

ELMWOOD PARK HIGH SCHOOL

PROGRAM OF STUDIES

2018-19
SCHOOL YEAR



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The provisions of this handbook are not to be considered as irrevocable contractual commitments between the school and the student. Rather, the provisions reflect the current status of the rules practiced and are subject to change.

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ADMINISTRATION & STAFF

PRINCIPAL -----	MR. DOUGLAS J. WILDES	
ASSISTANT PRINCIPAL -----	MRS. SHERI COSTELLO	
ATHLETIC DIRECTOR -----	MR. DOUGLAS F. NOYES	
		Students with last name beginning
DEAN OF STUDENTS -----	MS. KYLEEN COIA	A-L
	MR. BRANDON PEDERSEN	M-Z
COUNSELORS -----	MRS. PAIGE KOZYRA	A-G
	MRS. ALISON TILL	H-P
	MR. JOSEPH KRAFT	Q-Z

Elmwood Park CUSD #401 insures equal educational opportunities are offered to students, regardless of race, color, national origin, age, gender, religion, or disability. Questions in reference to educational opportunities may be directed Elmwood Park CUSD #401, 8201 West Fullerton, Elmwood Park, IL 60707, 708-452-7292. Dr. Nicolas Wade, Superintendent, is responsible for sex equity (Title IX); The Superintendent is also responsible for handicapped (Section 504) and the homeless liaison is Dr. Kari Smith.

Elmwood Park CUSD #401 does not discriminate on the basis of race, color, national origin, gender or disability.

District 401 Mission Statement

Elmwood Park CUSD 401, a unit district in a suburban community with a small town feel, strives to cultivate the following:

- ▶ Individualized social-emotional learning processes
- ▶ Rigorous academics fostering inquisitive minds prepared for critical thinking
- ▶ Active, engaged partnerships with the community and parents
- ▶ Innovative uses of 21st century technologies for teaching and learning

District 401 Vision Statement

The vision of Elmwood Park CUSD 401 is to inspire minds in the pursuit of excellence.

Elmwood Park High School Philosophy & Goals

The faculty, staff, administration, and Board of Education of Elmwood Park High School are committed to providing a comprehensive high school education, which through its curricular and extracurricular programs, meet the individual and collective interests and needs of its students and prepares them to be productive citizens of a diverse, global, and interdependent society. In particular, this learning community is committed to the flexible teaching and scheduling patterns and resources necessary to stretch each student to the limits of his/her academic and personal potential; and to provide the knowledge, problem solving, and personal skills required for post-secondary education, employment, leisure, and family life. Graduates should be grounded in our American heritage of respect for human dignity and be optimistic regarding their role in improving the quality of life for all people.

Goals

1. Communication/Computation

- A. Students should be able to formulate ideas and to express themselves accurately and precisely in both oral and written forms.
- B. Students should be able to communicate both formally and informally, recognizing which forms of behavior, speech, dress, writing, and etc. are appropriate in a given context.
- C. Students should be able to solve and explain mathematical problems, especially word problems, and should be competent in estimating.

2. Practical Skills

- A. Students should be able to perform pragmatic (life) skills, i.e., balance personal accounts, follow directions, utilize resources, make judgments (knowing when to figure it out on their own, when to ask for help) and other skills in daily living.
- B. Students should have established work habits, i.e., dependability, reliability, accountability, drive, perseverance, self-evaluation, punctuality, and cooperation.

3. Personal Growth and Perspective

- A. Students should develop a global perspective through knowledge of Geography, History (traditions and values), Economics and politics of other cultures.
- B. Students should be able to take different points of view and demonstrate tolerance and appreciation of views that differ from their own.
- C. Students should be able to differentiate between facts and opinions.
- D. Students should be prepared to live in an interdependent world recognizing that one can travel to almost any country in less than a day, and that our economies and environments are interdependent.

4. Comprehensive Curriculum

- A. Students should complete a comprehensive curriculum as follows:
 - a. Humanities (art, music, literature)
 - b. Social Science (history, geography, economics)
 - c. Mathematics, Science
 - d. Communication (listening, speaking, reading, and writing)
 - e. Employment and Life Skills (business, technology, physical education, health, personal and interpersonal skills and ethical standards)
 - f. Extra-curricular activities
- B. Students should be the center of the teaching/learning process. That is, their individual differences should be accommodated without compromising the expectations of a comprehensive high school.

Elmwood Park High School

Graduation Requirements

1. A minimum of 26 credits must be earned. These credits must include:

English	4.0 credits
Mathematics ¹	3.0 credits
Science	3.0 credits
Social Studies ²	3.0 credits
Writing	1.0 credit
Health Education	0.5 credits
Physical Education ³	4.0 credits
Art/Music	1.0 credit
Business/Foreign Language/Computer Technology	2.0 credits
- Must include a minimum of 0.5 credits in Consumer Education	

2. Every student must successfully pass an examination on The Declaration of Independence, The Flag of the United States, The Constitution of the United States, and The Constitution of The State of Illinois.

3. Every student must complete a state approved assessment of college and career readiness.⁴

TRANSFER CREDITS

Prior approval must be obtained for all courses taken outside of District 401 to ensure they meet our academic standards and curricular expectations.

EARLY GRADUATION

Any student planning to graduate early, must petition the principal. To do so, the student must inform his/her counselor of this intent on or before the end of his/her junior year. Then he/she must complete the appropriate paperwork which must be approved by the student, parent/guardian, counselor and administration.

PARTICIPATION IN COMMENCEMENT

Only students who are qualified to receive a diploma may participate in the cap and gown ceremony, with the exception of students who are entitled to participate under Brittany's Law. A student who qualifies for a diploma after commencement is eligible to participate in the following year's ceremony.

¹ State requirement is minimum of 1.0 credits of Algebra 1 and one course which must include geometry content

² State requirement is a minimum of 1.0 credits on the history of the United States or a combination of the history of the United States and American government, and at least 0.5 credits of civics coursework will be required

³ Exemptions may be granted in accordance with district and state approved guidelines

⁴ The principal, in conjunction with the district superintendent, shall have discretion regarding decisions as to what constitutes an assessment of college and career readiness.

REQUIRED COURSE LOAD

Underclassmen are required to enroll in four (4) courses each quarter they attend Elmwood Park High School. Senior students have the option, depending on their current graduation progress, to be enrolled for three (3) courses each quarter.

PROMOTION

Advancement in grade is based upon academic credits earned, not solely on attendance. All students need to meet the following requirements to be promoted to the next grade level:

Freshman: All students with less than seven credits.

Sophomore: All students who have earned at least seven credits, but less than thirteen credits. As part of these credits, students must have at least one credit in each of the following: English, Math, Science and Social Studies.

Junior: All students with 13 or more credits. As part of these thirteen credits, students must have at least two credits in each of the following: English, Math, Science, and Social Studies.

Senior: Students who complete their junior year credit requirements and the state testing requirement are promoted to senior status.

Reclassification of students takes place at the end of the first semester's marking period and after the completion of the summer school session. (January and August).

HONOR ROLLS

Each semester a 3.7 and a 3.3 honor roll is tabulated and reported in the school and community newspapers. The attainment of honor roll status becomes a part of the student's permanent record. In order to qualify for the honor roll, a student must have no grade lower than a C and must achieve a grade point average of at least 3.3 or 3.7 using the grade point system. A student must be enrolled in a minimum of three courses that receive grades to be eligible for honor roll status.

NATIONAL HONOR SOCIETY

Students who have displayed qualities of scholarship, leadership, character and service as determined by faculty vote will be invited to membership in the Harold Grothen Chapter of the National Honor Society. A minimum cumulative grade point average of 3.3 is necessary before a student can be considered for possible membership. Students may be inducted into the Society after the tenth or fourteenth quarter.

ACADEMIC RECOGNITION AT GRADUATION

During Commencement, Elmwood Park High School recognizes those students who graduate with honors and those who are members of the National Honor Society. We recognize as the Valedictorian of the Senior Class, the senior student who attains the highest cumulative grade point average at the end of the eighth semester (sixteenth quarter), and who has been in residence at Elmwood Park High School for a minimum of four semesters (eight quarters). The senior student who attains the second highest cumulative grade point average and who has been in residence for a minimum of four semesters (eight quarters) is designated as the Salutatorian.

Those students graduating in the top five percent are recognized as Tiger Scholars. Those students who graduate in the top ten percent of their class are also recognized at top 10% of the class. Both groups are acknowledged at the honors breakfast and have priority seating and are recognized at the graduation ceremony.

GRADING SYSTEM

The following grades and percentage ranges are used to indicate scholastic progress:

A	90-100%	Excellent		WP	Withdrawn-Pass
B	80-89.9%	Good		WF	Withdrawn - Fail
C	70-79.9%	Average		P	Pass
D	60-69.9%	Poor		T	Audit
F	0-59.9%	Failure		I	Incomplete ⁵

Grade Weights

The grade point average is computed by adding the grade points received in all subjects and dividing by the number of units attempted. This grade-point average is calculated at the end of each grading period. It is used to determine the honor roll each grading period and the class rank.

Advanced Placement A = 6 points B = 5 points C = 4 points D = 1 points F = 0 points	Honors A = 5 points B = 4 points C = 3 points D = 1 points F = 0 points	Regular A = 4 points B = 3 points C = 2 points D = 1 points F = 0 points
<ul style="list-style-type: none"> ● AP Calculus AB ● AP Chemistry ● AP Computer Science Principles ● AP English Literature & Composition ● AP English Language & Composition ● AP Human Geography ● AP Physics 1 ● AP Physics 2 ● AP Spanish ● AP Statistics ● AP Studio Art - Drawing ● AP Studio Art - 2D ● AP Studio Art - 3D ● AP United States Government ● AP United States History ● AP World History 	<ul style="list-style-type: none"> ● Accounting* ● Anatomy and Physiology Honors ● Biology Honors ● Chemistry Honors ● CP Math I Honors ● CP Math II Honors ● CP Math III Honors ● CP Math IV Honors ● English 9 Honors ● English 10 Honors ● English 11 Honors ● English 12 Honors ● Italian IV Honors ● Marketing I* ● Marketing II* ● Spanish IV Honors ● Virtual Enterprise International* ● Any Dual Credit Triton Classes held on Triton Campus <p style="text-align: center;">*Courses qualify as dual credit with Triton College</p>	<ul style="list-style-type: none"> ● All courses other than those specifically listed under Advanced Placement or Honors.

