria for grade level assignment:

Grade Level	Years of High School Attendance	Credits Earned Prior to Start of the School Year
Senior	3	15
Junior	2	10
Sophomore	1	5
Freshman	<1	<5

Grade level determination will occur ***after*** each summer school session to allow for students deficient in credit to access summer school opportunities in order to meet the minimum number of credits required to move to the next grade level. Following first semester, grade level determination may be examined for select groups of students.

GRADUATION RECOGNITION
Students will be honored for their academic achievement on three levels at the graduation ceremonies. Students earning a GPA of 4.4 or greater will graduate with Distinguished Honors. Students earning a 4.0 or greater will graduate with High Honors and students earning a 3.4 or greater will graduate with Honors. These distinctions are calculated on the student's GPA at the conclusion of the 7th semester and will be represented by a combination of gold stoles, cords and tassels to be worn with the cap and gown at the ceremonies.

INDEPENDENT STUDY
Independent Study is an alternative program intended to meet the needs of those students who have demonstrated a high degree of responsibility and who possess the aptitude to pursue coursework with minimal teacher contact. Students study under the supervision of a teacher and complete credit requirements without attending regular class sessions. Independent Study provides opportunities for academic enrichment beyond what is offered in the published curriculum or accessibility to coursework which cannot be scheduled. A student may take only one Independent Study course during a semester. Any student interested in Independent Study should consult with the subject matter teacher and counselor. Teacher approval is required to participate in this program. Lab fees may be charged as applicable. **Independent study forms must be submitted within the first three weeks of the semester.**

PASS-FAIL COURSE GRADING OPTION
Rather than receiving a traditional grade, students may choose the pass-fail grade option in Keyboarding/Formatting and all music courses and in PE for eligible varsity athletes. The following conditions will apply to a student seeking pass-fail grading:

1. A student must declare in writing, accompanying parent's signature, his/her desire to be graded on a pass-fail basis by no later than Monday of the fourth week of each semester. The deadline for students enrolled in Keyboarding/Formatting opposite lunch is the end of the ninth week. Otherwise, traditional grading procedures will be utilized.
2. The pass-fail grade will be recorded on the student's report card at the semester as well as on the student's transcript.
3. Pass-fail option courses may be counted as credit for graduation but will not count in calculating GPA.
4. A student who elects the pass-fail option is expected to meet the same course requirements and will be evaluated by the same procedures as are other students.

PHYSICAL EXAMINATION/IMMUNIZATION REQUIREMENTS

9TH GRADE/FRESHMAN REQUIREMENTS:
The School Code of Illinois requires that each student entering 9th grade have a physical examination, on the **Illinois Certificate of Child Health Examination Form**, completed by a licensed physician, an advanced practice nurse or physician's assistant. A physical examination must include: height, weight, blood pressure, BMI, diabetic screening, signatures and dates in order to be considered in compliance. The Health History section must be completed, signed and dated by the parent/guardian of the child.

Student records must show proof of immunization series according to the guidelines of the Illinois Department of Public Health; Diphtheria, Pertussis, Tetanus, Polio, Measles (Rubeola), Mumps, Rubella, Hepatitis B, Varicella and Meningitis. The State of Illinois does periodically update vaccination requirements for school age students. Any new requirements will be communicated on the school website.

The physical examination must be submitted to the Health Services Office by June 1 of the current school year.

Students will not be eligible to receive a registration packet on Schedule Pick Up Day unless all required medical information has been submitted.

Freshman students will be excluded on the first day of school, and every day thereafter, until complete immunization records, physical examination and parent/guardian health history have been received and approved by Health Services.

Please retain a copy of the ninth grade physical with immunization dates for your records.

12TH GRADE/SENIOR REQUIREMENTS:
Any child entering the 12th grade shall show proof of having received two doses of meningococcal conjugate vaccine prior to entering the 12th grade. The first dose shall have been received on or after the 10th birthday, and the second dose shall have been received on or after the 16th birthday, at least eight weeks after the first dose. **If the first dose is administered when the child is 16 years of age or older, only one dose is required. Students entering 12th grade will be excluded on the first day of school, and every day thereafter, until documentation of the required meningococcal vaccination has been received and approved by Health Services.**

TRANSFER STUDENTS:
Students transferring from an Illinois school must present a copy of their ninth grade school physical examination and a complete immunization record at the time of registration.

Students transferring from another state or country MUST present current immunization records and physical examination at the time of registration.

Students transferring to an Illinois public school for the first time are required to have a vision examination conducted by a physician or licensed optometrist.

ATHLETIC PARTICIPATION:
If your child will be participating in any of the Athletics programs, the physical examination must be completed AFTER JUNE 15th to ensure participation for the full school year. For freshmen only, the 9th grade physical on the State of Illinois form is valid for twelve months toward athletic participation. The IHSA sports physical form is not acceptable for 9th grade entrance; only a physical examination completed on the State of Illinois Certificate of Child Health Examination form is acceptable.

HEALTH CONCERNS:
If your child has specific health concerns, please note these concerns on the Illinois Certificate of Child Health Examination form. Contact the school nurse at the beginning of the school year to coordinate care and plan for potential emergency response. Please remember to update emergency contact information as needed throughout the school year.

COMMUNICABLE DISEASE INFORMATION:
All information regarding a confirmed or suspected case of a communicable disease in the school population will be reported to the DuPage County Health Department as mandated.

Students who are unimmunized or under-immunized to measles are considered susceptible to the disease. In the event that a suspected or confirmed case of measles is reported in the school, and upon direction of the DuPage County Health Department, students who are susceptible to measles will be excluded from school until acceptable proof of immunity is received by the school or until 21 days from the onset of the last reported measles case. Excluded students will not be permitted to participate in extracurricular or athletics activities for the same period of time.

Outbreaks of other communicable diseases may also result in exclusion of susceptible students as determined by local and state health departments.

A doctor's note may be required to return to school after an absence due to illness.

MEDICATION POLICY:
Community High School District 99 acknowledges that the responsibility for administering medication to a student rests primarily with the student's parent or guardian. Medication will be administered by district personnel during the school day only when absolutely necessary for the health and well-being of the student. The initial dose of the medication must be given at home.

If medication is necessary, it must be brought to the school in the original container labeled by the pharmacist (or manufacturer of over the counter medications). All medications, including over the counter medications, must be accompanied by the district's medication authorization form completed and signed by both the parent and the physician; each medication must be on a separate form. Medication authorization forms are available in Health Services or on the school web page at www.csd99.org. It is important to note that students are prohibited from carrying medications or

keeping medications in their lockers. Only students authorized to self-administer asthma medication or rescue epinephrine are permitted to carry medications on their person.

Questions or concerns regarding the above policies may be directed to the Health Services offices of North High School (630-795-8480) or South High School (630-795-8528).

PROFICIENCY CREDIT

7th and 8th grade students attending a District 99 sender school may be eligible to earn one high school credit in a Spanish or French and one high school credit in a Math 1 or Math 2 course taken during 7th and/or 8th grade. Criteria to be considered for such credit is as follows:

Be a member of the high school graduation class of 2021 or later.

1. **Complete the entire junior high or middle school course which includes the course content identified by District 99 as core or essential; and**
2. **Earn a grade of "D" (60%) or better in each semester/trimester of study in the junior high or middle school course; and**
3. **Ensure that official junior high or middle school records of course completion and course grades are available upon request.**

REGISTRATION FEES & REFUNDS

Community High School District 99 assesses a registration, textbook and Chromebook fee for all students enrolling at district high schools. Certain courses have an additional laboratory fee assessed to all students who enroll. Some courses also require students to purchase workbooks, additional supplies, or special equipment.

Current refund guidelines are listed below. However, exact fees and procedures are subject to change.

1. No refunds are granted for withdrawing from a specific course. However, a second semester course fee will be refunded only if the course is dropped first semester.
2. A student who transfers to another school before October 1 of the school year will receive a partial refund of registration fees plus a refund of any second semester course fees.
3. A student who transfers to another school after October 1 and prior to second semester will receive a prorated refund of registration fees plus a refund of any second semester course fees.
4. A student who transfers to another school after the start of the second semester will receive no refund.
5. Any student who withdraws from school for reasons other than a transfer to another school will receive no refund.
6. No refunds are given until all textbooks and equipment have been returned to the bookstore.
7. If a student adds a class requiring a workbook fee and/or course fee, the appropriate fee per semester will be collected.

NOTE: Fees are reviewed and determined by the School Board in the spring for the following school year.

SCHOOL DAY

Students will be scheduled for classes or study halls all eight periods. Schedule changes will not be made to accommodate early release or late arrival requests. Any students dropping a course in any period, including 8th period will be placed in a study hall.

Only 3 groups of students will be granted an early release:

1. Students having an 8th period Varsity Athletic release approved by the Head Coach and Athletic Director.
2. Students involved in the Cooperative Work Training Courses.
3. Senior students that have been randomly assigned a 1st period or 8th period study hall can apply for early release or late arrival.

SCHOOL RECORDS

1. Student permanent records will be maintained for a period of sixty (60) years after the student has transferred, graduated or permanently withdrawn from school.
2. Student temporary records (family background information, intelligence test scores, group or individual, aptitude test scores, special education records, etc.) will be maintained for five (5) years from the year the student graduates or permanently withdraws from school.
3. The records custodian is responsible for maintaining and updating all student records.

4. A parent may examine a student's records by request in writing to the records custodian. The records custodian shall conduct an informal conference with the parents within ten (10) school days of the receipt of the written request.

Upon graduation or permanent withdrawal of a student from school, the records custodian shall be responsible for notifying the parents and/or student of the destruction schedule for permanent and temporary records and of their right to request a copy of such records prior to their destruction.

Upon graduation or permanent withdrawal of a handicapped student (as defined in Ill. Rev. Stat. 1975, Ch. 122, Article 14, the Rules and Regulations to Govern the Administration and Operation of Special Education), psychological evaluation, special education files and other information contained in the student temporary record which may be of continued assistance to the student may, after five years, be transferred to the custody of the parent or to the student if the student has succeeded to the rights of the parents. The school shall explain to the student and the parent the future usefulness of these records.

SUMMER SCHOOL

District 99 will offer summer school at the close of the regular school year. Summer school provides students with the opportunities to enrich and/or accelerate their regular program and to make up deficiencies in credits needed for graduation. Summer school courses will be at South High School during the summer of 2020.

Courses must meet a minimum enrollment to be offered. Further details regarding summer school will be available in the Counseling Office in the spring.

WEIGHTED GRADES

District 99 uses a weighted grade system for assigning point values to grades earned in selected courses. The criteria for a course to be weighted are 1) those courses in selected disciplines where section grouping is used to challenge the students by accelerating the learning rate and increasing the amount of content in the discipline; and 2) those courses in selected disciplines where course content is similar or equal to the content in university level courses.

Grades of A, B, C, and D are awarded an additional point in courses identified as having weighted grades. The grading scale for courses with weighted grades are as follows:

A = five points, B = four points, C = three points, D = two points.

The following courses are designated as grade weighted:

Advanced Algebra/Trigonometry 400
Advanced Journalistic Writing Honors
AP Art History
AP Biology
AP Calculus AB
AP Calculus BC
AP Chemistry
AP Computer Science A
AP English Language & Composition
AP English Literature & Composition
AP Environmental Science
AP European History
AP French
AP German
AP Microeconomics (DGS,DGN)
AP Macroeconomics (DGN)
AP Music Theory
AP Physics C: Mechanics
AP Physics C: Mechanics, Electricity and Magnetism
AP Psychology
AP Spanish
AP Studio Art: 2D Design (Computer Design)
AP Studio Art: 3D Design (Ceramics)
AP Studio Art: 3D Design (Jewelry & Metalwork)
AP U.S. Government & Politics
AP U.S. History
Architectural Drawing 1 Honors
Architectural Drawing 2 Honors
Biology 400
Chemistry 400 Honors
Civil Engineering & Architecture (PLTW)
Engineering Design & Development (PLTW)
English & Communication I H, II H
French III H
French V H
German III H
German V H
Managerial Accounting Honors
Math 2 Honors
Math 3 Honors
Physics 400 Honors
Precalculus 400 Honors

AP Statistics
AP Studio Art: Drawing & Painting
AP Studio Art: 2D Design (Design)
AP Studio Art: 2D Design (Digital Photography)
Principles of Engineering (PLTW)
Spanish III H
Spanish V H

The following courses have a weighted grade **option**. If a student would like to take the following courses as weighted, they must indicate this to the teacher.

A Cappella Choir
Jazz Ensemble
Symphonic Orchestra
Treble Choir
Wind Ensemble

WITHDRAWING FROM A SCHEDULED CLASS

Students are expected to remain in the courses for which they have registered for the entire school year. The school cautions all students to carefully consider any withdrawals. District 99 students are not considered full-time students unless they are enrolled in a minimum of six credit classes. **Drop requests will not be considered until 4 weeks into each semester**, which allows adequate time for the student to access assistance, time for the teacher to fully assess the student's capabilities and to fully understand the requirements of a student's entire schedule. A student may not be allowed to drop a course, if, in doing so, he or she would fall below the 6 credit class minimum requirement.

The withdrawal procedure involves input from the student, counselor, teacher, department chair, parent and administrator. The withdrawal is not official until the withdrawal form has been processed and signed by all parties, including the bookstore, and returned to the counselor.

TRANSCRIPT IMPLICATIONS FOR DROPPING A COURSE

1. If a student withdraws from a class at any time up to the end of the first six weeks, no grade is recorded on the transcript.
2. If the student withdraws from a class between the 7th and 12th weeks of the semester, the student will receive "W" along with the grade at the time of withdrawal, i.e., WA, WB, WC, WD, WF. This withdrawal and grade will be recorded on the student's transcript.
3. If the student drops a class from the 13th week through the end of the semester (not including exam days), the student will receive a grade of "F."

INTRODUCTION TO TEACHING Credit: 2 elective units
Eligible Grade Level: 11, 12 Dual College Credit

Prerequisites: A 2.5 GPA.
Review of attendance record and application/interview.

This course introduces students to professions in the field of education and provides them with various opportunities to explore issues related to teaching, learning, and school systems. It offers a realistic, hands-on teaching experience enabling students to intern three mornings per week under the supervision of licensed educators at local elementary and middle schools.

This class meets for two consecutive class periods each day. Students enrolled in this course must provide their own transportation to their internship sites, arrange for rides on internship days, or request an internship placement within walking distance of the high school. Preference will be given to seniors.

† **This course may earn Dual Credit at College of DuPage. Please refer to Page 9 of this Academic Planning Guide.**

FRESHMAN / SOPHOMORE SEMINAR Credit: 1/2 unit
Eligible Grade Level: Freshman Seminar Grade 9 Elective Credit
Sophomore Seminar Grade 10
Prerequisites: Teacher Recommendation or Department Chair Approval.

Students in this course will develop tools that will help them succeed in high school and in their post-high school endeavors. Instruction will be provided on essential study skills such as note-taking, test-taking strategies, and time management. In addition, students will engage in activities designed to improve their communication skills. Self-reflection and goal setting will occur on a consistent basis, and students will learn the importance of – and skills related to – perseverance, self-advocacy, and collaborative behaviors.

AVID PROGRAM

AVID Program
Prerequisites: Application, teacher recommendation, and interview. Students must be accepted into the program.

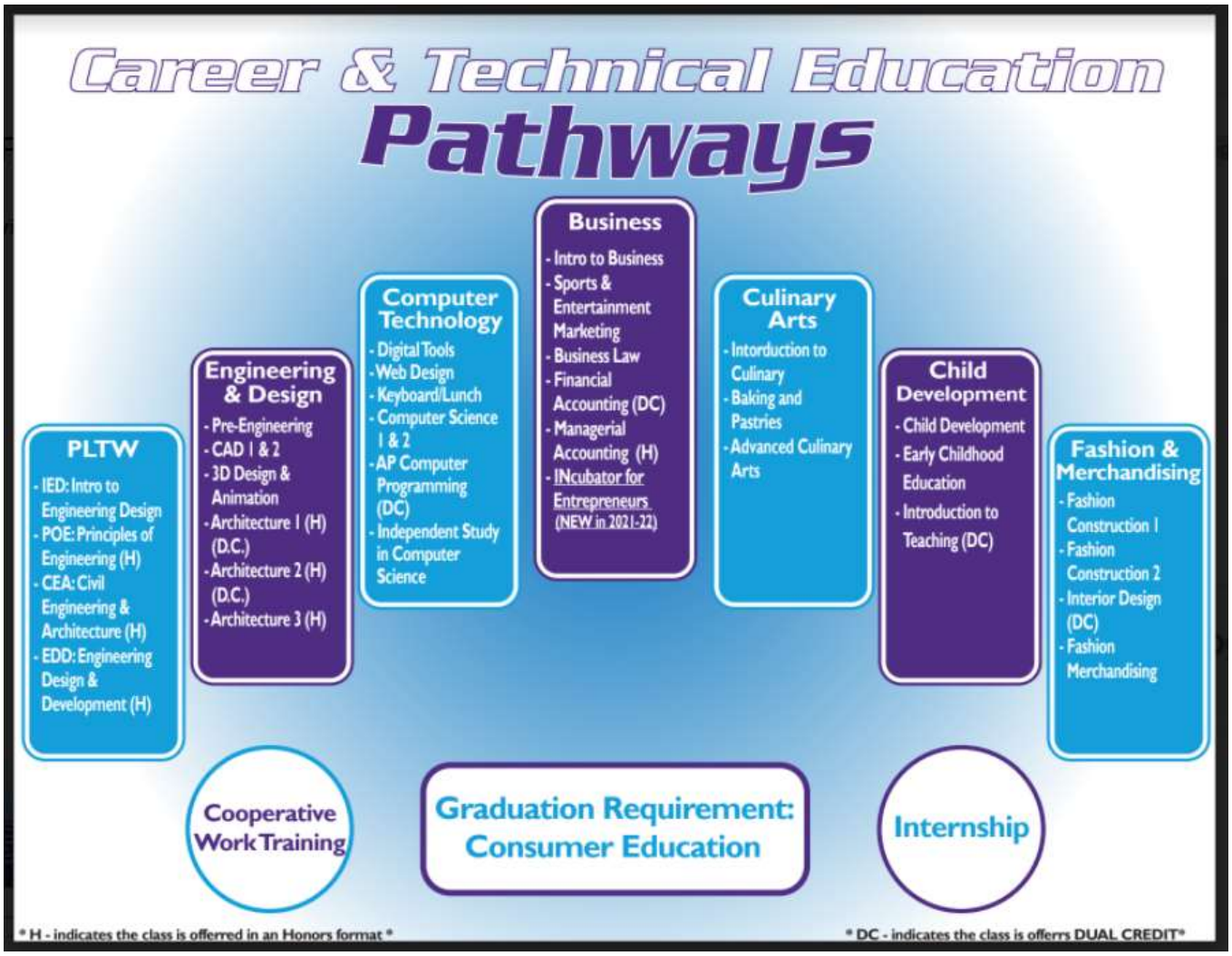
AVID (Advancement Via Individual Determination) is an elective course that is part of a four-year program designed to prepare students for entrance into a four-year college or university. AVID students learn the skills and behaviors necessary for academic success, such as writing, reading, inquiry, note-taking and test preparation strategies. The program also focuses on the skills of self-advocacy, communication, time-management, organization, leadership, and teamwork. AVID students are prepared to enroll in the most rigorous honors and Advanced Placement level courses. The program engages in a variety of different activities including college visits, guest speakers, and inquiry based tutorials.

Freshman AVID
Prerequisites: Application, teacher recommendation, and interview. Students must be accepted into the program.
Eligible Grade level: 9
The AVID 9 curriculum focuses on note-taking skills, questioning techniques, and organizational strategies. Students have the opportunity to hear from various college admissions representatives and receive guided information from college and career experts.

Sophomore AVID
Prerequisites: Application, teacher recommendation, and interview. Students must be accepted into the program.
Eligible Grade Level: 10
The AVID 10 curriculum builds on the skills learned in AVID 9. Questioning and tutorial practices are refined and standardized testing practices are built into the curriculum. Students have the opportunity to visit college campuses and attend leadership workshops. Character-building becomes an essential component, illustrated by promotion of extracurricular involvement, and community service.

Junior AVID
Prerequisites: AVID 10 or AVID Coordinator approval.
Eligible Grade Level: 11
The AVID 11 curriculum incorporates all of the strategies learned in AVID 9-10, emphasizing the application of these strategies across all content area classes. Students have the opportunity to visit college campuses and attend leadership workshops. Further emphasis on college research, college letters of recommendation, standardized test preparation, college essay writing, scholarship research, interviewing techniques, and community service guides the curriculum. Goal refining is essential at this level, as students will begin researching program-specific colleges.

Senior AVID
Prerequisites: AVID 11 or AVID Coordinator approval.
Eligible Grade Level: 12
The AVID 12 curriculum focuses primarily on college applications, financial aid, college essay writing, self-advocacy, self-directed study groups, and the independent, active application of AVID skills in all of their classes. Community service and leadership training are required components of the course. AVID seniors serve as positive college-going role models for the AVID underclassmen.


Career & Technical Education
Pathways
PLTW
- IED: Intro to Engineering Design
- POE: Principles of Engineering (H)
- CEA: Civil Engineering & Architecture (H)
- EDD: Engineering Design & Development (H)
Engineering & Design
- Pre-Engineering
- CAD 1 & 2
- 3D Design & Animation
- Architecture 1 (H) (D.C.)
- Architecture 2 (H) (D.C.)
- Architecture 3 (H)
Computer Technology
- Digital Tools
- Web Design
- Keyboard/Lunch
- Computer Science 1 & 2
- AP Computer Programming (DC)
- Independent Study in Computer Science
Business
- Intro to Business
- Sports & Entertainment Marketing
- Business Law
- Financial Accounting (DC)
- Managerial Accounting (H)
- INcubator for Entrepreneurs (NEW in 2021-22)
Culinary Arts
- Intorduction to Culinary
- Baking and Pastries
- Advanced Culinary Arts
Child Development
- Child Development
- Early Childhood Education
- Introduction to Teaching (DC)
Fashion & Merchandising
- Fashion Construction 1
- Fashion Construction 2
- Interior Design (DC)
- Fashion Merchandising
Cooperative Work Training
Graduation Requirement: Consumer Education
Internship
* H - indicates the class is offerred in an Honors format *
* DC - indicates the class is offerrs DUAL CREDIT*

CONSUMER EDUCATION

CONSUMER EDUCATION Credit: 1/2 unit
Eligible Grade Level: 10, 11, 12
Prerequisites: None.

This course introduces students to establishing credit and using it wisely, investing, buying or leasing an automobile, establishing and maintaining savings and checking accounts, filing federal and state income tax forms, and smart shopping techniques. The class provides hands-on applications necessary for students to make financial decisions intelligently. This course meets the consumer education graduation requirement.

CONSUMER EDUCATION (Blended) Credit: 1/2 unit
Eligible Grade Level: 10, 11, 12 (Priority given to Seniors)
Prerequisites: None.

This blended Consumer Education section addresses the same content as the traditional face-to-face Consumer Education class and meets the consumer education graduation requirement. The course includes both online instruction as well as face-to-face classes. Classes meet face-to-face during zero period/early bird (7:00 – 7:50 am) every Tuesday; some weeks students may be required to check-in or attend another day that week during zero period/early bird.

BUSINESS EDUCATION

BUSINESS LAW Credit: 1/2 unit
Eligible Grade Level: 10, 11, 12
Prerequisites: None.

Business Law examines how the legal system impacts the economic life of individuals and businesses. Contracts, torts, landlord-tenant relations, criminal and juvenile law as it relates to economic issues are covered in this course. Actual cases are used to illustrate rules of law, current changes in laws and how the law is applied is discussed and investigated. A mock trial may be presented as a way of introducing students to courtroom practices and procedures. Videotaped cases are also presented in the class and the students are asked to determine probable outcomes based on their knowledge of the law.

INCUBATOR FOR ENTREPRENEURS (pending Board Approval) Credit: 1 unit
Eligible Grade Level: 10, 11, 12
Prerequisites: None.

Throughout the course students ideate, develop, and iterate their own product or service startup in an attempt to gain investment funds in a final pitch event. Real entrepreneurs and business experts serve as volunteer coaches and mentors guiding student teams through the processes of developing hypotheses about a business concept, testing those hypotheses, adapting, and continually learning and improving. The businesses students build are real – they are not business cases or simulated experiences – which means students experience mistakes, take risks, and learn to pivot based on market needs. Students leave the course with a completed Business Model Canvas, competitive analysis, financial model, minimum viable product, pitch deck, future communications plan, and future funding plan.

ACCELERATOR FOR ENTREPRENEURS (pending Board approval) Credit: 1 unit
Eligible Grade Level: 11,12
Prerequisites: Incubator for Entrepreneurs

Students will use their Business Model Canvas and other pieces from the INCubator program to legally file for and run their business in the classroom. Students will be able to build and sustain their company by learning to submit legal documents, build a customer pipeline, create contracts or terms of agreement, build essential operating systems for their business, as well as continuing to build, test and iterate their product or service. Throughout the program, students work through four major areas of content: legal & banking, customer acquisition, business processes, and solution development. Students leave the course having gained traction in the marketplace to successfully launch their company.

FASHION MERCHANDISING Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: None.

Students will develop a thorough understanding of the fashion design and merchandising industry by applying concepts such as trend analysis, fashion theories, apparel manufacturing, marketing, and garment design analysis. Areas of student learning will include clothing and society, the fashion world, color and design, clothing selection and the workplace, and career opportunities in fashion related fields. Students taking Fashion Merchandising will have the opportunity to participate in DECA (Student Marketing Leadership Organization) as well as FCCLA (Family, Career & Community Leaders of America).

FINANCIAL ACCOUNTING Credit: 1 unit
Eligible Grade Level: 10, 11, 12
Prerequisites: None.

Financial Accounting is designed for students who plan to major in any area of business such as finance, marketing, accounting, and management. This course covers the foundation material including debits and credits, with emphasis on understanding and applying the language of business. Students pursuing a career in accounting, finance, marketing, management or entrepreneurship will find this course prepares them for success in college accounting.
† **This course may earn Dual Credit at College of DuPage. Please refer to Page 9 of this Academic Planning Guide.**

INTRODUCTION TO BUSINESS Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: None.

This introduction course provides students an opportunity to learn about the different aspects of the business world. Students will explore such topics as: entrepreneurship, free enterprise, basic marketing and accounting principles. The class will be responsible for choosing a product to market and sell, while learning managerial tasks and participating in a student run business simulation.

MANAGERIAL ACCOUNTING HONORS Credit: 1 unit
Eligible Grade Level: 11, 12 Grade: Weighted
Prerequisites: None.

Managerial Accounting Honors uses an integrated approach of application based accounting practices. Students will evaluate a business's operating, financing and investing decisions. This advanced year-long course prepares for college level managerial and financial accounting courses. Topics include an introduction to accounting, financial statements, financial ratios, accounting for merchandising businesses, sales and receivables, fixed assets, debt and equity. Guest speakers from both governmental and private businesses are brought in to give real world examples of how accounting is an exciting career option. Honors

SPORTS AND ENTERTAINMENT MARKETING Credit: 1/2 unit
Eligible Grade Level: 10, 11, 12
Prerequisites: None.

Students will apply marketing principles and theories to sports and entertainment industries. Topics will include the functions of marketing, target marketing, market segmentation, sponsorship, promotions, event marketing, endorsements, advertising, public relations and careers in sports and entertainment marketing. The marketing concepts will be learned through the study and investigation of the marketing techniques used in college and professional sports as well as in the movie and the music industries.

COMPUTER TECHNOLOGY

AP COMPUTER SCIENCE Credit: 1 unit
Eligible Grade Level: 10, 11, 12 Grade: Weighted
Prerequisites: None. Dual College Credit

This course will teach the methods and techniques of programming design, as well as an in-depth study of algorithms, data structures, data abstractions and object-oriented programming using the language of Java. Successful completion of this course will provide students with the opportunity to take the Advanced Placement examination in Computer Science.
*** Students who have completed Math 3 may fulfill the three-year math requirement by taking AP Computer Science.**
† This course may earn Dual Credit at College of DuPage. Please refer to Page 9 of this Academic Planning Guide.

