



# Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD



## Curriculum Guide

2020-2021

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## **District 215 Mission Statement**

To provide diverse learning opportunities that inspire all students to become life-long learners who contribute to their community.

## **District 215 Vision Statement**

To provide a diverse, relevant, and responsive learning environment in which scholars develop the skills necessary to be critical thinkers, problem-solvers, and productive members of society.

## **District 215 Guiding Principles**

- Students are engaged in cognitively challenging work during which they are aware of their learning and develop self-efficacy.
- Learning experiences provide for...
  - Student voice.
  - Immediate feedback.
  - Students' needs to be met through supports, interventions, and extensions.
  - High expectations.
  - Integration of reading, writing, and vocabulary development across disciplines.
- Learning experiences are conducive to...
  - Cultural responsiveness.
  - High Expectations.
  - Strategies to engage and motivate students.
  - The formation of positive relationships with and among students.
- Learning environments are welcoming, positive, and inclusive.

## **District 215 Equity Statement**

District 215 is committed to an overall culture of equity where the creation and implementation of policy, the allocation of resources, and access to opportunity are intentionally aligned to meet the needs of all student groups, regardless of: race, gender, gender identity, sexual orientation, socioeconomic status, ability, home or first language, religion, national origin, immigration status, age, or physical appearance.

# Graduation Requirements

Graduation from a Thornton Fractional Township High School requires that a student successfully completes 23 credits.

English	4 credits
Social Studies	3 credits
Science	2 credits
Math	3 credits
P.E.	3.5 credits
Health	0.5 credits
Electives	7 credits
<b>Total Required</b>	<b>23 credits</b>

Of the 23 minimum credits required for graduation, 19 credits must be in courses other than Physical Education and Driver Education. Students must enroll in P.E. each semester during the regular school year unless they are enrolled in Driver Education, Health, or received a valid P.E. waiver.

To graduate from high school, unless otherwise exempted, each student is responsible for:

1. Completing all District graduation requirements that are in addition to the State requirements.
2. Completing all courses as provided in the School Code, 105 ILCS 5/27-22.
3. Completing all minimum requirements for graduation as specified by Illinois State Board of Education rule, 23 Ill. Admin. Code §1.440.
4. Passing an examination on patriotism and principles of representative government, proper use of the flag, methods of voting, and the Pledge of Allegiance.
5. Participating in State assessments that are required for graduation by the School Code, 105 ILCS 5/2-3.64a-5(c).
6. Attending classes full time for at least 7 semesters.

# Board, District, & School Administration

## BOARD OF EDUCATION

President	Michael Bolz
Vice-President	LeeAnn Revis
Secretary	Patricia Stepp
Member	Richard Dust
Member	Rita Oberman
Member	Morgan Waller
Member	Roger Yochem

## DISTRICT ADMINISTRATION

18601 Torrence Ave.  
Lansing, IL 60438  
(708) 585-2300

**Superintendent** Dr. Sophia Jones-Redmond

### Directors

Asst. Supt. of Teaching & Learning	Mike Fies
Asst. Supt. of Student Services	Dr. Rena Whitten
Executive Director of Finance	Teresa Bishop
Director of Teaching and Learning	Becky Szuba
Director of Information Technology	Paul Wakefield
Director of Human Resources	April Jerger
Director of Facilities	Tim Stephan

## THORNTON FRACTIONAL CENTER FOR ACADEMICS & TECHNOLOGY

1605 Wentworth Avenue  
Calumet City, IL 60409  
(708) 585-2378

**Principal** John Robinzine

**Assistant Principal** Dawn Walker

### Guidance Personnel

Tameka Fowler (A-Z) (708) 585-2346

## THORNTON FRACTIONAL CENTER FOR ALTERNATIVE LEARNING

1601 Wentworth Avenue  
Calumet City, IL 60409  
(708) 585-9040

**Principal** John Robinzine

**Assistant Principal** Lisa Boulter-Daniels

### Guidance Personnel

Tameka Fowler (A-Z) (708) 585-2346

## THORNTON FRACTIONAL NORTH

755 Pulaski Road  
Calumet City, IL 60409  
(708) 585-1000

**Principal** Brian Rucinski

### Assistant Principals

Curriculum and Instruction	Kerry Schuldes
Pupil Personnel Services	Raymond Williams
Building Control	Lauren Gladu