⁵ Incomplete grades must be made up by the end of the next grading period. Any incomplete grades not completed will become a grade of "F".

REGISTRATION PROCESS

In order to ensure that all students have adequate time and input into their course selection, the following process and procedures will be followed.

Current 8th grade students at Elm Middle School

- Students and parents will receive information regarding the registration process, course descriptions and graduation requirements in January through the mail and via electronic resources.
- Students registering for courses for the following school year at EPHS will attend group meetings at Elm Middle school offered by EPHS counselors, at which they will be given information about the registration process, graduation requirements, core course recommendations, and elective course options.
- Students will make elective course selections, including alternate selections at the conclusion of these meetings.
- Parents are invited to a meeting at EPHS to hear further information about graduation requirements, course descriptions, and the placement process. They can choose to support or change their students' elective course requests at this time.
- Core course placement decisions will be made for incoming freshman based on three data points, current 8th grade course grades, standardized test scores, and current teacher recommendations. These recommendations will be reviewed and finalized by the curriculum leaders at the high school.
- Counselors will create a course selection for each student based on core placement decision and elective choices as provided by the family. The finalized course selection will be entered into our student management system, PowerSchool, where parents and students can view it.
- Families wishing to make any changes to the course selection listing will need to call the counselor at EPHS to discuss such changes prior to March 1.

Current 9th, 10th, and 11th grade students at EPHS

- Students and parents will receive information regarding the registration process, course descriptions and graduation requirements in January through the mail and via electronic resources.
- Students registering for courses for the following school year at EPHS will attend group meetings during the school day, facilitated by EPHS counselors and teachers, at which they will be given information about the registration process, graduation requirements, and elective course options and descriptions.
- Electronic and printed resources will be made available for students to consider their course selections.
- Teachers will discuss course recommendations with students in their core classes during the end of the first semester and the beginning of second semester.
- Counselors will meet with academic labs to review the course selection sheets. Then, each student in 9th and 10th grade will have a short individual conference with his/her counselor during which elective and core course selections will be determined, including alternate choices. These choices will be entered into the student management system, PowerSchool, where families and students can view them.
- Due to the importance of an extensive review of graduation requirements, students in 11th grade will meet with his/her counselor individually to make elective and core course selections. These choices will be entered into the student management system, PowerSchool, where families and students can view them.
- Families wishing to make any changes to the course selection listing will need to call the counselor at EPHS to discuss such changes prior to March 1.

Current 8th grade students not currently attending EPHS

- Families are invited to a meeting at EPHS to hear information about graduation requirements, course descriptions, and the placement process. All appropriate paperwork will be available at this time. Students intending to enroll should attend with their families.
- Families are encouraged to bring supporting documents, including current grades and standardized test scores to help inform appropriate placement.
- Following the meeting, families can meet with counselors to complete course selection sheets with electives, alternates, and preliminary core course placement.
- Finalized course selections will be provided to the family by mail within several weeks. Families wishing to make any changes to the course selection listing will need to call the counselor at EPHS to discuss such changes prior to March 1.

COURSE CHANGES

Once the semester has begun, any student wishing to drop a class must petition to do so through his/her counselor. Academic and/or social emotional reasons for a change in classes will be considered. The decision to allow or deny a change of course or course level will be made by the administration in conjunction with counselors and curriculum leaders.

COURSE FAILURES

Any student who fails a core class is strongly encouraged to attend summer school to earn credit and remain on track for graduation. EPHS Summer Academy is a teacher supported online learning environment that allows students to work at their own pace to recover credit. More information can be found online or by contacting the counselors.

The 4-Year Course Plan Guidelines

Freshman Year

Requirements	EPHS Graduation	College Bound ⁶
English	English 9	English 9 (Regular or Honors)
Math	Algebra 1A/1B* or Algebra 1	Algebra 1 or Core Plus Math I Honors**
Science	Biology	Biology (Regular or Honors)
Social Studies	Civics	Civics or AP Human Geography
PE	PE I/II	PE I/II
Writing	Effective Writing	Effective Writing
Elective	Elective (1.0 credits)	Elective (1.0 credits) **Core Plus Math II Honors (1.0 credits)
Elective	Elective (1.0 credits)	Elective (1.0 credits) World Language is strongly recommended

*Algebra 1A/1B is a year long course which requires one elective course to be scheduled as Algebra 1B.

** Students who take Core Plus Math I Honors take Core Plus Math II Honors as one elective course in order to be on-track to AP level mathematics.

Sophomore year

Requirements	EPHS Graduation	College Bound
English	English 10	English 10 (Regular or Honors)
Math	Geometry	Geometry or Core Plus Math III Honors
Science	Chemistry	Chemistry (Regular or Honors)
Social Studies	World History	World History or AP World History***
PE	PE I/II	PE I/II
Elective	Health (0.5 credits) Elective (0.5 credits)	Health (0.5 credits) Elective (0.5 credits)
Elective	Elective (1.0 credits)	Elective (1.0 credit)
Elective	Elective (1.0 credits)	Elective (1.0 credits) World Language is strongly recommended

***AP World History is a 2 credit course, requiring one elective credit to be used for the second semester of the course.

⁶ College Bound Students - It is recommended that students planning to attend four year university/institution take the following: 4 English, 4 Math, 3+Science, 3+Social Studies, 2+ World Language, at the highest academic level that is appropriate. (These recommendations are in addition to other graduation requirements listed on page 5.)

Junior year

Requirements	EPHS Graduation	College Bound
English	English 11	English 11 (Regular or Honors) or AP English Language & Composition***
Math	Algebra 2	Algebra 2, Core Plus Math IV Honors, AP Statistics*** or AP Calculus AB***
Science	Physics	Physics or AP Physics 1***
Social Studies	US History	US History or AP US History***
PE	PE I/II	PE I/II
Elective	Consumer Education	Consumer Education
Elective	Elective (1.0 credits)	Elective (1.0 credit)
Elective	Elective (1.0 credits)	Elective (1.0 credits)

***All AP courses listed in the Junior year table are 2 credit courses, requiring one elective credit to be used for the second semester of the course.

Senior year

Requirements	EPHS Graduation	College Bound
English	English 12	English 12 (Regular or Honors) or AP English Literature & Composition***
PE	PE I/II	PE I/II
Elective	Elective (1.0 credits)	Math: Math Modeling, PreCalculus, AP Statistics*** or AP Calculus AB***
Elective	Elective (1.0 credits)	Science: Anatomy & Physiology Honors, AP Chemistry***, AP Physics 2***
Elective	Elective (1.0 credits)	Social Studies: AP Government, Social Studies elective
Elective	Elective (1.0 credits)	Elective (1.0 credit)
Elective	Elective (1.0 credits)	Elective (1.0 credit)
Elective	Elective (1.0 credits)	Elective (1.0 credits)

***All AP courses listed in the Senior year table are 2 credit courses, requiring one elective credit to be used for the second semester of the course, with the exception of AP Government, which is a one credit course.

COURSE DESCRIPTIONS BY DEPARTMENT

ART

ART I

Credit 0.5 (one quarter)

This is an introductory visual arts course that integrates art with culture, history, and technology through art making and exploration; combining multicultural and interdisciplinary discussions and activities. Students will build a foundation in drawing skills and use a variety of art media such as pastels, charcoal, markers, and collage.

Grade Level: 9, 10, 11, 12

Prerequisite: None

ART II

Credit 0.5 (one quarter)

Art II is a continuation of Art I, building on previous concepts and knowledge, working more in depth with color theory and exploring 3-D concepts and materials such as clay. The Art I and II courses are a prerequisite to continue on in the art curriculum.

Grade Level: 9, 10, 11, 12

Prerequisite: None

2-D STUDIO ART I/II

Credit 1 (two quarters)

This course teaches the student techniques in painting as well as develops drawing and design skills. Students will use a variety of media and processes such as colored pencils, charcoal, ink, acrylic, watercolor paint and printmaking. Projects integrate technology, the study of cultures, history, criticism and aesthetics.

Grade Level: 10, 11, 12

Prerequisite: Art I & II

3-D STUDIO ART I/II

Credit 1 (two quarters)

This course is for students with a personal interest in sculpture and 3-D media. Students will create three-dimensional artwork, using a variety of sculptural techniques and mediums. 3-D Studio is for the study of relief sculpture, clay slab and coil construction, landscape design, mosaics, metal and wire sculpture, weaving and paper mache. Within the projects there will be an emphasis on planning, sketching, multiculturalism, art history, and art criticism.

Grade Level: 10, 11, 12

Prerequisite: Art I & II

CERAMICS

Credit 0.5 (one quarter)

Students will continue constructing clay vessels and sculptures as in 3D Art, but with more emphasis on the development of personal expression and style. New technical areas will include throwing on the wheel, building large scale pieces by combining several techniques, the "painterly" use of glazes, and integration of other media with ceramics. Historical references will be studied, researched, and integrated into two of the projects. As a final project, students will research historic artworks and present a multimedia presentation using information acquired from the Internet, field trips, and other resources.

Grade Level: 10, 11, 12

Prerequisite- Art I & II, 3D Studio I & II

SCULPTURE

Credit 0.5 (one quarter)

Students will sculpt realistically, abstractly, and functionally using plaster, wood, metal, and mixed media. Emphasis will be on careful observation of visual resources, development of a personal style in a body of work, and communication of expressive emotion through figurative and non figurative sculpture. Students will study significant works of sculpture from various cultures, and will produce a final sculpture and short research paper referencing a historical influence on their work.