COMPUTER PROGRAMMING 1 (Mobile App Development 1) Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12

Students will learn the IOS Swift programming language to create IPhone and IPad apps. Students will learn programming language, logic and techniques to build real life apps that can be uploaded to any IOS device.

COMPUTER PROGRAMMING 2 (Mobile App Development 2) Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12

Prerequisites: Grade of C or better in Computer Programming 1, or department approval, best taken immediately or in conjunction with Computer Programming 1 (Mobile App Development 1).
This course continues with more IOS Swift programming, where students create IPhone and IPad apps. Students will learn advanced programming techniques and design methods.

DIGITAL TOOLS Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: None.

The goal of this course is to give students the means to create authentic work through the use of photo- and video-editing software, basic computer programming, Office and Google Suites, basic web design, cloud-computing, web 2.0 tools and social media. This is a semester long class that prepares students for school and workplace success.

KEYBOARDING/FORMATTING OPPOSITE LUNCH Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: None.

Students will learn to use the keyboard by touch to develop their speed and accuracy on computers. Students will be taught the basic word processing skills needed to prepare personal and business documents. Students are also introduced to spreadsheets, presentation, and desktop publishing software. This course is highly recommended for all students to build their computer skills for high school, college, and work. Students take this class during the resource opposite their lunch period. In addition, students will be given the option of taking this course pass-fail.

WEB DESIGN Credit: 1/2 unit
Eligible Grade Levels: 9, 10, 11, 12
Prerequisites: None.

This class will focus on web page planning, basic design, layout, and construction. Students will incorporate graphics and multimedia into the web sites they create using multiple platforms. Students will also learn how to effectively evaluate existing web sites for content and function.

3-D DESIGN & ANIMATION 1 Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: None.

This course introduces students to 3DS Max Design, which is a powerful software package with virtually limitless capabilities. This software is used by architects, designers, game developers, and graphic designers working on games and movies. Students will create three dimensional objects to produce rendered still frames (scenes) and use these objects to produce rendered animations. Topics include: three-dimensional modeling, rendering, animation, lighting and material, and scene composition. Students will have access to the 3-D printer and the opportunity to participate in the Skills USA competition.

3-D DESIGN & ANIMATION 2 Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: 3-D Design & Animation 1.

Students who excelled in 3-D Design & Animation have the opportunity to further explore the world of digital graphics. Using skills and knowledge of 3DS Max Design, Photoshop and InDesign, students will create visual imagery that is used in advertising, TV/video, game design, and architecture. Course topics include: advanced modeling, simulation, animation, rendering and image retouching. Like the first level of 3-D Design & Animation students will learn at a self-guided pace using teacher developed tutorials. Students will have access to the 3-D printer and the opportunity to participate in Skills USA competitions.

COOPERATIVE PATHWAYS EDUCATION

COOPERATIVE WORK TRAINING (CWT) Credit: 2 units
Eligible Grade Level: 11, 12
Prerequisites: None.

Students will learn how to be successful in maintaining a job and be able to apply workplace skills. . This course has two parts, students will be given one credit for their job experiences and one credit for their classroom experience. Local businesses are used to provide on-the-job experience. Job skills, resume development and safety will be covered in the related in class experience to help the student be a better prepared employee. Classroom topics include ethics, positive work habits, career exploration, entrepreneurship, earning a living, paying taxes, and managing money.

INTERNSHIP – BLENDED Credit: 1/2 unit
Eligible Grade Level: 11, 12

Prerequisites: None.

Internship provides an off-campus experience enabling hands-on career exploration. This program creates partnerships between students and community, helping students identify and evaluate various pathways to their future. Students are required to intern an average of four hours per week, attend a weekly meeting with the teacher and complete projects/assignments. The weekly meeting will be scheduled during a student's study period, lunch or before/after school. The internship hours will be completed outside of the normal school day. Students observe daily operations, dialogue with personnel, gain an understanding of how the career/job functions within a total organization, and participate in career explorations and learning experiences at the internship site. This also provides an opportunity for employers to express their needs in today's job market.

ENGINEERING AND DESIGN

ARCHITECTURAL DRAWING 1 Credit: 1 unit
Eligible Grade Level: 9, 10, 11, 12 Dual College Credit

The focus of Architectural Drawing 1 is residential drawing and design. Students develop a set of plans and a 3-D model of a house. The development of architectural skills using Computer Aided Design (CAD) software is emphasized as well as the development of knowledge pertaining to residential architecture and historical Chicago architects. The latest versions of AutoCAD and Autodesk Revit software are the primary tool used to obtain course objectives. Students will have the opportunity to compete in local and state architectural competitions through the Skills USA Organization.
† **This course may earn Dual Credit at College of DuPage. Please refer to Page 9 of this Academic Planning Guide.**

ARCHITECTURAL DRAWING 1 HONORS Credit: 1 unit
Eligible Grade Level: 9, 10, 11, 12 Grade: Weighted
Dual College Credit

Students enrolled in this course will complete all of the Architectural Drawing 1 projects in addition to developing board drawing and modeling skills outside of the classroom. This pre-studio experience will provide the student, pursuing an architectural or engineering college/career path, with skills that will be vital to their college studio experience. The primary aim of Architectural Drawing 1 is a focus on residential drawing and design. Students will have the opportunity to develop preliminary drawings of a residential home. Emphasis is on design and the development of architectural drafting skills. Students will have an opportunity to use professional tools, equipment and materials like those of an architect or architectural draftsman, while also experiencing the processes of 3D Modeling and rendering. The latest version of AutoCAD and Autodesk Revit software is the primary tool used to obtain course objectives. Students will have the opportunity to compete in local and state architectural competitions through the Skills USA organization.
† **This course may earn Dual Credit at College of DuPage. Please refer to Page 9 of this Academic Planning Guide.**

ARCHITECTURAL DRAWING 2 Credit: 1 unit
Eligible Grade Level: 10, 11, 12
Prerequisites: Architectural Drawing 1.

Students in this course will be creating architectural models in a virtual 3D environment. Full colored renderings, applying building materials, as well as computer generated walkthroughs of buildings are all covered in this course. The AutoCAD Architecture and Autodesk Revit software is the primary tool used for virtual modeling. Students will plot out 3D drawings using an industry standard plotter. Designing and assembling a portfolio of work for post high school use is an important part of this class. Students will have the opportunity to compete in local and state architectural competitions through the Skills USA organization.

ARCHITECTURAL DRAWING 2 HONORS Credit: 1 unit
Eligible Grade Level: 10, 11, 12 Grade: Weighted
Prerequisites: Architectural Drawing 1 or Architectural Drawing 1 Honors. Dual College Credit
with letter grade of "B" or better or department approval.

Students enrolled in this course will complete all of the Architectural Drawing 2 projects in addition to developing board drawing and modeling skills outside of the classroom. This pre-studio experience will provide the student, pursuing an architectural or engineering college/career path, with skills that will be vital to their college studio experience. In this course, students will be creating architectural models in a virtual 3D environment. Full colored renderings, applying building materials, as well as computer generated walkthroughs of buildings are all covered in this course. The Autodesk Revit software is the primary tool used for virtual modeling. Students will plot out 3D drawings using an industry standard plotter. Designing and assembling a portfolio of work for post high school use is an important part of this class. Students will have the opportunity to compete in local and state architectural competitions through the Skills USA organization.
† **This course may earn Dual Credit at College of DuPage. Please refer to Page 9 of this Academic Planning Guide.**

CIVIL ENGINEERING AND ARCHITECTURE (PLTW) Credit: 1 unit
Eligible Grade Level: 10, 11, 12 Grade: Weighted
Prerequisites: None.

In PLTW (Project Lead the Way) Engineering students engage in open-ended problem solving, learn and apply the engineering design process, and use the same industry-leading technology and software as are used in the world's top companies. Students are immersed in design as they investigate topics such as sustainability, mechatronics, forces, structures, aerodynamics, digital electronics and circuit design, manufacturing, and the environment. All topics give students the opportunity to learn about different engineering disciplines before beginning postsecondary education or careers. Students learn important aspects of building and site design and development. Students apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architecture design software.

COMPUTER-AIDED DRAFTING & DESIGN 1 (CADD 1) Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: None.

This introduction course is for students wishing to explore the fields of drafting, 2D and 3D design, engineering, or other related fields. Students will be introduced to Autodesk AutoCAD, Autodesk Inventor, and Tinkercad. CADD 1 projects include: orthographic hand sketching, orthographic drawings in AutoCAD, Minitrain parts and assembly project, and piano electronic wiring. This course is ideal for students who have good spatial awareness and can visualize objects well in a drawing space. It is helpful if the student has solid reasoning skills, and can follow processes in logical order.

COMPUTER-AIDED DRAFTING & DESIGN 2 (CADD 2) Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: CADD 1.

CADD 2 is for students who have taken CADD 1 and are interested in expanding that knowledge. Students learn more complicated and in depth 3D modeling practices in both Autodesk Inventor and Autodesk AutoCAD. Students will learn how to use materials for visual effect as well as for practical mathematical and engineering calculations. In Autodesk Inventor, students will also learn how to simulate movement and simulate parts interacting with one another.

ENGINEERING DESIGN & DEVELOPMENT (PLTW) Credit: 1 unit
Eligible Grade Level: 12 Grade: Weighted
Prerequisites: IED, POE or CEA.

Engineering Design and Development (EDD) is the capstone course in the PLTW (Project Lead the Way) high school engineering program. It is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying the engineering design process. Community partners in the engineering field will offer application based feedback.

INTRODUCTION TO ENGINEERING DESIGN (PLTW) Credit: 1 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: None.

This is the first course in the PLTW (Project Lead the Way) Pathway to Engineering curriculum. Introduction to Engineering Design (IED) is a course for students interested in design and engineering. The major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. IED gives students the opportunity to develop skills and understanding of course concepts through activity, project, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB-learning challenges students to continually hone their interpersonal skills, creative abilities and understanding of the design process. It also allows students to develop strategies to enable and direct their own learning.

PRE-ENGINEERING Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: None.

This course introduces students to the principles of engineering and engineering design. A variety of interesting hands-on projects are explored that will expose students to concepts and skills that are targeted in more depth in many other Engineering and Design courses. Projects include the cardboard boat race, Robot wars, tower construction and demolition, water tunnel races as well as a 3-D printing project. Units include: research, design, fabrication, documentation, and creating presentations using 21st century skills. Team building, time management, and appropriate uses of technology are other emphasis within the coursework.

PRINCIPLES OF ENGINEERING (PLTW) Credit: 1 unit
Eligible Grade Level: 10, 11, 12
Grade: Weighted
Prerequisites: None.

This is the second course in the PLTW (Project Lead the Way) Pathway to Engineering curriculum. Principles of Engineering (POE) is a course for students interested in exploring the STEM career pathway of engineering for an entire year. The major focus of the POE course is to expose students to major concepts like mechanisms, energy, statics, materials and kinematics. POE gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB-learning challenges students to continually hone their interpersonal skills, creative abilities and understanding of the design process. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

3-D DESIGN & ANIMATION 1 Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: None.

This course introduces students to 3ds Max Design, which is a powerful software package with virtually limitless capabilities. The software is used by architects, designers, game developers, and graphic designers working on games and movies. Students will create three dimensional objects to produce rendered still frames (scenes) and use these objects to produce rendered animations. Units include: three-dimensional modeling, rendering, animation, lighting and material, and scene composition. Students will have access to the 3-D printer and the opportunity to participate in Skills USA competitions.

3-D DESIGN & ANIMATION 2 Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: 3-D Design & Animation 1.

Students who excelled in 3-D Design & Animation have the opportunity to further explore the world of digital graphics. Using skills and knowledge of 3ds Max Design, Photoshop and InDesign, students will create visual imagery that is

used in advertising, TV/video, game design, and architecture. Course topics include: advanced modeling, simulation, animation, rendering and image retouching. Like the first level of 3-D Design & Animation students will learn at a self-guided pace using teacher developed tutorials. Students will have access to the 3-D printer and the opportunity to participate in Skills USA competitions.

FAMILY AND CONSUMER SCIENCE

ADVANCED CULINARY ARTS Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: Introduction to Culinary.

The Advanced Culinary Arts course is designed to equip you with strong culinary skills, innovative thinking and communication capabilities. This course builds upon the cooking methods taught in the Introduction to Culinary Arts course and focuses on creating soups, salads, grain and meat dishes from all over the globe. Emphasis is placed on culinary techniques and skills needed to create a variety of recipes.

BAKING AND PASTRIES Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: Introduction to Culinary.

In Baking and Pastries, students will build upon the beginning baking skills learned in Introduction to Culinary. Sweet and savory baked products will be the focus of this course. Students will also practice the preparation of different types of cookies, cakes, pastries, and key culinary techniques. Students will learn the scientific principles behind candy making as they prepare a variety of homemade candies. Students will practice designing and decorating their own custom cake for a special occasion. Science and math skills are reinforced through practical foods lab experiences.

CHILD DEVELOPMENT Credit: 1 unit
Eligible Grade Level: 10, 11, 12
Prerequisites: None.

This hands-on course provides the opportunity to teach and interact with children (ages 3-5) in a preschool setting. Students engage in learning about the development of the whole child (social, emotional, intellectual, physical) and participate in practical application in a lab setting. The high school students work collaboratively to create and implement engaging and developmentally appropriate lessons for the preschoolers. Any student who is passionate about working with children or is interested in a career involving children (education, social work, pediatrics, etc.) would be a perfect match for this course. After successful completion of this course, students will earn the Early Childhood Education Level 1 Credential through Gateways. Early Childhood Care is recommended prior to taking this course.

EARLY CHILDHOOD CARE Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: None.

Early Childhood care provides students the opportunity to learn about the early stages of child development. This course provides an opportunity for students to take home the Real Care Infant Simulation Baby for a weekend to apply their knowledge. Students will study play, development, basic needs, discipline and guidance of children birth- preschool age. To prepare students for the preschool course, students will learn about developmentally appropriate practice and apply it to lesson planning. Any student interested in learning more about how a child develops or is interested in a career in this field would be a perfect fit for the course. For students who are interested in continuing their study of young children, the Child Development course is suggested.

FASHION CONSTRUCTION 1 Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: None.

This introduction course uses an individualized learning approach for students with some experience in sewing and fashion as well as for those with no experience but with an interest in clothing. Basic construction techniques prepare students to sew independently and understand the foundation of how to construct a garment. Students choose projects compatible with their sewing skills and fashion interests. Students will have the opportunity to be a part of FCCLA.

FASHION CONSTRUCTION 2 Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: Fashion Construction 1 or department approval.

Build upon foundational skills and develop abilities in construction and tailoring with the latest fabrics and use new techniques to construct pants, a dress, blouses or jackets depending on student skills and interests. Pattern alterations to suit individual needs are presented. Career opportunities in fashion merchandising are studied as well as design techniques.

FASHION CONSTRUCTION 3 Credit: 1/2 unit
Eligible Grade Level: 10, 11, 12
Prerequisites: Fashion Construction 1 and 2.

This is an independent study course for students who want to continue to develop their fashion construction skills and interests. This student should be self-sufficient and be able to utilize skills and knowledge learned in Fashion Construction I & II. Students can choose their own projects, design garments, apply precision tailoring and develop a garment from concept to creation.

FASHION MERCHANDISING Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: None.

This course will help students develop a thorough understanding of the fashion design and merchandising industry. Students will be able to apply concepts such as trend analysis, fashion theories, apparel manufacturing, marketing, and garment design analysis. Areas of student learning will include clothing and society, the fashion world, color and design, clothing selection and the workplace, and career opportunities in fashion related fields. Students taking Fashion Merchandising will have the opportunity to participate in DECA (Student Marketing Leadership Organization) as well as FCCLA (Family, Career & Community Leaders of America).

INTERIOR DESIGN Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: None.

Interior Design is for students who have an interest in applying the principles of design to architectural environments. The impact of color, use of textiles, choice and arrangement of furnishings, and the addition of accessories, background and lighting selection are explored through design projects. Current technology and trends in housing choices are examined for a variety of lifestyles to encourage students in discovering the living environment most suited for them.
† **This course may earn Dual Credit at College of DuPage. Please refer to Page 9 of this Academic Planning Guide.**

INTRODUCTION TO CULINARY Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: None.

The Introduction to Culinary course will equip you with the know-how to prepare nutritious, tasty, and economical meals. Learn how to use different cooking techniques, kitchen safety and measurements. The numerous lab experiences will develop and enhance your food preparation skills and lay the foundation for individual development of culinary knowledge and application.

ENGLISH AND COMMUNICATION

The major goals of the Department of English and Communication are to assist students in their development as articulate, effective speakers, readers, and writers and to foster in them an appreciation of classic and contemporary literature.

Four units of language arts credit are required to complete the language arts requirement. Additional credits may be selected to meet college entrance requirements, career goals, or interests.

In grades nine through eleven, students may choose from a small group of courses which have been designed to respond to a variety of students' needs at each grade level. In addition, students in these grade levels also may concurrently enroll in some electives: journalism, speech, drama, radio and television. In twelfth grade, students must elect from a large group of courses, including an Expression course and a Literature course. Students may also elect to take additional courses, some of which satisfy the language arts requirement, some of which offer general credit.

English & Communication Course Sequencing

FRESHMAN ENGLISH COURSES

Students will take one of the following:	
English & Communication I	English & Communication I/Reading (Read 180)
English & Communication I Honors	English & Communication I: Integrated Studies (South)
	English & Communications I: Interdisciplinary (North)
Concurrent Options:	
Television I	Radio I
	Radio II

SOPHOMORE ENGLISH COURSES

Students will take one of the following:		
English & Communication II	English & Communication II: Integrated Studies (South)	
English & Communication II Honors		
Concurrent Options		
English & Communication IV: Journalistic Expression & Media Literacy	Television I	Radio I
Advanced Journalistic Writing (with teacher rec)	Television II	Radio II
Journalism Workshop: Yearbook		Radio III
Forensics		
Oral Interpretation		

JUNIOR ENGLISH COURSES

Students will take one of the following:		
AP English Language and Composition	English & Communication III	
Concurrent Options		
English & Communication IV: Journalistic Expression and Media Literacy	Oral Interpretation	Radio I
Journalism Workshop: Yearbook		Radio II
Advanced Journalistic Writing		Radio III
Television I		Forensics
Television II		Film Studies

SENIOR ENGLISH COURSES

Twelfth grade students must select **1 literature** and **1 expression** course OR **one year-long course** that combines literature and expression.

COMBINED COURSES (year-long)	CRITICAL READING Literature Courses (one semester)	WRITING INTENSIVE Expression Courses (one semester)	CONCURRENT Elective OPTIONS:
	English and Communication IV: Black American Literature (pending board approval)		
AP English Literature and Composition	English and Communication IV: Critical Lenses	English and Communication IV: Creative Writing	Film Studies
English and Communication IV: Humanities & Critical Expression	English and Communication IV: Cultural Literature	English and Communication IV: Writing for Public Speaking	Forensics
English and Communication IV: Journalistic Expression and Media Literacy	English and Communication IV: Dramatic Literature	English and Communication IV: Senior Composition	Journalism Workshop: Yearbook
	English and Communication IV: Science Fiction and Fantasy	English and Communication IV: Writing for Broadcasting	Advanced Journalistic Writing
	English and Communication IV: Rebels in Literature		Oral Interpretation
			Radio I-II-III
			Television I-II

ENGLISH HONORS PROGRAM

At each grade level, students demonstrating excellence in a wide range of English skills, including critical reading and writing, are encouraged to apply to the Honors Program.

ENGLISH AND COMMUNICATION I HONORS
Eligible Grade Level: 9
Credit: 1 unit
Prerequisites: Recommendation of eighth grade teacher, reading scores, writing sample, and English grades.

ENGLISH AND COMMUNICATION II HONORS
Eligible Grade Level: 10
Credit: 1 unit
Prerequisites: English and Communication I Honors or recommendation of ninth grade teacher, reading scores, writing sample, and English grades.

AP ENGLISH LANGUAGE AND COMPOSITION
Eligible Grade Level: 11
Credit: 1 unit
Prerequisites: English and Communication II Honors or recommendation of English/Communication teacher, reading scores, writing sample, and English grades.

AP ENGLISH LITERATURE AND COMPOSITION
Eligible Grade Level: 12
Credit: 1 unit
Prerequisites: AP English Language and Composition or recommendation of English/Communication teacher, reading scores, writing sample, and English grades.

ADVANCED JOURNALISTIC WRITING Credit: 1 unit
Eligible Grade Level: 10, 11, 12 Elective Credit
Prerequisites: English and Communication IV: Journalistic Expression and Media Literacy or teacher recommendation. This course must be taken concurrently with the required English sequence. Students may repeat enrollment in this course.

In this course, students will continue to develop their writing skills by writing articles for the school newspaper. Through a series of news stories, features, editorials and columns, they will develop their understandings of principles introduced in Journalistic Expression and Media Literacy. They will also have ample opportunities to confer with their peers and the teachers to strengthen their writing skills and to develop their understandings of the writing process. Also, they will develop confidence in their oral communication skills through extensive interview opportunities. Additionally, they will experience other aspects of newspaper production including editing, desktop design, page make-up, and use of graphics. In this respect, they may function in editorial positions, guiding public opinion, training cub reporters, and providing departmental leadership.

ADVANCED JOURNALISTIC WRITING HONORS Credit: 1 unit
Eligible Grade Level: 11,12 Elective Credit
Prerequisites: English & Communication IV: Journalistic Expression & Media Literacy, Teacher recommendation, or possible application/interview.
This course must be taken concurrently with the required English sequence. Students may repeat enrollment in this course.

In this capstone course, students will continue to develop their writing skills by writing articles for the school newspaper. Through a series of news stories, features, editorials, and columns, they will develop their understandings of principles introduced in Journalistic Expressions and Media Literacy. They will also have ample opportunities to confer with their peers and the teachers to strengthen their writing skills and to develop their understandings of the writing process. Also, they will develop confidence in their oral communication skills through extensive interview opportunities. Additionally,

they will experience other aspects of newspaper production, including editing, desktop design, and use of graphics. In this respect, they may function in editorial positions, guiding public opinion, training club reporters, and providing departmental leadership. Students will maintain a diverse portfolio and write longer-form news/feature stories.

AP ENGLISH LANGUAGE AND COMPOSITION Credit: 1 unit
Eligible Grade Level: 11 Grade: Weighted
Prerequisites: Teacher recommendation (If a student would like to move into the honors program from English II regular, s/he must apply before the end of the first semester of sophomore year. Application procedures will be shared with students in November or December.) English Credit

This AP course in English Language and Composition engages students in becoming skilled readers of nonfiction, fiction, and poetry written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Through the writing and reading process, students will become aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way genre conventions and the resources of language contribute to effectiveness in writing. This course prepares students for the Advanced Placement English Language examination.

AP ENGLISH LITERATURE AND COMPOSITION Credit: 1 unit
(fulfills both the literature and expression requirement) Grade: Weighted
Eligible Grade Level: 12 English Credit
Prerequisites: Teacher recommendation (If a student would like to move into the honors program from English III regular, s/he must apply before the end of the first semester of junior year. Application procedures will be shared with students in November or December.)

At the heart of this course is a concern for the development of literacy skills. Close reading of sophisticated texts allows students to elevate reading and reasoning skills. Students' lives are enriched when they read, write, and speak about such texts, and their ability to articulate and defend their ideas about life experiences is enhanced. The course requires that students devote the time necessary to read closely, converse thoughtfully, and compose and revise essays on demanding literature. The selected texts and corresponding assignments allow students to achieve these larger purposes while also preparing them to succeed on the Advanced Placement English Literature examination.

ENGLISH AND COMMUNICATION I Credit: 1 unit
Eligible Grade Level: 9 English Credit
Prerequisites: None.

Students in this two-semester course will develop skills in reading, writing, speaking, listening, and research, with reading instruction receiving special emphasis. Students will be introduced to writing as a process and will learn various purposes such as clarifying/explaining ideas, writing to understand, arguing a claim, and reacting. The curriculum is centered on the essential questions of "Developing Your Voice" and "Making Responsible Decisions." Additionally, students will participate in self-selected reading throughout the year.

ENGLISH AND COMMUNICATION I HONORS Credit: 1 unit
Eligible Grade Level: 9 Grade: Weighted
Prerequisites: Recommendation of eighth grade teacher, EXPLORE Scores, MAP and/or STAR scores, grades in English, and required writing sample. English Credit

This two-semester course closely mirrors English and Communication I, but it challenges students with more sophisticated texts and higher expectations for writing assignments and class discussions. A principal goal of this course is to provide students with the foundation necessary to be successful on the Advanced Placement examinations.

ENGLISH AND COMMMUNICATION I: INTEGRATED STUDIES (South) Credit: 1 unit
Eligible Grade Level: 9
Prerequisites: Teacher and Counselor Recommendation; Concurrent Enrollment in Integrated Studies: Global Connections and Integrated Studies: Biology.

The freshman Integrated Studies program is an early-intervention program designed to assist students who have been identified by teachers, counselors, and deans as having difficulty in adjusting to the demands of secondary classroom learning situations. While the curriculum and course objectives closely mirror the regular English and Communication I course, students will be given additional support and will have an opportunity to pursue learning objectives that are of interest to them. Students are required to enroll concurrently in the Integrated Studies Biology and Global Connections sections. The overall goal of this early-intervention program is to prepare students to transition back into mainstream classes.

ENGLISH AND COMMMUNICATION I: GLOBAL CONNECTIONS: INTERDISCIPLINARY (North)
Credit: 2 units
English Credit

Eligible Grade Level: 9
Prerequisites: None.
NOTE: This course meets the English I and Global Connections requirements for graduation.

This course is designed to integrate the English and Communication I curriculum with the curriculum for Global Studies. Students will explore the connections between literature and history as well as how those to relate to current and past problems in the world. This is a two-period class that is taught by one English and one Social Studies teacher at the same time.

ENGLISH AND COMMUNICATION I/READING (READ 180)
Credit: 2 units
English Credit
1 Elective Credit

Eligible Grade Level: 9
Prerequisites: Junior High Teachers' recommendations and achievements scores.
(Requires concurrent registration in the reading section of READ 180)

Students enrolled in READ 180 will have a double-block of English and reading support and will use the READ 180 program. READ 180 is an intensive reading intervention program that is backed by scientific research. The course includes whole group and small group instruction on reading and writing skills, time for guided independent reading, and an individualized, adaptive instructional software program. In addition, students will learn the key concepts and skills of the English and Communication I curriculum. Students will read several of the texts taught in English and Communication I, but this class has a greater emphasis on reading nonfiction. Students will be placed in this course based upon teacher recommendation and standardized test performance.

ENGLISH AND COMMUNICATION II
Credit: 1 unit
English Credit

Eligible Grade Level: 10
Prerequisites: English and Communication I.

Students in this two-semester course will continue to develop skills in reading, writing, speaking, listening, and research that were taught in English and Communication I. Essential ideas driving this course are "A Sense of Self in Community" and "A Sense of Justice." Students will write several multi-paragraph essays, with a special emphasis on comparing texts. Students will continue their work with self-selected reading.

ENGLISH AND COMMUNICATION II HONORS
Credit: 1 unit
Grade: Weighted
English Credit

Eligible Grade Level: 10
Prerequisites: Teacher recommendation (If a student would like to move into the honors program from English I regular, s/he must apply before the end of the first semester of freshman year. Application procedures will be shared with students in November or December.)

This two-semester course closely mirrors English and Communication II, but it challenges students with more sophisticated texts and higher expectations for writing assignments and class discussions. A principal goal of this course is to provide students with the foundation necessary to be successful on the Advanced Placement examinations.

