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**PROGRAM OF
STUDIES
2016-17
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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PROGRAM OF STUDIES BOOKLET

2016-2017

PRINCIPAL -----	MR. JAMES P. JENNINGS
ASSISTANT PRINCIPAL -----	DR. NICOLAS D. WADE
ATHLETIC DIRECTOR -----	MR. DOUGLAS F. NOYES

Students with last name beginning

DEAN OF STUDENTS -----	TBD	A-L
	MR. EDGAR RIVERA	M-Z
COUNSELORS -----	MRS. PAIGE KOZYRA	A-G
	MRS. ALISON TILL	H-P
	MR. JOSEPH KRAFT	Q-Z

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

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

PHILOSOPHY AND GOALS

Philosophy

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

Goals

1. Communication/Computation

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

2. Practical Skills

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

3. Personal Growth and Perspective

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

4. Comprehensive Curriculum

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

CLASS OF 2017, 2018

Elmwood Park High School Graduation Requirements

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

A minimum of 26 credits is required for graduation
from Elmwood Park High School

ALL STUDENTS ARE REQUIRED TO TAKE ALL REQUIRED STATE ASSESSMENTS

Every student must meet the following basic requirements:

1. English 4 credits
2. Mathematics 3 credits
3. Science 3 credits
4. Social Studies 2 credits
5. Writing 1 credit
6. Health Education .5 credit
7. Physical Education 4 credits
8. Driver Education (not required) .5 credit
 - a. Sophomore students will take Driver Education and Effective Communication.
 - b. Driver Education taken during the school year receives .5 Credit of credit.
 - c. Students taking Driver Education in summer school will not receive credit.
9. In order to qualify for graduation, every student must successfully pass an examination on the Declaration of Independence, the Flag of the United States, Constitution of the United States, and the Constitution of the State of Illinois.
- 10.. All students must have one credit from the following areas: Art, Music, Family and Consumer Science or Industrial Technology.
11. All students must have two credits from the following: Business Education, Foreign Language or Computer Programming.

CLASS OF 2019, 2020

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11. All students must have two credits from the following: Business Education, Foreign Language or Computer Programming.

Elmwood Park High School
Graduation Requirements

A minimum of 26 credits is required for graduation from EPHS.

All students are required to take all required State Assessments

English	<u>4 credits</u>	Health	<u>.5 credit</u>
9 th Grade	Intensified English 9 English 9 English 9 Honors	9 th Grade	Health
10 th Grade	Intensified English 10 English 10 English 10 Honors	Social Studies	<u>3 credits (2019, 2020)</u>
11 th Grade	English 11 AP Language and Composition	9 th Grade	Civics
12 th Grade	English 12 AP Literature and Composition	10 Grade	World History AP World History
Writing	<u>1 credit</u>	11 th Grade	U.S. History AP U.S. History
9 th Grade	Effective Writing	Mathematics	<u>3 credits</u>
	<u>Physical Education</u>	9 th Grade	Intensified Algebra Algebra I Core Plus Math I Honors Core Plus Math II Honors
	<u>4 credits</u>	10 th Grade	Geometry Geometry Concepts and Skills Core Plus Math III Honors
9 th Grade	PE I/II	11 th Grade	Algebra II Algebra II Concepts and Skills Core Plus Math IV
10 th Grade	PE III/IV	Science	<u>3 credits</u>
11 th Grade	PE V/VI Junior Leaders Life Fitness	9 th Grade	Biology Biology I Honors
12 th Grade	PE VII/VIII Senior Leaders Life Fitness	10 th Grade	Chemistry Chemistry I Honors
		11 th Grade	Physics AP Physics

ELECTIVE COURSES

Art

Art I, II	1 Credit
2-D Studio Art I, II	1 Credit
3-D Studio Art I, II	1 Credit
2-D Studio Art, Advanced	1 Credit
3-D Studio Art, Advanced	1 Credit
Ceramics	.5 Credit
Sculpture	.5 Credit
AP Studio Art: Drawing	1 Credit
AP Studio Art: 2-D	1 Credit
AP Studio Art: 3-D	1 Credit

Business

Accounting I, II	1 Credit
Business Principles I, II	1 Credit
Computer Graphics I,II	1 Credit
Information Processing I, II	1 Credit
Digital Literacy I, II	1 Credit
Marketing I	.5 Credit
Merchandising - Sales	.5 Credit
Web Site Design	.5 Credit
Digital Animation	.5 Credit
Virtual Enterprising	1 Credit

Dual Credit / Triton College 1 Credit Each

Air Conditioning/Refrigeration
Allied Health or Intro to Health Care
Automotive Technology
Automotive Electricity & Electronics
Baking and Pastry
Computer Information System
Construction Technology
Criminal Justice
Culinary Arts Quantity-Food Prep I
Early Childhood Education
Electronics Technology
Engineering Technology
Fashion Merchandising
Fire Science Technology
Food Sanitation & Safety
Hospitality/Culinary Arts
Nursing
Ornamental Horticulture
Personal Training

Drivers Education-Classroom

Drivers Education .5 credit

English Electives

Read 180	1 Credit
Creative Writing	.5 Credit
Public Speaking	.5 Credit

Foreign Language

Spanish I	1 Credit
Spanish II	1 Credit
Spanish III	1 Credit
Spanish IV Honors	1 Credit
AP Spanish	2 Credits
Italian I	1 Credit
Italian II	1 Credit
Italian III	1 Credit
Italian IV Honors	1 Credit

Mathematics

Core Plus Math IV Honors	1 Credit
Pre-Calculus	1 Credit
AP Calculus	2 Credits
AP Statistics	2 Credits

Music

Concert Band	1 Credit
Jazz Band	.5 Credit
Chorale	1 Credit
Concert Choir	1 Credit
Swing Choir (tryouts)	1 Credit
Music Theory	1 Credit

Science

Biology II	1 Credit
AP Chemistry	2 Credits
AP Physics 2	2 Credits

Social Studies

Political Science	.5 Credit
American Culture	.5 Credit
Contemporary Problems	.5 Credit
Mind & Media	.5 Credit
AP Human Geography	1 Credit
AP U.S. Government	1 Credit

Special Education

Courses determined by student's IEP

PARTICIPATION IN COMMENCEMENT

Only students who are qualified to receive a diploma may participate in the cap and gown ceremony. A student who qualifies for a diploma after commencement is eligible to participate in the following year's ceremony.