Grade Level: 10, 11, 12

Prerequisite- Art I & II, 3-D Studio I & II

AP STUDIO ART: Drawing**Credits 2 (four quarters)**

As an AP art student, you will be asked to emphasize research, experimentation, discovery, inventive thinking and artmaking, critical analysis, and problem-solving in your work. Your goal will be to create a portfolio of college level work, and at the end of the school year, submit it for evaluation. A qualifying portfolio score can earn college credit and/or advanced placement. You will submit a digital portfolio as well as actual artworks. Each portfolio has three sections: Quality (Selected Works), Concentration (Sustained Investigation), and Breadth (Range of Approaches). Drawing can be addressed through a wide range of media.

Grade Level: 11, 12**Prerequisite: Art I &II, 2-D Studio I & II****AP STUDIO ART: 2-D Design****Credits 2 (four quarters)**

As an AP art student, you will be asked to emphasize research, experimentation discovery, inventive thinking and artmaking, critical analysis, and problem-solving in your work. Your goal will be to create a portfolio of college level work, and at the end of the school year, submit it for evaluation. A qualifying portfolio score can earn college credit and/or advanced placement. You will submit a digital portfolio as well as actual artworks. Each portfolio has three sections: Quality (Selected Works), Concentration (Sustained Investigation), and Breadth (Range of Approaches). Use the elements and principles of art in an integrative way in any two-dimensional process or medium.

Grade Level: 11, 12**Prerequisite: Art I &II, 2-D Studio I & II****AP STUDIO ART: 3-D Design****Credits 2 (four quarters)**

As an AP art student, you will be asked to emphasize research, experimentation discovery, inventive thinking and artmaking, critical analysis, and problem-solving in your work. Your goal will be to create a portfolio of college level work, and at the end of the school year, submit it for evaluation. A qualifying portfolio score can earn college credit and/or advanced placement. You will submit a digital portfolio as well as actual artworks. Each portfolio has three sections: Quality (Selected Works), Concentration (Sustained Investigation), and Breadth (Range of Approaches). Students will explore 3-D Design issues through additive, subtractive, and fabrication processes.

Grade Level: 11, 12**Prerequisite: Art I &II, 3-D Studio I & II**

BUSINESS EDUCATION & COMPUTER TECHNOLOGY

BUSINESS PRINCIPLES I**Credit 0.5 (one quarter)**

This course is designed to provide students with an overall understanding of many aspects of the business world. Business Principles will unlock the mysteries of what businesses are, how they work, and what impact they have on students' lives. Students will learn about our economic environment and how business and government function in our economy. This course will also serve as a background for future business courses at Elmwood Park High School.

Grade Level: 9, 10, 11, 12**Prerequisite: None****BUSINESS PRINCIPLES II****Credit 0.5 (one quarter)**

This course is a continuation of the topics covered in Business Principles I. The topics expanded upon include Uses of Technology in the Business World, Careers in Our Global Economy, and small business management concepts. Students will prepare for roles as consumers, workers, and citizens. This course will also serve as a background for future business courses at Elmwood Park High School.

Grade Level: 9, 10, 11, 12**Prerequisite: None**

CONSUMER EDUCATION**Credit 1 (two quarters)**

This course provides students with personal financial management techniques. Students learn how to clarify their own values, goals, and priorities before they are faced with adult concerns. Students will cover financial and resource management topics. Consumer topics addressed include shopping, automobile ownership, housing, banking services, credit, taxes, insurance, and consumer action. This course is also designed to prepare students for the transition from formal education to the world of work. Topics discussed include: proper work ethics, the need for punctuality and good attendance on the job, resume writing and the application process, the interview, as well as dress, attitude, and other characteristics which will assist the student as they become an employee. * *This course DOES satisfy the Consumer Education requirement for the State of Illinois.*

Grade Level: 11, 12 (10th with Approval)**Prerequisite: None****INFORMATION PROCESSING I****Credit 0.5 (one quarter)**

Students will develop basic skills in touch keyboarding and proper technique. Major emphasis is placed on keyboarding techniques, speed and accuracy development, proofreading, and correcting errors. Formatting and production that meet business standards are introduced.

Grade Level: 9, 10, 11, 12**Prerequisite: None****INFORMATION PROCESSING II****Credit 0.5 (one quarter)**

Information Processing II reinforces skills learned in Information Processing I. Special emphasis is placed on production formatting in an effort to help students complete a variety of work in a limited amount of time. Students will use the features of word processing software as a tool to key personal and business letters, prepare reports, memorandums and business correspondence. Students will review basic language skills. This course will incorporate keyboarding skills and the editing, formatting, and printing of documents.

Grade Level: 9, 10, 11, 12**Prerequisite: None****DIGITAL LITERACY I****Credit 0.5 (one quarter)**

This course is designed to teach the fundamentals of using electronic devices to provide students with skills that are of high demand in the workplace. Students will gain experience and practical application through hands-on use of word processing, the Internet, and communication software. The following topics will be covered: editing and formatting text and documents, illustrating documents with graphics, merging files, Internet safety, privacy and security, digital footprints and online reputations, information literacy, creative credit and copyrights, digital citizenship and ethical issues. Integration of the Microsoft Office Suite, Google, and several open source applications will be used as application tools in this learning environment. Workplace skills as well communication skills will be taught and integrated throughout this course. *Students have the opportunity to earn industry certification as part of this course.*

Grade Level: 9, 10, 11, 12**Prerequisite: None****DIGITAL LITERACY II****Credit 0.5 (one quarter)**

This course is designed to teach the fundamentals of using electronic devices to provide students with skills that are of high demand in the workplace. Students will gain experience and practical applications through hands-on use of spreadsheet software, and presentation software, the Internet, and communication software. The following topics will be covered: worksheet basics; formatting and editing worksheets, calculating worksheet data, working with charts, creating slideshows and presentation, as well as a continuation of the themes of Internet safety, privacy and security, digital footprints and online reputations, information literacy, creative credit and copyrights, digital citizenship and ethical issues. Integration of the Microsoft Office Suite, Google, and several open source applications will be used as application tools in this learning environment. Workplace skills as well communication skills will be taught and integrated throughout this course. *Students have the opportunity to earn industry certification as part of this course.*

Grade Level: 9, 10, 11, 12**Prerequisite: None**

ACCOUNTING I/II***Credit 1 (two quarters)****Grade Level: 11, 12****Prerequisite: Junior or Senior Status****Sophomore status, with Administrative Approval**

Accounting I & II are skill level courses that are of value to all students pursuing a background in business, finance, marketing, and management. These courses include planned learning experiences that develop initial and basic skills used in systematically computing, classifying, recording, verifying, and maintaining numerical data involved in financial and product control records, including the paying and receiving of money. Instruction includes the interpretation, and analysis of data to provide assistance to management for decision-making.

Accounting computer applications will be integrated throughout the course where applicable. Career opportunities in the accounting field will be discussed throughout the school year. Practice sets will be discussed throughout the school year. Practice sets with business papers may be used to emphasize actual business records management. These courses provide a technical background for college-bound students who plan a business curriculum as well as those who wish vocational preparation.

**Students who enroll in this course will complete the application process to become a student at Triton College. Upon acceptance by Triton College and completion of the course with a final grade of B or better, the student will receive dual credit from Triton Community College.*

MARKETING I***Credit 0.5 (one quarter)****Grade Level: 10, 11, 12****Prerequisite: none**

This course provides a basic understanding of marketing principles. Topics include marketing, buyer behavior, trend analysis, advertising, wholesaling, merchandising, pricing and product development.

**Students who enroll in this course will complete the application process to become a student at Triton College. Upon acceptance by Triton College and completion of the course with a final grade of B or better, the student will receive dual credit from Triton Community College.*

MARKETING II - MERCHANDISING AND SALES***Credit 0.5 (one quarter)****Grade Level: 10, 11, 12****Prerequisite: none**

This course is an introduction to the dynamic activities that are associated with retail merchandising. Students will become acquainted with the various marketing careers, creative selling techniques, merchandise planning, advertising, display and store operations.

**Students who enroll in this course will complete the application process to become a student at Triton College. Upon acceptance by Triton College and completion of the course with a final grade of B or better, the student will receive dual credit from Triton Community College.*

COMPUTER GRAPHICS I**Credit 0.5 (one quarter)****Grade Level: 9, 10, 11, 12****Prerequisite: None**

This is an introductory class exploring the manipulation of images and symbols through the use of the stated software, photography, source images (Internet), printed page, scanners, and the historical and design process/techniques. Through this course, students will experiment with the language of design to create a variety of works that will be incorporated into a marketing portfolio. Students will work with Adobe Photoshop.

COMPUTER GRAPHICS II**Credit 0.5 (one quarter)****Grade Level: 9, 10, 11, 12****Prerequisite: None**

This is an introductory class exploring the manipulation of images and symbols through the use of the stated software, photography, source images (Internet), printed page, scanners, and the historical and design process/techniques. Through this course, students will experiment with the language of design to create a variety of works that will be incorporated into a marketing portfolio. Students will work with Adobe Illustrator, Adobe Photoshop and Adobe InDesign.

AP COMPUTER SCIENCE PRINCIPLES**Grade Level: 10, 11, 12****Credit 1 (two quarters)****Prerequisite: Algebra 1**

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. The AP Assessment for this course includes 2 performance tasks that will be integrated into class time and will be submitted electronically to the College Board as well as a written End of Course Exam. Scores on each of these components will be used to determine the students total AP score.

DIGITAL ANIMATION**Grade Level: 9, 10, 11, 12****Credit .5 (one quarter)****Prerequisite: none**

This studio class is a computer-based course that explores a variety of animation techniques and production techniques. Through the creation of short digital animations, students will explore 2-Dimensional methods of animation, methods of production, basic editing processes and stylistic/visual concerns and how to incorporate the images onto web enabled files. This will be incorporated into a marketing portfolio. Students will work with Adobe Animate.