ENGLISH AND COMMMUNICATION II: INTEGRATED STUDIES (South)
Credit: 1 unit
English Credit

Eligible Grade Level: 10
Prerequisites: Teacher and Counselor Recommendation; Concurrent Enrollment in Integrated Studies: U. S. History.
This two-semester course continues the work started in Integrated Studies: English and Communication I. Students will develop their skills as critical readers, competent writers, and effective speakers. Students also will develop useful

learning and study strategies, learn more about American society, and develop positive attitudes toward self and society. Students are required to enroll concurrently in the Integrated Studies sections of U.S. History; teachers modify the curriculum, adjusting instructional materials and teaching methods as needed. The overall goal of this program is to prepare students to transition back into mainstream classes.

ENGLISH AND COMMUNICATION III Credit: 1 unit
Eligible Grade Level: 11 English Credit
Prerequisites: English and Communication II.

This two-semester course will continue to promote literacy development in a wide range of areas. Students will develop an understanding of literacy processes, with a special focus on persuasive writing and speaking. They will demonstrate these skills through an extensive research project in which they explore a societal problem and ultimately advocate for change. The curriculum centers on "An Evolving National Identity" and "The Challenges of Change."

PENDING BOARD APPROVAL

ENGLISH AND COMMUNICATION IV: BLACK AMERICAN LITERATURE Credit: 1/2 unit
(fulfills literature requirement) English Credit
Eligible Grade Level: 12
Prerequisites: English and Communication III.

This course provides an in-depth exploration of literature written by and about Black Americans. Each course text examines aspects of the evolution of Black culture, with a focus on life outside of and in spite of traditionally familiar deficit narratives. Students will analyze literary and artistic movements, along with historic and contemporary leaders, while highlighting the undeniable impact of said movements within the United States. Students will assess and reflect upon catalysts of change across a period of 300 years and produce creative works in response to text-to-life connections.

ENGLISH AND COMMUNICATION IV: CREATIVE WRITING Credit: 1/2 unit
(fulfills expression requirement) English Credit
Eligible Grade Level: 12
Prerequisites: English and Communication III.

In this course, students will produce creative texts in a variety of genres—short fiction, poetry, and creative non-fiction through multiple drafts, workshops, and portfolios.

ENGLISH AND COMMUNICATION IV: CRITICAL LENSES Credit: 1/2 unit
(fulfills literature requirement) English Credit
Eligible Grade Level: 12
Prerequisites: English and Communication III.

In this course, students will study how artists (authors, photographers, filmmakers, painters, musicians, etc.) comment on society through different literary and visual media, while critically examining their own responses in light of the artist's "lens" (perspectives and techniques).

ENGLISH AND COMMUNICATION IV: CULTURAL LITERATURE Credit: 1/2 unit
(fulfills literature requirement) English Credit
Eligible Grade Level: 12
Prerequisites: English and Communication III.

In this course, students will explore different definitions of culture and study literature and films that reflect cultures and perspectives from around the world. Students will explore the beliefs, values, and questions of various groups through their storytelling.

ENGLISH AND COMMUNICATION IV: DRAMATIC LITERATURE Credit: 1/2 unit
(fulfills literature requirement) English Credit
Eligible Grade Level: 12
Prerequisites: English and Communication III.

In this course, students will read and view plays in order to study the elements of dramatic structure as well as explore the difference between a playwright's and director's intentions and how that would unfold on stage. Students will utilize their analysis of the plays, such as playwright biographies, historical background, dramatic criticism, and theatrical reviews.

ENGLISH AND COMMUNICATION IV: HUMANITIES & CRITICAL EXPRESSION Credit: 1 unit
(fulfills both the literature and expression requirement) English Credit
Eligible Grade Level: 12
Prerequisites: English and Communication III.

In this course, students will examine the human condition and how humans are inspired to create. Through the study of literature, philosophy, and the visual and performing arts, students will investigate the human creative response to the world, society, religious tradition, and the human experience. Students will examine how the artist is influenced by and influences history and culture. The course will emphasize critical analysis of a variety of literary, visual, and auditory texts, including myth, painting, sculpture, architecture, fiction, Greek and Shakespearean drama, music drama, and film. Writing instruction will focus on developing critical responses to this wide variety of media. Students will develop an understanding of their own writing processes, and students and teachers will confer with one another at different points in the writing process. Through these interactions, students will establish a set of skills, strategies, and practices for generating, revising, and editing diverse texts. The writing assignments in the course are designed to promote critical inquiry, and in this course, the content of student writing will emphasize aesthetic and philosophical responses to human experience.

ENGLISH AND COMMUNICATION IV: JOURNALISTIC EXPRESSION AND MEDIA LITERACY
(fulfills both the literature and expression requirement) Credit: 1 unit
Eligible Grade Level: 10, 11, 12 English Credit
Prerequisites: Teacher recommendation in grades 9 and 10.

In this course, students will develop reading, writing and other communication skills through an exploration of various media genres. Students will gain knowledge of the writing process, including research techniques, structural analysis, and revision and editing and apply these concepts to their own writing. Students will study a variety of texts, as both structural models and as a means to foster discussions about current issues in our media-driven culture. The option of publishing in a student newspaper and/or yearbook is available.

ENGLISH AND COMMUNICATION IV: REBELS IN LITERATURE Credit: 1/2 unit
(fulfills literature requirement) English Credit
Eligible Grade Level: 12
Prerequisites: English and Communication III.

In this course, students will examine the act of rebellion and the existing conditions or motives that may contribute to a need for change. Through the study of literature, film, and art, students will consider rebellion from the perspective of the rebel (the artist, author, and/or character) and the society in which they live.

ENGLISH AND COMMUNICATION IV: SCIENCE FICTION AND FANTASY Credit: 1/2 unit
(fulfills literature requirement) English Credit
Eligible Grade Level: 12
Prerequisites: English and Communication III.

In this course, students will study science fiction and fantasy texts and films. Students will explore how writers create alternative worlds to comment on society and human behavior.

ENGLISH AND COMMUNICATION IV: SENIOR COMPOSITION Credit: 1/2 unit
(fulfills expression requirement) English Credit
Eligible Grade Level: 12
Prerequisites: English and Communication III.

This course provides students with directed practice in various types/genres of writing encountered in academic and professional situations.

ENGLISH AND COMMUNICATION IV: WRITING FOR BROADCASTING Credit: 1/2 unit
(fulfills expression requirement) English Credit
Eligible Grade Level: 12
Prerequisites: English and Communication III.

In this course, students will explore narrative, expository and persuasive writing through the lens of broadcasting. They will use radio and video technology to produce projects for each of these types of writing. While this course will require the use of audio and video editing software, no prior knowledge of either is required.

ENGLISH AND COMMUNICATION IV: WRITING FOR PUBLIC SPEAKING Credit: 1/2 unit
(fulfills expression requirement) English Credit
Eligible Grade Level: 12
Prerequisites: English and Communication III.

In this course, students will explore their roles as speakers and writers. Students will write and deliver persuasive, informative, and special occasion speeches, considering audience and the use of verbal and nonverbal communications. No experience with speech team needed or required.

FILM STUDIES
Eligible Grade Level: 11, 12 Credit: 1/2 unit
Prerequisites: English and Communication II. Elective Credit

In this course, students will study film as a form of literature. They will study films from both thematic and genre approaches, viewing approximately 10 films which have been selected on the basis of their value as art, as well as their impact on the film audience. Students also will study the history, style and technique of making motion pictures. While the emphasis in film studies is on viewing, listening and group discussion, students also will develop their writing skills within a strong expository writing component in the curriculum. The major thrust of the course is to provide students with the opportunity to become "cinema literate." (Some materials studied in this course may be mature in subject matter.)

FORENSICS Credit: 1/2 unit
Eligible Grade Level: 10, 11, 12 Elective Credit
Prerequisites: English and Communication I.
Course May Be Repeated.

Students in this course will participate in a variety of exciting communication events, through which they will develop their thinking and speaking skills. Through activities in interpretation, such as prose reading and humorous interpretation, students will respond creatively to literature, developing their analytical reading skills. Through performance activities, such as duet acting and original comedy, students will develop their acting techniques, crafting performances for live audiences. And through activities in public speaking, such as oratory and extemporaneous speaking, students will develop their critical thinking skills, learning to reason logically and manage information effectively. Students may elect to participate in interscholastic competition; however, co-curricular participation is not required.

JOURNALISM WORKSHOP: YEARBOOK Credit: 1 unit
Eligible Grade Level: 10, 11, 12 Elective Credit
Prerequisites: English and Communication I.
This course must be taken concurrently with the required English sequence.
Course May Be Repeated.

In this course, students are provided the opportunity to plan and produce the school yearbook. They will learn to use a desktop publishing system to design both standard page layouts and those which use graphic enhancement. They will

also learn the basics of journalistic writing, such as the collection of information through interviewing, organization and development of a good story, and a word processing system for submitting the material. Students will receive training in photography skills, including the composition of the various types of pictures used in a yearbook. An emphasis is placed upon meeting deadlines and adhering to production standards. **NOTE: At South, this course is taught out of the Fine Arts Department.**

ORAL INTERPRETATION Credit: 1/2 unit
Eligible Grade Level: 10, 11, 12 Elective Credit
Prerequisites: English and Communication I.
This course must be taken concurrently with the required English sequence.

This course introduces students to an exciting approach to literature based upon performance. Students select material from prose, poetry, and drama, study it in depth, and present it orally. In crafting their performances, students enter fully into their experiences with literature, which results in deeper understanding of their reading and greater appreciation of it. In addition to developing an understanding of various literary forms, student also will develop their higher-order thinking skills, in particular analysis, application, and evaluation. Additionally, they will experience the excitement of working collaboratively to script and perform group interpretations.

RADIO I Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12 Elective Credit
Prerequisites: None.

In this course, students will use spoken language to communicate ideas and information. They will receive introductory training in audio control and techniques of the broadcast studio. They also will study the history of radio/audio broadcasting and music, FCC regulations, basic equipment, announcing, programming, and program writing. Additionally, students will enjoy some elementary hands-on experiences. Radio I prepares interested students for continuation in the broadcasting course sequence.

RADIO II (Semester 2 only) Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12 Elective Credit
Prerequisites: Radio I.

In this course, students who have successfully completed Radio I will have opportunities to learn "on-the-air" broadcast writing, directing and production, thus developing both speaking and writing skills. Students will prepare materials for broadcast to an audience (on WDGC-FM at North and on Blueprint Radio at South). The production demands of this course make it primarily a "hands-on" experience, with training on a more sophisticated level in on-microphone performance and audio control.

RADIO III Credit: 1/2 or 1 unit
Eligible Grade Level: 10, 11, 12 Elective Credit
Prerequisites: Radio II and teacher recommendation.

This course is designed for the advanced communication student who has a definite interest in broadcasting as a career. Students will participate in a work/study program involving on-air assignment for a minimum of 60 hours plus assigned technical study and news reporting (on WDGC-FM at North and on Blueprint Radio at South). This course is offered as an independent study basis during the regular school year and needs teacher recommendation.

TELEVISION I Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12 Elective Credit
Prerequisites: None.

This course offers students an introduction to both modern studio and film-style television production. Students will take on all roles in film projects, including acting, writing, shooting, directing, and editing. The emphasis is on understanding how film-style projects combine multiple forms of communication (visual, written, oral, etc.) to craft an effective message or tell a story. Within all projects, students will work through the pre-production, production, and post-production process, learning to adapt to different audiences and revise their projects to achieve broadcast-quality

products. At North, students will have the opportunity to work on live television shows for the district's cable channel as well as broadcast live sporting events and tape school functions with a multi-camera system. At South, students will have opportunities to create content such as skits, commercials, shorts, PSA's, or video news for authentic audiences at school and/or on southblueprint.com.

TELEVISION II Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12 Elective Credit
Prerequisites: Television I.

This course offers students advanced practice in both modern studio and film-style television production. The emphasis is on more complex uses of all aspects of television/video communication. Film-style projects are more complex, as students complete more independent projects that require subtle use of sound, imagery, editing, special effects, and other techniques meant to enhance a message or story. At North, students choose to focus on working either in front of or behind the camera, crafting more complex live television shows that students develop in a collaborative work environment. Students will take part in live television shows on the district's cable channel and help with broadcasting live sporting events. At South, students will work collaboratively to create storytelling packages (short films, news broadcasts, documentaries, etc) to deliver to authentic audiences at school and/or on southblueprint.com

LITERACY SUPPORT PROGRAMS

The English and Communication Department offers instructional options for students who need additional reading and study strategies. These classes are designed to be an academic support not specific to the English class but instead for academic support across all classes in the student's schedule. The offerings are as follow:

ENGLISH AND COMMUNICATION I/READING (READ 180) Credit: 2 units
Eligible Grade Level: 9 1 English Credit
Prerequisites: Junior High Teachers' recommendations and achievement scores. 1 Elective Credit
(Requires concurrent registration in the English section of READ 180)
See the course description for English and Communication I/Reading (READ 180) on Page 31.

STRATEGIES FOR ACADEMIC SUCCESS I Credit: 1 unit
Eligible Grade Level: 9, 10 Elective Credit
Prerequisites: Teacher and/or Department Chair Recommendation.

This two-semester course is designed to improve reading as it relates to academic success in high school. The course offers daily instruction and practice in effective reading and study skills as well as the opportunity to apply those skills to content courses. Topics of study include vocabulary, responding to texts, test-taking strategies, identifying text structures, understanding charts and graphs, finding main idea, making inferences, and applying specific reading skills and strategies. Students will learn how to analyze learning task requirements, select appropriate strategies to complete the task, and self-monitor their learning situations.

STRATEGIES FOR ACADEMIC SUCCESS I – RESOURCE (South) Credit: 1/2 unit
Eligible Grade Level: 9, 10 Elective Credit
Prerequisites: Teacher and/or Department Chair Recommendation.

This course has similar goals and activities as those in Strategies for Academic Success I; however, students in this course will meet for only half a period opposite their lunch instead of for a full period. This course is intended for

students who are slightly behind in their content reading strategies and study strategies whereas the full period class is intended for students who have demonstrated a greater need of support.

STRATEGIES FOR ACADEMIC SUCCESS RESOURCE I (North) Credit: 1/2 unit
Eligible Grade Level: 9, 10 Elective Credit
Prerequisites: Teacher and/or Department Chair Recommendation.

This one-semester course is designed to improve reading as it relates to success in high school. The course will offer daily instruction and practice in literacy skills and provide students consistent practice at applying these skills to core subjects. Topics of study include vocabulary, responding to texts, test-taking strategies, identifying text structures, understanding charts and graphs, finding main idea, making inferences, and applying specific reading skills and strategies.

STRATEGIES FOR ACADEMIC SUCCESS II Credit: 1/2 unit
Eligible Grade Level: 10 Elective Credit
Prerequisites: Teacher and/or Department Chair Recommendation.

This one-semester course will focus on improving students' ability to read and work with complex texts. Students in this course will continue to master reading strategies that enable them to be successful in their content area classes, on standardized tests, and in post high school literacy experiences. The course will offer daily instruction and practice in effective reading and study skills as well as the opportunity to practice and apply these learned skills to core subjects. Students need not take Strategies for Academic Success I in order to enroll in this course.

STRATEGIES FOR ACADEMIC SUCCESS II – RESOURCE (South) Credit: 1/2 unit
Eligible Grade Level: 10 Elective Credit
Prerequisites: Teacher and/or Department Chair Recommendation.

This year-long course meets during a student's resource period opposite lunch and focuses on improving students' ability to read and work with complex texts. The components of this course include direct instruction of strategic reading and learning strategies, vocabulary development, fluency improvement, and comprehension expansion applied to all content areas. This course is designed for students who have demonstrated slight deficiency in skills taught in English and Communication I and could benefit from more individualized instruction. One day a week is set aside for students to apply the strategies they are learning to their homework.

STRATEGIES FOR ACADEMIC SUCCESS III Credit: 1/2 unit
Eligible Grade Level: 11 Elective Credit
Prerequisites: Teacher and/or Department Chair Recommendation.

This one-semester course will focus on improving students' ability to read and work with complex texts. Students in this course will continue to master reading strategies that enable them to be successful in their content area classes and in post high school literacy experiences. Teachers will provide daily instruction and practice in effective reading and study skills as well as the opportunity to practice and apply these learned skills to core subjects. Many of the activities in the course center on reading nonfiction and forming an argument. In addition, a special emphasis on preparation for standardized tests is included in this course. Students need not take Strategies for Academic Success I or II in order to enroll in this course.

STRATEGIES FOR ACADEMIC SUCCESS III – RESOURCE (South) Credit: 1/2 unit
Eligible Grade Level: 11 Elective Credit
Prerequisites: Teacher and/or Department Chair Recommendation.

This year-long course meets during a student's resource period opposite lunch and focuses on improving students' ability to read and work with complex texts, develop an argument, and perform well on standardized tests. Direct support of the Advocacy Project, a major assignment in English and Communication III, will be provided. In addition, students will have a voice in deciding which skills they need to practice, and individualized instruction will be provided to help students develop those skills.

FINE ARTS

FINE ARTS COURSE OFFERINGS

Fine Arts Department course offerings encompass Music, Theatre and Visual Art. Courses in these disciplines promote individual aesthetic awareness and enable each learner to continue the search for their identity as a creative individual. In addition to perpetuating a culture of creativity and innovation, Fine Arts course offerings provide a unique and fertile framework to develop essential skills like problem solving, critical thinking, collaboration and communication. Curricular experiences in the arts enable emotional awareness and development. Students will forge unique pathways to success within a caring, collaborative, communicative learning environment. Music, Theatre and Visual Art course offerings fulfill the Fine Arts graduation requirement.

MUSIC

Music courses, both performance and non-performance, enable individual aesthetic awareness through experiences in sound. Exploration of sound in both performance and non-performance courses provides learners with experiences in composing, performing, and listening to music.

MUSIC COURSES AT-A-GLANCE

Music course offerings are sequenced progressively by performance organization and non-performance courses.

BANDS
Concert Band
Wind Symphony (DGS)
Wind Ensemble
Wind Ensemble Honors

Jazz Lab Band
Jazz Ensemble
Jazz Ensemble Honors

Rock Band

CHOIRS
Freshman Boys Choir (DGS)
Freshman Choir (DGN)
Freshmen Girls Choir (DGS)
Concert Choir
Treble Choir
A Cappella Choir
A Cappella Choir Honors

CO-CURRICULAR CHOIRS
Chamber Choir (DGN)
Chamber Singers (DGS)
Concert Singers (DGN)
Freshman Ensemble (DGN)
Freshman Girls Select (DGS)
Overtones (DGS)
Madrigal Singers (DGS)
Treble Ensemble (DGN/DGS)

NON-PERFORMANCE
AP Music Theory
Digital Music
Guitar I
Guitar II

ORCHESTRAS
Concert Orchestra
Symphonic Orchestra
Symphonic Orchestra Honors

VOLUNTEER ENSEMBLES
Marching Mustangs
Pep Band
Pit Orchestra

BANDS

CONCERT BAND Credit: 1 unit
Eligible Grade Level: 9, 10, 11, 12
COURSE IS REPEATABLE

Concert Band is a full year course which meets daily for Fine Arts credit. Students are placed in Concert Band following spring auditions that are held on campus and at various middle/junior high schools. This course focuses on developing individual performance proficiency and overall musicianship through a comprehensive curriculum. Literature studied is suited to the ability of the ensemble, and reinforces the theory of music as well as creative thinking. Private lessons are encouraged. Students in this course perform 3-5 times each year outside of the school day. Attendance at all events is expected.

SYMPHONIC BAND Credit: 1 unit
Eligible Grade Level: 9, 10, 11, 12
COURSE IS REPEATABLE

Symphonic Band is a full year course which meets daily for Fine Arts credit. Students are placed in Symphonic Band following spring auditions that are held on campus and at various middle/junior high schools. This course focuses on developing individual performance proficiency and overall musicianship through a comprehensive curriculum. Literature studied is suited to the ability of the ensemble, and reinforces the theory of music as well as creative thinking. Private lessons are encouraged. Students in this course perform 3-5 times each year outside of the school day. Attendance at all events is expected.

WIND SYMPHONY (South Only) Credit: 1 unit
Eligible Grade Level: 9, 10, 11, 12
COURSE IS REPEATABLE

Wind Symphony is a full year course which meets daily for Fine Arts credit. Students are placed in Wind Symphony following spring auditions that are held on campus and at various middle/junior high schools. This course focuses on developing individual performance proficiency and overall musicianship through a comprehensive curriculum. Literature studied is suited to the ability of the ensemble, and reinforces the theory of music as well as creative thinking. Private lessons are encouraged. Students in this course perform 3-5 times each year outside of the school day. Attendance at all events is expected.

WIND ENSEMBLE Credit: 1 unit
Eligible Grade Level: 9, 10, 11, 12
COURSE IS REPEATABLE

Wind Ensemble is a full year course which meets daily for Fine Arts credit. Students are placed in Wind Ensemble following spring auditions that are held on campus and at various middle/junior high schools. This course focuses on developing individual performance proficiency and overall musicianship through a comprehensive curriculum. Literature studied is suited to the ability of the ensemble, and reinforces the theory of music as well as creative thinking. Private lessons are encouraged. Students in this course perform 5-7 times each year outside of the school day. Attendance at all events is expected.

WIND ENSEMBLE HONORS Credit: 1 unit
Eligible Grade Level: 10, 11, 12 Grade: Weighted
COURSE IS REPEATABLE

This course follows the same curriculum as Wind Ensemble with increased challenge, performance juries, and recital participation. The course is offered for weighted credit, and students must be pre-approved by the course instructor and Fine Arts Department Chairperson. See course instructor for pre-approval form.

JAZZ LAB BAND Credit: 1 unit
Eligible Grade Level: 9, 10, 11 12
COURSE IS REPEATABLE

Jazz Lab Band provides music students with an opportunity to explore all forms of jazz through the study of big band, combo, and modern jazz literature. While performing jazz music, students will be encouraged to expand their creativity through the process of improvisation. Students in this course will participate in several jazz festivals and field trips. Additionally, students in this course perform at numerous school and community events. Attendance is required at all curricular and co-curricular performances. All members of this course must be concurrently enrolled in another instrumental ensemble (with the exception of piano and guitar). Membership in this course is based on audition during the first week of the school year. Students interested in the course should pre-register, attain audition music in May/June, practice the music during the summer, and sign up for an audition as the school year begins. This course is offered daily as an Early Bird class (7:00 – 7:50 am). Students must arrange their own transportation.

JAZZ ENSEMBLE Credit: 1 unit
Eligible Grade Level: 9, 10, 11, 12
COURSE IS REPEATABLE

Jazz Ensemble emphasizes aesthetic education through improvisation and performance of advanced jazz literature; harmonic, rhythmic and structural complexities of jazz, jazz history and solo transcriptions. Students in this course will participate in several jazz festivals and field trips. Additionally, students in this course perform at numerous school and community events. Attendance is required at all curricular and co-curricular performances. All members of this course must be concurrently enrolled in another instrumental ensemble (with the exception of piano and guitar). Membership in this course is based on audition during the first week of the school year. Students interested in the course should pre-register, attain audition music in May/June, practice the music during the summer, and sign up for an audition as the school year begins. This course is offered daily as an Early Bird class (7:00 – 7:50 a.m.). Students must arrange their own transportation.

JAZZ ENSEMBLE HONORS Credit: 1 unit
Eligible Grade Level: 9, 10, 11, 12 Grade: Weighted
COURSE IS REPEATABLE

This course follows the same curriculum as Jazz Ensemble with increased challenge, performance juries, and recital participation. The course is offered for weighted credit, and students must be pre-approved by the course instructor and Fine Arts Department Chairperson. See course instructor for pre-approval form.

ROCK BAND Credit: 1 unit
Eligible Grade Level: 9, 10, 11, 12
COURSE IS REPEATABLE

This course focuses on developing individual performance proficiency and overall musicianship through ensemble performance of contemporary and commercial styles of music including rock and pop. Rock Band is a full year course that meets daily for Fine Arts credit. Students are placed in Rock Band after successful completion of an entry interview/performance assessment by music faculty. While it is an introductory level course, basic skills must be demonstrated on either a rhythm section instrument (guitar, bass, drums, keyboard) or voice to be enrolled. Literature studied is representative of several time periods of rock/pop music history, is suited to the ability of the ensembles, and reinforces the theory of music as well as creative thinking. Private lessons are encouraged. Students in this course will perform several times a year during the school day for their peers, and depending upon ensemble proficiency and readiness may perform 3-5 times each year outside of the school day. Attendance at all events is expected.

CO-CURRICULAR BAND ENSEMBLES Credit: None.
In addition to the large instrumental ensembles, the program in District 99 offers opportunities for students to seek added performance opportunities beyond their curricular coursework. These opportunities include, but are not limited to: Marching Band, Pep Band, and Pit Orchestra. These ensembles perform at various school district and community events. Additional information about these ensembles may be obtained through the Fine Arts Department website or the music faculty.

CHOIRS

FRESHMAN BOYS CHOIR (South only) Credit: 1 unit
Eligible Grade Level: 9
The Freshman Boys Choir is open to all incoming male freshman singers regardless of previous singing experience. This class will focus on the development of basic singing skills, including tone development, part singing, proper body positioning for singing, breath support and control, the establishment of a healthy choral tone, and music reading. This group performs at least four times during the school year. Attendance at all events is expected.

FRESHMAN GIRLS CHOIR (South only) Credit: 1 unit
FRESHMAN CHOIR (North only)
Eligible Grade Level: 9

The Freshman Choir is open to all incoming freshman singers regardless of previous singing experience. This class will focus on the development of basic singing skills, including tone development, part singing, proper body positioning for singing, breath support and control, the establishment of a healthy choral tone, and music reading. This group performs at least four times during the school year. Attendance at all events is expected.

CONCERT CHOIR Credit: 1 unit
Eligible Grade Level: 9 (males,) 10, 11, 12
COURSE IS REPEATABLE

Placement in Concert Choir is predicated on an audition with the choral faculty. Instructional emphasis is placed on healthy vocal production, sight reading, tonal memory, singing alone and with others, and balance and blend within a choral ensemble. Concert Choir performs the finest choral literature selected from a wide variety of musical styles and historical periods. Members of this ensemble must attend four major choral events each year, in addition to select festivals and community performances outside of the school day. Attendance at all events is expected.

TREBLE CHOIR Credit: 1 unit
Eligible Grade Level: 11, 12
COURSE IS REPEATABLE

Placement in Treble Choir is predicated on an audition with the choral faculty. Instructional emphasis is placed on healthy vocal production, sight reading, tonal memory, singing alone and with others, and balance and blend within a choral ensemble. Treble Choir performs the finest choral literature selected from a wide variety of musical styles and historical periods. Members of this ensemble must attend four major choral events each year, in addition to select festivals and community performances outside of the school day. Attendance at all events is expected.

A CAPPELLA CHOIR Credit: 1 unit
Eligible Grade Level: 11, 12
COURSE IS REPEATABLE

Open to junior and senior boys and girls, the A Cappella Choir is the most advanced choral ensemble. Placement in this ensemble is predicated on an audition with the choral faculty. Instructional emphasis is placed on vocal production, sight reading, tonal memory, singing alone and with others, and balance and blend within a choral ensemble. A Cappella Choir performs the finest choral literature selected from a wide variety of musical styles and historical periods. Members of this ensemble participate in 3-4 concerts each year, in addition to select festivals and community performances outside of the school day. Attendance at all events is expected.

A CAPPELLA CHOIR HONORS Credit: 1 unit
Eligible Grade Level: 11, 12 Grade: Weighted
Prerequisites: Placement in A Cappella Choir by audition, and permission of instructor.
COURSE IS REPEATABLE

This course follows the same curriculum as A Cappella Choir with increased challenge, performance juries, and recital participation. The course is offered for weighted credit, and students must be pre-approved by the course instructor and Fine Arts Department Chairperson. See course instructor for pre-approval form.

