

ELMWOOD PARK HIGH SCHOOL

PROGRAM OF STUDIES

2019-20
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 ----- MS. KYLEEN COIA

ATHLETIC DIRECTOR ----- MR. DOUGLAS F. NOYES

Students with last name beginning

DEAN OF STUDENTS ----- MS. KATIE PLUM A-L

MR. BRANDON PEDERSEN M-Z

COUNSELORS ----- MRS. PAIGE KOZYRA A-G

MRS. ALISON TILL H-Pere

MR. JOSEPH KRAFT Perf-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 and Vision 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

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



Elmwood Park High School Mission and Vision Statement

Our **MISSION** is to help develop students to become critical thinkers, life-long learners, and become productive members of society.

Our **VISION** is to become a school where ALL students will graduate prepared for their post-secondary pursuits.



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.

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.

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.

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.

FINAL EXAMS

Students will take final exams during the last week of attendance each semester. Any student who is absent for the final exam will be required to make arrangements with the teacher to make up the exam outside of normal class time. A student may be allowed to take a final exam early, during the week of the scheduled exams, if his/her absence is pre-planned by completing a 'Special Absence Request Form' available in the Attendance Office. However, final exams will not be administered prior to the week of scheduled exams. If a student will be unavailable during that window, he/she will be issued an incomplete for the course grade, and a plan to remedy the incomplete will be determined.

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 Calculus BC 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 III Honors Italian IV Honors Marketing I* Marketing II* Spanish III Honors Spanish IV Honors Virtual Enterprise International* Any Dual Credit Triton Classes held on Triton Campus <p>*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".

Course Selection Timeline for the 2019-20 Academic School Year

DATE	INCOMING FRESHMAN ACTIVITY	DATE	GRADES 9 - 11 ACTIVITY
January	<ul style="list-style-type: none">EPHS and Elm compile 8th grade student data to determine recommended placement optionsElm Parents invited to 8th Grade Course Selection Overview Night	January	<ul style="list-style-type: none">Programs of Study Guide Available OnlineTeachers will discuss course recommendations with students in their core classes during the end of the first semester and the beginning of second semester.
January 24	<ul style="list-style-type: none">8th Grade Course Selection Overview Night for Parents at EPHS, which reviews course descriptions, course placement process, course selection process and graduation requirements.	January - February	<ul style="list-style-type: none">Students attend Grade Level Presentations with Counselors on course options and selection processStudents are provided Grade Level Course Selection sheets to review available course options
January 28- 30	<ul style="list-style-type: none">EPHS Counselors present to 8th Grade Students at Elm on Course Offerings .EPHS Counselors meet with student groups to make/submit elective course requestsCourse Requests are viewable in PowerSchool by Parent and Student	January - February	<ul style="list-style-type: none">Students will meet with counselors to submit course requests and review progress towards graduation.Once submitted, course requests are viewable in PowerSchool by Parent & Student
February 11- 15	<ul style="list-style-type: none">8th Grade course recommendations and selections will be sent to parentsCourse selections/requests are still viewable electronically in PowerSchool.	March 1 - 8	<ul style="list-style-type: none">Notification will be sent to parents and students for final review of Course Requests/SelectionsAny Course Request changes need to be submitted to their respective counselor.
February 15-30	<ul style="list-style-type: none">Parents will review course selections and notify the EPHS counseling department of any change requests prior to the March 8th deadline.	<u>Special Education Students</u> - Students receiving supports within the Special Education Department will participate in making placement & course selections decisions during their Annual Review, Re-Evaluation or Transition IEP Meeting. In February, Case-managers will meet with IEP students to determine available and appropriate elective options, Those selections will then be submitted to the counselors for input.	
March 8th Final day for parents/students to submit course request changes			
March - April Course tallies generated based on student requests Student's Alternative Requests used if course requested does not run			

IMPORTANT NOTE: Careful selection of courses is important. Staffing decisions are made and schedules are built based on initial student course requests. Changes to initial requests are not permitted.