WEBSITE DESIGN**Grade Level: 9, 10, 11, 12****Credit .5 (one quarter)****Prerequisite: none**

This class is designed to introduce students to Website Design using a Microsoft Windows operating system. Students will use this technology to develop web pages using HTML coding in the Adobe Dreamweaver program. Those students who are interested in art, design, or website development and plan to enter the world of advertising, web design or film animation would benefit from this class. Course activities include developing individual web pages, coding and website planning and design. There are no prerequisites for this course but it is recommended that students have basic computer skills and knowledge.

VIRTUAL ENTERPRISE INTERNATIONAL***Grade Level: 11, 12****Credit 1 (two quarters)****Prerequisite: Two Credits of Business Education**

This capstone course provides a simulated business environment in which students create and manage a virtual company, conducting business with other "firms" nationally and internationally. Students are involved in every aspect of running the business, including human resources, accounting, product development, production, distribution, marketing and sales. In the simulated business environment, students belong to a specific department depending on skills, prior knowledge, and personal interest. Leadership opportunities within the firm provide further relevant experience. The program enables participants to experience careers, acquire global economic knowledge, develop interpersonal and organizational skills, utilize technology as applied in business, and gain a clear understanding of how employees work together to meet the goals of the company while at the same time conveying the professional expectations of the workplace. This is a repeatable credit course.

**Students who enroll in this course will complete the application process to become a student at Triton College. Upon acceptance by Triton College and completion of the course with a final grade of B or better, the student will receive dual credit from Triton Community College.*

DRIVER EDUCATION

According to the Illinois School Code 105 ILCS 5/27-24.2:

Each student must be enrolled in high school and receive a passing grade in at least eight courses during the previous two semesters prior to enrolling in a driver education course.

DRIVER EDUCATION-CLASSROOM

Credit 0.5 (one quarter)

Grade Level: 9,10,11,12

Prerequisite: must be at least 15 years old on the first day of the course

This one quarter course is typically offered at the sophomore level. The Classroom Driver Education course is designed to cultivate desirable attitudes toward safe driving and traffic safety. The rules and regulations of safe driving are presented in the classroom phase of Driver Education. Upon successful completion of the Classroom and Behind the Wheel instruction, students are able to attain an Illinois State Driver's License.

A condensed version of this course is offered during the summer. Students who choose to enroll in this version of the class will meet the minimum requirements as determined by the State of Illinois, but will not receive high school credit for the course.

DRIVER EDUCATION - BEHIND THE WHEEL

No credit

Grade Level: 9,10,11,12

Prerequisite: previous or concurrent enrollment in the classroom portion

Fee: \$275

The driving phase of driver education will be offered to students before school or after school and during the summer. To be enrolled in this course, students must have taken the classroom portion of driver education, or be concurrently enrolled. This course consists of 6 hours of behind the wheel time with a certified instructor and approximately 12 hours of driving observation. Grades are issued for the course. The road exam will be waived for any student who earns an A or a B in this course.

DUAL CREDIT ENROLLMENT AT TRITON COLLEGE

DUAL CREDIT COURSES

Credit (Various)

Grade Level: 11, 12

Prerequisite: Acceptance into Triton College

Elmwood Park High School is pleased to offer junior and senior students the opportunity to enroll in Triton College classes while still in high school, as a way to broaden their course opportunities and support the progression along their post-secondary journey. Students who take advantage of this opportunity will earn high school credits towards graduation as well as college credits, which will appear on an official Triton College transcript, and which are often transferable to other institutions of higher learning. Course traditionally offered have been in these two year sequential programs: Allied Health, Automotive Technology, Computer Science, Criminal Justice, Early Childhood Education, Engineering Technology, Hospitality/Culinary Arts, Nursing Assistant, and Personal Training. Credits earned in these areas apply towards both a Certificate and an Associate in Applied Science. However, course options vary by semester and are posted by Triton College approximately 6 weeks before the semester begins.

Students at EPHS may complete the application process for Triton and register through EPHS for a Triton course during the registration window at the high school, and then will choose a specific course when the list of courses becomes available.

Students who successfully enroll in a Triton College course will not be required to attend a mod 4 class at EPHS. Students are responsible for their own transportation to the college campus where classes take place at various times according to the college course schedule and the Triton College calendar.

Tuition, fees, and cost of books will be the responsibility of EPCUSD401 provided the student completes the Triton course with a final grade of "C" or better. If the student earns a "D", drops or fails the course, all costs associated will become the responsibility of the family of the student.

Students who wish to enroll in a Triton course will need to complete an application and submit standardized test scores and/or take the Triton Placement Exam in order to be accepted as a student of the college. Elmwood Park school counselors will facilitate this process for each interested individual.

ENGLISH

ENGLISH DEPARTMENT RULES

All summative essays must be completed in each course in order to pass the quarter.

ENGLISH 9 - REGULAR⁷ AND HONORS

Credit 1 (two quarters)

Grade Level: 9

Prerequisite: none

In English 9, students will develop a common understanding of key literary elements and forms, as well as a common vocabulary for discussing them. In alignment with Common Core Standards, significant concepts will be targeted with the reading and thorough analysis of each individual text. The student is introduced to the technique of interpreting literature with special emphasis on reading strategies and skills, such as inference and main idea. In-depth study of recurrent themes will also be an integral part of the course. Students will be exposed to independent reading expectations and writing requirements. An accelerated sequential writing program is also included in this course with emphasis upon the writing of well-constructed multi-paragraph themes.

⁷ This course is offered using a co-taught model as well for students who need extra support. See page 35 for more information.

EFFECTIVE WRITING⁸**Credit 1 (two quarters)****Grade Level: 9****Prerequisite: none**

This is a required course in which students will study a variety of communication techniques. The major emphasis of this course will focus on the development of grammar, punctuation, and the writing process. Students will be exposed to different methods of writing and public speaking and be required to write expository, persuasive, and narrative papers. Students will be introduced to the various methods and stages of the research process to validate and enhance the writing process. The course also introduces speaking and listening skills.

ENGLISH 10 - REGULAR⁸ AND HONORS**Credit 1 (two quarters)****Grade Level: 10****Prerequisite: English 9**

The sophomore curriculum allows students to experience a variety of texts from several cultures and time periods. Each Credit provides a different cultural and literary experience. Students will gain a greater understanding of the historical framework of each piece. The literature and supplementary materials will provide each student with a multicultural perspective on worldly issues. In conjunction with the Common Core standards, the sophomore curriculum possesses a rigorous writing and reading focus while building speaking and listening skills. The course requires students to actively work with their peers while defining themselves as readers and writers.

ENGLISH 11 - REGULAR⁸**Credit 1 (two quarters)****Grade Level: 11****Prerequisite: English 10**

The third year of English explores major themes that pervade American life, both past and present. By reading and viewing literature of every genre and other forms of cultural expression in the United States, students understand their literary and cultural traditions, interrogate their own roles in the world, and become more effective critics and builders of American culture. We will investigate enduring questions that persist throughout American literature.

AP ENGLISH LANGUAGE AND COMPOSITION**Credits 2 (four quarters)****Grade Level: 11****Prerequisite: English 10 Honors or
Teacher recommendation**

This is a college-level course with a purpose to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. These skills will allow students to read critically and write effectively in different modes in the college classroom and beyond. Students will become increasingly more aware of how language works through the study of non-fiction in all its varied forms—essays, biographies, visual texts, letters, speeches, journalism, etc. Students will analyze what the writers say along with how they say it. The writing will be formal and informal; it will primarily be responses to your reading, both analyzing it and emulating it, as well as creating original arguments and supporting them through logical development and appropriate style. Students will learn how to synthesize research materials and use proper MLA style. This course will also offer students the opportunity to read American fiction and drama such as Fitzgerald, Salinger, and Miller. ACT test prep will also be incorporated into the class. Additionally, an important goal of this course is to help to prepare for the AP English Language and Composition exam given in May. The course will teach students the expectations of the AP examiners and will provide many opportunities for practicing writing and reading in the exam format. All students enrolled in Advanced Placement English Language are required to take the Advanced Placement exam in May.

ENGLISH 12 - REGULAR⁹ AND HONORS**Credit 1 (two quarters)****Grade Level: 12****Prerequisite: English 11**

This course focuses on speaking, writing, and analyzing literature. Students explore the universal theme of identity through various pieces of literature: non-fiction, fiction, and Shakespeare. This course focuses on literary analysis, speaking, writing, collaborative assignments, and essentially helps students increase their inquiry building skills. This course will expose students to various writing assignments that will help improve their writing skills for the collegiate level.

⁸ This course is offered using a co-taught model as well for students who need extra support. See page 35 for more information.

⁹ This course is offered using a co-taught model as well for students who need extra support. See page 35 for more information.

AP ENGLISH LITERATURE & COMPOSITION**Credit 2 (four quarters)****Grade Level: 12****Prerequisite: AP Language & Composition or Teacher recommendation**

This is a college-level dual-credit course that is the equivalent of the first year of college rhetoric. It is based on the idea that many high school students can successfully complete college English at the high school level. This course will prepare the student to take and pass the Advanced Placement test given in May; successful performance on this test will earn the student college credit. This course includes extensive training in all modes of discourse, including exposition, narration, argumentation and literary analysis. In addition, the course includes extensive reading and analysis of demanding and challenging literary works such as Crime and Punishment, The Sound and the Fury, and Hamlet. The underlying approach to the study of literature is textual rather than historical. The selections reflect a concern for depth rather than breadth. The student completing this course can expect to be a fluent, capable writer and a perceptive, critical reader. All students enrolled in Advanced Placement English Literature and Composition are required to take the Advanced Placement exam in May.

READ 180**Credit 1 (two quarters)****Grade Level: 9, 10, 11, 12****Prerequisite: Teacher Recommendation**

READ 180 is an intensive reading program designed to meet the needs of students whose reading achievement is below the proficient level. The program directly addresses the identified reading needs of students through the use of adaptive and instructional software, high-interest literature, and remediation of reading skills.

PUBLIC SPEAKING**Credit 0.5 (one quarter)****Grade Level: 10, 11, 12****Prerequisite: none**

Speech has the student expand upon the speaking and listening skills learned in Effective Writing with a focus on public speaking in various formats.