CO-CURRICULAR (SELECT) CHORAL ENSEMBLES Credit: None.
In addition to the large choral ensembles, the choral program offers several select ensembles for students who seek added performance opportunities beyond their curricular choral coursework. These groups are smaller than the large ensembles (10-30 members) and sing music that is tailored to these smaller groups. Enrollment is determined by audition. In addition to performing on the various choral concerts, ensembles are invited to sing at school, district, and community activities. Additional information about these ensembles may be obtained through the Fine Arts Department website or the music faculty.

Note: Students who wish to audition for any co-curricular select ensemble must initially enroll in the appropriate resource period in order to avoid difficult schedule changes later. After auditions have been completed, students not selected for ensemble participation will be reassigned to a regular lunch/resource.

NON-PERFORMANCE

AP MUSIC THEORY Credit: 1 unit
Eligible Grade Level: 10, 11, 12

This course is offered for students who have a serious interest in music and want to improve their comprehension of the musical language. Course objectives include a review of the basic elements of music, notation, harmony, and analytical techniques with special emphasis on ear training and sight-reading. Individualized projects focus on historical background, composition, and arranging. The first semester of this course may be taken for 1/2 unit of credit. This class is offered as an Early Bird class (7:00 - 7:50 a.m.). Students must arrange their own transportation.

DIGITAL MUSIC Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12

This course is designed to give students of varied musical backgrounds an opportunity to study creative music composition in a high-tech arena. Students will learn how to arrange, compose, and perform music using digitally controlled synthesizers and computers. This one-semester course will combine a study of various contemporary and historical musical styles with hands-on computer sequencing and digital audio editing techniques. The classroom setting will allow students to work both individually and in collaborative teams. Students will also study a variety of compositional techniques including music from several different cultures. As a result, several original compositions will be created that can be saved as digital audio files. This course is designed to accommodate students of all music ability levels.

GUITAR I Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12

This semester course, which meets daily, will serve as a general introduction to guitar playing for students with little or no previous experience. Elements of basic guitar technique to be covered include: tuning, elementary chords, fingering, basic strums, basic note reading, understanding of basic time signatures and counting. Students will be exposed to the various styles of guitar performance, such as folk, blues, rock and classical music. Students must have access to their own 6-string acoustic guitar.

GUITAR II Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12

This semester course is an intermediate level class for the guitarist who is past the beginning stages of development, has a high level of interest, and wants to progress to a more advanced level of proficiency on the instrument. Prerequisite is having taken Guitar 1 or the permission of the instructor. Students must have access to their own 6string acoustic guitar.

ORCHESTRAS

CONCERT ORCHESTRA Credit: 1 unit
Eligible Grade Level: 9, 10, 11, 12
COURSE IS REPEATABLE

Concert Orchestra is open to all string instrument players who can meet a standard of preparation and are committed to mature performance. This course is designed for the string player who has had several years of previous instruction on their instrument, either through school or privately. In Concert Orchestra, students mature in their understanding and appreciation of music and string technique, learn orchestral literature, and enjoy fine performance experiences. The full-year course, that meets daily, offers activities including rehearsals, concerts, festivals, and contest performances requiring an extra time commitment. Attendance at all events is expected.

SYMPHONIC ORCHESTRA Credit: 1 unit
Eligible Grade Level: 9, 10, 11, 12
COURSE IS REPEATABLE

Symphonic Orchestra is the most advanced ensemble for string players. Placement in Symphonic Orchestra is by audition. Students must demonstrate mastery of their instrument, including scales covering the full range of the instrument and knowledge of musical notation, and a commitment to mature performance. Select wind and percussion players enrolled in Wind Ensemble join Symphonic Orchestra for some concerts. Symphonic Orchestra offers students the opportunity to refine their technique and musicianship while learning and performing a variety of symphonic and string literature. The full-year course, that meets daily, offers activities including rehearsals, concerts, festivals, and contest performances requiring an extra time commitment. Attendance at all events is expected.

SYMPHONIC ORCHESTRA HONORS Credit: 1 unit
Eligible Grade Level: 10, 11, 12 Grade: Weighted
COURSE IS REPEATABLE

This course follows the same curriculum as Symphonic Orchestra with increased challenge, performances juries, and recital participation. The course is offered for weighted credit, and students must be pre-approved by the course instructor and the Fine Arts Department Chairperson. See course instructor for pre-approval form.

THEATRE

Theatre courses enable individual aesthetic awareness through acting skills and techniques. Exploration of the arts, through performances of pantomimes, improvisations, monologues and duet scenes, provides learners with experiences in acting as well as stagecraft design.

THEATRE COURSES AT-A-GLANCE

ACTING

Acting I
Acting II
Acting III

DESIGN & STAGECRAFT

Theatre Design & Craft
Advanced Theatre Design & Craft

ACTING I Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12 Elective Credit
Prerequisites: None.

Students in this course will learn basic introductory acting principles and techniques through the development and performance of pantomimes, improvisations, monologues and duet scenes. Through preparation of scripted performances, they will enjoy opportunities to analyze scenes and characters. In rehearsals, they will experience the excitement of coaching and working with other students. Additionally, they will develop their powers of observation and build self-confidence.

ACTING II Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12 Elective Credit
Prerequisites: Acting I.

In this course, which follows Acting I in sequence, students will continue to develop their acting skills and techniques. Working with plays which are more analytically challenging and technically demanding, they will select, cut, and adapt scripts for monologue and duet performances. Through improvisation, theatre exercises, and other rehearsal techniques, they will develop the capacities to add depth to their performances. Additionally, through the study of dramatic literature from different genres, they will discover a variety of acting styles. Acting II is an advanced performance course for the successful and enthusiastic student of Acting I.

ACTING III Credit: 1/2 unit
Eligible Grade Level: 10, 11, 12 Elective Credit
Prerequisites: Acting I, II.

In this course, which follows Acting II in sequence, students will interpret and perform highly interesting and complex scripts. In addition to the development of advanced acting skills, they will also enjoy the opportunity to direct class productions. Additionally, they will develop an understanding of dramatic history and theory, which will contribute to their development of literary analysis skills and directing techniques. They may, for example, perform one scene in different styles, such as Greek, Shakespearean, or Commedia, and identify the unique features of each style. They will also experiment with dialect in their performances. Acting III, then, is particularly beneficial to serious students who plan to pursue acting at the college or community level. Because of a rotating curriculum, students may enroll in this course more than once, each time for full credit.

THEATRE DESIGN AND CRAFT Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12 Elective Credit
Prerequisites: None.

In this course, students will study theories of technical theatre and apply these theories in actual practice. They will study the history of technical theatre, set design and construction, lighting design and application, and costuming. They may become part of various stage crews for school productions, but co-curricular participation is not required. This course is intended for a wide range of students who seek to develop their understandings of the many facets of theatre.

ADVANCED THEATRE DESIGN AND CRAFT Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12 Elective Credit
Prerequisites: Theatre Design and Craft.

This course is a portfolio based course for students with serious interest in designing and creating in the technical areas of theatre. Students who have successfully completed Theatre Design & Craft can enroll in this course to further their interest in one or more technical areas of their choosing. Under the guidance of the instructor, goals will be set for independent design and creation of scenic, prop, lighting, sound, publicity, costume and/or make-up products for actual or imagined theatre productions. Technical crew leadership skills will also be a part of this course.

VISUAL ART

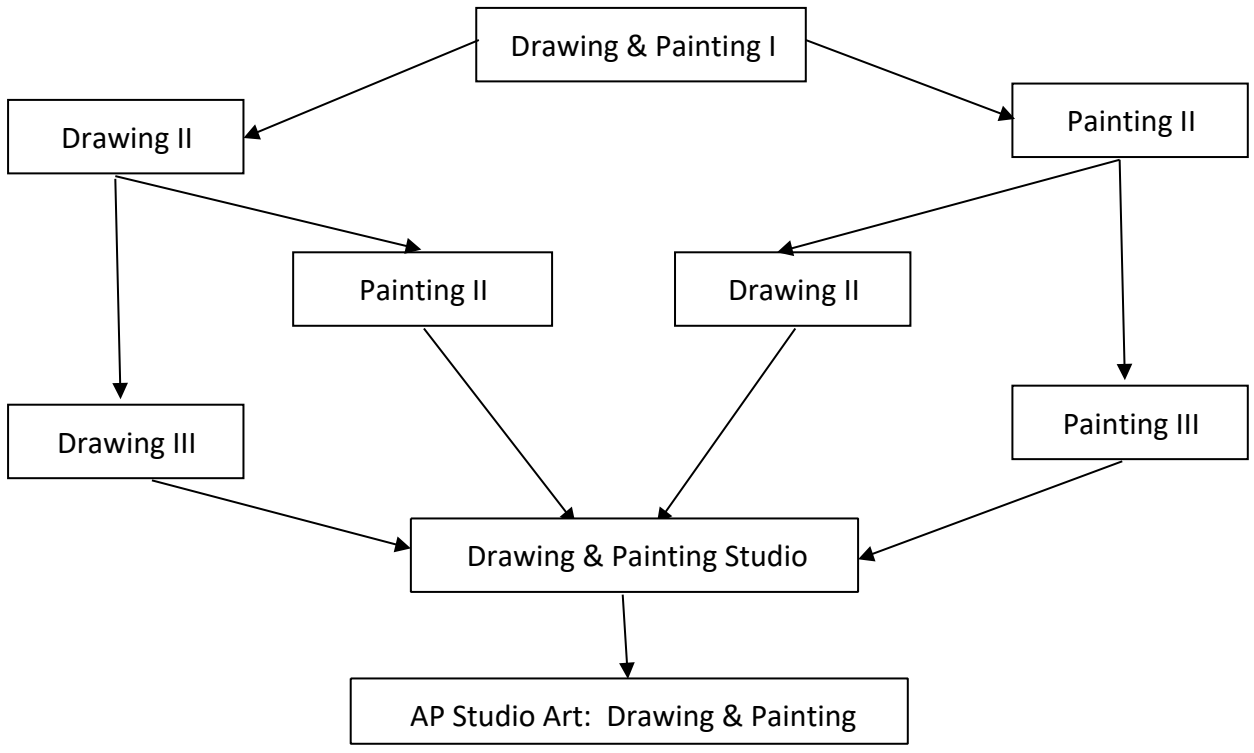
Visual Art courses enable individual aesthetic awareness through a variety of 2D and 3D experiences. Exploration of artistic technique through a range of entry level course offerings is encouraged to ensure success in upper level art courses. Several art courses require students to augment basic supplies with the purchase of additional materials.

VISUAL ART SEQUENCE CHART

Visual Art course offerings are sequenced progressively by media.

Ceramics I	Design I
Ceramics II	Design II
Ceramics Studio*	Design Studio*
AP Studio Art: 3D Design (Ceramics)*	AP Studio Art: 2D Design (Design)*
Jewelry & Metalwork I	Digital Photography I
Jewelry & Metalwork II	Digital Photography II
Jewelry & Metalwork Studio*	Digital Photography Studio*
AP Studio Art: 3D Design (Jewelry & Metalwork)*	AP Studio Art: 2D Design (Digital Photography)*
Computer Art I	AP Art History
Computer Art II	
Computer Art Studio*	
AP Studio Art: 2D Design (Computer Design)*	

*Studio Level courses in any of the Visual Art sequences are repeatable



AP ART HISTORY Credit: 1 unit
Eligible Grade Level: 10, 11, 12 Grade: Weighted
Prerequisites: None.

The AP Art History course endeavors to engage students at the same level as an introductory college art history survey. The course involves critical thinking and develops an understanding and knowledge of diverse historical and cultural contexts of architecture, sculpture, painting, and other media. In the course, students examine and critically analyze major forms of artistic expression from the past and present from a variety of cultures. While visual analysis is a fundamental tool of the art historian, art history emphasizes understanding how and why works of art function in context, considering such issues as patronage, gender, and the functions and effects of works of art. Many colleges and universities offer advanced placement and/or credit to students who have performed successfully on the AP Art History Exam. This course is strongly recommended for students who plan to pursue a career in art, or those who seek humanitarian enrichment and potential advanced placement at the college/university level.

CERAMICS

CERAMICS I Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: None.

Ceramics I is the fundamental course leading into Ceramics II and Ceramics Studio. Students receive instruction in hand building methods such as slab and coil construction. The course also includes an explanation of kiln firing, methods of glazing, methods of decorating, and an introduction to the potter's wheel. All projects are student-planned with the help of the instructor. Students will learn terms, concepts and technical skills related to ceramic ware. They will also investigate various methods of decorating and glazing.

CERAMICS II Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: Ceramics I.

This course is a continuation of Ceramics I using the techniques and knowledge of the media gained during Ceramics I. Ceramics II students may specialize at this time in hand building, beginning potter's wheel and sculpture. Advanced techniques in glazing and surface decoration are also more fully explored.

CERAMICS STUDIO Credit: 1/2 unit
Eligible Grade Level: 10, 11, 12
Prerequisites: Ceramics I and Ceramics II.
STUDIO LEVEL COURSES ARE REPEATABLE

In this course students choose their own area of concentration. The student may specialize in projects and techniques of his or her choice, i.e. potter's wheel, sculpture, and advanced glazing techniques. Some written work will be required of advanced students. Work in this course will focus on preparing students in portfolio development that might lead to later submission of the College Board's Advanced Placement visual art portfolio.

AP STUDIO ART: 3D DESIGN (CERAMICS) Credit: 1/2 unit
Eligible Grade Level: 10, 11, 12 Grade: Weighted
Prerequisites: Ceramics I, Ceramics II, Ceramics Studio, and/or Instructor permission.
STUDIO LEVEL COURSES ARE REPEATABLE

This course follows the same curriculum as Ceramics Studio with increased rigor and the development of the College Board AP Art Portfolio. The course is offered for weighted credit, and students must be pre-approved by the course instructor and Fine Arts Department Chairperson. See course instructor for pre-approval form.

COMPUTER ART

COMPUTER ART I Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: None.

This course teaches students how to use the computer as an artistic tool. Students will expand creative abilities utilizing computer images in a graphic arts format. Working with graphics software, scanners, and digital cameras, students will focus on the elements and principles of design and their practical applications. Previous computer experience is not required.

COMPUTER ART II Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: Design I or Computer Art I.

This course expands upon skills developed in the Computer Art I class. More emphasis is placed on creativity and the formation of a personal style. Advanced concepts in Adobe Photoshop and Illustrator are applied to complex, student directed projects. Poster design, lettering, story illustrations, T.V. storyboards, product design, newspaper and magazine advertisements and package design are some of the commercial media explored.

COMPUTER ART STUDIO Credit: 1/2 unit
Eligible Grade Level: 10, 11, 12
Prerequisites: Computer Art I and Computer Art II.
STUDIO LEVEL COURSES ARE REPEATABLE

This course expands upon skills developed in the Computer Art I and Computer Art II. Students will design and create artwork that incorporates advanced artistic concepts, including but not limited to: Independent thinking, Self-Awareness/Reflection, Portfolio Development & Assembly, Scanned Imagery, Digital Photography, Utilizing Drawing Tablets, Stylistic Exploration, Thematic Concentration Development, Written Critiques and Artistic Statements. Advanced concepts in Adobe Photoshop and Illustrator are applied to complex, student-directed projects. Work in this course will focus on preparing students in portfolio development that might lead to later submission of the College Board's Advanced Placement visual art portfolio.

AP STUDIO ART: 2D DESIGN (COMPUTER DESIGN) Credit: 1/2 unit
Eligible Grade Level: 10, 11, 12 Grade: Weighted
Prerequisites: Computer Art I, Computer Art II, Computer Art Studio, and/or permission of instructor.
STUDIO LEVEL COURSES ARE REPEATABLE

This course follows the same curriculum as Computer Art Studio with increased rigor and the development of the College Board AP Art Portfolio. The course is offered for weighted credit, and students must be pre-approved by the course instructor and Fine Arts Department Chairperson. See course instructor for pre-approval form.

DESIGN

DESIGN I Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: None.

This course offers a foundation in the basic principles of design. The elements of design: line, shape, value, texture, space and color are explored through a variety of projects. Design I encourages creative thinking and problem solving. Students are exposed to the field of commercial design through individual and group work continuing into Design II and Design Studio for advanced study. Additional class materials are needed which must be purchased for a nominal cost.

DESIGN II Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: Design I.

Design II is a course designed to explore various world cultures and includes the study of crafts, such as handmade paper, batik, block and silk screen printing, basketry, tie dye and more. The elements and principles of design are stressed, as well as creativity and craftsmanship. Projects may vary from semester to semester, but are likely to include Scratchboard-Illuminated Monograms, Metal Tooling-Aluminum Frame, Paper Mache Mask Making, Linoleum Block Printing.

DESIGN STUDIO Credit: 1/2 unit
Eligible Grade Level: 10, 11, 12
Prerequisites: Design I and Design II.
STUDIO LEVEL COURSES ARE REPEATABLE

Students will use the techniques and knowledge of the media gained during Design I and further developed in Design II. Students will design and create artwork that incorporates advanced techniques that may include but not be restricted to the following: printing techniques, collage techniques, basketry, metalworking, scratchboard, sculpture techniques, and will investigate a variety of both historical and contemporary mixed media art and artists for future design and technical reference. Students will perfect their ability to critique their work and the work of others. Work in this course will focus on preparing students in portfolio development that might lead to later submission of the College Board's Advanced Placement visual art portfolio.

AP STUDIO ART: 2D DESIGN (DESIGN) Credit: 1/2 unit
Eligible Grade Level: 10, 11, 12 Grade: Weighted
Prerequisites: Design I, Design II, Design Studio, and/or permission of instructor.
STUDIO LEVEL COURSES ARE REPEATABLE

This course follows the same curriculum as Design Studio with increased rigor and the development of the College Board AP Art Portfolio. The course is offered for weighted credit, and students must be pre-approved by the course instructor and Fine Arts Department Chairperson. See course instructor for pre-approval form.

DIGITAL PHOTOGRAPHY

DIGITAL PHOTOGRAPHY I Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: Students must have access to an adjustable digital 35mm (DSLR) camera with a built in light meter.

Students may not use automatic point and shoot cameras Students will emphasize both the creative and technical processes of taking and processing digital RAW images. Students will explore lighting, the elements of art (line, value, texture, color and space) and the principles involving composition (selection and arrangement.) They will edit, refine, retouch and manipulate their photographs using imaging and editing software such as Adobe Photoshop and Adobe Lightroom. The history and appreciation of photography will be explored by studying both historical and contemporary photographers. Lastly, students will learn how to output their photographs in both print and online format (blog) for critique, exhibition, and display. The majority of shooting assignments will be accomplished outside of class as homework. A few shoots will be done in class in the photo studio with professional lights and studio gear. This course requires an adjustable DSLR camera. Additional class materials are needed which must be purchased for a nominal cost.

DIGITAL PHOTOGRAPHY II Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: Digital Photography I.

Students will expand on the basic photographic tools and techniques introduced in Digital Photo I. There will be an emphasis on both image capture (taking photos) with the digital camera and using the computer as a creative tool. In addition, students will gain an understanding of studio lighting techniques, file management procedures, and more

specific software skills using Adobe's Creative Suite (specifically Photoshop and Illustrator) and Adobe Lightroom. Students will create large high quality prints for exhibition.

DIGITAL PHOTOGRAPHY STUDIO Credit: 1/2 unit
Eligible Grade Level: 10, 11, 12
Prerequisites: Digital Photography I and Digital Photography II.
STUDIO LEVEL COURSES ARE REPEATABLE

Students will work at a variety of levels that continue to explore the creative and technical possibilities of digital photography. This will include advanced techniques involved in image capture, refinement, manipulation and output. Output may include photographic prints, books, and images online in a personal photographic blog. Students will investigate contemporary digital photographers and current digital imaging practices and applications. Emphasis will be on the development of the student's self-expression using more sophisticated subjects and themes. Students must supply an external drive holding between 32 and 320 GB of memory. Students taking Studio for the second time must supply a portfolio case to store and present their finished artwork. Work in this course will focus on preparing students in portfolio development that might lead to later submission of the College Board's Advanced Placement visual art portfolio.

AP STUDIO ART: 2D DESIGN (DIGITAL PHOTOGRAPHY) Credit: 1/2 unit
Eligible Grade Level: 10, 11, 12 Grade: Weighted
Prerequisites: Digital Photography 1, Digital Photography II, Digital Photography Studio, and/or permission of instructor.
STUDIO LEVEL COURSES ARE REPEATABLE

This course follows the same curriculum as Digital Photography Studio with increased rigor and the development of the College Board AP Art Portfolio. The course is offered for weighted credit, and students must be pre-approved by the course instructor and Fine Arts Department Chairperson. See course instructor for pre-approval form.

DRAWING & PAINTING

DRAWING AND PAINTING I Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: None.

This course offers a wide range of experiences which prepare students for continued study in drawing and painting classes. Students are introduced to color theory, drawing, painting and art history. Range of media may include ebony pencil, tempera paint, pen and ink. Skills and techniques pertinent to artistic success will be infused with instruction in the Elements and Principles of Design. Additional class materials are needed which must be purchased for a nominal cost.

DRAWING II Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: Drawing and Painting I.

Students acquire the knowledge and skills required to express imaginative ideas with a variety of drawing media which may include ebony and colored pencils, pastel, and pen and ink. Assignments may include a self-portrait, still-life, and creation of original artworks. Sketchbook required.

PAINTING II Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: Drawing & Painting I.

In this course, students will explore basic themes of still life, portraiture and landscape, while developing skills in a variety of painting mediums, including acrylic, oil, ink wash and water color.

DRAWING III Credit: 1/2 unit
Eligible Grade Level: 10, 11, 12
Prerequisites: Drawing II.

Drawing III expands upon Drawing II skills. Additional media may include pastels, graphite, Conté, charcoal, pen and ink, and colored pencil. Personal style and imagination are stressed.

PAINTING III Credit: 1/2 unit
Eligible Grade Level: 10, 11, 12
Prerequisites: Painting II.

This course builds on understanding, skills, and techniques developed in Painting II. The student is encouraged to learn creative ways to use tools and to develop a meaningful personal style. Techniques in acrylic, watercolor, and oil may be explored. Painting styles may include hard-edge and soft-edge abstractions, realism, impressionism and expressionism. The student is encouraged to develop his/her own style.

DRAWING & PAINTING STUDIO Credit: 1/2 unit
Eligible Grade Level: 10, 11, 12
Prerequisites: Drawing and Painting I, and Painting II/Painting III, or Drawing II/Drawing III.
STUDIO LEVEL COURSES ARE REPEATABLE

A variety of advanced painting and drawing projects are completed. The students are encouraged to experiment with many painting and drawing materials and techniques with attention to forming their own individual style, in order to build a comprehensive portfolio. Still life landscapes, portraits, figure drawing, and art history are some of the artistic areas explored. Additional fees will not exceed $40.00 to pay fees for additional portfolio submissions and to furnish additional supplies for assignments. Work in this course will focus on preparing students in portfolio development that might lead to later submission of the College Board's Advanced Placement visual art portfolio.

AP STUDIO ART: DRAWING AND PAINTING Credit: 1/2 unit
Eligible Grade Level: 10, 11, 12 Grade: Weighted
Prerequisites: Drawing and Painting I, and Painting II/Painting III, or Drawing II/Drawing III & Painting Studio and/or permission of instructor.
STUDIO LEVEL COURSES ARE REPEATABLE

This course follows the same curriculum as Drawing & Painting Studio with increased rigor and development of the AP Art Portfolio. The course is offered for weighted credit, and students must be pre-approved by the course instructor and Fine Arts Department Chairperson. See course instructor for pre-approval form.

JEWELRY & METALWORK

JEWELRY & METALWORK I Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: None.

This course concentrates on the design and construction of wearable jewelry. Basic topics covered will include: tools and materials, sawing, soldering, piercing, forming, surface treatment, wire work, basic wax carving, stone setting and finishing techniques. Students will produce work in nickel silver, brass, copper and sterling silver. Students will work with sheet metal and wire using power and hand tools. Students will cast a ring using the lost wax method. Items to be made will include earrings, pendants, rings, pins, etc. Emphasis will be placed on drawing and making creative designs that are well crafted. Students will explore designs from different times and cultures. Additional class materials are needed which must be purchased for a nominal cost.

JEWELRY & METALWORK II Credit: 1/2 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: Jewelry & Metalwork I.

This course builds on principles and skills developed in Jewelry and Metalwork I. Students will learn more advanced fabricating (construction) and casting techniques. Students will use advanced decorative techniques such as chasing and inlaying in order to enhance their pieces. Items that will be made include bracelets, necklaces, pendants, rings, and earrings. A strong emphasis will be placed on creative designs and craftsmanship. Cultural uses and the history of jewelry making will be explored.

JEWELRY & METALWORK STUDIO Credit: 1/2 unit
Eligible Grade Level: 10, 11, 12
Prerequisites: Jewelry & Metalwork I, Jewelry & Metalwork II.
STUDIO LEVEL COURSES ARE REPEATABLE

This course is designed for students seeking advanced work in jewelry and metalwork. Topics covered will include etching, forging, raising, forming, PMC, enameling, inlaying, stone setting, bead making, hinges and chain making. Work in this course will focus on preparing students in portfolio development that might lead to later submission of the College Board's Advanced Placement visual art portfolio.

AP STUDIO ART: 3D DESIGN (JEWELRY & METALWORK) Credit: 1/2 unit
Eligible Grade Level: 10, 11, 12 Grade: Weighted
Prerequisites: Jewelry & Metalwork I, Jewelry & Metalwork II, Jewelry & Metalwork Studio, and/or permission of instructor.
STUDIO LEVEL COURSES ARE REPEATABLE

This course follows the same curriculum as Jewelry and Metalwork Studio with an increased rigor and the development of the College Board AP Art Portfolio. The course is offered for weighted credit, and students must be pre-approved by the course instructor and Fine Arts Department Chairperson. See course instructor for pre-approval form.

MATHEMATICS

In a technological society there is a reliance on mathematical competence and understanding to process quantitative information, to solve problems creatively and resourcefully, and to use technology appropriately. Students have different abilities, needs, and interests; yet each student needs to be able to use mathematics in his or her personal life, in the workplace, and in further study. The Mathematics Department offers a variety of courses designed to provide students with a coherent and challenging curriculum at levels designed to accommodate student differences. Instructional strategies promote engaged student learning and appropriate use of technology. To insure proper placement in future coursework, math teachers make individual recommendations for all students each year.