PLACEMENT PROCEDURES

8th Grade students are placed into academic coursework through a process that involves articulation between EPHS and Elm Middle School. Course placements are made using the following criteria:

- Standardized Test Scores
- Grades from Previous Semester
- Attendance
- Work Completion
- Performance on Curriculum-Based Measures/Assessments

Current EPHS Students are assigned to course levels on the basis of test scores, performance/ achievement, and teachers' recommendations. A student's level of placement will be reviewed each year based upon the following criteria:

- Grades from Previous Semester
- Attendance
- Work Completion
- Performance on Curriculum-Based Measures/Assessments
- Recommendations from Teachers

COURSE SELECTION CHANGES

(Deadline Date March 8th, 2019)

Once registration has been completed at the end of February, students' course request will be available in the student and parent Powerschool portal for review. Every attempt will be made to meet all requests, but in some cases, scheduling conflicts will occur. Students will be required to select at least two alternate courses. Each year Elmwood Park High School creates a master schedule for the following school year which reflects students' course requests made during registration. Faculty members are employed, e-textbooks are purchased and rooms are assigned on the basis of these requests. Thus, once a student enrolls in a course, he/she is expected to remain in the course. Careful consideration of course selection by the student, parent and counselor prior to registration is critical to this process. Please be aware that we will not honor any requests for "change of mind" schedule changes, this is due to large class enrollments and the need to accommodate our transfer students.

COURSE CHANGES/DROPS

(before or during the academic year)

Once the school year has begun, student changes of mind or schedule preferences (teacher, period, time of day) will not be accommodated. Therefore, only for limited reasons will adjustments be considered and/or approved. Regardless of the request, students must continue attending class and completing assignments until notified of the decision regarding adjustment requests in case space is not available or a request cannot be accommodated.

The decision to allow or deny a change of course or course level will be made by the Tiger Support Team, which includes the teacher, counselor, social worker, student, parent and either the curriculum leader and/or administration. Only significant academic and/or social emotional reasons for a change in classes will be considered, which may include:

1. Attendance in summer school or credit recovery.
2. . Level changes agreed upon by student, parent, teacher, counselor and administration. Level change requests will not be considered, unless the student engages in additional opportunities for support for a duration of minimally 4-6 weeks to determine the need for a level change. If a student/parent decides to drop a course without engaging in support opportunities/intervention, it will result in a W/F on their academic record/transcript.
3. Recognized special learning needs agreed upon by student, parent, teacher, counselor and administration (This may include the special education team, Section 504 Team and/or Tiger Support Team)

4. Significant evidence of new courses needed for college/career programs. If the student meets one of these criteria, the students or parent should contact the assigned counselor and complete a Program Change request form.

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.

INCOMPLETE GRADES

In the event a student is unable to complete coursework due to special circumstances, a teacher or administrator may choose to issue a grade of "I", an incomplete for a class. In the event an incomplete is needed, the teacher will prepare the appropriate Incomplete Grade Agreement, which will be signed by the student and teacher and communicated to the parent. This contract will include a specific plan to finish the course work and a timeline upon which this will be completed. The parent will be notified of the arrangement and provided a copy. A copy of the signed contract will be kept by the student, teacher, and counselor. It is the responsibility of the student to complete the expected work according to the agreed upon timeline. If the contract is not completed, the grade of "I" may be converted to a grade of "F". In the absence of special circumstances, no grade of incomplete will be allowed to remain past the end of the following grading period.

EPHS BELL SCHEDULE

Mod	EPHS Bell Schedule 2019-20		Period	EPHS Bell Schedule 2020-21
			Advisory	7:50 - 8:00 am
Mod 1	7:50 - 9:15 am		Period 1	8:05 - 8:55 am
Mod 2	9:20 - 10:45 am		Period 2	9:00 - 9:50 am
Academic Lab	10:50 - 11:30 am		Period 3	9:55 - 10:45 am
Mod 3A	11:35 - 12:00 pm		Period 4A	10:50 - 11:15 am
Mod 3B	12:05 - 12:30 pm		Period 4B	11:20 - 11:45 am
Mod 3C	12:35 - 1:00 pm		Period 4C	11:50 - 12:15 pm
Mod 3D	1:05 - 1:30 pm		Period 5	12:20 - 1:10 pm
Mod 4	1:35 - 3:00 pm		Period 6	1:25 - 2:05 pm
			Period 7	2:10 - 3:00 pm

The 4-Year Course Plan Guidelines

Freshman Year

Requirements	EPHS Graduation	College Bound ⁶
English	English 9	English 9 (Regular or Honors)
Math	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	PE I
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

**** 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 II	PE 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 II or Financial Math	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 III, Strength & Conditioning Competitive Team Sports	PE III, Strength & Conditioning Competitive Team Sports
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 IV, Strength & Conditioning Competitive Team Sports	PE IV, Strength & Conditioning Competitive Team Sports
Elective	Elective (1.0 credits)	Math: Transitional Math, Financial Math, 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.

NEW EPHS COLLEGE & CAREER COURSE PATHWAYS

Starting in the 2019-2020 School Year, District 401 will begin offering students opportunities to explore new courses better aligned to post-secondary pursuits. **EPHS will be offering 13 new courses next school year** (see *Course Listing Guide below*) and more course opportunities in the 2020-2021 school year! Starting at Elm Middle School, students will be encouraged to begin exploring a variety of interests aligned to future careers. As students enter Elmwood Park High School, they will have continued course work opportunities to focus on college and career pathways of interest with significant depth.