CREATIVE WRITING**Credit 0.5 (one quarter)****Grade Level: 10, 11, 12****Prerequisite: none**

Creative Writing has the student look at various fiction pieces, in addition to writing their own creative products. The formats the student will read and write will include poetry and short stories.

ENGLISH LANGUAGE LEARNER PROGRAM

The English Language Learner program at EPHS offers a series of classes to support students at every level of English acquisition, from entry to transition into general education English classes. The goals for these courses are listed below. The curriculum is designed to be a continuum that ensures a student progresses into full integration in general education courses.

Goal 1 : To use English to communicate in social settings

- A) Use English to participate in social interaction
- B) Interact in, through, and with spoken and written English for personal expression and enjoyment
- C) Use learning strategies to extend their communicative competence

Goal 2 : To use English to achieve in all content areas

- A) Use English to interact in the classroom
- B) Use English to obtain, process, construct, and provide subject matter information in spoken and written form
- C) Use appropriate learning strategies to construct and apply academic knowledge

Goal 3 : To use English in socially and culturally appropriate ways

- A) Choose appropriate language variety, register, and genre according to audience, purpose, and setting
- B) Vary nonverbal communication according to audience, purpose, and setting
- C) Use appropriate learning strategies to extend their language skills

Through this program students will:

- A. process, understand, interpret, and evaluate spoken language in a variety of situations
- B. engage in oral communication in a variety of situations for an array of purposes and audiences
- C. process, interpret and evaluate written language, symbols, and text with understanding and fluency
- D. engage in written communication in a variety of forms for an array of purposes and audiences

The following course sequence is designed for students who recently came to the United States and have limited English proficiency. The classes will focus on learning the basics of the English language, as well as, exploring the American culture. Using a variety of methods, students will work on grammar, spelling, vocabulary, reading comprehension, reading fluency, and writing. In addition, students will learn about American history, customs, traditions, holidays, etc. As students progress, they will be introduced to a variety of applications in daily life, including work applications, bank forms, bills, invoices, doctor forms, etc.

ESL BEGINNING I/II

Credit 1.0

Grade Level: 9.10,11,12

Prerequisite: Placement determined by ACCESS test scores of 1.0 -1.5 and teacher recommendation

ESL I/II

Credit 1.0

Grade Level: 9.10,11,12

Prerequisite: Placement determined by ACCESS test scores of 1.0 -1.5 and teacher recommendation

ESL III/IV

Credit 1.0

Grade Level: 9.10,11,12

Prerequisite: Placement determined by ACCESS test scores of 1.6 -3.0 and teacher recommendation

ESL English I/II

Credit 1.0

Grade Level: 9.10,11,12

Prerequisite: Placement determined by ACCESS test scores of 1.6 -3.0 and teacher recommendation

ESL V/VI
Credit 1.0

Grade Level: 9,10,11,12
Prerequisite: Placement determined by ACCESS test scores of 3.1 and above, and teacher recommendation

ESL VII/VIII
Credit 1.0

Grade Level: 9,10,11,12
Prerequisite: Placement determined by ACCESS test scores of 3.1 and above, and teacher recommendation

This course is designed for students of various English skill levels. The class will focus on grammar, spelling, vocabulary, reading comprehension, reading fluency, and writing. In addition to focusing on language, students will be introduced to many American literature masterpieces. Most of the works are adaptations, to ensure appropriate level material. Students will learn about story elements, such as characters, plot, setting, and theme.

FOREIGN LANGUAGE

ITALIAN I
Credit 1 (two quarters)

Grade Level: 9, 10, 11,12
Prerequisite: None

The student is introduced to the basics of listening, understanding, speaking and reading in the Italian language. The student builds vocabulary, practices pronunciation, studies grammar, reads simple passages and writes original sentences. Italian culture is introduced and studied through lecture, readings, film and music.

ITALIAN II
Credit 1 (two quarters)

Grade Level: 9, 10, 11,12
Prerequisite: Italian I

The student continues the study of grammar, understands more complex structures, converses more freely in Italian, using a wider vocabulary, composes short, grammatically correct paragraphs and develops more insights into the Italian culture.

ITALIAN III
Credit 1 (two quarters)

Grade Level: 10, 11,12
Prerequisite: Italian II

The student learns to communicate effectively in Italian. Emphasis will be placed on vocabulary and complex verbal structures. Through appropriate literary works and films, the student will improve in comprehension and be able to interpret longer narrations. The student will be able to write story summaries, dialogues and compositions on a variety of subjects. The student will immerse himself/herself in Italian culture, art, opera and cuisine.

ITALIAN IV Honors
Credit 1 (two quarters)

Grade Level: 11, 12
Prerequisite: Italian III

In this fourth level of Italian class, students will continue to build vocabulary, learn new grammatical skills and will take an in-depth look at regions and cultural topics. Some of the vocabulary will focus on giving directions, ecology and the environment, songs and the world of music, television and immigration. Grammatical topics include the imperative and present conditional verb tenses, comparatives and superlatives, relative and indefinite pronouns, the present and past subjunctive tenses and the imperfect and pluperfect subjunctive. Students will learn how to incorporate these new skills into their speech and writing in Italian

SPANISH I**Grade Level: 9, 10, 11, 12****Credit 1 (two quarters)****Prerequisite: None**

During the first year, emphasis is placed on developing, listening and speaking skills. These skills are developed by conversations and daily oral and written work. In addition to speaking and understanding the language on an elementary level, the students who successfully complete the course will also be able to compose simple paragraphs employing present and preterite tenses and read basic selections with comparative ease. Throughout the year various aspects of the culture are also discussed.

SPANISH II**Grade Level: 9, 10, 11, 12****Credit 1 (two quarters)****Prerequisite: Spanish I**

During the second year, greater emphasis will be placed on reading for comprehension. Emphasis will also be placed on increasing the pupil's ability to express himself accurately and idiomatically in all verb tenses. Structure and syntax will be studied in greater depth, so that these aspects of language can be used effectively and correctly in oral and written work.

Students who have taken Spanish I during grade 7 & 8 may earn one full high school credit in World Language if they earn credit in Spanish II during their first year at EPHS.

SPANISH III**Grade Level: 10, 11, 12****Credit 1 (two quarters)****Prerequisite: Spanish II**

At the third year level, appropriate selections of standard literary works are read. Together with short stories, poetry and various culture studies, they will form the basis for improvement in reading, comprehension, fluency and recall, as well as for oral discussion and extension of an active vocabulary. Written composition work will include story summaries, recounting of a personal experience and other suitable topics. A continual study of vocabulary, grammar and syntax will make the students better able to speak and write correctly. The cultures will be emphasized throughout the year using written and audio-visual materials.

SPANISH IV Honors**Grade Level: 11,12****Credit 1 (two quarters)****Prerequisite: Spanish III**

Students in the fourth year will improve their skills in written and oral Spanish through various projects and presentations during the year. Such projects may include newsletters, relief maps, themes/essays, speeches and research projects. There will be extensive review of grammar, syntax and vocabulary. Honors credit may be earned.

AP SPANISH**Grade Level: 12****Credit 2 (four quarters)****Prerequisite: Spanish IV**

Students in the AP Spanish course will cover material equivalent to a 3rd year college course in advanced Spanish composition and conversation. This four-quarter course will emphasize the use of Spanish for active communication. It will encompass aural/oral skills, reading comprehension, grammar, and composition. Extensive training in the organization and writing of compositions and the expression of ideas orally, will be an integral part of the Spanish IX-X A.P. course. The students will also read abridged versions from well-known authors in Spanish literature. The students will study from practical A.P. exams in preparation to take the A.P. exam in May. All students enrolled in Advanced Placement Spanish are required to take the Advanced Placement exam in May.

HEALTH EDUCATION

HEALTH EDUCATION

Credit 0.5

Grade Level: 9,10,11,12

Prerequisites: none

Health Education is a course (required by the State of Illinois) designed to teach students ways of maintaining good physical, mental and social health. The following topics are covered: mental health and mental illness; health careers; purchasing health products; the influence of the environment on health; prevention and control of diseases; physical fitness; tobacco, alcohol, drugs; human sexuality; nutrition; AIDS education; single parent lifestyles; coping with death; and health and life insurance programs.

MATHEMATICS

All courses in the mathematics curriculum require any version of the TI-84 Graphing calculator.

MATH CLASS PLACEMENT POLICY

The procedure with regards to level changes in mathematics as determined by the Elmwood Park High School Mathematics Department is as follows:

1. A student may transfer from a regular level to an accelerated level mathematics class if the student has demonstrated mastery at a regular level and is recommended by the student's current mathematics teacher.
2. A student may transfer from an accelerated level to a regular level only by recommendation of the mathematics department or administrative approval.
3. A student who receives a grade of "D" in an accelerated mathematics class may not register for the next course in that accelerated sequence, unless recommended to continue by the student's current mathematics teacher.

ALGEBRA I

Credit 1 (two quarters)

Grade Level: 9, 10, 11,12

Prerequisite: None

The content of Algebra 1 is organized around families of functions, with special emphasis on linear, exponential, and quadratic functions. Students will learn to represent functions through verbal descriptions, equations, tables, and graphs. There will be opportunities to participate in the exploration of mathematical concepts, cooperative learning activities, and small group discussion.

ALGEBRA IA and ALGEBRA IB

Credit 2 (four quarters)

Grade Level: 9,10,11,12

Prerequisite: None

Algebra IA covers the first half of the content of our Algebra I course. Algebra IB covers the second half of our Algebra I course.

GEOMETRY¹⁰

Credit 1 (two quarters)

Grade Level: 10, 11, 12

Prerequisite: Algebra I or CPM I

The content of Geometry includes Geometric forms, shapes, patterns and relationships. Algebraic methods are used as they apply to geometric situations. The use of logical reasoning is stressed, which helps the students in real life situations. There will be opportunities to participate in the exploration of mathematical concepts, cooperative learning activities, and small group discussion.