Students planning to graduate early must make a petition to the principal. This process begins with the student informing his/her counselor of this intent.

SUBJECT LOAD

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

Dropping Classes: except for administrative reasons, students will be required to remain in all classes for which they register. Students will receive either a grade of WP (withdrawal passing) or WF (withdrawal failure), depending on their academic status at the time of withdrawal.

PROMOTION

Advancement in Grade: advancement in grade is not automatic, but is based upon academic credits earned. 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 and the state testing requirement are promoted to senior status.

In addition, students are also no longer allowed to double up on required coursework due to failure. Students who fail a class will need to attend summer school to graduate on time.

SCHOLARSHIP REPORTS

REPORT CARD DISTRIBUTION: The school year is divided into four quarters approximately nine weeks long. Report cards are mailed to the parents of each student shortly after the close of each quarter.

MARKING SYSTEM: The following grades are used to indicate scholastic progress:

A	Excellent	D	Poor	WP	Withdrawn-Pass
B	Good	F	Failure	P	Pass
C	Average	WF	Withdrawn-Failure	T	Audit

I - incomplete grades must be made up by the end of the next marking period or the incomplete becomes a grade of "F".

GRADE POINT SYSTEM: * Grades are given a number value according to this scale:

A	4 Points	D	1 Point
B	3 Points	F	0 Point
C	2 Points		

* Weighted grades will be assigned designated accelerated, honors and Advanced Placement courses.

Accelerated & Honors

A	5 Points
B	4 Points
C	3 Points
D	1 Point
F	0 Point

Advanced Placement

A	6 Points
B	5 Points
C	4 Points
D	2 Points
F	0 Point

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 used to determine the honor roll each grading period and the class rank.

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: Every year, at Commencement, Elmwood Park High School recognizes those students who graduate with honors and members of the National Honor Society. We currently 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), must be on the honor roll, 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. Valedictorian and Salutatorian must have current honor roll status.

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.

SPECIAL EDUCATION

Elmwood Park High School has a number of programs for special education students. If you have a student who has a need of special education services, please see your counselor for course descriptions and additional information. More special education information is on page 39 of this book as well.

STUDENT AIDE PROGRAM

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.

ART

ART I
Credit 0.5 (one quarter)

Elective: 9, 10, 11, 12
Prerequisite: None

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

ART II
Credit 0.5 (one quarter)

Elective: 9, 10, 11, 12
Prerequisite: Art I

Art II is a continuation of Art I, building on previous concepts and knowledge, working more in depth with color theory and exploring 3-D concepts and materials such as clay. The Art I and II courses are a prerequisite to continue on in the art curriculum to take 2-D Studio or 3-D Studio.

2-D STUDIO ART I/II
Credit 1 (two quarters)

Elective: 10, 11, 12
Prerequisite: Successful completion Art I & II

This course teaches the student techniques in painting as well as developing 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, critiques and aesthetics.

AP STUDIO ART: Drawing
Credit 1 (two quarters)

Elective: 11, 12
Prerequisite: Art I, II; 2-D Studio I, II

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
Credit 1 (two quarters)

Elective: 11, 12
Prerequisite: Art I, II; 2-D Studio I, II

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 principals of art in an integrative way in any two-dimensional process or medium.

3-D STUDIO ART I/II
Credit 1 (two quarters)

Elective: 10, 11, 12
Prerequisite: Art I & II

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 metalworking, relief sculpture, clay slab and coil construction, glass fusing and mosaics, metals and wire sculpture. Within the projects there will be an emphasis on planning, sketching, multiculturalism, art history, and art criticism.

CERAMICS
Credit 0.5 (one quarter)

Elective: 10, 11, 12
Prerequisite- *Successful* completion of Art I & II, 3D Studio I & II

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

SCULPTURE
Credit 0.5 (one quarter)

Elective: 10, 11, 12
Prerequisite- *Successful* completion of Art I & II, 3D Studio I & II

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

AP STUDIO ART: 3-D Design
Credit 1 (two quarters)

Elective: 11, 12
Prerequisite: Art I, II; 3-D Studio I, II

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). You will explore 3-D Design issues through additive, subtractive, and fabrication processes.

BUSINESS EDUCATION

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

Elective: 9, 10, 11, 12
Prerequisite: None

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

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

Elective: 9, 10, 11, 12
Prerequisite: None

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

CONSUMER EDUCATION **Credit 1.0 (two quarters)**

Elective: 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 is the only course that satisfies the Consumer Education requirement for the State of Illinois.**

INFORMATION PROCESSING I **Credit 0.5 (one quarter)**

Elective: 9, 10, 11, 12
Prerequisite: None

Because of its value as a life skill, it is strongly recommended that all students complete Keyboarding and Information Processing I and II.