The goal of the new District 401 College and Career Pathway is to better prepare students for their post secondary pursuits and competing in the global economy. Students will graduate from D401 with well-developed postsecondary plans, stronger experiential learning opportunities, and a diverse set of skills to help prepare them for academic and career success.

In order to assist students in development of their post-secondary plan,EPHS has worked to align our new courses to a variety of career pathways. Aligned programs of study help students make course selection decisions based on their interests and career goals. Pathway exploration affords students low-risk, low-cost opportunities to explore pathways. Deciding if a specific pathway is or is not a fit prior to a post-secondary commitment proves to be a benefit to students.

Moreover, a students' collection of experiences illustrates interest, dedication and perseverance to pursue and achieve a personal goal. Such life-ready skills are the hallmark of a positive transition to post-secondary success because students are more likely to stick with a pathway rooted in interest, talent, and achievement.

Note: Many of these courses fulfill graduation requirements. Partnering with a school counselor will ensure that individual course selection is in alignment to student interest, meets graduation requirements, and leads to post-secondary college and career plans.

COLLEGE & CAREER PATHWAY DEVELOPMENT

Elmwood Park Community Unit School District 401 is transitioning to a "traditional" 7-period day for students at Elm Middle School and Elmwood Park High School in the 2020-2021 school year. Throughout the course of this school year, both schools have been working together to gather student input to help further develop [college and career pathway](#) offerings.

In October and November of 2018, EPCUSD 401 issued two separate student surveys to Elm Middle School and Elmwood Park High School students to help gather interest on future career-based academic programming. The first survey ([Career Cluster Inventory](#)) issued in October was developed by the Illinois Career Information System (ILCIS) and focused on identifying career pathways for students based upon their responses of interest to 80 different activities. 765 EPHS students and 386 EMS students responded to this survey. The second survey ([Courses of Interest](#)) issued in November was locally developed and focused on gathering student interest on each of the career clusters (16) and different career-based courses (45). Students were asked to read a brief paragraph explaining each Career Cluster and provide an interest rating to that pathway. Additionally, each student was asked to read a brief summary on 45 different courses before issuing an interest rating. 575 EPHS students and 325 EMS students responded to this survey.

Below is a summary of the feedback gathered from both surveys issued to EMS and EPHS students: Based upon these results, EPHS is committed, over the next several school year, to develop Career Pathways courses. All students will have the opportunity to enroll in Career and Technical Education (CTE) courses through our EPHS's Career Pathways, while also allowing pathways for students choosing the more traditional core academic courses.

Student Survey Responses are Summarized Below:

List of **High Interest Career Pathway Clusters** (Top 10 for both student groups & surveys):

- **Business, Management, & Administration**
- **Health Science**
- **Hospitality & Tourism**
- **Human Services**
- **Information Technology**
- **Law, Public Safety, Corrections, & Security**

List of **Moderate Interest Career Pathway Clusters** (Top 10 for one student group and/or survey):

- **Architecture & Construction**
- **Arts, Audio/Video Technology, & Communications**
- **Education & Training**
- **Finance**
- **Science, Technology, Engineering, & Mathematics**

In addition to the career cluster information gathered, EMS and EPHS students were also asked to identify their interest in 45 different elective-based courses - some currently running and many not currently offered in EPCUSD. Each course listed had a brief summary/explanation of the course for students to read. Below is the summary of the feedback from both schools.

List of **Top 16 Highest Interest Courses** (Top 20 for both student groups):

- **Anatomy & Physiology**
- **AP Art (2D & 3D)**
- **AP Biology**
- **AP Chemistry**
- **Art - 2D (Drawing, Painting, Printmaking)**
- **Art - 3D (Ceramics & Sculpture)**
- **Criminal Justice**
- **Culinary Arts**
- **Early Childhood Education**
- **Earth & Space Science**
- **Health Science/Careers**
- **Photography**
- **Psychology**
- **Sports & Entertainment Marketing**
- **Sports Medicine**
- **Video/Graphic Production**

List of **19 Moderate Interest Courses** (Top 20 for one student group & Top 35 overall):

- **Acting/Drama**
- **AP Computer Science A**
- **AP Computer Science Principles**
- **AP Government**
- **Automotive Repair**
- **Business Law**
- **Business Principles**
- **Computer Applications**
- **Computer Programming**
- **Construction**
- **Creative Writing**
- **Engineering (Introduction, Principles, & Design)**
- **Entrepreneurship**
- **Financial Math**
- **Journalism**
- **Music Classes (Band)**
- **Music Classes (Vocal)**
- **Sociology**
- **Speech/Debate/Communication**

EPHS Course Listing Guide (by Department)

Here is a list of all current and future Course Offerings at Elmwood Park High School by the department. Any course with a (19-20) or (20-21) indicates the course is new for the 2019-2020 or 2020-2021 school year.