ALGEBRA II¹⁰

Credit 1 (two quarters)

Grade Level: 10,11,12

Prerequisite: Geometry or CPM II

The content of this course gives students a strong background in mathematical reasoning and problem solving that will be important in the future. The course emphasizes using functions, equations, and graphs to model problem situations. There will be opportunities to participate in the exploration of mathematical concepts, cooperative learning activities, and small group discussion.

PRE-CALCULUS

Credit 1 (two quarters)

Grade Level: 11, 12

Prerequisite: Algebra II or CPM III

This is a college preparatory course designed to complete the student's study of high school algebra and move into topics covered in a trigonometry and an introductory calculus course. This class is intended for those students entering college or taking an advanced placement math course. There will be opportunities to participate in the exploration of mathematical concepts, cooperative learning activities, and small group discussion.

MATH MODELING

Credit 1 (two quarters)

Grade Level: 12

Prerequisites: Teacher Recommendation

This class is a senior math course in which students will utilize mathematics as a tool to model the world around them. Topics include the applications of linear algebra, budgeting, probability, quadratics, and statistics. An online homework platform will be used, and assessments will be both traditional and project or portfolio based. An emphasis will be placed on preparing for college entrance exams as well.

CORE PLUS MATHEMATICS (CPM)

ACCELERATED STUDENTS ONLY

Core-Plus Mathematics (CPM) is a four-year integrated mathematics program funded by the National Science Foundation, developed by the **Core-Plus Mathematics Project (CPMP)** out of Western Michigan University and is marketed under the title *Contemporary Mathematics in Context*.

The four courses provide an enriching challenging mathematical experience preparing students for college mathematics. The materials were designed to implement the vision of high school mathematics envisioned in the National Council of Teachers of Mathematics *Curriculum and Evaluation Standards for School Mathematics* (1989) and *Professional Standards for Teaching Mathematics* (1991).

The curriculum builds upon the theme of *mathematics as sense-making*. Through investigations of real-life contexts, students develop a rich understanding of important mathematics that makes sense to them and which, in turn enables them to make sense out of new situations and problems. The curriculum materials have the following features:

- **Multiple Connected Strands:** Each year the curriculum features four strands of mathematics, unified by fundamental themes, by common topics, and by habits of mind or ways of thinking. These strands are: Algebra and Functions, Geometry and Trigonometry, Statistics and Probability, and Discrete Mathematics. Developing mathematics each year along these multiple strands helps students develop diverse mathematical insights and nurtures their differing strengths and talents. Important mathematical ideas are continually revisited through this attention to connections within and across strands, enabling students to develop a robust understanding of mathematics.

¹⁰This course is offered using a co-taught model as well for students who need extra support. See page 35 for more information.

• **Mathematical Modeling:** The curriculum emphasizes mathematical modeling and modeling concepts including data collection, representation, interpretation, prediction, and simulation. The modeling perspective permits students to experience mathematics as a means of making sense of data and problems that arise in diverse contexts within and across cultures.

• **Technology:** The accessibility of advanced graphing calculators is assumed and is required for all courses at all levels. The required calculator is the Texas Instruments TI-84 graphing calculator. The use of technology permits the curriculum and instruction to emphasize multiple representations of a problem (numerical, graphical and symbolic) and allows students to focus on mathematical thinking and reasoning rather than mere computation.

• **Active Learning:** Instruction and assessment practices are designed to promote mathematical thinking through the use of engaging problem situations. Collaborative groups and individual work are used as students explore, conjecture, verify, apply, and communicate mathematical ideas.

Developing mathematics each year along multiple strands nurtures the differing strengths and talents of students and simultaneously helps them to develop diverse mathematical insights. Developing mathematics from a modeling perspective permits students to experience mathematics as a means of making sense of data and problems that arise in diverse contexts. Engaging students in small groups to work together on tasks develops their ability to both deal with, and find commonality in a diversity of ideas. Using calculators and computers as a means for learning and doing mathematics, enables students to develop versatile ways of dealing with realistic situations. Calculator and computer graphics offer powerful, easily understood new ways of visualizing mathematics across each of the mathematical strands.

CORE PLUS MATHEMATICS I

Credit 1 (two quarters)

The first course in the Core-Plus series covers topics regarding patterns in data, patterns of change, linear models, graph models, patterns in space and visualization, exponential models, and simulation models.

Grade Level: 9

Prerequisites: teacher recommended

CORE PLUS MATHEMATICS II

Credit 1 (two quarters)

The second course in the Core-Plus series covers topics regarding matrix models, patterns of location, shape, and size, patterns of association, power models, network optimization, geometric form and its function, and patterns in chance.

Grade Level: 9,10

Prerequisites: teacher recommended

CORE PLUS MATHEMATICS III

Credit 1 (two quarters)

The third course in the Core-Plus series covers topics regarding multiple-variable models, modeling public opinion, symbol sense and algebraic reasoning, shapes and geometric reasoning including proof, patterns in variation, families of functions, and discrete models of change.

Grade Level: 10,11

Prerequisites: teacher recommended

CORE PLUS MATHEMATICS IV

Credit 1 (two quarters)

The fourth course in the Core-Plus series contains mathematical content that allows considerable flexibility in tailoring a course to best prepare students for various undergraduate programs. CPM IV is designed for students intending to pursue programs in the mathematical and physical sciences or engineering. The topics include rates of change, modeling motion, logarithmic functions and data models, polynomial and rational functions, functions and symbolic reasoning, and space geometry. Depending on time available, additional topics of study will be selected based on student performance and interests.

Grade Level: 10,11,12

Prerequisites: teacher recommended

AP CALCULUS AB**Grade Level: 11, 12****Credit 2 (four quarters)****Prerequisites: CPM IV or Pre-Calculus**

This course will meet all the College Board topic requirements for an AB advanced placement calculus class. The equivalent of one semester of college calculus, the course begins with functions and graphs and proceeds through limits, continuity, derivatives and their applications, integrals and their applications, and the Fundamental Theorem of Calculus. The use of the graphing calculator and computers as tools to assist in sound problem solving techniques will be emphasized. The course will create the ideal environment for the integration of mathematics, science, and technology. As a result of successfully completing the course, together with their performance on the AP exam, students may receive college credit and/or advanced placement in calculus at several colleges and universities. All students enrolled in AP Calculus AB are required to take the Advanced Placement exam in May.

AP STATISTICS I/II**Grade Level: 11, 12****Credit 2 (four quarters)****Prerequisites: CPM IV or Pre-Calculus**

This course will meet all the College Board topic requirements for an advanced placement (AP) Statistics class. It is the equivalent of one semester of college statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Four broad conceptual themes covered are: Exploring Data, Planning a Study, Probability Models, and Statistical Inference. As a result of successful completion of this course, and performance on the AP exam, students may be able to receive college credit and/or advanced placement in statistics at numerous colleges and universities. All students enrolled in AP Statistics are required to take the Advanced Placement exam in May.

MUSIC**CONCERT BAND****Grade Level: 9, 10, 11, 12****Credit 1 (two quarters)****Prerequisite: Passing grade in previous year's band class and/or Director's approval**

The Concert Band is open to all students who have shown an acceptable level of progress and performance throughout their elementary school band training and can qualify by audition with the director. Prior experience on an appropriate instrument and the ability to read music notation are essential components of success in this course. The music covered will include the baroque through contemporary periods of composition, with the main emphasis being placed on rhythm, articulation, intonation and the total band sound. Advanced players may participate in solo and ensemble competition and festivals. All choir students who are enrolled in band should see their directors to discuss a PE waiver.

In addition to concert appearances, the Concert Band will appear as a marching band and as a pep band at parades and athletic events. Attendance at all performances and after-school rehearsals is required and will be graded. A sincere and serious commitment to band is vital to the ensemble and its success.

CHORALE**Grade Level: 9, 10, 11****Credit 1 (two quarters)****Prerequisite: none**

The Chorale is open to all students and is a beginning choir designed to provide a foundation for the Concert Choir. The Chorale studies and performs a variety of music throughout the year. A commitment to singing and performing is important, and upon successful completion of Chorale, a student can then audition for Concert Choir and/or Swing Choir. *Chorale students participate in the four major concerts of the year and attendance at all concerts is required.*

CONCERT CHOIR**Credit 1 (two quarters)****Grade Level: 10, 11, 12****Prerequisite: One year of Chorale
and Director's approval**

The Concert Choir is the largest performing vocal group at the high school. The Concert Choir performs at the four major concerts each year as well as Commencement. Advanced performers may audition to participate at the IHSA competition and appear as solo vocalists throughout the school year. Along with more advanced part-singing ability, a sincere interest in musical training, participation and performance is vital to the group. *Attendance at all four major concerts is required.*

JAZZ BAND - HONORS OR REGULAR**Credit .5 (one quarter)****Grade Level: 9, 10, 11, 12****Prerequisite: Director's approval**

Prior experience on an appropriate instrument and the ability to read music notation are essential components of success in this course. Students will explore and perform a variety of music styles, including swing, rock, ballad, and Latin. Improvisation and elementary concepts of music theory will be introduced. The Jazz Band will perform at least four times throughout the school year. Prior experience is required on an appropriate instrument (saxophone, trombone, trumpet, drum set, guitar, bass, or piano), ability to read notated music, and/or approval of director required.

Attendance at all performances and after-school rehearsals is required and will be graded. A sincere and serious commitment to band is vital to the ensemble and its success.

Jazz band meets from 7 – 7:45 am on Monday, Wednesday, Thursday and Friday.

SWING CHOIR**Credit 1 (two quarters)****Grade Level: 10, 11, 12****Prerequisite: Director's approval**

The Swing Choir is the most advanced choral offering at Elmwood Park High School, and is limited to those students who excel in vocal talent and part-singing ability. This performance-oriented ensemble will focus on all types of music with focus on proper singing, staging, and microphone technique when called for. Performers may audition to participate at the ILMEA auditions and appear as solo vocalists throughout the school year.

Students must audition to receive director's approval to enroll in this course.