COURSE OFFERINGS

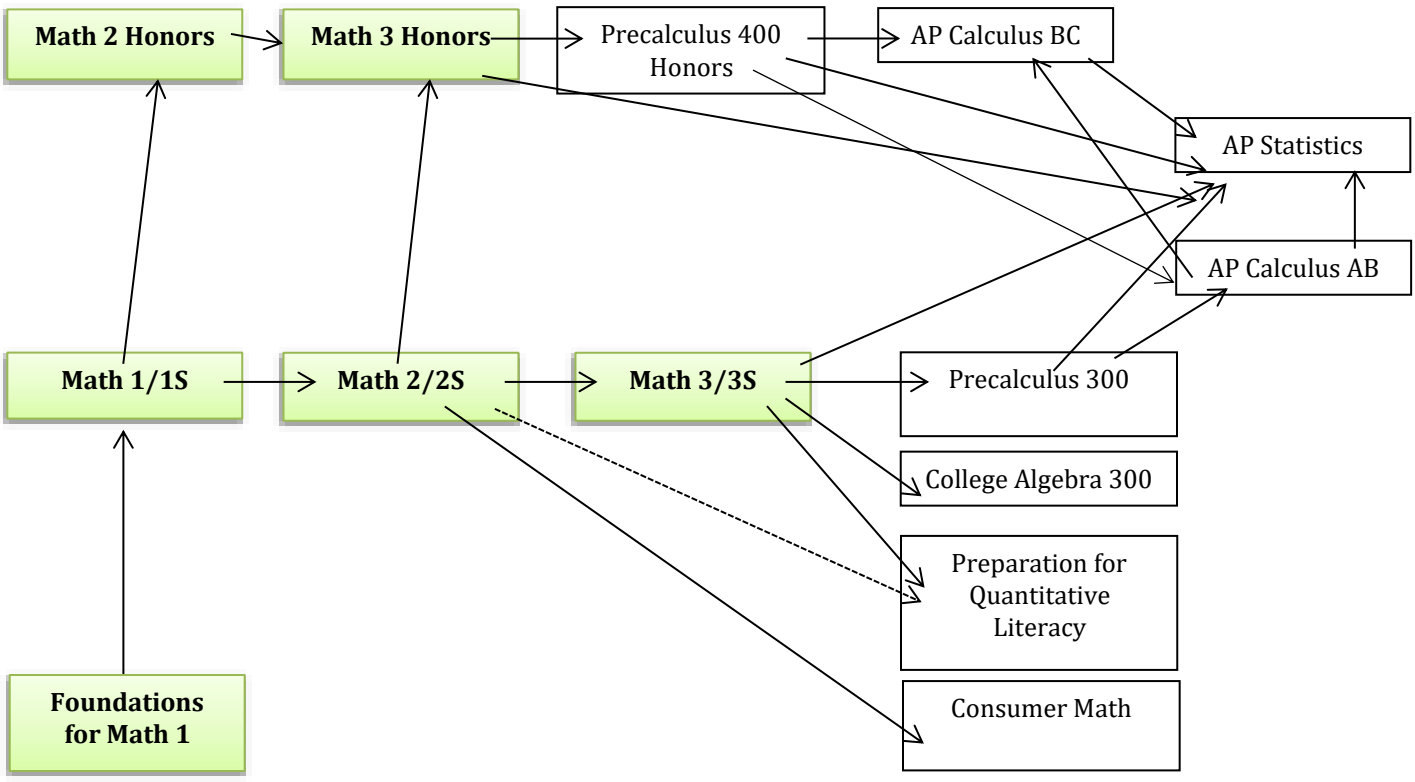
AP Calculus AB	Math 1
AP Calculus BC	Math 2
AP Statistics	Math 2 Honors
College Algebra 300	Math 3
Consumer Math	Math 3 Honors
Preparation for Quantitative Literacy	Precalculus 300
Foundations for Math 1	Precalculus 400 Honors

Mathematics Honors Program

The Mathematics Honors Course Sequence is offered as an opportunity for students to experience increased depth and rigor of topics and concepts. Honors math students tend to be intrinsically interested in mathematics, enjoy a challenge, and quickly see connections. Honors math classes develop concepts from a more theoretical perspective, use less directive teaching strategies, and require a greater level of student independence. Teachers make recommendations for honors classes based on observations and assessment data. All honors and AP courses are grade weighted. The following represent the desired characteristics of a successful Honors Math student:

- Displays the desire to seek true mathematical understanding, not simply "get the grade".
- Understands the power of productive struggle and enjoys learning challenges.
- Independently able to make connections, and does so quickly.
- Willing to take risks in collaborating with peers to create knowledge and critique arguments.
- Committed to homework and displays disciplined study habits.
- Clearly articulates formal mathematical methods.
- Takes greater responsibility for ownership of learning as an independent and mature learner.
- Able to manage heavier workload without undue stress or frustration.
- Seeks out and utilizes resources independently when needed.

District 99 Math Curriculum [updated 10/19]



FOUNDATIONS FOR MATH I Credit: 1 unit
Eligible Grade Level: 9, 10
Prerequisites: Department Chair Approval.

This course is designed for a student who has not successfully completed a grade 8 math course based upon the Common Core Mathematics Standards. The content of this course will focus heavily on the grade 8 standards so that upon successful completion a student will be prepared to enter Math 1. **A scientific calculator is required; the TI30X model is strongly recommended. (EL Foundations of Math 1, South High only - Teacher Recommended)**

MATH 1/1S Credit: 1 unit
Eligible Grade Level: 9, 10, 11
Prerequisites: Successful Completion of a grade 8 mathematics course based on the *Common Core State Standards for Mathematics* in concurrence with standardized testing data that indicates Math 1/1S placement.

The purpose of this course is to extend the mathematics that students learned in the middle grades. Overarching themes are centered on deepening and extending linear relationships, exploring exponential relationships, the concept of a function, summarizing, representing, and interpreting statistical data, and algebraic connections in the area of coordinate geometry. The Common Core Mathematical Practices apply throughout this course and will allow students to experience mathematics as a coherent, useful, and logical subject that helps make sense of problem situations. The support (S) instructional model of this course allows for additional daily contact time with the same classroom teacher. **A graphing calculator is required for this course; the TI-83+ or TI-84+ model is strongly recommended. (EL Math IS, South High only – Teacher recommended)**

MATH 2/2S Credit: 1 unit
Eligible Grade Level: 9, 10, 11
Prerequisites: Math 1/1S, grade of C or higher recommended.

This course builds upon the foundation established in Math 1/1S. Overarching themes are centered on deepening and extending linear and exponential relationships, an in-depth study of quadratic relationships, geometric similarity, right triangle trigonometry, and conditional probability. The Common Core Standards of Mathematical Practice apply throughout this course and students will continue to experience mathematics as a coherent, useful, and logical subject that helps make sense of problem situations. The support (S) instructional model of this course allows for additional daily contact time with the same classroom teacher. **A graphing calculator is required for this course: the TI-83+ or TI84+ model is strongly recommended.**

MATH 2 HONORS Credit: 1 unit
Eligible Grade Level: 9, 10 Grade: Weighted
Prerequisites: Math 1, grade of A and either a.) Teacher recommendation or b.) Department approval.

The content of the Math 2 course as described above will serve as the foundation for this course, yet some topics will be covered at a deeper level and additional topics will also be studied. The Common Core Standards of Mathematical Practice will apply throughout, and students will be expected to demonstrate these practices at a more independent level. Please refer to the honors program description on the previous page for additional honors expectations. **A graphing calculator is required for this course; the TI-83+ or TI-84+ is strongly recommended.**

MATH 3/3S Credit: 1 unit
Eligible Grade Level: 10, 11, 12
Prerequisites: Math 2/2S, grade of C or higher recommended.

This course builds upon the foundation established in Math 1 and Math 2. Overarching themes are centered on exploring polynomial, rational and radical relationships; trigonometry; modeling of inverse, logarithmic, and trigonometric functions; modeling; connections between algebra and geometry; and statistical inferences and conclusions from data. The Common Core Standards of Mathematical Practice apply throughout this course and students will continue to experience mathematics as a coherent, useful, and logical subject that helps make sense of problem situations. The

support (S) instructional model of this course allows for additional daily contact time with the same classroom teacher. **A graphing calculator is required for this course: a TI-83+ or TI-84+ model is strongly recommended.**

MATH 3 HONORS Credit: 1 unit
Eligible Grade Level: 9, 10, 11 Grade: Weighted
Prerequisites: Math 2/2H and either a) teacher recommendation or b) Department approval.

The content of the Math 3 course as described above will serve as the foundation for this course, yet some topics will be covered at a deeper level and additional topics will also be studied. The Common Core Standards of Mathematical Practice will apply throughout, and students will be expected to demonstrate these practices at a more independent level. Please refer to the honors program description at the start of the mathematics course selections for additional honors expectations. **A graphing calculator is required for this course; the TI-83+ or TI-84+ is strongly recommended.**

PREPARATION FOR QUANTITATIVE LITERACY Credit: 1 unit
Eligible Grade Level: 12
Prerequisites: Math 3/3S, or Math 2/2S with Department Chair approval. Students must have successfully earned 3.0 math credits to be eligible for this course. [i.e. 2.5 math credits at time of registration and must pass 2nd semester their junior year].

The course will focus on non-calculator computation, a comprehensive review and connections of high school mathematics, and extension of problem solving skills by exploring discrete mathematical structures used in the world. Overarching competencies will include numeracy, application based algebraic topics, functions and modeling. A formal purpose of this course is to prepare the student to take college entrance exams and/or successfully place into Quantitative Literacy or comparable alternatives at the College of DuPage, as well as such courses at Illinois schools participating in the portability process under the Power Act. Note that this course does not count for a fourth year of mathematics by NCAA athletic eligibility standards. **A graphing calculator is not required for this course.**

COLLEGE ALGEBRA 300 Credit: 1 unit
Eligible Grade Level: 12
Prerequisites: Math 3, grade of C or higher strongly recommended; Math 3S, grade of B or higher strongly recommended as the extended time instructional model is not offered for this course.

This course is designed to further strengthen and enhance advanced algebraic topics explored in Math 2 and Math 3. Concepts and skills will be explored through algebraic manipulations and problem-solving. The focus of this course will be on connections between concepts and practical applications of those concepts. Successful completion of this course will prepare students for enrollment in a college-level Precalculus course. **A graphing calculator is required for this course; the TI-83+ or TI-84+ model is strongly recommended.**

PRECALCULUS 300 Credit: 1 unit
Eligible Grade Level: 11, 12
Prerequisites: Math 3/3H, grade of C or higher strongly recommended.

This course builds upon the algebra, geometry and trigonometry concepts explored in Math 1 through Math 3. A deeper understanding is explored in functions (polynomial, rational, exponential, and logarithmic) relative to Math 2 and Math 3. Additional topics include vectors, parametrics, advanced trigonometry (functions, equations, and identities), inverse trigonometric functions, polar coordinates, and sequences and series. Successful completion of this course prepares students for entry into Calculus AB**. A graphing calculator is required for this course; the TI83+ or TI-84+ model is strongly recommended.**

PRECALCULUS 400 HONORS Credit: 1 unit
Eligible Grade Level: 10, 11, 12 Grade: Weighted
Prerequisites: Math 3/3H and either a) teacher recommendation or b) Department approval.

This course covers additional topics not covered in the Precalculus 300 class and delves more deeply into others. Solving non-routine problems is an area of emphasis. Successful completion of this course prepares students for entry into Calculus AB or BC. Please refer to the honors program description at the start of the mathematics course selections for

additional honors expectations. **A graphing calculator is required for this course; the TI-83+ or TI84+ model is strongly recommended.**

AP CALCULUS AB Credit: 1 unit
Eligible Grade Level: 11, 12 Grade: Weighted
Prerequisites: Precalculus 300, grade of C or better is recommended.

This course is the equivalent of Calculus I at the university level. Three primary overarching topics make up the foundation of the course curriculum: limits, differentiation, and integration. Students who successfully complete this course are prepared to take the Calculus AB Advanced Placement Exam. **A graphing calculator is required for this course; the TI-83+ or TI-84+ model is strongly recommended.**

AP CALCULUS BC Credit: 1 unit
Eligible Grade Level: 11,12 Grade: Weighted
Prerequisites: Precalculus 400 Honors, grade of C or better is recommended, OR completion of Calculus AB with grade of C or higher, OR Precalculus 300 with grade of A and teacher recommendation.

This course is the equivalent of Calculus I & II at the university level. In addition to the differential and integral calculus topics covered in AP Calculus AB, students in this course will study: the formal definition of a limit, linear approximation, differentials and error, L'Hopital's Rule, Newton's Method, work, Euler's Method, logistics, the calculus of parametric and polar curves, and infinite series. Students who successfully complete this course are prepared to take the Calculus BC Advanced Placement Exam. **A graphing calculator is required for this course; the TI-83+ or TI-84+ model is strongly recommended.**

AP STATISTICS Credit: 1 unit
Eligible Grade Level: 11, 12
Grade: Weighted
Prerequisites: Math 3/3H with a B or higher, OR Precalculus 300/400 Honors grade of C or higher strongly recommended.

This non-calculus based statistics course is designed to introduce students to the major tools and methods of collecting, analyzing, and drawing conclusions from data. The main topics of study include exploring data, planning studies, anticipating patterns in advance, and using statistical inference. Students who successfully complete this course are prepared to take the Statistics Advanced Placement Exam. **A graphing calculator is required for this course; the TI-83+ or TI-84+ model is strongly recommended.**

CONSUMER MATHEMATICS Credit: 1 unit
Eligible Grade Level: 12
Prerequisites: Department Approval.
Note: Successful completion of both semesters of this course meets the graduation requirement for Consumer Education.

The mathematics associated with consumer topics is the focus of this course. Topics include payroll, banking services, installment purchasing, home rental and ownership, insurance, income tax, and investments. This course satisfies one unit of graduation requirement in mathematics, but does not meet college entrance requirements for mathematics. **Note: A student may <u>not</u> receive Consumer Education credit for Consumer Education or Personal Economics if Consumer Mathematics is taken.**

PHYSICAL EDUCATION

PHYSICAL EDUCATION Credit: 1/2 unit per semester
Prerequisites: None. See Graduation Requirements on Page 3

The Physical Education and Health Department of District 99 adheres to the Board of Education philosophy regarding the education of the intellect. Focusing on intellectual as well as physical development allows for total wellness. This comprehensive program is designed to develop and foster knowledge and understanding, creativity, critical thinking, and problem solving.

The Physical Education and Health Department of District 99 values this overall concept of wellness for its students. Encouraging the total development of the student with emphasis upon physical, social and emotional well-being allows for short- and long-term goal achievement. The wellness program designs specific educational and activity programs that include choices and decisions based on healthy attitudes for a positive lifestyle. Specifically, the practical application of physical education and wellness allows for greater kinesthetic sense, aesthetic awareness, self-identity and self-esteem.

This philosophy addresses the premise that physical education and wellness are a part of the educational process seeking to transmit, evaluate and enrich aspects of culture. Sport as a valued cultural form plays a vital role in human life.

With the all-encompassing nature of physical education, opportunities to develop individual potential for a productive, healthy and well-balanced future are possible. It is through psychomotor, cognitive and affective learning that students are prepared for their present educational roles and future goals. The comprehensive program includes fitness and fitness-related activities, team sports, dual sports, individual sports and activities, rhythmic movements, aquatics, life-survival skills, health-related activities and activities promoting lifetime recreational pursuits.

All students will be assessed a one-time lock fee when they enroll in their first Physical Education class. They will also be expected to wear the required shirt in all of the Physical Education classes. Information about shirt costs and how to purchase them will be sent in the registration packets.

MISSION STATEMENT:
Infuse all four years with activity, fitness, and wellness so students will practice healthy behaviors for a lifetime. In order to meet the departmental Mission Statement, Health themes will be integrated into the Physical Education curriculum.

Physical Education/Health/Driver Education Course Sequence

	PATH 1	PATH 2
Freshman Year	PE/Wellness 1	PE/Wellness 1
Sophomore Year	Health & Driver Education	PE/Wellness 2 & Health
Junior Year	PE/Wellness 2 & Jr/Sr Selective	Driver Education & Jr/Sr Selective
Senior Year	Jr/Sr Selective each semester	Jr/Sr Selective each semester

STUDENTS MUST TAKE PE/WELLNESS 2 BEFORE THEY ENROLL IN Jr/Sr SELECTIVES

PHYSICAL EDUCATION AND WELLNESS I

Students' entry level experiences in the program consist of participation in a full-year core of activities that focus on the physical development and improvement of the fitness of the student. The activities are sequentially coordinated with the subsequent two semesters of the required sequence. The activities that aid in meeting the intended student learning outcomes in which students may participate are as follows.

- Aquatics I
- Fitness Assessment (Pre- and Post-Test)
- Fitness Games
- Introduction to Fitness
- Introduction to Gymnastics
- Introduction to Weight Training
- Racquet Sports
- Recreational Games
- Rhythms
- Team Sports

PHYSICAL EDUCATION AND WELLNESS II

Students will participate in a minimum of one semester of core activities that focus on the physical development and improvement of the fitness of the student. The activities are sequentially planned as a continuation of the first two semesters. Health education is required prior to the end of grade ten (10). In addition, it is recommended that the third semester of physical development and improvement of fitness also be selected prior to the end of grade ten.

PHYSICAL EDUCATION LEADER/TRAINEES PROGRAM

A special course offered, by teacher recommendation only, to sophomores and juniors interested in becoming a Leader within the Physical Education program. The class is geared for the advanced Physical Education student. Students will learn basic teaching fundamentals, offering skills, and leadership techniques. Upon successful completion of the Trainee program, the student will enter the Leader portion of the program. All trainees and leaders receive credit for Physical Education. **At North High School this class is two semesters. This class is not eligible for exemption.**

SELECTIVE CURRICULUM

Junior and senior students who have completed the Physical Education and Wellness I and Physical Education and Wellness II sequence of three (3) semesters of core activity, plus Health Education will have the opportunity to select and build upon previous physical development and fitness experiences that will begin to individualize and emphasize lifelong physical activity. The curriculum is designed to give the students an understanding of the total body fitness concepts which include areas in skill-related and health-related fitness. Fitness testing is a requirement for each of these courses.

NOTE: All fees stated represent the fee from the previous school year. Fees are reviewed and determined by the School Board in the spring for the new school year.

JUNIOR/SENIOR SELECTIVE CURRICULUM

GYMNASTICS, TUMBLING AND FITNESS (Semester 2 Only)

This course is designed to provide students an opportunity to develop health and skill-related fitness through participation in gymnastics and aerobics and strength training. In the gymnastics unit, techniques and skill are progressively taught utilizing the rings, pommel horse, vault, parallel bars, horizontal bars, balance beam, uneven bars, and floor exercise. During the Aerobics and Strength Training portion of the course, the students will participate in various aerobic activities to increase cardiovascular fitness and strength training exercises to increase muscular strength and endurance. The class will alternate daily between Gymnastics and Aerobics and Strength Training. **Due to facilities, this Course is held at South campus only.**

ADVANCED TEAM SPORTS

This course is designed for students who want to be involved in highly competitive team sports activities. Students will have an opportunity to develop health and skill related fitness through their participation in this course. Enrollment in this course at North H.S. is by physical education teacher recommendation only.

DANCE TECHNIQUES

This is an excellent class for the first time dance student. The course is designed to be an exploration into the world of dance. It is an introduction to various dance forms and techniques which may include ballet, tap, jazz, hip hop, contemporary and others. The course will include a wide variety of activities designed to enhance coordination and body control. Students will create a dance composition as their final. All levels of dance experience are welcome.

EARLY BIRD FITNESS

This course has been designed for individuals who have difficulty fitting all of their classes into their daily schedule. The emphasis of this class will combine basic training principles as well as some team sports activities to reinforce fitness levels. Students will learn various ways to measure fitness improvement, monitor and log activity levels, assess information pertaining to living a healthy lifestyle, and develop a deeper understanding of the health-related fitness components. This course meets from 7:00 - 7:50 a.m. Students must arrange their own transportation. **A parent permission form is needed to enroll in this class.**

EVERYDAY BODY BASICS

This semester course is designed for students who are interested in exploring total health through aerobic and anaerobic exercise that encompasses today's fitness needs. The aerobic portion of this course is designed to improve cardiovascular fitness through high and low impact routines and conditioning activities. Body Basics is the answer to your own personal health club. **This course may be repeated at North Campus only.**

FITNESS 1

This semester course is designed for students who want to greatly improve their health-related fitness level and gain a better understanding of the anatomy and physiology of exercise through various weight training techniques. During the course, students will design their own fitness program based on personal goals. Using in-class activities, students explore the latest nutrition concepts including proper and improper weight loss/gain strategies. Students in this class will be in the fitness center training with free weights, "selectorized" machines and participating in classroom activities.

FITNESS 2
This semester course is designed to build on the concepts learned during the Fitness I curriculum. It is for students who want to greatly improve their health-related fitness levels and gain a better understanding of the anatomy and physiology of exercise through various advanced weight training techniques. During the course, students will design their own fitness programs based on personal goals. Using in-class activities, students explore such concepts as body composition, cardiovascular fitness, and training principles. Students will be in the fitness center training with free weights, "selectorized" machines and participating in classroom activities. This class is highly recommended for Varsity Athletes. They will have the ability to get their "training" completed during class instead of after practice.

INDIVIDUAL/DUAL SPORTS I (Semester 1 Only)
This course offers a fundamental experience to individual and dual activities that encourage lifelong fitness and teamwork. Some activities may include team building, roller blading, Frisbee golf and yoga. Team building activities, trust falls and repelling are components of this course. All of the health related and skill related components of fitness will be assessed to promote the students' ability to develop lifelong wellness goals. **At South. There will be a $46.00 fee for golf.**

INDIVIDUAL/DUAL SPORTS II (Semester 2 Only)
This course offers a fundamental experience to individual and dual activities that encourage lifelong fitness and teamwork. All of the health related and skill related components of fitness will be assessed to promote the students' ability to develop lifelong wellness goals. Activities may include kickboxing, bowling, badminton and tennis.
Fee: $46.00.

LIFEGUARD TRAINING
This semester class will provide students training and instruction in the American Red Cross Lifeguard Course. Students who pass the water test will be required to purchase a book and face shield for approximately $50 to complete the First Aid, CPR and AED certification. Students who do not pass the water test will be dropped from the course and placed in a selective P.E. course.

The prerequisite skills for entry into the Lifeguard Training course are:

- 300 yd. continuous swim (12 laps). Goggles are allowed.
- 10lb brick retrieval. Swim from shallow end to 8ft. of water, retrieve brick and return to shallow end. Time limit: 1 minute 40 seconds. Goggles are not allowed for this portion of the test.
- 2-minute water tread, legs only.

Students will be expected to serve as lifeguards in Physical Education classes following their certification. In order to complete the certification, students will need to score at least 80% on both the CPR and lifeguard written tests. This class is not eligible for exemption.

STRESS MANAGEMENT
This semester-long course focuses on concepts and methods of stress management involving exercise, diet and relaxation techniques. The classroom instruction combines with individual and recreational fitness activities. **This class may not be repeated.**

TEAM SPORTS
This course is designed to provide students with various opportunities to develop health and skill-related fitness, knowledge of team strategies and an appreciation of team sports through the participation in individual skill development, practice and tournament play. **This course may be repeated at North Campus only.**

PERSONAL TRAINER CERTIFICATION (Dual Credit Option)
This course is designed to give students the knowledge, understanding and skills necessary to sit for the ACE Personal Trainer Certification Exam through classroom and lab settings. This course presents the ACE Integrated Fitness Training™ (ACE IFT™) Model as a comprehensive system for designing individualized programs based on each client's unique health, fitness, and goals. The information covered by this course and the ACE IFT Model will help students learn how to facilitate rapport, adherence, self-efficacy and behavior change in clients, as well as design programs that help clients to improve posture, movement, flexibility, balance, core function, cardiorespiratory fitness, and muscular endurance and strength. This class is not eligible for exemption.
This course may earn dual credit at College of DuPage. Please refer to Page 9 of this Academic Planning Guide.

PERSONAL SAFETY & WELLNESS (Dual Credit Option)

This course focuses on the theory and practice of self-defense. Students will discuss topics such as healthy and unhealthy relationships, the influence of media on culture, sexual harassment, sexual-assault, dating violence, bullying, internet safety and how to avoid violence and unsafe situations. Students will also be taught to apply self-defense skills using the nationally-recognized rape and aggression defense prevention program (RAD); taught by a certified instructor. Students will also develop physically and mentally by participating in various fitness activities.

This class is not eligible for exemption.

This course may earn dual credit at College of DuPage. Please refer to Page 9 of this Academic Planning Guide.

SPORTS OFFICIATING

This course will offer each student the opportunity to become certified to officiate the following sports through the Illinois High School Association in: flag football, basketball, baseball/softball, and soccer. Students learn the rules, signals, and techniques involved in officiating. Students take the written tests to learn how to be certified in each of the sports listed above, and are also assessed on their officiating skills while refereeing games. Students will also have the option to take the IHSA certification test to become a patched official if they are at least 17 years of age. When not officiating, students participate in sports with an emphasis on fitness and wellness. Students must have a whistle or may purchase one from the P.E. department. Students taking this course may have the option to officiate within the local park district

HEALTH EDUCATION

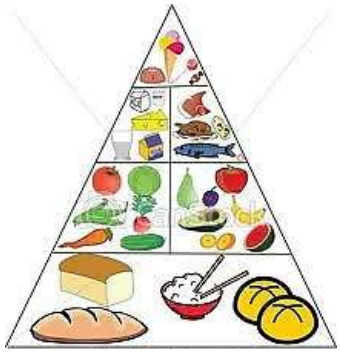
The health curriculum is designed as a guide to wellness, which is a way of living each day that includes choices and decisions based upon healthy attitudes. The program provides knowledge for the total development of the individual's physical, mental, and social well-being. Students enrolled in Health must purchase the CPR/First Aid/AED materials kit. (The cost of this kit will be determined at a later date and will be available in the school bookstore.)

Health Education Program State Requirements

AIDS	Human Sexuality
CPR & AED	Mental Health
Community	Nutrition
Health	Personal Health
Drug Use	Sexually Transmitted Disease
Abuse	Stress Management
Family Living	Wellness
First Aid Certification	

HEALTH

The health curriculum is designed as a guide to wellness, which is a way of living each day that includes choices and decisions based upon healthy attitudes. The program provides knowledge for the total development of the individual's physical, mental, and social well-being. (Fee to be determined.)



DRIVER EDUCATION

DRIVER EDUCATION

Prerequisites: In order to be eligible for Driver Education, the State of Illinois requires that students have passed eight courses (four units of credit) during the previous two semesters prior to taking Driver Education.

NOTE: The classroom phase of this course is a graduation requirement. A fee of $250 is charged for the lab portion of this course, as determined by the school board.

The Driver Education program is an integrated program, which means the Classroom phase and Lab phases are taught throughout the semester on a rotating schedule

The classroom phase will include basic information on Illinois traffic laws, fundamentals of driving, motorcycle laws, alcohol and driving, and basic car maintenance, distractions, and the importance of good decision making. The lab phase consists of 6 hours of driving in a dual control car, enabling the student to experience basic driving skills. (The program changed with the new laws July 1, 2008.)

Parental involvement while the students are enrolled in the course is expected in order to provide the additional experience required to develop a competent driver. Parents must drive with the students 50 clock hours (ten hours must be at night) to meet a state requirement before the student can receive their license. A parental/student involvement program (PIP) will be offered prior to the start of each semester. It is an evening planned to introduce the parents to the Driver Education program and the staff members, review new laws, and gives parents guidelines on practicing with their son or daughter.

All students who take drivers education during the regular school year are administered the Secretary of State Driving Test (Cooperative Driver Test Program - CDTP). Those students who have a grade of an "A" or "B" in classroom and laboratory and pass the Cooperative Driver Test will receive a certificate exempting him/her from the road test at the Secretary of State facility.

SCIENCE

The Science Department believes that a certain degree of familiarity with science is necessary for today's world. The sequence of courses may reflect considerable latitude depending upon one's interests and needs. There are courses available for all levels of competence ranging from honors level sections for more advanced students to modified courses for students needing additional support and assistance.

The department offers courses in the life and physical sciences which are sequential in nature and prepare students for college. D99 science curriculum is aligning to the new Illinois state learning standards for science (Next Generation Science Standards). D99 science courses are designed for students to learn core scientific ideas in the context of science and engineering practices. Engaging in the practices of science helps students understand how scientific knowledge develops; such direct involvement gives them an appreciation of the wide range of approaches that are used to investigate, model, and explain the world; moreover, it makes students' knowledge more meaningful and embeds it more deeply into their worldview. By engaging in the practices of inquiry and the discourses by which such ideas are developed and refined students will be able to fully understand scientific and engineering principles.