Art ¹	Business ²	Math	Social Studies ⁵
Intro to Art (19-20)	Business Principles	Algebra I	World History
Drawing (20-21)	Consumer Education	Geometry	U.S. History
Painting (20-21)	Information Processing	Algebra II	Civics ^{MS}
Adv. Drawing & Painting ^H (21-22)	Digital Literacy	Pre-Calculus	AP Human Geography ^{AP}
Ceramics & Sculpture I (19-20)	Accounting ^{DC}	Core Plus Mathematics I (CPM I) ^{H MS}	AP World History ^{AP}
Adv. Ceramics & Sculpture ^H (20-21)	Marketing ^{DC}	Core Plus Mathematics II (CPM II) ^H	AP U.S. History ^{AP}
Photography I (19-20)	Computer Graphics	Core Plus Mathematics III (CPM III) ^H	AP U.S. Government ^{AP}
AP Studio Art ^{AP} (2D, 3D, Drawing)	AP Computer Science Principles ^{AP}	Core Plus Mathematics IV (CPM IV) ^H	AP Comparative Government ^{AP} (20-21)
Foreign Language	Digital Animation/Web Design	AP Calculus A/B ^{AP}	AP Psychology (20-21) ^{AP}
Spanish I ^{MS}	Virtual Enterprise International ^{DC}	AP Calculus B/C ^{AP} (19-20)	Intro to Psychology ⁶ (20-21)
Spanish II	Business Law (20-21)	AP Statistics ^{AP}	Intro to Sociology ⁷ (20-21)
Spanish III ^H (Honors for 19-20)	Financial Investments (20-21)	Financial Math (19-20)	Criminal Justice (20-21)
Spanish IV ^H (Honors)	Computer Programming (20-21)	Transitional Math (19-20)	American Studies - History (20-21)
Heritage Spanish (20-21)	Kinetic Wellness/Sports Studies	Science	English ³
AP Spanish Language ^{AP} (20-21)	Health Education	Biology	English I / English I Honors ^{H MS}
Italian I ^{MS}	Drivers Education	Biology Honors ^{H MS}	English II / English II Honors ^H
Italian II	Kinetic Wellness I (20-21)	Chemistry	English III
Italian III ^H (Honors for 19-20)	Kinetic Wellness II (20-21)	Chemistry Honors ^H	AP English Language ^{AP}
Italian IV ^H (Honors)	Adaptive Kinetic Wellness (20-21)	Physics	American Studies -English (20-21)
Music	Group Fitness (19-20)	Anatomy & Physiology ^H	English IV
Beginning Band (20-21)	Strength & Conditioning	Environmental Science (20-21)	College Composition ^{DC 4} (20-21)
Guitar Methods & Fundamentals (20-21)	Advanced Strength & Conditioning ^H (20-21)	AP Biology ^{AP} (20-21)	AP English Literature ^{AP}
Keyboard Fundamentals (20-21)	Junior Leader KW	AP Chemistry ^{AP}	Public Speaking
Concert Band	Senior Leader KW	AP Physics I ^{AP}	Intro to Creative Writing
Jazz Band	Individual Wellness & Fitness (20-21)	AP Physics II ^{AP}	Introduction to Theater Studies (19-20)
Symphonic Band ^H (20-21)	Competitive Team Sports KW (19-20)	Introduction to Health Careers ^H (20-21)	Introduction to Journalism (19-20)
Percussion Performance (20-21)	H.I.I.T. -High Intensity Tiger Training (20-21)	Sports Mgt. & Medicine (19-20)	Advanced Theater Studies ^H (20-21)
Music Production (20-21)	^H Indicates an Honors or Accelerated course for the Grade Point System ^{DC} Indicates the course is offered as Dual Credit and an Honors course for the Grade Point System ^{AP} Indicates an Advanced Placement (AP) course for the Grade Point System ^{MS} Will also be offered at the Middle School for High School credit starting as early as 2019–2020 school year. ¹ All Art Classes are 1 semester (0.5 credit) courses except AP Studio Art (full year = 1.0 credit) starting in 2020-2021 ² All Business Classes are 1 semester (0.5 credit) courses starting in 2020-2021 ³ All English Classes are 1 year (1.0 credit) except for Public Speaking, Creative Writing, Intro to Theater Studies, and Intro to Journalism (semester = 0.5 credit) starting in 2020-2021 ⁴ English 12 Honors will be discontinued starting in the 2020-2021 school year ⁵ All Social Studies Classes are 1 year (1.0 credit) except AP Govt, AP Psych, Psychology, and Criminal Justice (semester = 0.5 credit) starting in 2020-2021. ⁶ Mind & Media will become Intro to Psychology for the 2020-2021 school year. ⁷ Contemporary Problems & American Cultures will become Intro to Sociology for the 2020-2021 school year.	Advanced Creative Writing ^H (20-21)	
Chorale		Advanced Journalism through Media Studies ^H (20-21)	
Concert Choir		Contemporary Literature (20-21)	
Swing Choir		Music & Film Studies (20-21)	
AP Music Theory ^{AP} (20-21)		Gender & Multicultural Studies (20-21)	
	Transitional English (20-21)		
			