### Athletics

Athletic Director TBD

### Guidance Personnel

Juanita Castillo-Medina (Gr. 9)	(708) 585-1032
Lauri Like (Gr. 10)	(708) 585-1019
Allison Braasch (A-Go)	(708) 585-1018
Angela Shama (Gr-N)	(708) 585-1021
Susan Olson(O – Z)	(708) 585-1020

## THORNTON FRACTIONAL SOUTH

18500 Burnham Avenue  
Lansing, IL 60438  
(708) 585-2000

**Principal** Jacob Gourley

### Assistant Principals

Curriculum and Instruction	LaQuesha Martin-Dean
Pupil Personnel Services	John O'Rourke
Building Control	Mychael Webb

### Athletics

Athletic Director Marc Brewe

### Guidance Personnel

Matt Johnson (A-C)	(708) 585-2021
Nicole Burk (D-He)	(708) 585-2023
Jeff Majewski (Hi-Me)	(708) 585-2014
Marcia James (Mf-Scha)	(708) 585-2020
Jennifer Anderson-Murray (Schb-Z)	(708) 585-2022

# Art

## ART FUNDAMENTALS

**Course Length Y**

**Grade Level 9-12**

Art Fundamentals provides a basic background for all future art studies and is a prerequisite for all advanced classes. It incorporates terminology, materials, and visual experiences to expose students to a variety of art forms. Students are introduced to the Elements and Principles of Art, media/methods, and how to arrange the Components of Art. This course helps students to develop observation skills, techniques of application, and to critically think about what they observe. It also assists students in understanding their visual environment and expressing their feelings and ideas.

## DRAWING

**Course Length Y**

**Grade Level 10-12**

*Recommended Prerequisite: Art Fundamentals*

Drawing is an upper level course that strengthens the basics laid in Art Fundamentals. Students are led through a series of drawing techniques designed to start and improve their ability. Students work with a variety of techniques and drawing mediums. This course allows students to explore and become familiar with the drawing materials and methods used by artists to create drawings. Students develop skills in observing and responding to the visual qualities in various drawings.

## PAINTING

**Course Length Y**

**Grade Level 10-12**

*Recommended Prerequisite: Art Fundamentals*

Painting is an upper level course which focuses on various painting styles and techniques. Students are introduced to methods in watercolor, acrylic and oil paints. Color theory and brush work create a foundation for producing dynamic individual expressions. In this course, students analyze and discuss works of art to master the understanding of the style and process involved with creating a successful painting.

## 3D SCULPTURE AND DESIGN

**Course Length Y**

**Grade Level 10-12**

*Recommended Prerequisite: Art Fundamentals*

This upper level course explores the spatial concepts of sculpture through traditional and contemporary methods, as well as translating ideas into three dimensional forms. In this course, students deal with the four basic approaches of subtraction, manipulation, addition, and substitution with historical aspects (carving, modeling, building, assemblage, and casting). A variety of materials are explored including clay, plaster, stone, found objects and paper mache.

## DIGITAL PHOTOGRAPHY (T.F. South only)

**Course Length Y**

**Grade Level 10-12**

*Recommended Prerequisite: Art Fundamentals*

Digital photography is an upper level course which introduces students to the fundamentals of technology-based artwork. Students learn the basic operations of a digital still camera and Adobe Photoshop CS5 to create unique computer-based projects. Digital imaging strives to integrate students with the tools and techniques necessary to become a commercial graphic artist.

## GRAPHIC DESIGN

**Course Length Y**

**Grade Level 10-12**

*Recommended Prerequisite: Art Fundamentals*

Graphic Design is an upper level course that places an emphasis on design skills through the arts of Printmaking, Commercial Design and Computer Graphics. Students develop skills in Adobe Photoshop CS5, composition, layout, product design, typography, logo creation and other visual processes related to graphic design careers.

# Career Tech Education (CTE)

## AUTOMOTIVE TECHNOLOGY

### INTRODUCTION TO AUTOMOTIVE TECHNOLOGY

**Course Length S      Grade Level 11 Double Period**

*Required: Safety glasses, coveralls*

This course teaches students the basics of shop safety and procedures, automotive care and automotive maintenance. The following topics are covered: careers, hand tools, shop safety (floor jacks and jack stands), measuring, fasteners and gaskets, auto- motive math, service manuals, fluid services (fluid checks and changes, belts and hoses), tires and wheels (balancing and changing), brake fundamentals and engine fundamentals.