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

This course will emphasize alphabetic, symbolic, numeric and figure keyboard learning, building of basic keyboarding skills, and development of keyboarding speed while maintaining accuracy. Basic keyboard control will provide a platform for keying with correct keystroke technique and by touch. When keyboarding skills are taught, emphasis will be given to the use of proper technique and accurate typing. With these as a foundation, speed will be the result. Skill in keyboarding includes knowledge of the functions of all the keys on the standard

computer keyboard. Emphasis will be placed on conditioning practice, learn/review of keys, keyboard reinforcement/skill building, speed and accuracy development, communication skills, and increasing technological vocabulary.

INFORMATION PROCESSING II
Credit 0.5 (one quarter)

Elective: 9, 10, 11, 12
Prerequisite: Information Processing I

Keyboarding and Information Processing II reinforces skills learned in Keyboarding and 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 feature of word processing software as a tool to key personal and business letters, prepare reports, memorandums and business correspondence. Students will review basic language skills. This course will incorporate keyboarding skills and the editing, formatting, and printing of documents.

DIGITAL LITERACY I
Credit .5 (one quarter)

Elective: 9, 10, 11, 12
Prerequisite: None

This course is designed to teach the fundamentals of using an electronic device for personal and academic needs and will provide students with skills that are in high demand in the workplace and higher education. Students will gain experience and practical applications through hands-on use of word processing, presentations, spreadsheets, Internet, and e-mail. The impact of the following topics will be explored: 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. Students may have the opportunity to earn industry certification.

DIGITAL LITERACY II
Credit 0.5 (one quarter)

Elective: 9, 10, 11, 12
Prerequisite: Digital Literacy I

This course is a continuation of the topics and skills covered in Digital Literacy I. Students will gain experience and practical applications through hands-on use of word processing, presentations, spreadsheets, Internet, and e-mail. The impact of the following topics will be explored: 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. Students may have the opportunity to earn industry certification.

ACCOUNTING I/II
Credit 1 (two quarters)

Elective: 10, 11, 12
**Prerequisite: Sophomore, with
Administrative Approval
Junior or Senior Status**

Prerequisite - Junior or Senior standing. Sophomores may register for this course with administrative approval. Accounting I & II are skill level courses that are of value to all students pursuing a background in business, finance, marketing, and management. These courses include planned learning experiences that develop initial and basic skills used in systematically computing, classifying, recording, verifying, and maintaining numerical data involved in financial and product control records, including the paying and receiving of money. Instruction includes the interpretation, and analysis of data to provide assistance to management for decision-making. Accounting computer applications will be integrated throughout the course where applicable. Career opportunities in the accounting field will be discussed throughout the school year. Practice sets will be discussed throughout the school year. Practice sets with business papers may be used to emphasize actual business records management. These courses provide a technical background for college-bound students who plan a business curriculum as well as those who wish vocational preparation.

Upon Completion of Accounting I and II with a final grade of B or better, the student will receive dual credit in Basic Accounting (ACC 103) from Triton Community College.

MARKETING I
Credit 0.5 (one quarter)

Elective: 10, 11, 12
Prerequisite: Sophomore with administrative approval or above

Sophomores may register for this course with administrative approval. This course provides a basic understanding of marketing principles. Topics include marketing, buyer behavior, trend analysis, advertising, wholesaling, merchandising, pricing and product development.

MARKETING II - MERCHANDISING AND SALES
Credit 0.5 (one quarter)

Elective: 10, 11, 12
Prerequisite: Sophomore with administrative approval or above

Sophomores may register for this course with administrative approval. This course is an introduction to the dynamic activities that are associated with retail merchandising. Students will become acquainted with the various marketing careers, creative selling techniques, merchandise planning, advertising, display and store operations. If the student has two semesters of Marketing, Merchandising and Sales, or Business Ownership and Concepts (in any combination) and completed each with a grade of B or better, he or she will receive college credit in Introduction to Business (BUS 141) from Triton Community College.

COMPUTER GRAPHICS I/II
Credit 1 (two quarters)

Elective: 9, 10, 11, 12
Prerequisite: None

This is an introductory and advanced 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 these courses, students will experiment with the language of design to create a variety of works that will be incorporated into a marketing portfolio.

DIGITAL ANIMATION FOR INTERNET MARKETING
Credit .5 (one quarter)

Elective: 9, 10, 11, 12
Prerequisite: n/a

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

WEB SITE DESIGN
Credit .5 (one quarter)

Elective: 9, 10, 11, 12
Prerequisite: n/a

This class is designed to introduce students to Web Site 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)

Elective: 11, 12
Prerequisite: Two Credits of Business Ed

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

DRIVER EDUCATION

DRIVER EDUCATION CLASSROOM
Credit 0.5 (one quarter)

Required: 10
Prerequisite: Date of birth determines eligibility

This one quarter course is typically offered at the sophomore level. Students are enrolled by age with driver education offered to the older students during the first quarter.

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.

BEHIND THE WHEEL
No credit

Elective: 10
Prerequisite: Date of birth determines eligibility
Fee: Yes

The driving phase of driver education will be offered to students before school or after school. For behind-the-wheel enrollment eligibility, each student must pass at least 8 courses during the previous two semesters.

DUAL CREDIT PROGRAM-TRITON COLLEGE

Elmwood Park High School and Triton College are pleased to offer the opportunity to the juniors and seniors of Elmwood Park to take classes at Triton College that earn both high school and college credit.

These two year sequential programs in Air Conditioning and Refrigeration, Allied Health, Automotive Technology, Computer Information Systems, Construction Technology, Cosmetology, Criminal Justice, Early Childhood Education, Electronics Technology, Engineering Technology, Eye Care Assistant, Fashion Merchandising, Fire Science Technology, Hospitality/Culinary Arts, Nursing, Ornamental Horticulture, and Personal Training allow you to receive simultaneous high school and college credit. Triton courses apply to both a Certificate and an Associate in Applied Science. Transfer options to four-year institutions are also available.