COURSE DESCRIPTIONS BY DEPARTMENT

ART

INTRO TO ART

Credit 1 (two quarters)

Grade Level: 9, 10, 11, 12

Prerequisite: None

This is an introductory visual arts course that integrates art with students' personal **and academic** interests and ability to explore and communicate ideas and concepts. Through learning foundational drawing, painting, and ceramic skills, students will practice creative thinking, self-expression, planning, and problem solving. Technology will be used to create drawings and support various aspects of the artmaking process.

PHOTOGRAPHY I

Credit 1 (two quarters)

Grade Level: 9, 10, 11, 12

Prerequisite: Intro to Art

This course is an introduction to Photography course, which exposes students to the materials, processes, and artistic techniques of taking artistic photographs. Students learn about the operation of a camera, composition, lighting techniques, depth of field, filters, camera angles, and film development. As students advance, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic style.

DRAWING AND PAINTING

Credit 1 (two quarters)

Grade Level: 10, 11, 12

Prerequisite: Intro to Art

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.

CERAMICS AND SCULPTURE

Credit 1 (two quarters)

Grade Level: 10, 11, 12

Prerequisite: Intro to Art

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.

AP STUDIO ART: Drawing

Credits 2 (four quarters)

Grade Level: 11, 12

Prerequisite: Intro to Art, Drawing and Painting

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.

AP STUDIO ART: 2-D Design

Credits 2 (four quarters)

Grade Level: 11, 12

Prerequisite: Intro to Art, Drawing and Painting

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.

AP STUDIO ART: 3-D Design**Credits 2 (four quarters)****Grade Level: 11, 12****Prerequisite: Intro to Art, Ceramics and Sculpture**

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.

BUSINESS EDUCATION & COMPUTER TECHNOLOGY**BUSINESS PRINCIPLES I****Credit 0.5 (one quarter)****Grade Level: 9, 10, 11, 12****Prerequisite: None**

This course is designed to provide students with an overall understanding of many aspects of the business world, including concepts, functions, and skills for meeting the challenges of operating a business. 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, business ownership 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.

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

This course is a continuation of the topics covered in Business Principles I. The topics expanded upon include careers in our global economy, business ethics and small business management concepts. Students will learn about basic functional areas, such as finance, management, marketing, administration and production. 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.

CONSUMER EDUCATION**Credit 1 (two quarters)****Grade Level: 11, 12 (10th with Approval)****Prerequisite: None**

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.*

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

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.

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

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 create and upload documents, put together slide shows using presentation software. Students will create business letters, prepare reports, edit and utilize spreadsheets, create memorandums and engage in business correspondence. Students will review basic language skills with data to create customizable reports and letters. This course will incorporate keyboarding skills and the editing, formatting, and printing of documents.

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

This course is designed to teach the fundamentals of using electronic devices to provide students with employability skills that are of high demand in the workplace. Students will gain experience and practical application through hands-on use of word processing, computer concepts, the Internet, telecommunications, information processing equipment and emerging 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 as communication skills will be taught and integrated throughout this course. *Students may have the opportunity to earn industry recognized digital literacy certification as part of this course.*

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

This course is designed to teach the fundamentals of using electronic devices to provide students with skills for working in an Internet or networked work environment at both entry-level and upper-level management positions. . 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 presentations, as well as a continuation of the themes of 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. *Students may have the opportunity to earn industry recognized digital literacy certification as part of this course.*

ACCOUNTING I/II***Grade Level: 11, 12****Credit 1 (two quarters)****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 utilized throughout the school year. Practice sets with business papers will 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 both courses with a final grade of C or better, the student will receive dual credit from Triton Community College.*

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

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

**Students who enroll in this course will complete the application process to become a student at Triton College. Completion of Marketing II is required to obtain the college credit.*

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

This course is a continuation of Marketing I with a focus on the dynamic activities that are associated with merchandising. Students will become acquainted with the various marketing careers, wholesaling, pricing, sales promotion, creative selling techniques, merchandise planning, advertising.