Attendance at the four major concerts, plus Commencement, is required with occasional out of school performances throughout the school year.

MUSIC THEORY**Credit 1 (two quarters)****Grade Level: 9, 10, 11, 12****Prerequisite: None**

This course encompasses the study of the language of music notation and composition. Students are taught to analyze and understand written music, compose music, and identify aspects of recorded musical examples. This course is a must for anyone considering a career or college study in the arts; however, it is a useful and interesting course for anyone with a strong interest in music. Confident music reading skills in both treble and bass clefs are STRONGLY recommended as a prerequisite.

VOICE**Credit 1 (two quarters)****Grade Level: 11,12****Prerequisite: Director's approval**

Students will benefit from group and individual vocal instruction. They will familiarize themselves with the characteristics of vocal production and the anatomy of the vocal mechanism.

Students must audition to receive director's approval to enroll in this course.

PHYSICAL EDUCATION

PHYSICAL EDUCATION RULES AND REQUIREMENTS

1. A student must pass 8 quarters of physical education, if enrolled for four or more years. If the student completes graduation requirements in less years, the required number of quarters to be passed will be prorated.
2. A regulation PE uniform must be purchased in the Athletic Office and must be worn during class each day.
3. A combination lock must be purchased and used on the assigned locker in the locker room.
4. Grading policies and daily requirements will be covered by the teacher during the first day of class.

PE I - Physical Education

Credit 0.5 (one quarter)

Grade Level: 9,10,11,12

Prerequisite: none

The physical education program includes an emphasis on personal fitness (stretching, physical strength, cardiovascular conditioning), team activities (soccer, softball, football, ultimate football, ultimate Frisbee, tennis, volleyball, team handball, basketball, floor hockey, badminton, pickleball, team building), and individual activities (aerobics, track and field, weight training) in addition, students will complete the state requirements for fitness testing.

PE II – Physical Education

Credit 0.5 (one quarter)

Grade Level: 9,10,11,12

Prerequisite: none

This course is a continuation of the program listed as PE I.

JUNIOR AND SENIOR PHYSICAL EDUCATION OPTIONS:

Students with Junior or Senior status may elect the traditional Physical Education course listed above, or may choose from the following list of elective Physical Education classes to fulfill their final 8 quarters of PE.

GROUP FITNESS I

Credit 0.5 (one quarter)

Grade Level: 11, 12

Prerequisite: None

This class is designed to offer students the opportunity to exercise in a variety of forms ranging from floor aerobics, step aerobics, kickboxing, dance, weight/resistance training and yoga.

GROUP FITNESS II

Credit 0.5 (one quarter)

Grade Level: 11, 12

Prerequisite: None

This class is a continuation of Group Fitness I. It is designed to offer students the opportunity to exercise in a variety of forms ranging from floor aerobics, step aerobics, kickboxing, dance, weight/resistance training and yoga.

STRENGTH & CONDITIONING I

Credit 0.5 (one quarter)

Grade Level: 11, 12

Prerequisite: None

During this course, students will participate in beginning to advanced strength training exercises that involve anaerobic and aerobic exercises. Throughout the course, students will learn to identify muscular anatomy and understand how to develop those muscles through various exercises. Participation will include, but not limited to, cardio and weight training activities. The weight room is the main classroom setting where students will be provided with a weight lifting plan that is developed by the teacher.

STRENGTH & CONDITIONING II

Credit 0.5 (one quarter)

This course is a continuation of Strength and Conditioning I as described above. The second quarter of class allows students the opportunity to help develop their own fitness plan that will be useful after they leave high school.

Grade Level: 11, 12

Prerequisite: None

JUNIOR STUDENT PE LEADER

Credit 1 (two quarters)

The purpose of this class is to develop the student's leadership skills so as to enable them to assist our physical education staff in class activities. Through use of leadership skills they will develop self-confidence and positive self-esteem. They will acquire attitudes and habits of loyalty, self-control, cooperation and courtesy.

Grade Level: 11

Prerequisite: Teacher Recommendation only

Course outcomes include the following statements. Students will learn to apply the rules and regulations of all physical education activities offered in the regular physical education program. Students will learn how to officiate and apply proper techniques of officiating in game situations. Students will learn proper exercise techniques and will monitor student performance of these techniques. Students will learn proper safety rules and techniques in all physical education activities. These rules and safety practices will be observed and enforced in all physical education activities. Students will become proficient in performing/correcting peers in a variety of phys ed activities. *There is an additional fee required for this course for the purchase of special t-shirt and for possible field trips.*

SENIOR STUDENT PE LEADER

Credit 1 (two quarters)

Skills learned and developed in the Junior Leader program will now be put into practice. Leadership skills will be used to assist our physical education staff in class activities. Leaders will lead exercises, officiate, assist with equipment, as well as motivate and encourage PE students. Senior Leaders will be assigned to a teacher for the quarter and will be given further instructions of duties and leadership roles.

Grade Level: 12

Prerequisite: Successful completion of the Junior Student Leader class and teacher recommendation.

SCIENCE

MISSION STATEMENT

We will provide experiences for our students that will encourage them to ask and pursue answers through Scientific Inquiry. Our students will investigate scientific facts and unifying scientific concepts. They will have experiences, which will develop organizational skills and illustrate the interaction of Science, Technology and Society.

In general, students who are successful in the honors level science courses are those that have demonstrated prior success in science by achieving A's or B's in science classes, express interest in science, demonstrate academic maturity by having self-discipline and a commitment to homework and study, show motivation for learning, demonstrate good verbal and written communication skills and possess some ability to manage a heavy workload.

BIOLOGY I¹¹**Credit 1 (two quarters)**

Biology I is an introductory course in the life sciences. Basic concepts stressed include the scientific method, cell theory, genetics, ecology, evolution and classification. Lab work is a part of the course. Students will work in groups as well as individually and will have the opportunity to use the available technology.

Grade Level: 9**Prerequisite: None****BIOLOGY I Honors****Credit 1 (two quarters)**

Biology I Honors is an introductory course in the life sciences. Basic concepts stressed, group and individual learning and the use of available technology is similar to that of Biology I. Biology I Honors curriculum is designed to challenge the science student who is highly motivated and academically mature enough to handle a teaching method which incorporates problem solving, analysis and inquiry.

Grade Level: 9**Prerequisite: Teacher Recommendation****CHEMISTRY I¹¹****Credit 1 (two quarters)**

Chemistry is the science that deals with the properties and structure of matter. It is based on the premise that the properties of matter are a consequence of its structure. As one of the exact sciences, it requires mathematical skills involving proportions. This course is recommended for all students interested in college programs in the teaching of science, engineering, medicine, pharmacy, nursing, and associated health careers. Basic principles and laboratory activities stress understanding concepts above rote memory. Solving problems on the basis of general principles rather than one-type formulas will be expected. Students will be introduced to the measurement and manipulation of real numbers, significant digits, and an understanding of precision and accuracy. Students will be introduced to the use of calculators in computing mathematical calculations by solving problems using dimensional analysis. Topics covered include heat, chemical formulas, atomic structure, chemical bonding, chemical reactions and nomenclature, stoichiometry, gas pressure, phase changes, and gas laws. Some of the laboratory experience in this class include performing flame tests, finding melting points, reacting metals with acid, and using freezing point depression to make ice cream.

Grade Level: 10**Prerequisite: Biology 1****CHEMISTRY I Honors****Credit 1 (two quarters)**

Chemistry I Honors is an accelerated course introducing the science of chemical properties and structure of matter. Basic concepts stressed, group and individual learning and the use of available technology is similar to that of Biology I Honors. Chemistry I Honors curriculum is designed to challenge the science student who is highly motivated and academically mature enough to handle a teaching method which incorporates problem solving, analysis and inquiry.

Grade Level: 10**Prerequisite: Biology 1 Honors or
Teacher Recommendation****PHYSICS I¹²****Credit 1 (two quarters)**

This course is a conceptual look into classical mechanics (how and why things move), electricity, magnetism, buoyancy, and wave properties. This course does not concentrate on the mathematics of physics as much as the explanations for why an event took place. Equations are looked at as guides to thinking about the physical world around us. The class includes experiments and demonstrations, which further the course by engaging students in scientific observation of the physical world. Our goal is to increase the student's scientific literacy while instilling a genuine wonder about the world we live in.

Grade Level: 11**Prerequisite: Biology 1 & Chemistry 1**

¹¹This course is offered using a co-taught model as well for students who need extra support. See page 35 for more information.

¹²This course is offered using a co-taught model as well for students who need extra support. See page 35 for more information.

AP PHYSICS 1
Credit 2 (four quarters)

Grade Level: 11
Prerequisite: Biology 1 Honors & Chemistry 1 Honors or teacher recommendation

AP Physics is an Algebra-based physics course equivalent to the first semester of an introductory, algebra-based Physics college course. A year long course, students have time to foster deeper conceptual understanding through student-centered, inquiry-based instruction. Students have time to master foundational physics principles while engaging in science practices to earn credit or placement in college. Course topics include Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound; and introduction to electric circuits. All students enrolled in AP Physics 1 are required to take the Advanced Placement exam in May.

AP PHYSICS 2
Credit 2 (four quarters)

Grade Level: 12
Prerequisite: AP Physics I

AP Physics 2 is a continuation of AP Physics 1. Also Algebra-based, it is a physics course equivalent to the second semester of an algebra-based Physics college course. A year long course, students will again have time to foster deeper conceptual understanding through student-centered, inquiry-based instruction. Students have time to master foundational physics principles while engaging in science practices to earn credit or placement in college. Course topics include principles of fluids, thermodynamics, electricity, magnetism, optics, and topics in modern physics. All students enrolled in AP Physics 2 are required to take the Advanced Placement exam in May.