All classes will follow the Triton College school year calendar. Classes will meet when Triton College is in session.

- Contact counselor to arrange a meeting to begin the application process
- Must have junior or senior academic status
- Take Triton College Math/English placement test
- See your counselor for the most current course offerings
- Course descriptions are found in Tech Prep Career and Planning Guide and Triton Catalogue

Listed below are possible classes for Triton College Dual Credit. Not all classes are available every semester.

<u>Course</u>	<u>Program/Course Title</u>	<u>Credits</u>
Architecture & Construction/Independent Contractor		
ARC 102	OSHA - 10 Hour Training	1
ARC 109	Architectural Drafting Fundamentals	2
ARC 161	Residential Interior Design	3
ARC 261	Revit	3
Transportation/Automotive Service		
AUT 112	Introduction to Automotive Technology	3
AUT 114	Fuel Management Systems	4
AUT 127	Automotive Electricity & Electronics I	4
AUT 129	Automotive Electricity & Electronics II	3
Business Office Support		
BUS 103	Keyboarding Techniques	1
BUS 107	Microsoft Office in Business Applications	3
Hospitality/Culinary		
HIA 110	Introduction to Hospitality Industry	3
HIA 115	Food Sanitation & Safety	2
HIA 120	Dining Room Service	3
HIA 127	Cake & Pastry Decoration	3
HIA 128	Introduction to Baking and Pastry	3
HIA 129	Chocolate	2
HIA 130	Culinary Arts Quantity-Food Preparation I	3
HIA 132	Nutrition	2
HIA 133	Menu Writing	2
HIA 150	Food Preparation Essentials & Theory	3
HIA 228	Specialty Baking & Pastry	3
Human Services/Early Childhood Development		

ECE 110	Early Childhood Development	3
ECE 111	Introduction to Early Childhood Education	3
ECE 115	Infant/Toddler Development	3
ECE 122	Infant Toddler Care & Curriculum	3
ECE 146	Child, Family & Community	2

Manufacturing/Engineering Technology

ENT 104	Electricity I	3
ENT 110	Production Drawings & CAD	4
ENT 111	Metrology with Geometric Dimensioning and Tolerancing	3
ENT 204	Programmable Logic Controls (PLC 1)	3
ENT 205	Robotics 1	4
ENT 232	Descriptive Geometry	3
ENT 252	Introduction to Mechanical AutoCAD	2
ENT 280	Solidworks	2

Health Science

AHL 100	Introduction to Patient Care	2
BIS 101	Human Biology	4
AHL 101	Essentials of Medical Terminology	1
AHL 102	Ethics and Law for the Allied Health	1
AHL 103	Basic Pharmacology	1
AHL 120	Comprehensive Medical Terminology	3
AHL 201	Introduction to Diet and Nutritional Therapies	1

Basic Nurse Assistant

NAS 100	Basic Nurse Assistant	6
NAS 101	Nurse Assistant: Care of Patients With Alzheimer's	1

Emergency First Responder

EMS 121	First Responder	3
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Eye Care

EYE 100	Intro to Eye-care	2
EYE 101	Ocular Diseases	3
EYE 110	Ophthalmic Skills	3

Horticulture

HRT 100	Intro to Horticulture	4
HRT 114	Floral Design & Display	4
HRT 125	Plants and Society	4

Information Technology/Computer Information Systems

CIS 101	Introduction to Computer Science	3
CIS 105	A+ PC Hardware & Software	3
CIS 106	A+ PC Maintenance & Repair	3
CIS 150	Computer Systems Applications	3
CIS 174	LAN Administration: Windows Client	3

Law & Public Safety

CJA 148	Police Community Relations	3
CJA 166	Criminal Investigation	3
CJA 171	Patrol Administration	3
CJA 241	Traffic Enforcement & Administration	3
EMP101	National Incident Management Systems	1

Arts/Music Technology

MUS 101	Electronic Music Production	3
MUS 120	Record Production I	3
MUS 215	Intro to Music History	3

Human Services/Personal Trainer

HTH 120	Principles of Nutrition	3
PED 153	Foundation of Exercise	3
PED 168	Theory and Practice of Weight Training	2
PED 195	Introduction to Sport Management	3
PED 200	Intro to Biomechanics	3
PED 210	Exercise Testing & Prescription	3
PED 230	Sport & Exercise Science Practicum	1

Arts/Visual Design/Multimedia

VIC 100	Graphic Design	3
VIC 104	Computer Art I	3
VIC 121	Intro to Quark/InDesign	4
VIC 142	Introduction to Illustrator	4
VIC 161	Introduction to Photoshop	4

Other (may apply to many career areas)

PSY 100	Intro to Psychology	3
RHT 101	Freshman Rhetoric & Composition I	3
SPE 101	Principles of Effective Speaking	3
HTH 104	Science of Personal Health	2

ENGLISH

ENGLISH 9 REGULAR AND HONORS

Credit 1 (two quarters)

Grade Level: 9

Prerequisite: Selection Process

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.

INTENSIFIED ENGLISH 9

Credit 2 (four quarters)

Grade Level: 9

Prerequisite: Selection Process

In Intensified English 9, the curriculum follows that of English 9 Regular with a support structure built in assisting the student in reading comprehension and analysis. The student is introduced to a number of strategies at interpreting literature and understanding informative texts. These strategies will assist the student in identifying themes and central ideas, finding evidence to support the themes and central ideas, and understand vocabulary in context. An accelerated writing and speaking and listening program is also included in this course. This course will count as one English and one Writing credit.

ENGLISH 10 REGULAR 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.