**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 in addition to Marketing I with a final grade of C or better, in both Marketing courses, 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. Students will use image-editing programs to manipulate scanned images, computer graphics and original artwork, as well as, creating graphical headers, interactive menus and buttons and visually appealing backgrounds. 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 learn the fundamentals of web page design using HTML, HTML editors and graphic editors and Javascript. Students will work with Adobe Illustrator, Adobe Photoshop and Adobe InDesign.

AP COMPUTER SCIENCE PRINCIPLES**Credit 1 (two quarters)****Grade Level: 10, 11, 12****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**Credit .5 (one quarter)****Grade Level: 9, 10, 11, 12****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. Instruction will include multimedia authoring, applications and programming tools such as Javascript to use hardware and software to capture, edit, create animated text, graphics and images. This will be incorporated into a marketing portfolio. Students will work with Adobe Animate.

WEBSITE DESIGN**Credit .5 (one quarter)****Grade Level: 9, 10, 11, 12****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***Credit 1 (two quarters)****Grade Level: 11, 12****Prerequisite: One Credit of Business Education**

This capstone course provides a macro-level 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 (formulating, analyzing and evaluating decisions), 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, learn about interconnections amongst the industry government, 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 C 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.

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

**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 34 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 34 for more information.

⁹ This course is offered using a co-taught model as well for students who need extra support. See page 34 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.

INTRO TO ACTING AND DRAMA**Credit 1 (two quarters)****Grade Level: 11, 12****Prerequisite: none**

Intro to Drama is designed to give the student an appreciation of the world of theatre and an opportunity to discover the artist we each hold within. In this course, students will study the wide range of knowledge demanded by theatre and develop personally as they apply their newfound knowledge in classroom activities. This course enriches student's awareness, skills, and self appreciation enabling them to build a foundation for future arts development. Intro to Drama provides for diverse learning styles and capabilities and allows students to experience the joy that comes from artistic communication.

INTRO TO JOURNALISM**Credit 1 (two quarters)****Grade Level: 11, 12****Prerequisite: none**

The construct of the course will focus on the study of rhetoric in many different forms. Students will read a wide range of prose non-fiction and prose fiction in order to explore how reputable author's use linguistic patterns to persuade, inform, entertain, and explore. The class is designed entirely around a project-based learning scenario; wherein, students will create an original, authentic product that will be shared with the entire school district. The Tiger Newspaper will be a student-lead publication created and distributed using a wide range of technological resources. Much like a real-world working scenario, students will be asked to conduct research to develop their ideas, revise their products, and adhere to deadlines.

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 HONORS**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**Credit 1 (two quarters)****Grade Level: 9, 10, 11, 12****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 HONORS**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**Grade Level: 9,10,11,12****Credit 0.5****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 and administrative approval, after supports have been implemented and monitored to determine progress.
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 I¹⁰

Grade Level: 9, 10, 11,12

Credit 1 (two quarters)

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.

GEOMETRY¹¹

Grade Level: 10, 11, 12

Credit 1 (two quarters)

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

Grade Level: 10,11,12

Credit 1 (two quarters)

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

Grade Level: 11, 12

Credit 1 (two quarters)

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.

¹⁰This course is offered using a co-taught model as well for students who need extra support. See page 34 for more information.

¹¹This course is offered using a co-taught model as well for students who need extra support. See page 34 for more information.

FINANCIAL MATH

Credit 1 (two quarters)

Grade Level: 11,12

Prerequisites: Algebra I, Geometry and Teacher Recommendation

This course reinforces general math topics (such as arithmetic using rational numbers, measurement, ratio and proportion, and basic statistics) and applies these skills to consumer problems and situations. Applications typically include budgeting, taxation, credit, banking services, insurance, buying and selling products and services, home and/or car ownership and rental, managing personal income, and investment. This class is a junior/senior math course, which can be taken in lieu of Algebra II, in which students will utilize mathematics as a tool to model the world around them.

TRANSITIONAL MATH

Credit 1 (two quarters)

Grade Level: 12

Prerequisites: Algebra I, Geometry & Algebra II

This transitional course is for high school seniors that have passed Algebra II with a C or better to prepare them for a general education college-level math course. The course will serve as a prerequisite for the following college level courses: General Education Statistics, General Education Mathematics, Quantitative Literacy, Elementary Mathematical Modeling, or a technical/occupational mathematics pathway.