BIOLOGY II (Human Anatomy and Physiology)
Credit 1 (two quarters)

Grade Level: 4th year science
Prerequisite: Teacher recommendation

Biology II is a study of human anatomy and physiology. This course is designed to help students prepare for higher education, to further their studies in an area of biological interest or to enter a health-related profession. The course will also benefit those students interested in liberal arts, physical education and pre-chiropractic programs. The course material contains general information on a wide range of topics that are relevant to the health and well-being of not only students, but all members of the communities in which they live. This course deals with the most wondrous of all structures - the human body. It presents information about the body's structures and its functions. It attempts to discover answers to such questions as: What enables people to move? How is it possible for them to talk? How can they see the expanse of the food they eat? How do individuals derive from food the energy they need for exercise and other types of activities? All these and other human activities make up life; Anatomy and Physiology attempts to explain them. Anatomy and Physiology will provide for the student a basic understanding and working knowledge of the human body. Extensive laboratory work will be an integral part of this course.

AP CHEMISTRY
Credit 2 (four quarters)

Grade Level: 4th year science
Prerequisite: Chemistry 1 Honors, Biology & Physics, & Teacher Recommendation

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Labs and demonstrations will be a part of course to engage students to develop explanations and predictions of natural phenomena. Students who enroll in this course should have a grade of 'C' or better in Chemistry I Honors and be proficient in algebra. All students enrolled in AP Chemistry are required to take the Advanced Placement exam in May.

SOCIAL STUDIES

CIVICS¹³

Grade Level: 9

Credit 1 (two quarters)

Prerequisite: None

Civics is a required course for graduation, which will examine the in depth workings of the American Government and political system. This will include national as well as local politics. A main focus of the course will include specific current governmental policies, debates, party beliefs, and laws. During the semester, students will be required to take and pass the Constitution Test in order to meet state requirements.

AP HUMAN GEOGRAPHY

Grade Level: 9, 10, 11, 12

Credit 1 (two quarters)

Prerequisite: Teacher recommendation

Advanced Placement Human Geography is a college level course designed to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the earth's surfaces. Students also learn about the methods and tools geographers use in their science and practice. Specific topics of the course include analysis of maps and spatial data, how political regulations, economics, and values and tastes create particular cultural landscapes, considering how regions came into being and what they reveal about the changing character of the world we live, and how events and processes operating in one place can influence those in other places. All students enrolled in AP Human Geography are required to take the Advanced Placement exam in May.

WORLD HISTORY¹³

Grade Level: 10

Credit 1 (two quarters)

Prerequisite: None

World History is a survey of the most important events, ideas, beliefs, customs and institutions from earliest times to the present. Attention is focused on the growth of freedom and justice in government, but considerable study is given to geography, religion, science, business, the fine arts, language, literature, education and family life. The important men and women of every age and nation are studied to see how individuals both shape and are shaped by their society. World History is an important background for an understanding of world affairs and world literature, as well as essential background for understanding United States history.

AP WORLD HISTORY

Grade level: 10

Credit 2 (four quarters)

Prerequisite: Teacher Recommendation

This course provides a broader and more in-depth analysis of the content studied in World History. There is also considerable in-depth study and reading outside the required textbook. Students may also be offered opportunities for field trips as part of their enrichment in the social sciences. All students enrolled in AP World History are required to take the Advanced Placement exam in May.

UNITED STATES HISTORY¹⁴

Grade Level: 11

Credit 1 (two quarters)

Prerequisite: None

The principal aim of this courses is to provide students with the background, knowledge and pride in their American heritage that will prepare and motivate them to discharge their duties and preserve their rights as citizens. The course includes a study of the contributions of various ethnic groups to the growth and development of this state and nation. The course is organized chronologically around the major forces, events and personalities of our history from America's beginnings in Europe to the present. Special attention is focused on the political and economic struggles which led to the Declaration of Independence, our Constitution with its Bill of Rights, the growth

¹³This course is offered using a co-taught model as well for students who need extra support. See page 35 for more information.

¹⁴ This course is offered using a co-taught model as well for students who need extra support. See page 35 for more information.

of democracy, settling the West, the Civil War, the growth of industries, corporations, labor unions, the commercialized farms, rise of cities, social problems and our emergence into world leadership.

AP UNITED STATES HISTORY
Credit 2 (4 quarters)

Grade Level: 11
Prerequisite: Teacher recommendation

The principal aim of this courses is to provide students with the background, knowledge and pride in their American heritage that will prepare and motivate them to discharge their duties and preserve their rights as citizens. The course includes a study of the contributions of various ethnic groups to the growth and development of this state and nation. The depth of study is greater with frequent use of readings outside the text than that of United States History course. All students enrolled in AP United States History are required to take the Advanced Placement exam in May.

AP U.S. GOVERNMENT & POLITICS
Credit 1 (two quarters)

Grade Level: 10, 11, 12
Prerequisite: None

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Students will also be required to take and pass the Constitution Test during the course. This course fulfills the civics requirement. All students enrolled in AP U.S. Government and Politics are required to take the Advanced Placement exam in May.

MIND & MEDIA I
Credit .5 (one quarter)

Grade Level: 10, 11,12
Prerequisite: None

The Mind and Media I course is designed to introduce students to the basic study of the human brain and how we as humans interact with each other and the world around us. In this course we answer questions such as: How does the physical human brain look and how does it work? How does personality develop? How does memory work? Why are we different from others? How does mental illness influence the human experience? Students will gain a basic understanding of the foundations of the discipline of psychology through studying and the human mind and experience.

MIND & MEDIA II
Credit .5 (one quarter)

Grade Level: 10, 11,12
Prerequisite: None

The Mind and Media II course is focused on how we as humans interact with each other, the world around us, and what role media and government take in shaping our understating of the world. In this course we answer questions such as: How has television, the internet and social media changed how humans interact and behave? What do movies say about our values and culture? How does media reflect our cultural values? How do race, socioeconomic status, and gender influence our society and how we behave? Why do motivates humans to hurt other humans? What is safety and how do we create safe schools? How do we critically exam our media to create a thoughtful citizenry? Students will gain a basic understanding of the foundations of sociology and media through studying and how humans and media interact.

CONTEMPORARY PROBLEMS
Credit .5 (one quarter)

Grade Level: 10, 11, 12
Prerequisite: None

This is a survey course designed to familiarize the students with the non-historical aspects of social studies. Topics will include sociology, multiculturalism, and many current issues facing American society. These issues may include ecology, crime, poverty and life skills.

AMERICAN CULTURE SINCE WWII**Grade Level: 10, 11, 12****Credit .5 (one quarter)****Prerequisite: None**

Students will be exposed to a variety of elements which constitute the rapid change in the American way of life since the end of World War II in 1945. American culture has undergone significant changes in the morals, values and behaviors of the youth. During the Baby Boom and Cold War era of the 1950s/60s, American teens were looking to carve out their own niche following WWII, and arguably no period saw as much student-led activism. As America exited Vietnam, there was a sense of disillusionment. By the 1990s, a younger generation spearheaded massive change with the internet and technology boom. And finally, as we enter into a new millennium, the rise of social media and smartphones have completely revamped America's place globally. Special focus will be paid to the human struggle for equality and civil rights but students will mainly examine the impact of how music, fashion, sports, movies, celebrities, and new inventions and technologies have made America the most powerful country in the world.

SPECIAL EDUCATION

Elmwood Park High School offers a continuum of special education services to meet the varying needs of our students. The services a student receives are based on his or her individualized education plan (IEP) and range from supports in the general education setting to self-contained environments.

RESOURCE**Grade level: 9,10,11,12****Credit 0.5 (one quarter)****Prerequisite: Placement based on IEP**

This program is designed for students in grades nine through twelve. Resource offers individualized support and accommodations for students that are aligned to their individualized education plan. Students receive support with content area subjects, study skills, and learn strategies to adequately compensate for an identified disability area. This course is a repeatable credit course.

SELF-CONTAINED ACADEMIC COURSES**Grade Level: 9,10,11,12****Credits 1.0 (two quarters)****Prerequisite: Placement based on IEP**

Self contained classes are available in the areas of English, social studies, mathematics, science, health, and consumer education. These classes are taught by teacher with a special education license and are subject to the class size requirements per special education legislation. The course outcomes for self-contained classes are based upon the outcomes of the general education core course, with modifications to material and resources to ensure appropriate levels of instruction to meet the needs of students with IEP's.

SELF-CONTAINED BEHAVIORAL SUPPORT PROGRAM**Grade Level: 9,10,11,12****Credits (various)****Prerequisite: Placement based on IEP**

The self-contained behavioral support program is designed for students in grades nine through twelve who have been identified as having behavioral, social and/or emotional disabilities that adversely impact students' participation within the general education environment. This is a supportive, self-contained service that emphasizes modification of behaviors and uses daily instruction to support the development of appropriate behavior, social skills, and responses. Behavior modification procedures and techniques are used to address individualized goals for each student. In addition, a number of support services are utilized to assist students.

SELF CONTAINED CORE PROGRAM**Grade Level: 9,10,11,12****Credits (various)****Prerequisite: Placement based on IEP**

This program is designed for students in grades nine through twelve who have been identified as having disabilities that inhibit their participation within the general education learning environment. Students who participate in the CORE program require an alternative curriculum that is based in developing functional academic, independent living, social, language, and employment skills at cognitively appropriate levels.

STUDENT AIDE PROGRAM

STUDENT AIDE

Grade Level: 11, 12

Credit 0.25 (one quarter)

Prerequisite: Teacher recommendation

Qualified juniors and seniors may perform a variety of services as student aides in the counseling office, athletic office, media center, and other academic departmental areas. Upon successful completion, students will receive a quarter credit per quarter. This is a repeatable credit course.

ELMWOOD PARK HIGH SCHOOL FIGHT SONG

SUNG TO 'LIBERTY BELL'
BY JOHN PHILIP SOUSA

Fight on Elmwood, fight on for your fame.
Come on you Tigers, we will win this game.
Our colors ever flying,
victory never dying.
Fighting Tigers you will never, ever, let us down.
So go you Tigers, victory is our aim.
Come on you Tigers, we will win this game.
Our colors ever flying,
victory never dying.
Fight on Elmwood Park High!
T-I-G-E-R-S Tigers!

GO TIGERS!