INTENSIFIED ENGLISH 10
Credit 2 (four quarters)

Grade Level: 10
Prerequisite: Selection Process

In Intensified English 10, the curriculum follows that of English 10 Regular with a support structure built in assisting the student in reading comprehension and analysis. The student is introduced to a number of strategies at interpreting literature and understanding informative texts. These strategies will assist the student in identifying themes and central ideas, finding evidence to support the themes and central ideas, and understand vocabulary in context. An accelerated writing and speaking and listening program is also included in this course.

EFFECTIVE WRITING
Credit 1 (two quarters)

Grade Level: 9
Prerequisite: Freshman Status

Effective Writing is a required freshman 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 11
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 LANGUAGE AND COMPOSITION
Credit 2 (four quarters)

Grade Level: 11
Prerequisite: English 10 Honors or Selection Process

AP English Language and Composition 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 REGULAR
Credit 1.0 (two quarters)

Grade Level: 12
Prerequisite: English 11

English 12 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.

ADVANCED PLACEMENT ENGLISH LITERATURE
Credit 2 (four quarters)

Grade Level: 12
Prerequisite: AP Language or Selection Process

Advanced Placement English Lit 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 Lit are required to take the Advanced Placement exam in May.

READ 180
Credit 1.0 (semester)

Elective: 9, 10, 11, 12
Prerequisite: Selection Process

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 .5 (one quarter)

Elective: 10, 11, 12
Prerequisite: Sophomore Standing

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 .5 (one quarter)

Elective: 10, 11, 12
Prerequisite: Sophomore Standing

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

ENGLISH DEPARTMENT RULES

A student earning a failing grade in an Honors or Advanced Placement course may not register for an accelerated course for the next quarter.

All students enrolled in Advanced Placement English courses are required to take the corresponding Advanced Placement exam in May.

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

FOREIGN LANGUAGE

SPANISH I **Credit 1 (two quarters)**

Elective: 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 preterit tenses and read basic selections with comparative ease. Throughout the year various aspects of the culture are also discussed.

SPANISH II **Credit 1 (two quarters)**

Elective: 9, 10, 11, 12
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.

SPANISH III **Credit 1 (two quarters)**

Elective: 10, 11, 12
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 **Credit 1 (two quarters)**

Elective: 12
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
Credit 2 (four quarters)

Elective: 12
Prerequisite: Spanish IV

Students in the Spanish A.P. 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.

ITALIAN I
Credit 1 (two quarters)

Elective 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)

Elective 9,10,11,12
Prerequisite: Italian I

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

ITALIAN III
Credit 1 (two quarters)

Elective 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)

Elective 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.

HEALTH EDUCATION

HEALTH EDUCATION

Credit 0.5

Required for graduation

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.

INDUSTRIAL TECHNOLOGY

DUAL CREDIT COURSES – OFFERED AT TRITON COLLEGE

See counselor for complete list of courses

- Contact guidance counselor to arrange meeting to begin application process.
- Must have junior or senior academic status.
- Take Triton College Math/English placement test.
- Current per credit hour applicable tuition and applicable fees will be reimbursed to the family prorated depending upon your successful completion of all dual credit courses with a grade of "C" or better
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MATHEMATICS

INTENSIFIED ALGEBRA

Credit 2 (four quarters)

Grade Level 9

Prerequisite: None

Materials: Any version of the TI-83 or TI-84 graphing calculator

Intensified Algebra I is a comprehensive program for an extended-time Algebra class that helps students who are significantly behind become successful in algebra, within one academic year. It transforms the teaching of algebra to students who struggle in mathematics.

GEOMETRY CONCEPTS & SKILLS

Credit 1 (two quarters)

Grade Level 9 - 12

Prerequisite: Algebra C/S or Placement

Materials: Any version of the TI-83 or TI-84 graphing calculator

This course offers a straightforward approach to the study of the fundamentals of geometry. The focus will be on concept development, skill acquisition, and mathematical communication. Students will develop reasoning and problem-solving skills as they study congruence and similarity, and apply properties of lines, triangles, quadrilaterals, and circles. Students will also learn to solve real-world problems using length, perimeter, area, circumference, surface area and volume.

ALGEBRA II CONCEPTS & SKILLS

Credit 1 (two quarters)

Grade Level 10-12

Prerequisite: Geometry C/S or

Placement Materials: Any version of the TI-83 or TI-84 graphing calculator

This course offers a straightforward approach to the study of the fundamentals of algebra. The focus will be on concept development, skill acquisition, and mathematical.

ALGEBRA I

Credit 1 (two quarters)

Grade Level 9 - 12

Prerequisite: Placement

Materials: Any version of the TI-83 or TI-84 graphing calculator

The content of Algebra 1 is organized around families of functions, with special emphasis on linear and quadratic functions. Students will learn to represent functions through verbal descriptions, equations, tables, and graphs.

GEOMETRY

Credit 1 (two quarters)

Grade Level 9 - 12

Prerequisite: Algebra I or Placement

Materials: Any version of the TI-83 or TI-84 graphing calculator

This is the traditional sophomore mathematics course. The use of logic reasoning is stressed which helps the students in non-mathematical situations. Geometric forms, shapes, patterns and relationships provide the background for this course. Algebraic methods are used as they apply to a geometric situation.

ALGEBRA II

Credit 1 (two quarters)

Grade Level 10 - 12

Prerequisite: Geometry or Placement

Materials: Any version of the TI-83 or TI-84 graphing calculator

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

PRE-CALCULUS

Credit 1 (two quarters)

Grade Level 11-12

Prerequisite: Algebra II or CPM III Materials:

Any version of the TI-83 or TI-84 graphing calculator

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 introductory pre-calculus course. This class is intended for those students entering college or other technical curricula.