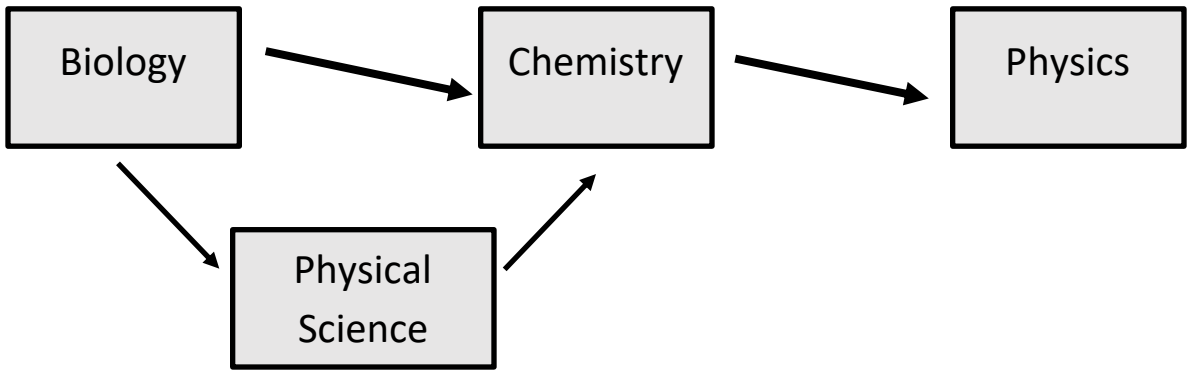
Most college admissions criteria include a minimum of at least three laboratory science credits. Students who are planning careers in science, health, or technical areas should definitely have a three, if not a four, year foundation in science that specifically includes Biology, Chemistry, and Physics. The science department faculty and a counselor will assist the student in course selection each year. District 99 offers the following science courses:

- Anatomy & Physiology
- AP Biology
- AP Chemistry
- AP Environmental Science
- AP Physics C: Mechanics
- AP Physics C: Mechanics, Electricity and Magnetism
- Bilingual Biology 200*****
- Biology 200
- Biology 300
- Biology 400
- Chemistry 300
- Chemistry 400 Honors
- Human Body Systems (PLTW)
- Innovations in STEM Research
- Physical Science 200*****
- Physical Science 300
- Physics 300
- Physics 400 Honors
- Principles of Biomedical Science (PLTW)
- Research Questions in Biology-Biology II
- Research Topics in Earth Science

***OFFERED AT SOUTH CAMPUS ONLY**

SCIENCE DEPARTMENT COURSE SEQUENCE

CORE SCIENCE COURSES



Many college admissions criteria include a minimum of at least three laboratory, non-elective science credits. Students planning on attending college and pursuing a career in a STEM field should take foundational science courses that specifically include Biology, Chemistry, and Physics in addition to any electives of interest.

ELECTIVES		
Concurrently with or after Biology	**Concurrently with or after Chemistry**	**After Honors Chemistry or Principles of Biomedical Science**
● Principles of Biomedical Science (PLTW: PBS)	● AP Environmental Science ● Innovations in STEM Research	● Human Body Systems (PLTW: HBS)
After Chemistry	**Concurrently with or after Physics**	**After Physics**
● Anatomy & Physiology ● Research questions in Biology-Biology II ● Research Topics in Earth Science	● AP Biology ● AP Chemistry	● AP Physics: Mechanics ● AP Physics: Mechanics, Electricity & Magnetism

BILINGUAL BIOLOGY 200 (SOUTH CAMPUS ONLY) Credit: 1 unit

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: Recommendation of Junior High Science Teacher, evaluation of assessment scores and junior high grades, and special placement by Science Department Chair.

Bilingual Biology is an introductory course in the life sciences, which meets the graduation requirements of a District 99 life science course. Scientific themes regarding biological systems, diversity among living things, energy, evolution, and human impact on our Earth systems will be highlighted throughout this course. The curriculum is organized at a more moderate pace, which is conducive to the success of Bilingual Biology students; this bilingual course utilizes modified materials and activities promoting language acquisition, science reading and quantitative reasoning to support students, who are not proficient in English, in the application of science and engineering practices and demonstration of scientific literacy. In addition, this course builds vocabulary and content concepts in both Spanish and English. This course is co-taught by a science teacher and bilingual teacher. Student materials are both in Spanish and English. Laboratory work is an integral and required part of the course.

BIOLOGY 200 Credit: 1 unit

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: Recommendation of Junior High Science Teacher, evaluation of assessment scores and junior high grades, and special placement by Science Department Chair.

Biology 200 is an introductory course in the life sciences, meets the graduation requirements of a District 99 life science course. Scientific themes regarding biological systems, diversity among living things, energy, evolution, and human impact on our Earth systems will be highlighted throughout this course. The curriculum is organized at a more moderate pace, which is conducive to the success of Biology 200 students; 200 level courses utilize modified materials and activities to promote science reading and quantitative reasoning to support Biology 200 students in the application of science and engineering practices and demonstration of scientific literacy. Laboratory work is an integral and required part of the course.

BIOLOGY 300 Credit: 1 unit

Eligible Grade Level: 9, 10, 11, 12

Prerequisites: Recommendation of Junior High Science Teacher, evaluation of assessment scores and junior high grades, and special placement by Science Department Chair.

Biology 300 is an introductory course, which meets the graduation requirements of a District 99 life science course. Scientific themes regarding biological systems, diversity among living things, energy, evolution, and human impact on our Earth systems will be highlighted throughout this course. Biology 300 students will be engaged in the application of science and engineering practices and are expected to demonstrate scientific literacy by participating in scientific discourse. Laboratory work is an integral and required part of the course and is highly analytical in nature.

BIOLOGY 400 HONORS Credit: 1 unit

Eligible Grade Level: 9, 10, 11, 12 Grade: Weighted

Prerequisites: Recommendation of Junior High Science Teacher, evaluation of assessment scores and junior high grades, and special placement by Science Department Chair.

Biology 400 is an accelerated introductory course, which meets the graduation requirements of a District 99 life science course. This course is designed to prepare students for future 400 (honors) level classes, advanced science classes, and college level biology by providing a challenging learning environment in which the curriculum is organized at a more rigorous pace conducive to the success of all Biology 400 level students. Scientific themes regarding biological systems, diversity among living things, energy, evolution, and human impact on our Earth systems will be highlighted throughout this course. Biology 400 students will be engaged in the application of science and engineering practices and are expected to demonstrate scientific literacy by participating in scientific discourse. Laboratory work is an integral and required part of the course and is highly analytical in nature.

BIOLOGY II: RESEARCH QUESTIONS IN BIOLOGY Credit: 1 unit

Eligible Grade Level: 11, 12

Prerequisites: Successful completion of Chemistry. Completion of/or concurrent enrollment in Physics recommended. This course is considered a science elective and may not be used to meet the 2-year D99 science requirement for graduation.

Biology II: Research Questions in Biology is a fourth year elective science option that provides a rigorous learning environment designed for college preparation. Biology II provides students with an opportunity to study new emerging issues in the biological sciences in a challenging learning environment. The course requires students to work individually and collaboratively to develop an understanding of the nature of science in order to answer biological questions dealing with genetic engineering, forensic science, human health and environmental action among others. The course uses a student-centered instructional approach, with students using various technological tools to facilitate the problem-solving process. Real-world research experiences, such as field work, provide authentic learning opportunities for students. Laboratory work is an integral and required part of the course and is analytical in nature.

PRINCIPLES OF BIOMEDICAL SCIENCE (PLTW) Credit: 1 unit

Eligible Grade Level: 9,10,11,12

Prerequisites: None. This course is considered a science elective and may not be used to meet the 2-year D99 science requirement for graduation.

This is the first course in the PLTW (Project Lead The Way) Biomedical Science pathway. The Principles of Biomedical Science (PBS) course provides an introduction to biomedical science through hands-on projects and problem-based learning. In this course, students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over the course of the year, students are challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, to tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems.

The course requires that students conduct physiological experiments and that anatomical study is aided by multiple dissections.

HUMAN BODY SYSTEMS (PLTW) Credit: 1 unit

Eligible Grade Level: 10, 11, 12

Prerequisites: Completion of PLTW (Project Lead the Way): Principles of Biomedical Science PBS OR Completion of Honors Chemistry. This course is considered a science elective and may not be used to meet the 2-year D99 science requirement for graduation.

This is the second course in the PLTW (Project Lead The Way) Pathway to Biomedical Sciences curriculum. In the Human Body Systems (HBS) course, students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases, and often play the role of biomedical professionals to solve medical mysteries.

Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. The course requires that students conduct physiological experiments and that anatomical study is aided by multiple dissections.

ANATOMY AND PHYSIOLOGY Credit: 1 unit

Eligible Grade Level: 11, 12

Prerequisites: Successful completion of Chemistry. Completion of/or concurrent enrollment in Physics recommended. This course is considered a science elective and may not be used to meet the 2-year D99 science requirement for graduation.

Anatomy and Physiology is a fourth year elective science option that provides a challenging learning environment designed for college preparation. This course involves a detailed study of the structures and functions of major body systems, and is intended to prepare students for collegiate level health services career based majors. College level materials are used. The core topics covered in Anatomy and Physiology are: anatomical terminology, biochemistry, cytology, histology and body systems such as the skeletal, nervous, circulatory, endocrine, respiratory, digestive, urinary, and reproductive systems. Units of study are fast paced and requires the student to integrate knowledge and understanding. The course requires that students conduct physiological experiments and that anatomical study is aided by multiple dissections, including a detailed dissection of a laboratory mammal.

AP BIOLOGY Credit: 1 unit
Eligible Grade Level: 11, 12 Grade: Weighted
Prerequisites: Completion of/or concurrent enrollment in Physics.

AP Biology is designed to meet the objectives of a first-year college general biology course. College level materials are used and the curriculum is established by the National College Board. The core topics covered in AP Biology are based on four core principles on which science is founded; the application of each of these "big ideas" is paramount to understanding Biology at a depth that is greater than that learned in early high school. The big ideas are: Big Idea 1: The process of evolution drives the diversity and unity of life. Big Idea 2: Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis. Big Idea 3: Living systems store, retrieve, transmit, and respond to information essential to life processes. Big Idea 4: Biological systems interact, and these systems and their interactions possess complex properties. Per teacher discretion, preparatory work for this course may be assigned for students to complete during the summer prior to the school year of enrollment. Laboratory work is an integral and required part of the course and is highly analytical in nature.

Students should have an interest in the sciences along with a well-established work ethic for success in this college level course. AP Biology prepares the student to write, in May, a college level Examination of the National Advanced Placement Program (AP Biology). Success on this exam may entitle the student to college credit, advanced college placement, or both.

AP ENVIRONMENTAL SCIENCE Credit: 1 unit
Eligible Grade Level: 10, 11, 12 Grade: Weighted
Prerequisites: Completion of/or concurrent enrollment in Physics. Sophomores concurrently enrolled in Chemistry 400 Honors may be enrolled with department chair approval. Recommendation by a current science teacher is required. This course is considered a science elective and may not be used to meet the 2-year D99 science requirement for graduation.

AP Environmental Science is designed to meet the objectives of a one semester introductory college course in environmental science. College level materials are used and the curriculum is established by the National College Board. The goal of the course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is an interdisciplinary course; embracing a wide variety of topics from different areas of study, yet is built around several major unifying ideas. The themes that provide the foundation for the structure of the AP Environmental Science course are: 1. Science is a process. 2. Energy conversions underlie all ecological processes. 3. The Earth itself is one interconnected system. 4. Humans alter natural systems. 5. Environmental problems have a cultural and social context. 6. Human survival depends on developing practices that will achieve sustainable systems. Field experiences and laboratory work are an integral and required part of the course and are highly analytical in nature.

Students should have an interest in the sciences along with a well-established work ethic for success in this college level course. AP Environmental Science prepares the student to write, in May, a college level Examination of the National Advanced Placement Program (AP Environmental Science). Success on this exam may entitle the student to college credit, advanced college placement, or both.

RESEARCH TOPICS IN EARTH SCIENCE Credit: 1 unit

Eligible Grade Level: 12

Prerequisites: Successful completion of Chemistry. Completion of/or concurrent enrollment in Physics recommended. The course is considered a science elective and may not be used to meet the 2-year D99 science requirement for graduation.

Research Topics in Earth Science is a fourth year elective science option that provides a challenging learning environment designed for college preparation. Research Topics in Earth Science is a technology based research and data driven course that provides students with an opportunity to study earth system science. Earth as a system consists of geosphere, hydrosphere, atmosphere, and biosphere. Scientific disciplines that are traditionally grouped into the earth sciences are geology, meteorology, astronomy, and oceanography. The core topics covered in Research Topics in Earth Science are; natural resources, fossil record, natural disasters, climate change and astronomy. Research skills developed in this class will prepare students for college work. Course work will require students to collect, organize, and analyze information to achieve a fuller understanding of the planet. Students will conduct research in the classroom, the laboratory, as well as in the field. Laboratory work is an integral and required part of the course and is highly analytical in nature.

PHYSICAL SCIENCE 200 (SOUTH CAMPUS ONLY) Credit: 1 unit

Eligible Grade Level: 10, 11, 12

Prerequisites: Students are enrolled in this course by special selection.

Physical Science 200 is an introductory course in the physical sciences, which is designed to meet the graduation requirements of a District 99 physical science course. The core chemistry and physics topics covered in Physical Science 200 are: the scientific method, measurement, properties of matter, acids and bases, energy, forces, motion, sound, and light. The curriculum is organized at a more moderate pace, which is conducive to the success of Physical Science 200 students. The 200 level utilizes modified materials and activities to promote science reading and quantitative reasoning to support Physical Science 200 students in the application of science and engineering practices and demonstration of scientific literacy. Laboratory work is an integral and required part of the course.

PHYSICAL SCIENCE 300 Credit: 1 unit

Eligible Grade Level: 10, 11, 12

Prerequisites: Completion of Biology and completion of or concurrent enrollment in Math 1.

Physical Science 300 is an introductory course in the physical sciences, which is designed to meet the graduation requirements of a District 99 physical science course. The core chemistry and physics topics covered in Physical Science 300 are: the scientific method, measurement, properties of matter, chemical reactions, energy, forces, and motion. The Physical Science 300 curriculum is designed to prepare students for Chemistry 300 and Physics 300. Physical Science 300 students will be engaged in the application of science and engineering practices and are expected to demonstrate scientific literacy by participating in scientific discourse. Laboratory work is an integral and required part of the course.

CHEMISTRY 300 Credit: 1 unit

Eligible Grade Level: 10, 11, 12

Prerequisites: Completion of Biology and completion of Math 1 with a grade of "C" or better or completion of Physical Science.

Chemistry 300 is an introductory course, which meets the graduation requirements of a District 99 physical science course. The core topics covered in Chemistry 300 are: conservation of mass, gas laws, periodicity, molecular structures, reactions, stoichiometry, conservation of energy, solutions, and kinetics/equilibrium. Chemistry 300 courses may discuss acids/bases and nuclear topics as time permits. This course follows an inquiry model of instruction, which aids students in discovering fundamental principles and uses the mathematics needed for college chemistry and other related fields. Chemistry 300 students will be engaged in the application of science and engineering practices and are expected to demonstrate scientific literacy by participating in scientific discourse. Laboratory work is an integral and required part of the course and is highly analytical in nature.

CHEMISTRY 400 HONORS Credit: 1 unit
Eligible Grade Level: 10, 11, 12 Grade: Weighted
Prerequisites: Completion of Biology 400, or completion of Biology 300 with a grade of "B" or better. Concurrent enrollment in Math 2 or higher.

Chemistry 400 Honors is an accelerated introductory course, which meets the graduation requirements of a District 99 physical science course. This investigative course is designed to prepare students for future 400 (honors) level classes, advanced science classes, and college level chemistry by providing a challenging learning environment in which the curriculum is organized at a more rigorous pace conducive to the success of all Chemistry 400 Honors level students. The core topics covered in Chemistry 400 Honors are: conservation of mass, gas laws, periodicity, molecular structures, reactions, stoichiometry, conservation of energy, solutions, and kinetics/equilibrium. Chemistry 400 Honors courses may discuss acids/bases and nuclear topics as time permits. This course follows an inquiry model of instruction, which aids students in discovering fundamental principles and uses the mathematics needed for college chemistry and other related fields. Chemistry 400 Honors students will be engaged in the application of science and engineering practices and are expected to demonstrate scientific literacy by participating in scientific discourse. Laboratory work is an integral and required part of the course and is highly analytical in nature.

AP CHEMISTRY Credit: 1 unit
Eligible Grade Level: 11, 12 Grade: Weighted
Prerequisites: Completion of/or concurrent enrollment in Physics. Completion of/or concurrent enrollment in Math 3 Honors is strongly recommended. For those students who earned less than a B in Chemistry 400 Honors or for those previously in Chemistry 300, there is additional support in the form of an AP Chemistry Summer Bridge course that is highly recommended in order to enhance a student's preparation for AP Chemistry.

AP Chemistry is designed to meet the objectives of a first-year college general chemistry course. College level materials are used and the curriculum is established by the National College Board. Preparatory work for this course will be assigned for students to complete during the summer prior to the school year in which they are enrolled in this course. Laboratory work is an integral and required part of the course and is highly analytical in nature.

Students should have an interest in the sciences along with a well-established work ethic for success in this college level course. AP Chemistry prepares the student to write, in May, a college level Examination of the National Advanced Placement Program (AP Chemistry). Success on this exam may entitle the student to college credit, advanced college placement, or both.

PHYSICS 300 Credit: 1 unit
Eligible Grade Level: 11, 12
Prerequisites: Completion of Chemistry and concurrent enrollment in Math 3 or higher.

Physics 300 is an introductory Physics course, which is designed to prepare students for advanced science classes, and college level courses. The core topics covered in Physics 300 are: kinematics, dynamics, energy, and electricity. Physics 300 students will be engaged in the application of science and engineering practices and are expected to demonstrate scientific literacy by participating in scientific discourse. Students will understand that scientific content is organized around scientific models which represent a set of interconnected, evidence-based ideas that are useful for describing the natural world. Students will understand how to use evidence-based reasoning to build and test a databased model. Students will engage in scientific discourse to identify their misconceptions and refine their thinking. Laboratory work is an integral and required part of the course and is highly analytical in nature.

PHYSICS 400 HONORS Credit: 1 unit
Eligible Grade Level: 11, 12 Grade: Weighted
Prerequisites: Completion of Chemistry and concurrent enrollment in Math 3 or higher. Completion of/or concurrent enrollment in Math 3 Honors is strongly recommended.

Physics 400 is an accelerated introductory Physics course, which is intended to give the student a sufficient background in classical physics and prepare students for advanced science classes, and college level physics by providing a challenging learning environment in which the curriculum is organized at a more rigorous pace conducive to the success of all Physics 400 level students. The core topics covered in Physics 400 are: kinematics, dynamics, energy, and

electricity. Physics 400 students will be engaged in the application of science and engineering practices and are expected to demonstrate scientific literacy by participating in scientific discourse. Students will understand that scientific content is organized around scientific models which represent a set of interconnected, evidence-based ideas that are useful for describing the natural world. Students will understand how to use evidence-based reasoning to build and test a data-based model. Students will engage in scientific discourse to identify their misconceptions and refine their thinking. Laboratory work is an integral and required part of the course and is highly analytical in nature.

AP PHYSICS C: MECHANICS Credit: 1 unit
Eligible Grade Level: 12 Grade: Weighted
Prerequisites: Completion of Physics. The appropriate placement for students in BC Calculus or higher is AP PHYSICS C: MECHANICS, ELECTRICITY AND MAGNETISM.

AP Physics is designed to meet the objectives of a first semester college physics course. College level materials are used and the curriculum is established by the National College Board. This college physics course is designed to give students an in-depth study of mechanics at the university level. Extended time will be devoted in this course to the study and practice of necessary mathematical techniques for college level physics. Laboratory work is an integral and required part of the course and is highly analytical in nature.

Students should have an interest in the sciences along with a well-established work ethic for success in this college level course. AP Physics prepares the student to write, in May, a college level Physics Examination of the National Advanced Placement Program (AP Physics C: Mechanics). Success on this exam may entitle the student to college credit, advanced college placement, or both.

AP PHYSICS C: MECHANICS, ELECTRICITY AND MAGNETISM Credit: 1 unit
Eligible Grade Level: 12 Grade: Weighted
Prerequisites: Completion of Physics 400 with a grade of "B" or better is strongly recommended. Completion of/or concurrent enrollment in AB Calculus or higher.

AP Physics is designed to meet the objectives of a first-year college general physics course. College level materials are used and the curriculum is established by the National College Board. This course in physics is designed to give students an in-depth study of classical physics at the university level. It is the expectation that calculus will be provided and used. Laboratory work is an integral and required part of the course and is highly analytical in nature.

Students should have an interest in the sciences along with a well-established work ethic for success in this college level course. AP Physics prepares the student to write, in May, <u>TWO</u> college level Physics Examinations of the National Advanced Placement Program (AP Physics C: Mechanics and AP Physics C: Electricity and Magnetism). Success on this exam may entitle the student to college credit, advanced college placement, or both.

INNOVATIONS IN STEM RESEARCH Credit: 1 unit
Eligible Grade Level: 10, 11, 12
Prerequisites: None. This course is considered a science elective and may not be used to meet the 2-year D99 science requirement for graduation.

Students will experience science through individualized, original research. Innovations in STEM Research will provide students with an opportunity to acquire skills and concepts inherent in the science research experience. This course is intended to teach students to be creative, careful, patient and exacting in their methods of study and laboratory investigations. Students will practice scientific thinking and learn scientific research methodologies. Students will develop the ability to communicate scientifically.

SOCIAL STUDIES

Our comprehensive Social Studies curriculum is vital to students as empathic, active participants in our democratic society and the ever-changing global community. A depth of literacy in the social sciences will enable learners to connect current events to historical antecedents in meaningful ways. Classroom experiences facilitate the development of reasoning ability from concrete to abstract. These are key in student development as informed, reflective decision-makers who are able to take and defend diverse positions. Our continued focus on reading, writing and communication, supported by research, interpersonal and technology skill development, promotes student success. Towards these goals we will explore open-ended, essential questions throughout our curriculum.

The chart on the next page shows the sequence for the Social Studies department. The electives are open to all junior and senior students. Students are encouraged to read this guide carefully and to consult with their Social Studies teachers and/or counselor for help in selecting courses appropriate to their interests, needs, and abilities. All students are required to take one year of Global Connections, one year of United States History, and one year of electives.

College-bound students should be aware that social studies or social science courses such as Sociology, Economics, and American Government (Political Science) are required by colleges and universities for many undergraduate degrees. Students should also consider that in order to prepare for professional degrees, it is recommended that high school students take academically challenging social science and history courses.

Illinois House Bill 4025, effective for freshmen entering high school in the fall of 2016, altered the State Social Studies graduation requirement by *requiring that one semester of the three-year requirement* must be civics, with content on government institutions, the discussion of current and controversial issues, service learning, and simulations of the democratic process.

District 99 students are required to earn three credits (six semesters) in Social Studies. Freshman students are required to take Global Connections and sophomore students are required to take U.S. History or AP U.S. History. Junior and senior students fulfill the third year requirement by taking one or more of twenty different elective courses, with ONE of these meeting the civics requirement.

All students are required to successfully complete one of five semester long courses (American Government, Advanced Placement (AP) U.S. Government and Politics, Law in American Society, U.S. Foreign Policy, and Multicultural Studies in American Society).

SOCIAL STUDIES SEQUENCE CHART

Grade 9: Global Connections
Grade 10: U.S. History
Grade 11, 12: See Electives Below

History	**Social Sciences**	**Behavioral Sciences**
Ancient & Medieval History	American Government*	Anthropology
AP European History (WT)	AP Macroeconomics (WT)	AP Psychology (WT)
AP U.S. History (WT)	AP Microeconomics (WT)	Psychology
Modern World History	AP US Government and Politics (WT)*	Sociology
	Contemporary American Issues	Sociology of Gender
	Essentials of Geography	
	Issues in World Cultural Geography	
	Law in American Society*	
	Personal Economics**	
	U.S. Foreign Policy*	
	Multicultural Studies in American Society*	

***Fulfills Illinois Civics Requirement**
****Fulfills Illinois Consumer Education Requirement**

SOCIAL STUDIES CORE COURSES

GLOBAL CONNECTIONS 300 Credit: 1 unit
Eligible Grade Level: 9
Prerequisites: None.
NOTE: This course is the first requirement in the Social Studies sequence and is a prerequisite for U.S. History.

Global Connections examines both the diversity and similarity among the world's peoples and cultures with an emphasis on the major civilizations of the past as well as nations and issues in the world today. A historical perspective will be provided to illustrate major world events and movements, and students will develop a knowledge and appreciation for the contributions of the many cultures to our global society. In addition, the course will emphasize skill development, including reading, writing, communication, technology, and research. Global Connections 300 is the first course of the social studies sequence and serves as the foundation for the social studies experience in District 99.

GLOBAL CONNECTIONS/ENGLISH & COMMUNICATION I: INTERDISCIPLINARY (NORTH ONLY) Credit: 2 units
Eligible Grade Level: 9
Prerequisites: None.
NOTE: This course meets the English I and Global Connections requirements for graduation.

Learning and practicing both the writing and reading process will be integral to the course. This two semester course will develop skills in understanding literature, language and history. The course will provide students with the opportunity for enrichment in reading, writing and research. Students will use writing as a way of clarifying ideas, writing for different purposes and occasions, and demonstrating skill in the use of the conventions of standard written and oral English. Students will examine both the diversity and similarity among the world's peoples and cultures with an emphasis on major civilizations of the past, as well as nations in the world today. Students will engage in interdisciplinary experiences that will require them to draw connections between literature and history and blend research, writing, reading and technological skills to demonstrate their own learning.

INTEGRATED STUDIES: GLOBAL CONNECTIONS (SOUTH ONLY) Credit: 1 unit
Eligible Grade Level: 9
Prerequisites: Teacher and counselor recommendation.
Dual enrollment in Integrated Studies: English and Communication I.

The freshmen Integrated Studies Program is an early-intervention program designed to help students develop analytic, reasoning, reading, writing and communication skills. This course incorporates a mixture of class discussion, group work, individual assignments and writing assignments. Much of this course is designed so that students may pursue learning objectives that are of interest to them. The curriculums for English and Social Studies run parallel, and students are required to enroll in both Social Studies and English sections. There will be times throughout the year when the English and Social Studies sections meet together or are working on the same project. Support personnel are assigned to work closely with the students and staff. The overall goal of this early-intervention program is to prepare students to transition back into mainstream classes.

UNITED STATES (U.S.) HISTORY 300 Credit: 1 unit
Eligible Grade Level: 10
Prerequisites: Global Connections.
NOTE: This course satisfies the graduation requirements in U.S. History and Federal and State Constitutions.

United States History offers students an opportunity to explore essential themes that reappear throughout American History such as the growth of national unity and the development of democratic institutions. The course stresses cause and effect relationships in its analysis of the events and people that have shaped our nation. Considerable time is devoted to the development of basic participatory learning skills such as reading, writing, speaking, listening, and reasoning.

INTEGRATED STUDIES: UNITED STATES (U.S.) HISTORY (SOUTH ONLY) Credit: 1 unit
Eligible Grade Level: 10
Prerequisites: Teacher and Counselor Recommendation.
Dual Enrollment in Integrated Studies: English and Communication II.

The Integrated Studies Program is an early-intervention program designed to assist students who have been identified by teachers, counselors, and deans as having difficulty in adjusting to the demands of secondary classroom-learning situations. The program is designed to help each student to develop basic reading and writing skills, to learn more about American society, to develop positive attitudes toward self and society, and to earn English and Social Studies credit toward graduation. The curriculums for English and Social Studies run parallel, and students are required to enroll in both the Social Studies and English sections. In both the sophomore and junior years, teachers modify the curriculum, adjusting instructional materials and teaching methods. Support personnel are assigned to work closely with the students and staff. The goal of this early-intervention program is to prepare students to transition back into the mainstream elective program for senior year.

AP UNITED STATES (U.S.) HISTORY Credit: 1 unit
Eligible Grade Level: 10, 11, 12 Grade: Weighted
Prerequisites: Global Connections.

AP United States History has been designed as an accessibly rigorous and challenging experience for those students who are interested in the analysis of the American past as a vehicle to: (1) develop their reading, writing speaking skills; (2) improve their ability to interpret U.S. History. To that end, students will engage in the following activities: critical reading of college-level text materials; essays and seminar discussions that stimulate analytical reasoning. In addition, this course is designed to prepare students to take the Advanced Placement Test, and will provide opportunities to practice answering all types of questions on that test. Finally, this class emphasizes the modes of inquiry and patterns of activity that students might encounter in a college classroom. This course can fulfill the U.S. History, Federal and State graduation requirements or may be taken for elective credit.