Topics to be included, but are not limited to, are as follows:

- Numeracy - Operation sense, estimation, measurement, quantitative reasoning
- Algebra - Operations on expressions and functions (must include at least one factoring technique in context), construction and solving of equations
- Functions and Modeling - Characteristics of functions including graphical analysis, modeling with geometry, modeling with linear and nonlinear functions (must include at least three types of nonlinear functions from the following list: polynomial, rational, radical, exponential, logarithmic)

***Taking and passing this course means that you will not have to take the college level entrance exam. You will be placed into a credit bearing course.**

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.
- **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)

Grade Level: 9

Prerequisites: teacher recommended

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.

CORE PLUS MATHEMATICS II

Credit 1 (two quarters)

Grade Level: 9,10

Prerequisites: teacher recommended

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.

CORE PLUS MATHEMATICS III

Credit 1 (two quarters)

Grade Level: 10,11

Prerequisites: teacher recommended

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.

CORE PLUS MATHEMATICS IV

Credit 1 (two quarters)

Grade Level: 10,11,12

Prerequisites: teacher recommended

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.

AP CALCULUS AB

Credit 2 (four quarters)

Grade Level: 11, 12

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

Following the College Board's suggested curriculum designed to parallel college-level calculus courses, AP Calculus BC courses provide students with an intuitive understanding of the concepts of calculus and experience with its methods and applications, and also require additional knowledge of the theoretical tools of calculus. These courses assume a thorough knowledge of elementary functions, and cover all of the calculus topics in AP Calculus AB as well as the following topics: vector functions, parametric equations, and polar coordinates; rigorous definitions of finite and nonexistent limits; derivatives of vector functions and parametrically defined functions; advanced techniques of integration and advanced applications of the definite integral; and sequences and series.

AP STATISTICS I/II**Credit 2 (four quarters)****Grade Level: 11, 12****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****Credit 1 (two quarters)****Grade Level: 9, 10, 11, 12****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 All-Conference Band and the ILMEA Senior Festival. All choir students who are enrolled in band should see their directors to discuss a PE waiver. Commitment to Concert Band should be considered for four full years.

In addition to concert appearances, the Concert Band will perform 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**Credit 1 (two quarters)****Grade Level: 9, 10, 11****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/or 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 ILMEA 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**Grade Level: 9, 10, 11, 12****Credit .5 (one quarter)****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. Commitment to Jazz Band should be considered for four full years.

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, Tuesday, Thursday, and Friday.

SWING CHOIR**Grade Level: 10, 11, 12****Credit 1 (two quarters)****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**Grade Level: 9, 10, 11, 12****Credit 1 (two quarters)****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 music; however, it is a useful and interesting course for anyone with a strong musical interest. Confident music reading skills in both treble and bass clefs is STRONGLY recommended as a prerequisite.

VOICE**Grade Level: 11,12****Credit 1 (two quarters)****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 is the science of human movement and the courses are designed to provide instruction and insight into healthy physical activities. All Physical Education offerings are designed to promote good health, safety, fitness, awareness of the value of recreation, and an appreciation of all forms of physical expression. Per the mandate House Bill 5397 all students in grades 3-12 will complete fitness testing and data will be reported to the Illinois State Board of Education.

PE I - Physical Education**Grade Level: 9****Credit 0.5 (one quarter)****Prerequisite: none**

This Physical Education course includes an emphasis on personal fitness (stretching, physical strength, cardiovascular conditioning) as well as, introduction to individual and team activities such as: Walking, Softball, Track & Field, Football, Group Fitness, Pickleball, Floor Hockey, and Badminton. Emphasis will be placed on skill development, improvement and knowledge to be a participant in the activity. In addition, students will complete the state requirements for fitness testing.

PE II – Physical Education
Credit 0.5 (one quarter)

Grade Level: 10
Prerequisite: none

This Physical Education course includes an emphasis on personal fitness (stretching, physical strength, cardiovascular conditioning) as well as, introduction to individual and team activities such as: Basketball, Weight Training, Floor Hockey, Volleyball, Tennis, Soccer, Ultimate Frisbee, and Yoga. Emphasis will be placed on skill development, improvement and knowledge to be a participant in the activity. In addition, students will complete the state requirements for fitness testing.

JUNIOR AND SENIOR PHYSICAL EDUCATION OPTIONS:

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

PE III – Physical Education
Credit 0.5 (one quarter)

Grade Level: 11
Prerequisite: none

This Physical Education course revisits activities introduced during PE I or II. Previously learned skills, as well as advanced skills, will be applied to the individual and team activities. This course will include an emphasis on personal fitness, strategy, and application of rules during gameplay. Students will complete the state requirements for fitness testing.