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: Testing selection process and recommendation of the Mathematics Department
Materials: TI-83 or TI-84 Graphing Calculator

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: Testing selection process and recommendation of the Mathematics Department

Materials: TI-83 or TI-84 Graphing Calculator

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: Testing selection process and recommendation of the Mathematics Department

Materials: TI-83 or TI-84 Graphing Calculator

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: 11/12

Prerequisites: Testing selection process and recommendation of the Mathematics Department

Materials: TI-83 or TI-84 Graphing Calculator

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 IAB/IIAB

Credit 2 (four quarters)

Grade Level: 11/12

Prerequisites: CPM IV or Pre-Calculus

Materials: TI-83 or TI-84 Graphing Calculator

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 successful completing of the course together with their performance on the AP exam, students may be able to receive college credit and/or advanced placement in calculus at several colleges and universities. All students enrolled in AP Calculus are required to take the Advanced Placement exam in May.

AP Statistics I/II

Credit 2 (four quarters)

Grade Level: 11/12

Prerequisites: CPM IV or Pre-Calculus

Materials: TI-83 or TI-84 Graphing Calculator

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
- 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.

MATH CLASS PLACEMENT POLICY

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

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

MUSIC

CONCERT BAND

Credit 1 (two quarters)

Elective: 9, 10, 11, 12

**Prerequisite: Passing grade in
Previous year's band class and/or
Approval of the director**

This class is offered on alternate days with P.E. or Concert Choir

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. The music covered will include the baroque through contemporary periods of composition, with the main emphasis being placed on rhythm, articulation, intonation and the total band sound. Advanced players may participate in solo and ensemble competition and festivals. All choir students who are enrolled in band should see their directors to discuss a PE waiver.

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

JAZZ BAND

Credit .05 (one quarter)

Elective: 9, 10, 11, 12

**Prerequisite: Prior experience on
appropriate instrument, ability to read
music, see below for details**

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

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)

Elective: 9, 10, 11, 12

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. Chorale students participate in the four major concerts of the year and attendance at all concerts is required.

CONCERT CHOIR

Credit 1 (two quarters)

Elective: 10, 11, 12

**Prerequisite: One year of Chorale and
approval of Director**

The Concert Choir is the largest performing vocal group at the high school. The Concert Choir performs at the four major concerts each year as well as Commencement. Advanced performers may audition to participate at the IHSA competition and appear as solo vocalists throughout the school year. Along with more advanced part-

singing ability, a sincere interest in musical training, participation and performance is vital to the group. Attendance at all four major concerts is required.

SWING CHOIR
Credit 1 (two quarters)

Elective: 10, 11, 12
Prerequisite: Students must audition for Director

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 IHSA competition and appear as solo vocalists throughout the school year. Attendance at the four major concerts, plus Commencement, is required with occasional out of school performances throughout the school year.

MUSIC THEORY
Credit 1 (two quarters)

Elective: 9, 10, 11, 12
Prerequisite: prior music instruction

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

VOICE
Credit 1 (two quarters)

Elective: 11,12
Prerequisite: Students must audition for Director

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. This class is assigned based upon recommendation of the choral director.

PHYSICAL EDUCATION

PHYSICAL EDUCATION RULES AND REQUIREMENTS

1. A student must pass 8 quarters of physical education, if enrolled for four or more years. If the student completes graduation requirements in less years, the required number of quarters to be passed will be prorated.
2. A regulation gym uniform must be purchased in the Athletic Office AND worn daily.
3. A combination lock must be purchased and used on the assigned locker in the locker room.
4. Grading policies and daily requirements will be covered by the teacher during the first day of class.
5. Additional fees will be required for activities that take place outside of the building for the following, but not limited to: bowling, swimming, ice skating, golfing

Physical Education I-VIII Program Includes:

1. Personal Fitness: Stretching, physical strength, cardiovascular conditioning, fitness testing
2. Team Activities: Soccer, softball, football, ultimate football, ultimate Frisbee, tennis, volleyball, team handball, basketball, floor hockey, badminton, pickleball, team building
4. Individual Activities: Aerobics, track and field, weight training, swimming, bowling

PE I/II – Freshmen Physical Education
0.5 Credits (one quarter)

Required: 9

PE III/IV – Sophomore Physical Education
0.5 Credits (one quarter)

Required: 10

JUNIOR AND SENIOR SELECTIONS:

Students with Junior or Senior status are required to choose from the following list of Physical Education regular PE classes or electives to fulfill their 8 quarters of PE.

PE V/VI—Junior Physical Education
0.5 Credits (one quarter)

Required: 11

PE VII/VIII—Senior Physical Education
0.5 Credits (one quarter)

Required: 12

Junior and Senior Physical Education Electives:

STRENGTH & CONDITIONING I/II
Credit 0.5 (one quarter)

Prerequisite: 11, 12
Counts towards fulfilling PE requirement

The purpose of this course is to promote lifetime fitness and provide opportunities to gain knowledge and skills that will continue to be used after high school. During this course the students will participate in a variety of sports and recreational activities including but not limited to the following: golf, ice skating, swimming, bowling, ping pong, volleyball and softball.

MODIFIED PHYSICAL EDUCATION
Credit 0.5 (one quarter)
Counts toward fulfilling PE requirement

Prerequisite: Physician's Medical note and/or previous teacher recommendation

The class is designed to provide quality physical education services to those students who cannot safely and/or successfully participate in the regular physical education environment. These students will have activities modified according to their doctor's request.

******The following classes can be taken only if selected by the Physical Education Department Staff******

Sophomores will be notified if they have been selected

JUNIOR STUDENT LEADER PROGRAM

**Credit 1 (two quarters)
Counts toward fulfilling PE requirement**

**Prerequisite: Previous PE
Teacher Selection
Lab Fee: Yes; T-shirt add'l fee/trips**

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.