JUNIOR/SENIOR ELECTIVE OFFERINGS

Prerequisites for the social studies elective courses are: 1) junior or senior standing, 2) completion of Global Connections, and U.S. History. The third graduation requirement in social studies is met by taking two semesters of social studies elective courses.

HISTORY ELECTIVES

ANCIENT AND MEDIEVAL HISTORY Credit: 1/2 unit
Eligible Grade Level: 11, 12

Ancient and Medieval History is designed for the college-bound student who has a serious interest in history. Students analyze a wide variety of written materials, view and discuss the historical veracity of relevant films and documentaries, and investigate how contemporary research is changing our perceptions of the ancient and medieval past. The primary focus of this course is on the development of Western Civilization from the Neolithic Age to 1500 A.D, though non-western civilizations may be addressed at the discretion of the instructor.

AP EUROPEAN HISTORY Credit: 1 unit
Eligible Grade Level: 11, 12 Grade: Weighted

This course has been designed as a rigorous, college- level experience for those students interested in the analysis of European history as a vehicle to further their reading, writing, and speaking skills; and improving their understanding of European History. Students will read challenging, analytical text materials that examine the political, intellectual, social and economic history of modern Europe. They will also be asked to respond in written and oral form to questions that require an analytical perspective. Finally, students will develop their reasoning skills and will practice responding to Advanced Placement level essay and objective questions. Semester 1 topics include the philosophical and geographical foundations of modern Europe, the West in transition (Renaissance and Reformation), the birth of the modern state, and the Enlightenment and its consequences. Semester 2 topics include revolution in the arts and politics, industrialization and the middle class, liberalism and nationalism, internationalism and the twentieth century.

MODERN WORLD HISTORY Credit: 1/2 unit
Eligible Grade Level: 11, 12

Modern World History is designed for the college-bound student who has an interest in the history of the modern world. The course is primarily a 20th century history course. Students will analyze a variety of written material and film to investigate historical and modern perceptions of the past. The course will cover conflict and change in the 20th century and end with an analysis of challenges facing the world today. The history and perspectives of non-Western culture will be examined throughout this course at the discretion of the instructor.

SOCIAL SCIENCES ELECTIVES

AMERICAN GOVERNMENT – *Meets Civics Requirement* Credit: 1/2 unit
Eligible Grade Level: 11, 12

American Government is the study of how we decide to govern our actions in a society. Students will become aware of government's possibilities as well as its limitations from the perspective of sharply opposed points of view. The course strives to develop socially responsible and skilled citizens whose participation can affect public policy. Since democracy is government "by the people," survival of the American system depends upon an active, well-informed, enlightened citizenry. Emphasis will be placed on analyzing current events, clarifying controversial views on the political spectrum, and developing meaningful connections to government. Topics include: foundations of democracy, constitutionalism, political parties and ideologies, presidential powers, campaigns, elections and voting behavior, congressional decision making, interest groups, judicial case law and the changing role of the 21st century American citizen.

CONTEMPORARY AMERICAN ISSUES Credit: 1/2 unit
Eligible Grade Level: 11, 12

Education should impart the skills needed for intelligent study and orderly resolution of the problems in a democratic society. Citizens must be able to think critically and rationally about issues of broad public concern. Students need to study issues upon which there is disagreement and to practice analyzing problems, gathering and organizing facts, discriminating between fact and opinion, discussing differing viewpoints and drawing tentative conclusions. This course attempts to examine current topics and issues in this manner. Possible topics of study may include but are not limited to: Poverty in America, Criminal Justice, Ethics in Government, Economic Issues, Environmental Issues, Technology and the World of Work, and Conflict Resolution in the Middle East.

ESSENTIALS OF GEOGRAPHY Credit: 1/2 unit
Eligible Grade Level: 11, 12

Geography is a field of study that deals with earth and all life on it. Essentials of Geography is an introduction to the topics of geographic inquiry which will enable students to better understand the world in which they live. Topics will include globalization, physical geography and an in-depth study of the cultural, political and economic aspects of the world's diverse regions.

ISSUES IN WORLD CULTURAL GEOGRAPHY Credit: 1/2 unit
Eligible Grade Level: 11, 12

World Cultural Geography is a field of study that will explore global connections and the interaction between regions. Students examine cultural, political, economic and environmental issues. Students will seek to develop an understanding of the interdependence of places and regions in a globalizing world.

LAW IN AMERICAN SOCIETY – *Meets Civics Requirement* Credit: 1/2 unit
Eligible Grade Level: 11, 12

The study of law can be an important means of developing a student's sense of justice and his or her understanding of the political values of our nation. The course addresses criminal law, civil law, and constitutional law. Students examine landmark Supreme Court decisions, analyze amendment issues in our schools, and engage in a mock trial and a moot court simulation. In addition to guest speakers, students will have the opportunity to participate in a field trip to the DuPage County Courthouse to witness court cases and meet with judges and attorneys. This course is an excellent way for students to develop their reading, writing, and analytical skills.

AP MACROECONOMICS (NORTH ONLY) Credit: 1/2 unit
Eligible Grade Level: 11, 12 Grade: Weighted

Economics addresses the fundamental problem of scarcity, or the study of how society reconciles our unlimited wants and needs with our limited resources. More specifically, AP Macroeconomics will cover topics on the entire United States economy, such as inflation, unemployment, productivity, government spending and taxation, control of the money supply by the Federal Reserve, and international exchange rates.

Units of study include basic economic concepts, the financial sector, aggregate supply and demand, measurement of economic performance, fiscal policy, monetary policy, and global economics. This course is designed to help prepare students for the Advanced Placement Macroeconomics exam.

AP MICROECONOMICS Credit: 1/2 unit
Eligible Grade Level: 11, 12 Grade: Weighted

Economics is concerned with the efficient utilization and management of limited productive resources, for the purpose of attaining the maximum satisfaction of human material wants. Specific units of study in AP Microeconomics will include basic economic concepts, the role of supply and demand in the marketplace, the nature and function of product markets, the amount of competition in markets, factor markets, such as the labor market, and a concluding unit on

efficiency, equity, and the role of government. This course is designed to prepare students to take the Advanced Placement Microeconomics examination.

MULTICULTURAL STUDIES IN AMERICAN SOCIETY Credit: 1/2 unit
Eligible Grade Level: 11, 12 – *Meets Civics Requirement*

This course offers an integrative and comprehensive approach to the experiences of various ethnic groups in the United States. Ethnic groups to be considered include, but are not limited to, African-Americans, Latino-Americans, Asian-Americans, Native-Americans, and White-Americans. Students will examine each group historically, tracing immigration and migration patterns and their impact on political movements, economic developments, and other related topics. Using this historical knowledge, students will critically examine contemporary issues related to each of these ethnic groups. Students will analyze historical and contemporary racial and ethnic differences on the level of both macro institutions (such as law, economy, and government) and microstructures (such as everyday living and individual experience). Topics will be addressed from a factual, conceptual, and values level. Through critical readings, class discussion, projects, and films, students will have opportunities to develop a solid intercultural foundation for understanding race and cultural diversity in the United States.

PERSONAL ECONOMICS – *Meets Consumer Education Requirement* Credit: 1/2 unit
Eligible Grade Level: 11, 12

This course introduces students to fundamental economic concepts and the basics of personal finance. Students will learn the importance of creating a solid financial future by wisely managing their money. In particular, topics of study include investing, budgeting, insurance, taxes, credit, and college and career exploration. Students will also be introduced to the basic principles of a modern capitalistic economy including supply and demand, the business cycle, fiscal policy, monetary policy, and international trade. Additionally, the course will provide students the opportunity to evaluate the government's role in the economy.

Personal Economics satisfies the Consumer Education graduation requirement for the State of Illinois. It also provides credit for the social studies requirement for graduation.

AP U.S. GOVERNMENT AND POLITICS Credit: 1/2 unit
Eligible Grade Level: 11, 12 – *Meets Civics Requirement* Grade: Weighted

The U.S. Government and Politics course is designed to prepare students to take the U.S. Government and Politics Advanced Placement Exam. The course will provide students with experiences examining various institutions, groups, beliefs, and ideas that encompass U.S. politics. Students will become familiar with the theoretical perspectives and the history of U.S. politics along with the various ways governmental decisions are made and how those outcomes affect society. The course includes both the study of general concepts used to interpret U.S. politics, but also analyzes the ties between the various branches of the national government and political parties, interest groups, public opinion, and the media. The course focuses on how government decisions are made, and what some of the causes and effects of such decisions can be. The study of the American political system will be conducted through an integration of intensive writing, reading, class discussion, group work, investigative research, and authentic political experiences.

UNITED STATES (U.S.) FOREIGN POLICY Credit: 1/2 unit
Eligible Grade Level: 11, 12 – *Meets Civics Requirement*

This course is designed to help students understand the role the United States plays in the world. Students will be able to identify U.S. foreign policy goals and recognize how these goals have changed throughout the past century. Additionally, students will discuss the use of diplomacy, economics, and the military in pursuit of U.S. interests worldwide.

BEHAVIORAL SCIENCES ELECTIVES

ANTHROPOLOGY Credit: 1/2 unit
Eligible Grade Level: 11, 12

Anthropology is the study of human existence including its history, biological basis, language, political and economic systems and culture. We explore questions such as: W*here do we come from and why are we here? How do we make sense of each other? What is beautiful and how do we decide?* Students will read a variety of texts and watch a variety of video clips to explore these questions. They will also draw from their own experiences and understandings to inform our exploration of these questions.

PSYCHOLOGY Credit: 1/2 unit
Eligible Grade Level: 11, 12

This course is an introductory survey course designed to help the student understand many of the ways human beings act, think, and react to each other. Studying psychology will help students understand contemporary psychological perspectives, psychological research, biology and behavior, human growth and development, learning and mental wellness and illness. In addition to the content of psychology, students will consider psychological issues that face our society. Students may take this course prior to taking AP Psychology.

AP PSYCHOLOGY Credit: 1/2 unit
Eligible Grade Level: 11, 12 Grade: Weighted

AP Psychology is designed to prepare students to take and have success on the AP Psychology exam. It is a rigorous college level introduction to the systematic and scientific study of the behavior and mental process of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice.

SOCIOLOGY Credit: 1/2 unit
Eligible Grade Level: 11, 12

Sociology is the study of human societies and of human behavior in social settings. Sociology establishes criteria for analyzing social problems and the organization of social institutions such as the family, our educational system, our economic and political systems. Sociology closely examines issues related to racial, ethnic and socioeconomic stratification. Sociology examines the process of socialization by studying various social forces that influence our individual identity. Units have been created with the hope that generalizations about human behavior can be made thus allowing students to better understand their role in society and how improvements in social conditions can be made.

SOCIOLOGY OF GENDER Credit: 1/2 unit
Eligible Grade Level: 11, 12

Through the use of in-depth readings and activities, discussion, and media presentations, this course helps students develop a sophisticated understanding of the role of sex and gender in contemporary America. Some of the topics include: male and female differences, sex role socialization and identity, male/female status from a historical and worldwide perspective, masculinity and the men's movement, the challenges facing the American family, and current economic and social issues. Particular emphasis will be placed on opposing viewpoints regarding work, family and social change.

SPECIAL SERVICES

Community High School District 99 is a member of SASED (School Association for Special Education in DuPage County). Special education involvement is directed through the local school attendance area. Procedures for referral and placement are directed by the Counseling and Student Support Services Department. District 99 and its associated districts in SASED provides programs for students ages 3 through 21.

Some of the programs offered in the local high schools and/or through SASED are for students eligible under:

Intellectual Impairment	Orthopedic Impairment	Visual Impairment
Specific Learning Disability	Hearing Impairment	Deaf-Blind
Emotional Disability	Speech & Language Impairment	Autism
Multiple Disabilities	Other Health Impairment	Traumatic Brain Injury

Special Services offers a broad spectrum of instructional programs, classes, and support services to IDEA eligible students. Placement into any programs/courses listed below is determined at an Eligibility Review where an Individual Education Plan (IEP) is developed to address the need for more intensive instruction.

LRC Credit: 1/4 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: Department Chair Approval.

This course provides instruction in executive functioning, basic reading, reading comprehension, and basic mathematics skills and uses students' classwork to teach advocacy, problem solving, and self-monitoring strategies, as well as provide academic support. Students use individualized computer software to develop academic skills in the areas of reading and math and to progress monitor their development. Students will work on their individual goals related to reading, writing, mathematics, and transition. Placement in this course is based on team recommendation. Course may be repeated for credit.

READ 180 Credit: 2 units
Eligible Grade Level: 9 1 English Credit
Prerequisites: Department Chair Approval. 1 Elective Credit

Students enrolled in READ 180 will have a double-block on English and reading support and will use the READ 180 program. READ 180 is an intensive reading intervention program that is backed by scientific research. The course includes whole group and small group instruction on reading and writing skills, time for guided independent reading, and an individualized, adaptive instructional software program. In addition, students will learn the key concepts and skills of the English and Communication I curriculum and work on individualized goals in the areas of reading and writing. Students will read several texts taught in English and Communication I, but this class has a greater emphasis on reading nonfiction. Placement in this course is based on team recommendation.

ENGLISH II Credit: 1 unit
Eligible Grade Level: 10
Prerequisites: Department Chair Approval.

Students in this two-semester course will continue to develop skills in reading, writing, speaking, listening, and research that were taught in English and Communication I. Students will develop skills related to paragraph and multi-paragraph essays, strategies related to reading and reading comprehension, and work on individual goals in the areas of reading and writing. Placement in this course is based on team recommendation.

READING (South) Credit: 1 unit
Eligible Grade Level: 10
Prerequisites: Department Chair Approval.

Reading is a course designed for students who demonstrate a need for direct instruction in reading strategies because they are reading two or more levels below grade level. Students will be assessed throughout the year and these assessments will be used to track growth and provide necessary information so instruction can be individualized to a student's needs. Placement in this course is based on team recommendation.

ENGLISH III Credit: 1 unit
Eligible Grade Level: 11
Prerequisites: Department Chair Approval.

Students in this two-semester course will continue to promote literacy development in a wide range of areas. Students will continue to build on the skills taught in English II related to written expression, reading strategies, and individual goals in the areas of reading and writing. Placement in this course is based on team recommendation.

ENGLISH IV Credit: 1 unit
Eligible Grade Level: 12
Prerequisites: Department Chair Approval.

Students in this two semester course will continue to develop reading and writing skills with an emphasis on post-high school outcomes. Students will continue to develop their written expression, utilize reading strategies, and work on individual goals in the areas of reading and writing. Placement in this course is based on team recommendation.

COOPERATIVE WORK TRAINING Credit: 1 unit
Eligible Grade Level: 10, 11, 12
Prerequisites: Department Chair Approval.

This course explores the essential skills related to employment. Emphasis will be placed on hands-on in school job training, and entry level workplace skill development which may include: following a schedule, time management, efficiency, responsibility work etiquette, following directions and communicating with co-worker and supervisors. Placement in this course is based on team recommendation.

FOUNDATIONS FOR MATH 1 (North) Credit: 1 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: Department Chair Approval.

This course is designed for students who need to develop math skills related to the Common Core Mathematics Standards. The content of the course will focus on building basic math skills, reading for mathematics, and developing mathematical problem solving skills. Students will work on their individual goals related to mathematics. Placement in this course is based on team recommendation. **A scientific calculator is required for this course; the TI-30X is strongly recommended.**

MATH 1 Credit: 1 unit
Eligible Grade Level: 10, 11
Prerequisites: Department Chair Approval and completion of Foundations for Math 1.

This course will extend the mathematics learned in previous coursework. Students will survey the topics of linear and exponential relationships, functions, summarizing, representing, and interpreting statistical data, and algebraic connections in coordinate geometry. The course will use new concepts to teach reading for mathematics and develop mathematical problem solving skills. Students will work on their individual goals related to mathematics. Placement in this course is based on team recommendation. **A graphing calculator is required for this course; the TI-83 or TI-84 model is strongly recommended.**

MATH 2 Credit: 1 unit
Eligible Grade Level: 10, 11, 12
Prerequisites: Department Chair Approval and completion of Math 1.

This course will extend the mathematics learned in previous coursework. Students will deepen their understanding of linear and exponential relationships and survey quadratic relationships, geometric similarity, right triangle trigonometry, and conditional probability. The course will use new concepts to teach reading for mathematics and develop mathematical problem solving skills. Students will work on their individual goals related to mathematics. Placement in this course is based on team recommendation. **A graphing calculator is required for this course; the TI-83 or TI-84 model is strongly recommended.**

DRIVER EDUCATION Credit: 1/2 unit
Eligible Grade Level: 10, 11, 12
Prerequisites: Department Chair Approval and passing eight courses (four units of credit) during the previous two semesters prior to taking Driver Education.

This course parallels the Driver's Education course taught through the PE department, but in a smaller class size with more emphasis on reading comprehension, oral comprehension, and processing. Students may enroll in the classroom portion without the behind the wheel portion in order to meet the graduation requirement, but not obtain a driver's license. The behind the wheel portion is limited to six students per semester with the oldest students receiving priority. Placement in this course is based on team recommendation.

GLOBAL CONNECTIONS Credit: 1 unit
Eligible Grade Level: 9
Prerequisites: Department Chair Approval.

Global Connections examines both the diversity and similarity among the world's peoples and cultures with an emphasis on the major civilizations of the past as well as nations and issues in the world today. Special emphasis is given to developing students' individual goals in the areas of reading non-fiction materials, vocabulary, and writing skills. Global Connections is the first course of the social studies sequence and serves as the foundation for the social studies experience in District 99. Placement in this course is based on team recommendation.

U.S. HISTORY Credit: 1 unit
Eligible Grade Level: 10
Prerequisites: Department Chair Approval.

United States History offers students an opportunity to explore essential themes that reappear throughout American History, such as the growth of national unity and development of democratic institutions. Considerable time is devoted to the development of basic participatory learning skills, such as reading, writing, speaking, listening, and reasoning, as well as individual goals regarding reading non-fiction and writing using evidence. Placement in this course is based on team recommendation.

SOCIAL STUDIES 3 (South) Credit: 1 unit
Eligible Grade Level: 11
Prerequisites: Department Chair Approval.

The goal of this course is to develop a student's understanding of citizenship, the way humans begin to act, think and react to one another, and the study of human behavior in social settings. A variety of activities will be used to foster the acquisition of not only content knowledge but also critical thinking skills appropriate to the social studies. The curriculum is aligned with grade level courses in the area. Differentiated instruction in reading and writing is a component of this course. Students will work on their individual goals related to reading and writing. This course meets the Civics requirement for graduation. Placement in this course is based on team recommendation.

DIRECTIVE INTERVENTION Credit: varies
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: Department Chair Approval.

Students enrolled in Directive courses will have access to all classes required for obtaining a high school diploma during the four year sequence, although alternative credit options may be considered on an individual basis for individual courses. Special emphasis is placed on effective communication, advocacy, self-monitoring behaviors. Supports for

social emotional skills are built in to the courses, including social work. Curricula is driven by individuals' goals and the Common Core State Standards. This program is housed at South High School. Placement in these courses are based on team recommendation.

SUPPORTIVE INTERVENTION Credit: varies
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: Department Chair Approval.

Students enrolled in Supportive courses will have access to all classes required for obtaining a high school diploma during the four year sequence, although alternative credit options may be considered on an individual basis for individual courses. Special emphasis is placed on advocacy, self-monitoring, and coping strategies. Supports for social emotional skills are built in to the courses, including social work. Curricula is driven by individuals' goals and the Common Core State Standards. Placement in these courses are based on team recommendation.

RESOURCE Credit: 1/4 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: Department Chair Approval.

This course uses students' classwork to teach advocacy, problem solving, and self-monitoring strategies, as well as provide emotional and academic support. Students meet bi-weekly in groups to provide direct instruction on social emotional skills. Students will work on their individual goals related to reading, writing, mathematics, transition, and social-emotional. Placement in this course is based on team recommendation and is intended for students who struggle with emotional regulation. Course may be repeated for credit.

ENGLISH I, II, III, IV Credit: 1 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: Department Chair Approval.

Students in this looping course develop reading, writing, speaking, listening, and research skills at their individual skill level. Special emphasis is placed on group work and self-monitoring skills. Students will work on their individual goals related to reading, writing, and/or social-emotional. Placement in this course is based on team recommendation and is intended for students who struggle with emotional regulation.

GLOBAL CONNECTIONS Credit: 1 unit
Eligible Grade Level: 9, 10
Prerequisites: Department Chair Approval.

Global Connections examines both the diversity and similarity among the world's peoples and cultures with an emphasis on the major civilizations of the past as well as nations and issues in the world today. Special emphasis is given to developing students' individual goals in the areas of social emotional learning. Global Connections is the first course of the social studies sequence and serves as the foundation for the social studies experience in District 99. Placement in this course is based on team recommendation and is intended for students who struggle with emotional regulation.

U.S. HISTORY Credit: 1 unit
Eligible Grade Level: 9, 10
Prerequisites: Department Chair Approval.

United States History offers students an opportunity to explore essential themes that reappear throughout American History, such as the growth of national unity and development of democratic institutions. Considerable time is devoted to the development of basic participatory learning skills, such as reading, writing, speaking, listening, and reasoning, as well as individual goals regarding social emotional learning. Students will work on their individual goals related to reading, writing, and social-emotional. Placement in this course is based on team recommendation and is intended for students who struggle with emotional regulation.

PSYCHOLOGY Credit: 1/2 unit
Eligible Grade Level: 11, 12
Prerequisites: Department Chair Approval.

This course is an introductory survey course designed to help the student understand many of the ways human beings act, think, and react to each other. Special emphasis is placed on group work and self-monitoring skills. Students will work on their individual goals related to reading, writing, and/or social-emotional. Placement in this course is based on team recommendation and is intended for students who struggle with emotional regulation.

CONTEMPORARY AMERICAN ISSUES Credit: 1/2 unit
Eligible Grade Level: 11, 12
Prerequisites: Department Chair Approval.

This course examines current topics and issues in order to practice analyzing problems, gathering and organizing facts, discriminating between fact and opinion, discussing differing viewpoints, and drawing tentative conclusions. Special emphasis is placed on group work and self-monitoring skills. Students will work on their individual goals related to reading, writing, and/or social-emotional. Placement in this course is based on team recommendation and is intended for students who struggle with emotional regulation.

FUNCTIONAL ACADEMIC INTERVENTION Credit: varies
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: Department Chair Approval.

Students enrolled in Functional Academic courses will access all classes required for obtaining a high school diploma during the four year sequence. Special emphasis is placed on building skills for use in the post-high school setting, such as academics, vocational development, employment, and independent living. A variety of supports are built into the courses, including occupational therapy, instructional support, social work, and speech language. Curricula is driven by individuals' goals and the Common Core State Standards. Placement in these courses are based on team recommendation and is intended for students who need wraparound support and multiple interventions throughout their day.

TRANSITION 99 Credit: No Credit
Eligible Grade Level: 12+; Ages 18, 19, 20, 21
Prerequisites: Department Chair Approval.

Students receive instruction in age-appropriate skills across natural settings. Skill areas include accessing adult education opportunities, vocational training, independent living, and community participation. The goal is to create a successful transition from school to postsecondary adult living by connecting students to community programs and supports.

TECHNOLOGY CENTER OF DUPAGE (TCD)

Prerequisites: None. **Eligible Grade Level: 11, 12** **Credit: 3 units per year**

Technology Center of DuPage prepares juniors and seniors for college and a career through twenty advanced career and technical education electives. It is operated by joint agreement among 14-member high school districts, including District #99. Students have the opportunity to earn both high school and college credit, obtain available industry certifications and prepare for post-secondary education in that field. Recognized as one of the outstanding career and technical education (CTE) programs in the nation, Technology Center of DuPage offers 22 programs within 13 Career Clusters. TCD is fully accredited by the North Central Association Commission on Accreditation and School Improvement (NA-CASI, a division of AdvancED).

TCD PROGRAMS

Communications Programs
Computer Information Systems & Game Design
Multimedia & Television Production

Human Services Programs
Cosmetology
Criminal Justice
Early Childhood Education & Care
Fire Science/Emergency Medical Technician
Healthcare Foundations
Medical Terminology & Health Care Careers
Nursing Assistant Training Program
Professional Cooking, Baking and Services

Industrial/Building Programs
Construction Trades
Heating, Ventilation, A/C & Refrigeration
Residential Wiring
Welding Technology

Manufacturing and Machining Technology
Manufacturing, CNC, and Machining Technology

Science, Technology, Engineering, Mathematics (STEM)
Robotics & Automation Technology

Transportation and Logistics
Auto Body Repair & Refinishing
Automotive Technology

TCD programs are full-year courses open to juniors and seniors who have demonstrated serious interest in a goal oriented vocation. Students who enroll will attend for 2 1/2 hours during the morning or afternoon each

day. Students will continue to take their other courses at North or South High Schools. Bus transportation will be provided to and from the TCD Center in Addison. **Program costs for TCD courses have an approximate range from $100-$400 for each school year of enrollment. Please check the TCD website for specific program fees.**

Enrollment in a TCD program is a commitment by the student to regularly attend TCD. For each student attending Technology Center of DuPage, District 99 must pay tuition. Therefore, students are not permitted to drop out of a TCD Program. A confirmation letter will be mailed home in June as a reminder of the student's Technology Center of DuPage registration.

NOTICE ON NONDISCRIMINATION

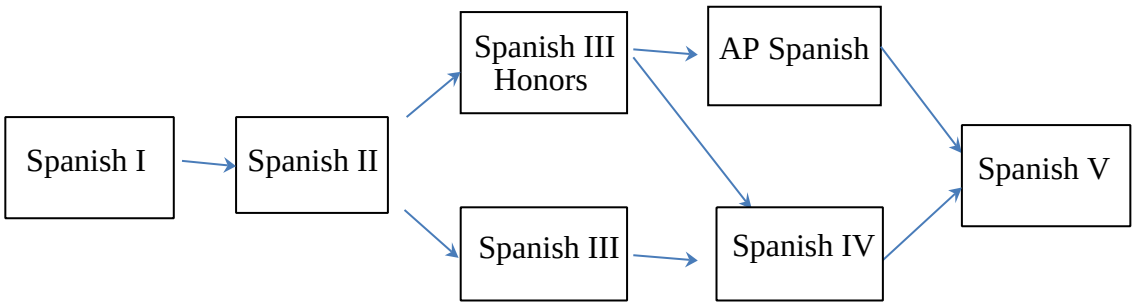
It is the policy of the Technology Center of DuPage not to discriminate in its educational programs, activities or employment policies with regard to race, sex, national origin or handicap.

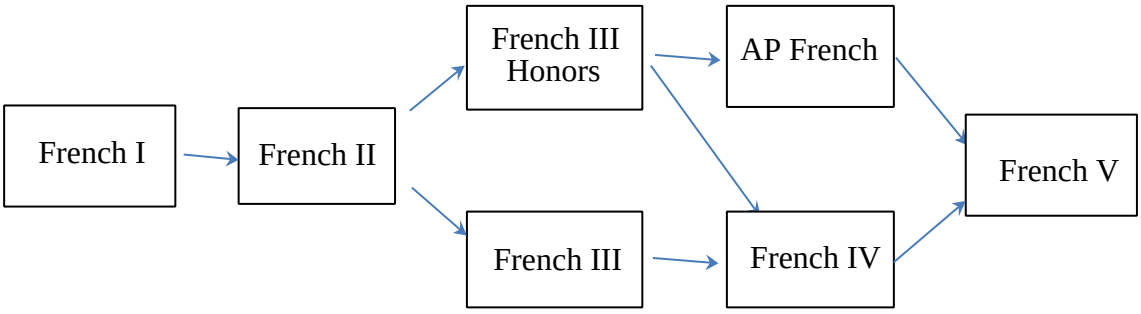
Please visit www.tcdupage.org for complete curriculum and fee information.