PE IV – Physical Education
Credit 0.5 (one quarter)

Grade Level: 12
Prerequisite: none

This Physical Education course revisits activities introduced during PE I or II. Previously learned skills, as well as advanced skills, will be applied to the individual and team activities. This course will include an emphasis on personal fitness, strategy, and application of rules during gameplay. Students will complete the state requirements for fitness testing.

COMPETITIVE TEAM SPORTS I & II
Credit 0.5 (one quarter)

Grade Level: 11, 12
Prerequisite: Successful Completion of PE I & II

This course is for a student who has advanced knowledge and skills in a variety of team sports. Choosing this course means you have the desire to compete against others with similar intensity level. Students are expected to have a firm grasp of the official rules to a variety of team sports such as football, softball, soccer, ultimate frisbee, handball, volleyball, outdoor/indoor hockey, basketball, and badminton. The focus will be on teamwork, sportsmanship, strategy, and the improvement of knowledge and individual skills.

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, circuit training, weight/resistance training, and yoga.

GROUP FITNESS II
Credit 0.5 (one quarter)

Grade Level: 11, 12
Prerequisite: Group Fitness I

This class is a continuation of Group Fitness I. This class will use the same format, but students will be expected to take an active role in designing daily workouts.

STRENGTH & CONDITIONING I
Credit 0.5 (one quarter)

Grade Level: 11, 12
Prerequisite: None

During this course, students will participate in basic 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)

Grade Level: 11, 12
Prerequisite: Strength and Conditioning I

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

JUNIOR STUDENT PE LEADER
Credit 1 (two quarters)

Grade Level: 11
Prerequisite: Teacher Recommendation only

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. 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, proper safety rules and will monitor student performance of these techniques. 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)

Grade Level: 12
Prerequisite: Successful completion of the Junior Student Leader class and teacher recommendation.

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.

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 I¹²
Credit 1 (two quarters)

Grade Level: 9
Prerequisite: None

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.

¹²This course is offered using a co-taught model as well for students who need extra support. See page 34 for more information.

BIOLOGY I Honors**Credit 1 (two quarters)****Grade Level: 9****Prerequisite: Teacher Recommendation**

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.

CHEMISTRY I¹¹**Credit 1 (two quarters)****Grade Level: 10****Prerequisite: Biology 1**

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. 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.

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

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.

PHYSICS I¹³**Credit 1 (two quarters)****Grade Level: 11****Prerequisite: Biology 1 & Chemistry 1**

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.

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.

¹³This course is offered using a co-taught model as well for students who need extra support. See page 34 for more information.

INTRO TO SPORTS MEDICINE AND MANAGEMENT**Credit 1.0 (two quarters)****Grade Level: 11, 12****Prerequisite: Biology, Chemistry and
Passing Health with a B or Higher**

The Sports Medicine and Management course uniquely combine student interests in physical activity and science. Designed for students interested in fields such as athletic training, physical therapy, nursing, exercise physiology, EMT/Paramedic, and other allied medical fields, this course introduces students to the basic principles and techniques for the prevention, recognition, treatment, and rehabilitation of common injuries and illnesses related to physically active people. This lab-based course includes taping and bandaging, proper use of protective padding, treatment modalities, medical terminology, budgeting, ordering supplies, as well as general operation of an athletic training room facility. More advanced topics include injury assessment, the phases of healing, and the use of exercise and equipment to help in the reconditioning of injured athletes.

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

CIVICS¹⁴

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 HISTORY¹⁵

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 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.

¹⁴This course is offered using a co-taught model as well for students who need extra support. See page 34 for more information.

¹⁵ This course is offered using a co-taught model as well for students who need extra support. See page 34 for more information.

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 Instructional Special Education classroom 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.

INSTRUCTIONAL ACADEMIC COURSES**Grade Level: 9,10,11,12****Credits 1.0 (one/two semesters)****Prerequisite: Placement based on IEP**

Instructional special education 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 Instructional 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 IEPs. Math and English Instructional Classes will be offered on an A/B Block Schedule occurring for the duration of the year (two semesters). Instructional Science and Social Studies courses, will be offered every day for one semester.

EMOTIONAL SUPPORTS PROGRAM**Grade Level: 9,10,11,12****Credits (various)****Prerequisite: Placement based on IEP**

The Emotional Supports 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, specialized program 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.

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

Credit 0.25 (one quarter)

Grade Level: 11, 12

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!