Expectations for Junior Leaders students:

1. Students will learn to apply the rules and regulations of all physical education activities offered in the regular physical education program.
2. Students will learn how to officiate and apply proper techniques of officiating in game situations.
3. Students will learn proper exercise techniques and will monitor student performance of these techniques.
4. Students will learn proper safety rules and techniques in all physical education activities. These rules and safety practices will be observed and enforced in all physical education activities.
5. Students will become proficient in performing/correcting peers in a variety of physical education activities.

SENIOR STUDENT LEADER

**Credit 0.5 (two quarters required)
Counts toward fulfilling PE
requirement**

**Prerequisites: 12
Successful completion of junior
leader class and recommendation
of the instructor of the junior
leader program.**

**Lab Fee: Yes; T-shirt
Add'l fee for Field Trips**

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.

BIOLOGY I
Credit 1 (two quarters)

Required: 09
Prerequisite: Selection Process

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.

BIOLOGY I Honors
Credit 1 (two quarters)

Required: 09
Prerequisite: Selection Process

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. The successful Biology I Honors student typically demonstrates prior success in science by achieving A's or B's in science classes, expresses interest in science, demonstrates academic maturity by having self-discipline and a commitment to homework and study, shows motivation for learning, demonstrates good verbal and written communication skills and possesses some ability to manage a heavy workload.

CHEMISTRY I
Credit 1 (two quarters)

Required: 10
Prerequisite: Bio 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. Students will be introduced to the use of calculators in computing mathematical calculations by solving problems using dimensional analysis. Topics covered include heat, chemical formulas, atomic structure, chemical bonding, chemical reactions and nomenclature, stoichiometry, gas pressure, phase changes, and gas laws. Some of the laboratory experience in this class include performing flame tests, finding melting points, reacting metals with acid, and using freezing point depression to make ice cream

CHEMISTRY I Honors
Credit 1 (two quarters)

Required: 10
Prerequisite: Bio 1 honors

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. The successful Chemistry I Honors student typically demonstrates prior success in science by achieving A's or B's in science classes, expresses interest in science, demonstrates academic maturity by having self-discipline and a commitment to homework and study, shows motivation for learning, demonstrates good verbal and written communication skills and possesses some ability to manage a heavy workload.

PHYSICS I

Required: 11

Credit 1 (two quarters)**Prerequisite: Bio 1, Chem 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)****Required: 11****Prerequisite: Honors Bio 1 & Chem 1**

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.

AP PHYSICS 2**Credit 2 (four quarters)****Elective: 4th year in Science****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.

BIOLOGY II (Human Anatomy and Physiology)**Credit 1 (two quarters)****Elective: 4th year science****Prerequisite: Selection Process**

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. This essential material will be presented at a level that the average student can handle.

AP CHEMISTRY**Credit 2 (four quarters)****Elective: 4th year science****Prerequisite: Bio1, Chem1, Phys1**

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 demos will be a part of course to engage students to develop explanations and predictions of natural phenomena

Students enrolling in this class will be required to take the AP Chemistry exam in May. As a result of passing this AP test, students may earn credit for their first year and/or second year college physics/science requirements. Please note that simply taking this course does not result in college credit. Students should have a grade of 'C' or better in Chemistry I Honors and be proficient in algebra. Students not meeting these requirements will be considered on a student-by-student basis.

SOCIAL STUDIES

CIVICS **Credit 1 (two quarters)**

Grade Level: 9
Prerequisite: None

Civics is a required course for most freshmen, 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 U.S. GOVERNMENT & POLITICS **Credit 1 (two quarters)**

Grade Level: 9, 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 for freshmen.

AP HUMAN GEOGRAPHY **Credit 1 (two quarters)**

Elective: 9, 10, 11, 12

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 are required to take the Advanced Placement exam in May.

AP WORLD HISTORY **Credit 2 (four quarters)**

Required: 10
Prerequisite: Standing and the Selection Process or Admin. Approval

Advanced Placement World History is a four-quarter course designed to assist the college-bound student in gaining college credit by taking the Advanced Placement test in May. This course provides a broader and more in-depth analysis of the content studied in the regular sections. The students in AP World History have been

selected by staff based on previous coursework performance and achievement on a standardized test. These students may also be offered opportunities to travel as part of their enrichment in the social sciences.

AP World History sections cover the same material as the regular section and also do considerable in-depth study and reading outside the required textbook. Grades of "C" or above are weighted. This is an honors level course.

WORLD HISTORY
Credit 1 (two quarters)

Required: 10
Prerequisite: Sophomore
Standing and Selection Process

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.

UNITED STATES HISTORY
Credit 1 (two quarters)

Required: 11
Prerequisite: World History

The principal aim of these two 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.

AP UNITED STATES HISTORY
Credit 2 (4 quarters)

Required: 11

Advanced Placement U. S. History is a four-quarter course designed to assist the college-bound student in gaining college credit by taking the Advanced Placement test in May.

The pace of study allows the student to cover topics likely to be on the AP test. The depth of study is also greater with frequent use of readings outside the text. Considerable time is devoted to the types of exercises that appear on the AP test.

All students enrolled in Advanced Placement United States History are required to take the Advanced Placement exam in May.

MIND & MEDIA
Credit .5 (one quarter)

Elective: 9, 10, 11,12
Prerequisite: None

How does personality develop? Why are we different from others? Where do our likes and dislikes come from? How do various media interact with who we are and what we think? Does advertising influence what we buy? Does TV determine how we behave? What do movies say about our values and culture? How will the internet influence the way we interact? Answering these questions is what Mind and the Media is all about. We will examine psychology, TV, radio, newspapers, magazines, film and the internet.