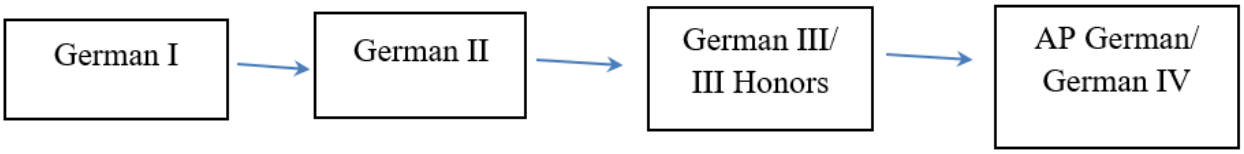
WORLD LANGUAGES

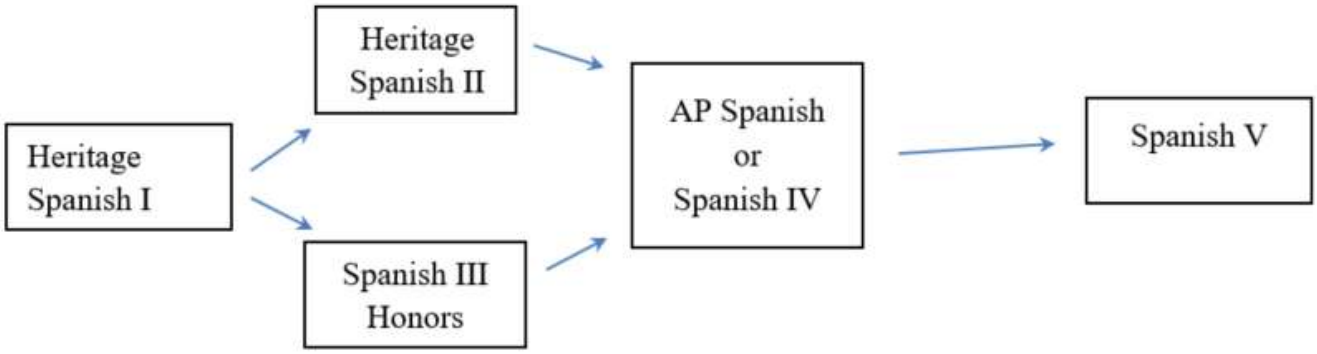
The World Languages Department offers sequential courses in French, German, and Spanish as well as courses for English Learners. The study of a foreign language may be elected to meet college entrance requirements, to enrich a person's understanding and appreciation of another culture, to meet career goals, or for travel purposes. Some universities waive foreign language graduation requirements for students who have completed a four-year sequence in high school. It is recommended that students have demonstrated proficiency and have a teacher recommendation to continue to the next level. Students who have had foreign language experience prior to entering high school are placed at the appropriate level of high school language based primarily on the recommendation of their eighth grade foreign language teacher. Native speakers of French, German or Spanish should contact their counselors to coordinate proper placement.

WORLD LANGUAGES COURSE SEQUENCE









FRENCH I Credit: 1 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: None.

This course serves as an introduction to the language and culture of the French-speaking world. Students will learn to communicate about information related to their daily life and activities. Students will develop reading, listening, writing and speaking skills in order to interpret authentic resources and to communicate with others. Students become familiar with the cultures of the French-speaking world through readings, films, and projects.

FRENCH II Credit: 1 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: Proficiency in French I.

Building on skills acquired in Level I, French II students continue to communicate about their lives as well as to communicate their basic needs as if in the foreign culture. Students will learn to describe events that have taken place in the past. Cultural information related to the French-speaking world is integrated throughout the course using the textbook, films, projects, and presentations.

FRENCH III Credit: 1 unit
Eligible Grade Level: 10, 11, 12
Prerequisites: Proficiency in French II.

French III is designed to engage students in increasingly advanced skill development through authentic materials. Students learn, think critically, and express themselves about a variety of topics in the French language. Students study art, geography of the French-speaking world, contemporary literature and culture in the target language. The class is conducted extensively in French so that students may maximize listening and speaking skills. Technology will be used to expose students to the Franco phone world.

FRENCH III HONORS Credit: 1 unit
Eligible Grade Level: 9, 10, 11, 12 Grade: Weighted
Prerequisites: Proficiency in French II.

The sequential core material for this course is the same as French III. The rigor is accelerated; the breadth and scope of the coverage is expanded, and some material is added to challenge the capabilities of these students. The course is conducted extensively in French so that students may maximize listening and speaking skills. Students will continue to develop their writing skills. Challenging reading materials such as short stories, books, magazines, and online articles will be used to increase reading proficiency.

FRENCH IV Credit: 1 unit
Eligible Grade Level: 10, 11, 12
Prerequisites: Proficiency in French III or III Honors.

Students in French IV continue to improve all communication skills. The student should be at ease with spoken and written French. Students will explore various cultures and current in order to discuss and make cultural comparisons. Vocabulary is enhanced through readings and films. Emphasis is on conversation, composition, reading, and listening.

AP FRENCH Credit: 1 unit
Eligible Grade Level: 10, 11, 12 Grade: Weighted
Prerequisites: Proficiency in French III or French III Honors.

AP French Language is intended for highly-motivated students who are interested in completing studies comparable in content and in difficulty to courses in French composition and conversation at the college level. Students who enroll in AP French Language should already have a good command of French grammar and vocabulary and have competence in listening, reading, speaking, and writing. The class is conducted in French so as to maximize listening and speaking skills. Technology will be used extensively throughout the year. This course includes rigorous skill development in order to help students prepare for the Advanced Placement Examination.

FRENCH V Credit: 1 unit
Eligible Grade Level: 11, 12 Grade: Weighted
Prerequisites: Proficiency in French IV or AP French.

Students will continue to improve all communication in French. They will initiate conversations and participate extemporaneously, use the language to solve problems and to state and support opinions. Students will apply these skills in continuing to study cultural topics and read literature.

GERMAN I Credit: 1 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: None.

This course is an introduction to the language and culture of German-speaking countries. Students will learn basic vocabulary, grammar forms, and German pronunciation through a variety of activities. Additionally, students learn about different aspects of life in German-speaking countries and compare the German culture to that of the U.S.

GERMAN II Credit: 1 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: Proficiency in German I.

Building on the skills acquired in Level I, German II students continue to communicate about their lives as well as their basic needs as if in the foreign culture. Longer and more complex sentences incorporating a variety of tenses will be used by teacher and students. Authentic cultural materials such as films, songs, and digital materials are included.

GERMAN III Credit: 1 unit
Eligible Grade Level: 9*, 10, 11, 12
Prerequisites: Proficiency in German II.

Students will continue learning to listen, speak, and write in German. They will review the grammar principles already learned and continue to learn new ones. Students learn to think critically and express themselves about a variety of topics through the use of authentic materials. They will write short compositions in German related to the topics of study. Students will read a novella and classic German fairy tales, as well as watch a video series on contemporary German life. Cultural material will be presented through authentic audio and visual materials.

**Must have documented previous course work or be a native speaker. Department Chair should be contacted for placement.*

GERMAN III HONORS Credit: 1 unit
Eligible Grade Level: 9*, 10, 11, 12 Grade: Weighted
Prerequisites: Proficiency in German II.

The sequential core material for this course is the same as German III. Students will be exposed at a more in-depth level to the same curriculum as the German III course. Some material may be added to challenge the capabilities of these students. In order to be successful in this course, students should have a high level of proficiency in the skills taught in level I and II.

**Must have documented previous course work or be a native speaker. Department Chair should be contacted for placement.*

GERMAN IV Credit: 1 unit
Eligible Grade Level: 11, 12
Prerequisites: Proficiency in German III or III Honors.

Students in German IV continue to improve all communication skills. Vocabulary will be increased through various German reading materials, films, and audio sources. Students will hone their writing skills with short essays based on current topics. A review of grammar is incorporated into every unit. By means of authentic materials, students will become acquainted with contemporary themes and cultural content.

AP GERMAN Credit: 1 unit
Eligible Grade Level: 11, 12 Grade: Weighted
Prerequisites: Proficiency in German III or German III Honors.

Students in AP German continue to improve all communication skills. Vocabulary will be increased through various German reading materials, films, and audio sources. Students will hone their writing skills with short essays based on current topics. A review of grammar is incorporated into every unit. By means of authentic materials, students will become acquainted with contemporary themes and cultural content. This course includes rigorous skill development in order to help students prepare for the Advanced Placement Examination.

GERMAN V Credit: 1 unit
Eligible Grade Level: 11, 12 Grade: Weighted
Prerequisites: Proficiency in German IV or AP German.

German V follows the same two-year rotating curriculum as German IV. Level V students will have some more rigorous assignments and assessments to ensure improvement in reading, writing listening and speaking skills. This is an independent study course subject to teacher availability and specific needs and interests of the student. The course generally consists of a continuation and expansion of listening, speaking, reading and writing skills while integrating cultural comparisons.

SPANISH I Credit: 1 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: None.

This course serves as an introduction to the language and culture of the Spanish-speaking world. The four skills of speaking, listening, reading, and writing in Spanish are included. Basic vocabulary and grammar are acquired through a variety of activities that use the four skills. Cultural enrichment is added through readings, discussions, multimedia, and projects.

SPANISH II Credit: 1 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: Proficiency in Spanish I.

Building on skills developed in Level I, Spanish II students continue to improve all communication skills; reading, writing, listening, and speaking. Listening and speaking skills are developed through conversations and presentations. Students will be engaged in writing more complex sentences and paragraphs and reading a variety of Spanish selections. Students will learn more about the Spanish-speaking world through readings, films, and projects.

SPANISH III Credit: 1 unit
Eligible Grade Level: 10, 11, 12
Prerequisites: Proficiency in Spanish II.

Spanish III promotes the understanding and internalization of Spanish with a greater emphasis of the use of Spanish in the classroom. Students are encouraged to combine their reading, speaking, listening, and writing skills through natural contexts. Reading skills are fostered through the use of authentic texts. Speaking and listening skills are enhanced through classroom conversations as well as use of audio supplements. Writing is further developed through compositions. Cultural perspectives, art, geography, and literature are presented through readings, videos, and discussions. Students progressively recycle and integrate previous knowledge in new situations.

SPANISH III HONORS Credit: 1 unit
Eligible Grade Level: 10, 11, 12 Grade: Weighted

Prerequisites: Proficiency in Spanish II.

The sequential core material for this course is the same as Spanish III. The rigor is accelerated, the breadth and scope of the coverage is expanded, and material is added to challenge the capabilities of these students. The course is conducted extensively in Spanish in order to maximize listening and speaking skills. To be successful, students should have a high level of proficiency in the skills taught in level I and II.

SPANISH IV Credit: 1 unit
Eligible Grade Level: 11, 12
Prerequisites: Proficiency in Spanish III or III Honors.

Spanish IV is a continuation course where the four skills introduced in Spanish I-III are enhanced. These four skills involve listening, speaking, reading, and writing. Speaking skills are developed through conversation and discussion between students and teacher. Students will read short stories and other authentic material to enhance their appreciation of the culture, art, and history of Spanish speaking countries. Writing skills are developed through writing original sentences, paragraphs, and papers. This course is held mostly in Spanish.

AP SPANISH Credit: 1 unit
Eligible Grade Level: 11, 12 Grade: Weighted
Prerequisites: Proficiency in Spanish III or Spanish III Honors.

AP Spanish is a continuation course where the four skills of listening, speaking, reading, writing introduced in Spanish I-III are enhanced. Students will be reading many short stories and a short novel that will enhance their appreciation of the culture, art, and history of different Spanish-speaking countries. Writing skills will be developed through written exercises, answering questions, writing original sentences, paragraphs, and papers. This course included rigorous skill development in order to help students prepare for the Advanced Placement Examination. This course is taught entirely in Spanish and the students are expected to communicate entirely in Spanish.

SPANISH V Credit: 1 unit
Eligible Grade Level: 11, 12 Grade: Weighted
Prerequisites: Proficiency in Spanish IV or AP Spanish.

Spanish V features an independent review of grammatical structure and verb tenses. Reading selections will include-fables, poems, short stories, dramas, essays, and cultural selections. The entire class is held in Spanish. Students will be enhancing and applying their language skills throughout the course through projects and presentations related to cultural and historical topics as well as literature.

SPANISH FOR HERITAGE SPEAKERS I Credit: 1 unit
Eligible: 9, 10, 11, 12

This course is specifically designed for students who have been exposed to the Spanish language on a daily basis but have had little to no formal education in Spanish. Students will study the basic structure and rules of the Spanish Language. Beginning grammar, spelling and punctuation will be taught. This course will focus on building students' existing listening and speaking skills while developing reading and writing skills.

SPANISH FOR HERITAGE SPEAKERS II Credit: 1 unit
Eligible: 9, 10, 11, 12

This course is specifically designed for students who have been exposed to the Spanish language on a daily basis but have had little to no formal education in Spanish. Students will study the intermediate structure and rules of the Spanish Language. Intermediate grammar, spelling and punctuation will be taught. This course will focus on building students' existing listening and speaking skills while developing reading and writing skills.

District 99 EL Course Descriptions

English Learner/Bilingual Program Overview
Eligible Grade Levels: 9, 10, 11, 12
Prerequisites: EL Teacher Recommended

The English Learner classes are designed for those students whose limited English proficiency precludes their successful performance in the regular English curriculum. EL classes are designed to improve speaking, listening, reading, and writing skills of limited English speakers. Enrollment in this program includes a monitoring of student progress in their regular classes and providing help and support where necessary. Students who speak Spanish may qualify for Bilingual Biology 200 or Bilingual Global Connections, offered on a rotating basis. Enrollment in such coursework is determined by student profile and recommendation of the Bilingual teacher. **(Bilingual South Campus Only)**

ENGLISH LEARNER ENGLISH I, II, III, IV Credit: 1 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: EL Teacher Recommended.

These courses are designed for students whose limited English proficiency precludes their successful performance in standard English classes. Students in these courses will develop their skills in listening, speaking, reading, and writing English. Enrollment in these classes is based on a student profile and recommendation of the EL staff and high school counselor. Students who successfully complete EL English will earn one regular English credit toward graduation. **(Level I South Only)**

ENGLISH LEARNER STUDY SKILLS Credit: 1 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: EL Teacher Recommended.

This two semester course is designed to give students the opportunity to acquire, apply, and transfer new knowledge and skills to all academic classes. During this course, students will specifically practice the application of reading and writing. Throughout the year, students will work on learning reading strategies that can be used in all academic classes; these strategies should make all students better and more effective readers. Some strategies included are making connections, asking questions, visualizing, making inferences, determining the main idea, and synthesizing information. In addition, throughout this course, students will also strive to become more competent writers and readers. **(North Only)**

ENGLISH LEARNER RESOURCE Credit: 1 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: EL Teacher Recommended.

Students enrolled in EL Resource have been identified as English Learners due to their level of English proficiency. They have an opportunity for daily help with their academic courses; academic language is a focus. Student grades are monitored, interventions are utilized and resource teachers communicate with students' teachers to facilitate learning. Most EL students have a half period resource, but those with significant skills issues may be enrolled in a full period resource.

ENGLISH LEARNER LIFESKILLS I, II Credit: 1 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: EL Teacher Recommended.

This course is designed for beginners (Levels I and II) enrolled in the EL program. Students will develop skills with an emphasis on listening and speaking, but also include reading and writing. The content of the class focuses on daily living/survival skills, academic/school skills, and content-related skills. Emphasis is primarily on developing English language proficiency using a language experience approach. This course will provide students with experiences that will serve as a foundation for additional opportunities within the standard academic curriculum. **(South Only)**

ENGLISH LEARNER READING I, II Credit: 1 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: EL Teacher Recommended.

In this course, beginning level EL students learn a variety of reading strategies. This course focuses on providing students with methods that can help make reading for the standard curriculum easier and more successful. In addition to reading strategies, vocabulary recognition and acquisition skills are taught. They will read both fiction and nonfiction materials appropriate for their proficiency level. Students enrolled in this course are also enrolled in EL English I or English II. **(South Only)**

BILINGUAL BIOLOGY 200 Credit: 1 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: EL Teacher Recommended.

Bilingual Biology is an introduction to the biological sciences. It includes topics such as ecology, genetics, botany, and zoology. The curriculum is designed primarily for the lower English proficient students who may have difficulties in reading comprehension or math skills. However, the course does not minimize the content requirements for science courses, but rather it uses materials, activities and a pace more conducive to the success of assigned students. In addition, this course builds vocabulary and content concepts in both Spanish and English. Student materials are both in Spanish and English. Laboratory work is an integral part of the course. **(South Only)**

BILINGUAL GLOBAL CONNECTIONS Credit: 1 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: EL Teacher Recommended.

This course fulfills the Global Connections requirement. It is designed to introduce students to most of the topics addressed in Global Connections. The curriculum aims to provide students with reading comprehension strategies, written and oral communication skills. This course does not minimize the content requirements but uses materials in both Spanish and English in order to teach important global thematic concept, as well as build content vocabulary in both English and Spanish. **(South Only)**

ENGLISH LEARNER GLOBAL CONNECTIONS Credit: 1 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: None.

Note: This course is the first requirement in the Social Studies sequence and is a prerequisite for U.S. History.
Global Connections examines both the diversity and similarity among the world's peoples and cultures with an emphasis on the major civilizations of the past as well as nations and issues in the world today. A historical perspective will be provided to illustrate major world events and movements, and students will develop a knowledge and appreciation for the contributions of the many cultures to our global society. In addition, the course will emphasize skill development, including reading, writing, communication, technology, and research. Global Connections is the first course of the social studies sequence and serves as the foundation for the social studies experience in District 99. This course is modified for English Learners. Students are placed by teacher recommendation only. **(South Only)**

BILINGUAL UNITED STATES HISTORY Credit: 1 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: None.

NOTE: This course satisfies the graduation requirements in U.S. History and Federal and State Constitutions.

United States History offers students an opportunity to explore essential themes that reappear throughout American History such as the growth of national unity and the development of democratic institutions. The course stresses cause and effect relationships in its analysis of the events and people that have shaped our nation. This course is taught primarily in Spanish, with opportunities to develop vocabulary and other language skills in English. Students are placed by teacher recommendation only. **(South Only)**

ENGLISH LEARNER UNITED STATES HISTORY Credit: 1 unit
Eligible Grade Level: 9, 10, 11, 12
Prerequisites: None.

NOTE: This course satisfies the graduation requirements in U.S. History and Federal and State Constitutions.
United States History offers students an opportunity to explore essential themes that reappear throughout American History such as the growth of national unity and the development of democratic institutions. The course stresses cause and effect relationships in its analysis of the events and people that have shaped our nation. Considerable time is devoted to the development of basic participatory learning skills such as reading, writing, speaking, listening, and reasoning. This course is modified for English Learners. Students are placed by teacher recommendation only. **(South Only)**

ENGLISH LEARNER FOUNDATIONS FOR MATH 1 Credit: 1 unit
Eligible Grade level: 9, 10, 11, 12
Prerequisites: None.

This course is designed for a student who has not successfully completed a grade 9 math course based upon the Common Core Mathematics Standards. The content of this course will focus heavily on the grade 8 standards so that upon successful completion a student will be prepared to enter Math 1. This course is taught by an EL Endorsed teacher. Students are placed by teacher recommendation only. **A scientific calculator is required; the TI-30X model is strongly recommended. (South Only)**

ENGLISH LEARNER MATH 1/1S Credit: 1 unit
Eligible Grade level: 9, 10, 11, 12
Prerequisites: None.

The purpose of this course is to extend the mathematics that students learned in the middle grades. Overarching themes are centered around deepening and extending linear relationships, exploring exponential relationships, the concept of a function, summarizing, representing, and interpreting statistical data, and algebraic connections in the area of coordinate geometry. The Common Core Mathematical Practices apply throughout this course and will allow students to experience mathematics as a coherent, useful, and logical subject that helps make sense of problem situations. The support (S) instructional model of this course allows for additional daily contact time with the same classroom teacher. This course is taught by an EL Endorsed teacher. Students are placed by placement test results and teacher recommendation only. **A graphing calculator is required for this course; the TI-83+ or TI-84+ model is strongly recommended. (South only)**

3

3-D Design & Animation 1, *21,22,24*
3-D Design & Animation 2, *21,22,24*

A

A Cappella Choir, *14,39,42*
A Cappella Choir Honors, *39,42*
Accelerator for Entrepreneurs, *19*
Acting I, *44*
Acting II, *45*
Acting III, *45*
Advanced Culinary Arts, *17,25*
Advanced Journalistic Writing, *27,28,29,30*
Advanced Journalistic Writing Honors, *13,30*
Advanced Placement Information, *6-7*
Advanced Team Sports, *60*
Advanced Theatre Design & Craft, *44,45*
American Government, *4,5,73,74,76,78*
Anatomy & Physiology, *6,65,66*
Ancient and Medieval History, *5,76*
Anthropology, *5,74,78,79*
AP Art History, *6,13,46,47*
AP Biology, *6,13,65,66,69*
AP Calculus AB, *5,6,13,53,54,57*
AP Calculus BC, *6,13,53,54,57*
AP Chemistry, *6,13,65,66,71*
AP Computer Science A, *6,9,13*
AP English Language & Composition, *5,6,13,28,29,30*
AP English Literature & Composition, *5,6,13,28,29,30*
AP Environmental Science, *6,7,13,65,66,69*
AP European History, *5,6,13,74,76*
AP French, *6,13,88,89,90*
AP German, *6,13,91*
AP Macroeconomics (North Only), *5,6,13,74,77*
AP Microeconomics, *5,6,13,74,77*
AP Music Theory, *6,13,39,43*
AP Physics C-, Mechanics, *6,13,65,72*
Mechanics/Electricity & Magnetism, *6,13,65,66,72*
AP Psychology, *5,7,13,74,79*
AP Spanish, *6,7,113,88,92*
AP Statistics, *5,6,14,53,57*
AP Studio Art-,
2D Design (Computer Design), *6,13,14,46,48-50*
2D Design (Design), *6,13,14,46,48-50*
2D Design (Digital Photography), *6,13,14,46,48-50*
3D Design (Ceramics), *6,13,46,47*
3D Design (Jewelry & Metalwork), *6,13,46,52*
AP U.S. Government & Politics, *4,5,7,13,78*
AP U.S. History, *5,7,13,73,74*
Architectural Drawing 1, *9,13,22,23*
Architectural Drawing 1 Honors, *9,13,22,23*
Architectural Drawing 2, *9,13,22,23*
Architectural Drawing 2 Honors, *9,13,22,23*
Athletic & Student Activity Eligibility, *7*
Audit of a Class, *7*
AVID Program, *16*

B

Baking and Pastries, *17,25*
Bands, *39-41*
Behavioral Science Electives, *78-79*
Bilingual Biology 200 (South Only), *6,65,67,93,94*
Bilingual Global Connections, *5,93-94*
Biology II-Research Questions in Biology/Research Questions in Biology-Biology II, *65,66,68*
Biology 200, *6,65,67*
Biology 300, *6,65,67,71*
Biology 400 Honors/Biology 400/Biology 400 H WT, *6,13,65,67,71*
Business Education, *18*
Business Law, *17,18*

C

Career & Technical Education, *17*
Ceramics, *48*
Ceramics I, *46,47*
Ceramics II, *46,47*
Ceramics Studio, *46,47*
Chamber Choir, (North Only), *39*
Chamber Singers, (South Only), *39*
Changing Course Requests, *7*
Chemistry 300, *6,13,65,70*
Chemistry 400 Honors, *6,13,65,71*
Child Development, *25*
Choirs, *39*
Civics Requirement, *73,74,76-78,82*
Civil Engineering & Architecture (PLTW), *13,17,23*
Co-Curricular Choirs/(Select) Choral Ensembles, *40,42*
Co-Curricular Band Ensembles, *41*
College Algebra 300, *5,53-56*
Computer-Aided Drafting & Design 1 (CADD 1), *17,23*
Computer-Aided Drafting & Design 2 (CADD 2), *17,23*
Computer Art, *48*
Computer Art I, *46,48*
Computer Art II, *46,48*
Computer Art Studio, *46,48*
Computer Programming 1 (Mobile App Development 1), *17,20*
Computer Programming 2 (Mobile App Development 2), *17,20*
Computer Technology, *20*
Concert Band, *39*
Concert Choir, *39,42*
Concert Orchestra, *39,43*
Concert Singers (North Only), *39*
Consumer Education, *4,18,57,74,78*
Consumer Education (Blended), *18*
Consumer Mathematics, *57*
Contemporary American Issues, *5,74,77,84*
Cooperative Pathways Education, *21*
Cooperative Work Training (CWT), *6,12,21,81*
Course Criteria, *8*
Course Load, *7-8*
Course Repeats, *8*
Course Selection Process, *3*

D

Dance Techniques, *60*
Definition of Terms, *3*
Design, *48*

Design I, *46,48*
Design II, *46,49*
Design Studio, *46,49*
Digital Music, *39,43*
Digital Photography, *49*
Digital Photography I, *46,49*
Digital Photography II, *46,49*
Digital Photography Studio, *46,50*
Digital Tools, *17,20*
Directive Intervention, *82,83*
District 99 Postsecondary Curricular Partnerships, *7*
District 99 Seal of Biliteracy Program, *8-9*
Drawing & Painting, *50*
Drawing and Painting I, *46,50*
Drawing & Painting Studio, *46,51*
Drawing II, *46,50*
Drawing III, *46,51*
Driver Education, *3,59,64,82*
Dual Credit, *9,15,19,20,22,23,26,61,62*

E

Early Bird Fitness, *60*
Early Childhood Care, *17,25*
Early Childhood Education & Care, *17,25,85*
Early Graduation, *9*
Earth Science 300, *6*
Engineering and Design, *22*
Engineering Design & Development (PLTW), *13,17,23*
English & Communication, *27*
English I, II, III, IV, (SS) *80,81,83*
English & Communication I, *5,27,30,34*
Integrated Studies (South), *27,30,31*
Integrated Studies Global Connections (North), *31,74*
English & Communication I Honors, *13,27,30*
English & Communication I/Reading (READ 180), *27,31,36,80,83*
English & Communication II, *5,27,31,32,34,83*
Integrated Studies (South), *27,31*
English & Communication II Honors, *13,27,31*
English & Communication III, *5,28,32,33,34,83*
English & Communication IV-, Black American Literature, *5,28,32*
Creative Writing, *5,28,32*
Critical Lenses, *5,28,32*
Cultural Literature, *5,28,32*
Dramatic Literature, *5,28,32,33*
Humanities & Critical Expression, *5,28,33*
Journalistic Expression & Media Literacy, *5,27,28,33*
Rebels in Literature, *5,28,33*
Science Fiction and Fantasy, *5,28,33*
Senior Composition, *5,28,33,34*
Writing for Broadcasting, *5,28,34*
Writing for Public Speaking, *5,28,34*
English Learner English I, II, III, IV, *93*
English Learner Foundations for Math 1, *95*
English Learner Global Connections, *94*
English Learner Lifeskills I, II, *93*
English Learner Math 1/1S, *95*
English Learner Reading I, II, *94*
English Learner Resource, *93*
English Learner Study Skills, *93*
English Learner United States History, *95*
Entrepreneurship, *17,18,19*
Essentials of Geography, *5,74,77*
Everyday Body Basics, *60*

F

Family and Consumer Science, *25*
Fashion Construction 1, *17,25,26*
Fashion Construction 2, *17,26,27*
Fashion Construction 3, *27*
Fashion Merchandising, *17,19,26*
Film Studies, *28,34*
Financial Accounting, *17,19*
Fine Arts, *38*
Fitness 1, *60*
Fitness 2, *61*
Forensics, *27,28,34*
Foundations for Math 1, *53,54,81,95*
French I/French 1, *6,89*
French II/French 2, *6,89*
French III/French 3, *6,89*
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G

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H

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I

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J

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M

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O

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P

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