CONTEMPORARY PROBLEMS

Elective: 9, 10, 11, 12

Credit .5 (one quarter)

Prerequisite: None

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

AMERICAN CULTURE SINCE WW II

Credit .5 (one quarter)

Elective: 9, 10, 11, 12

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 smart phones 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.

POLITICAL SCIENCE

Credit .5 (one quarter)

Elective: 9, 10, 11, 12

Prerequisite: None

This course surveys various forms of national governments worldwide, and how factors such as resources, economy, ethnic populations and history affect these governments. Nations include: The US, Great Britain, France, Japan, China, the former Soviet Union, Nigeria and Iran. The course concludes with a brief overview of various economic systems and their impact on international politics, including communism, capitalism and socialism.

CONSTITUTION TEST

Required: For graduation

In order to qualify for graduation, every student must successfully pass an examination on the Declaration of Independence, the Flag of the United States, Constitution of the United States, and the Constitution of the State of Illinois. This test will be given in all Civics classes.

**ELMWOOD PARK HIGH SCHOOL
SPECIAL EDUCATION PROGRAMS**

Current programs for special education students are as follows:

RWLS (Resource)

Prerequisite: Special education placement

This program is designed for students in grades nine through twelve. It is a completely individualized program. The major emphasis is placed on remediation of academic weaknesses in the areas of reading, writing, listening and speaking, and correction of inappropriate behavior as identified in the student's I.E.P. The student receives support and tutorial help with content area subjects, learns study skills, and learns strategies to overcome or adequately compensate for each identified disability.

COLLABORATIVE CLASSES

This program is designed for students in grades nine through eleven. Classes are team taught by a regular education content teacher and a special education teacher.

The major emphasis is placed on modifying and adapting the regular curriculum in order to meet the individual needs of each student and to create activities and learning environments in which all students can achieve success. Students receive additional support and individualized attention. Collaborative classes are available in the areas of English, social studies, mathematics, science, health, and Effective Communication. Placement in collaborative classes is based on the needs of the individual student and the IEP.

SELF-CONTAINED BD/LD PROGRAM

Prerequisite: Special education placement

This program is designed for students in grades nine through twelve who have been identified as having behavioral, social, emotional, or learning disorders that prevent and inhibit them from learning in the mainstream environment. This is a restrictive program that emphasizes remediation of academic weaknesses and modification of inappropriate behaviors and/or emotions. Behavior modification procedures and techniques are used to achieve individualized goals for each student. A number of support services are also utilized to further help the student overcome and/or compensate for the identified disabilities..

LD SELF-CONTAINED READING

Prerequisite: Special Education Placement

This program is designed for students in grades nine through twelve. It is a completely individualized program. The major emphasis is placed on remediation of specific areas of weaknesses in reading and/or reading comprehension as identified in the student's I.E.P. The student receives tutorial help and learns strategies to overcome or adequately compensate for each identified disability.

REGIONAL VOCATIONAL ARTICULATION

The Regional Vocational Articulation project consisted of the development of district-wide educational opportunities for high school students, and the assurance of a smooth transfer of knowledge, and credit to students who choose Triton College as a post-secondary institution.

For more information, please see your counselor.

VOCATIONAL COURSES (WORK STUDY)

Prerequisite: Open to students with Junior or Senior standing, who are enrolled in a specific Occupational Program, with permission of the admission panel. Credit is not given for unemployment. Preference will be given to seniors.

The Cooperative Education Program is an interrelated concept by which students may take the following occupational areas:

Marketing and Distribution
Office and Clerical Occupation

A program for students interested in sales
A program involving occupations centered around stenographic, secretarial and clerical work.

Industrial Cooperative Education

A program which is oriented to include occupations in woodworking, electronics, drafting and metals.

Health Occupations A program designed to provide an opportunity

Home Economics Occupations

to earn certain skills which will enable them to be productive in a health occupation.

A program involving occupations that are in the home economic area: fashion and design, food service occupations and child care.

All Dual Credit Courses are from Triton College.

- It is recommended that students check with their counselor to determine if they have taken or plan to enroll in courses that will relate to the occupational program being considered.
- The Cooperative Education Program combines learning experiences gained through regularly scheduled supervised employment in the community and related vocational courses in the school.
- The students have an opportunity to apply the principles and practices they have learned in school and in the world of work.

COOPERATIVE WORK TRAINING SEMINAR I **(CWT SEM I)**
Credit 1 (two quarters)

COOPERATIVE WORK TRAINING SEMINAR II(CWT SEM II)
Credit 1 (two quarters)

COOPERATIVE WORK TRAINING LAB I **(CWT LAB I)**
Credit 1 (two quarters)

COOPERATIVE WORK TRAINING LAB II **(CWT LAB II)**
Credit 1 (two quarters)

Prerequisite: This program is designed for special needs students of Junior or Senior standing who will benefit most from this program, based upon recommendations of the admission panel. Preference will be given to seniors. The Cooperative Education Program and Cooperative Work Training Program are two quarters or one-year programs for students who wish to learn to meet the responsibilities connected with securing and keeping a job. In addition to successful employment experience, students will be required to enroll in a related instruction class that meets one period per day.

During the related class, the coordinator will work with students to develop attitudes necessary for success at their workstations and for becoming well informed, participating members of our society.

Students who successfully complete the seminar and laboratory experiences will earn 2.0 credits for two quarters, to be applied toward graduation. Membership in the youth organization is a required co-curricular activity.

Student entering the program must have a job that will employ them for 15 hours a week. The job must pay them according to State of Illinois law with withholding tax and social security deductions. The job must be secured no later than two weeks after the beginning of the quarter.