### AUTOMOTIVE TECHNOLOGY I

**Course Length S      Grade Level 11 Double Period**

*Prerequisite: Intro to Automotive Technology*

*Required: Safety glasses, coveralls*

This course is available to students who successfully complete Introduction to Auto Tech. During this course, students gain additional knowledge on brake fundamentals and they learn diagnosis and repair of brake systems to include ABS, as well as engine theory, diagnosis, minor repairs and support systems of the automobiles. The following topics are covered: power tools and lifts, testing and repair, battery theory, testing and service, fuel system theory, testing and repair of engines, cooling systems, lubrication systems, starting systems, and charging systems.

### AUTOMOTIVE TECHNOLOGY II

**Course Length Y      Grade Level 12 Double Period**

*Prerequisite: Automotive Technology I*

*Required: Safety glasses, coveralls*

This course is available to students who successfully complete Auto Tech I. This third level course provides students with a more in-depth study of previous sections including on the job auto mechanic experience. Students study engine performance and major repairs as well as clutches, drive trains, and wheel alignments.

## BUILDING & CONSTRUCTION

### INTRODUCTION TO BUILDING & CONSTRUCTION

**Course Length S      Grade Level 11 Double Period**

This course introduces the study of materials and processes used in the construction of residential structures. Students learn and follow the proper safety procedures throughout the shop area. A large emphasis is placed on safety. Students use some of the same power and hand tools used in industry. Alongside of that, students will learn excavation, foundation systems and slabs.

### BUILDING & CONSTRUCTION I

**Course Length S      Grade Level 11 Double Period**

*Prerequisite: Intro to Building & Construction*

Building & Construction I places emphasis on learning terminology as well as hands-on applications constructing a 4'x4' freestanding floor and wall section. The process includes the methods involved in designing for construction, floor, wall, and roof systems, plus electrical and plumbing systems. Students experience a wide variety of learning activities including areas such as: reading and interpreting house plans, becoming familiar with the local building codes, foundation work, framing of walls, floors, and roofs, plumbing, electrical, windows and doors, flooring installations, siding installation or repair, and deck/patio construction.

### BUILDING & CONSTRUCTION II

*(college credit available)*

**Course Length Y      Grade Level 12 Double Period**

*Prerequisite: Building & Construction I*

This course covers structural footings, wall systems, physical properties of wood, building materials, and measurement grading. Hands-on projects allow students to thoroughly understand the principles and methods of rough residential carpentry by framing of a mock-up, scaled-down home. Actual house framing including floor, wall, and roof construction with special emphasis placed on the framing square for stair stringers, gable and hip rafter layout.

**\*College credit is available with South Suburban College.**



# Career Tech Education (CTE)

## BUSINESS

### **BUSINESS WRITING & TECHNICAL CONCEPTS**

(college credit available)

**Course Length Y**

**Grade Level 9-11**

During the first semester of this course, students learn the fundamentals of keyboarding skills. Practice drills are enforced and proper keyboarding techniques are introduced. The Micro Type and Micro Pace Pro software is used for training. Using the “touch method” of typing while emphasizing speed and accuracy, students practice keyboarding skills to create, format, and edit a variety of documents. Students are also introduced to the Microsoft Office Suite, which includes Word, PowerPoint, and Excel. The basic essentials of word processing, spread-sheets presentations, and internet research are introduced. The second semester of the course builds upon the knowledge and skills acquired in the first semester. Students learn to apply in-depth word processing applications using Microsoft Word, as well as integrated applications from PowerPoint and Excel. Emphasis is placed on the creation and enhancement of business, educational, and personal documents, which reinforces communication and problem-solving skills.

\*College credit is available with South Suburban College.

### **MICROSOFT OFFICE TECHNOLOGY**

(college credit available)

**Course Length Y**

**Grade Level 10-12**

**Prerequisite: Business Writing & Technical Concepts**

Students learn the skills necessary to become a Microsoft Office Specialist. This course prepares students to effectively use information processing as a tool to develop professional type documents and publications. Students learn the components of the Microsoft Office Suite which include Word, Excel, Access, PowerPoint, and Publisher as well as the basics of web page development. The course also features activities in the use of Internet Explorer for research and points of reference. Students develop an understanding of the general operations of a network, and explore network terminology to learn how it is used as a means to interact with the world of business.

\*College credit is available with South Suburban College.

### **CODING, APP & WEB DEVELOPMENT**

**Course Length: Y**

**Grade Level: 11-12**

**Prerequisite: Computer Applications (Business Writing Technical Concepts or Microsoft Office Technology)**

Are you interested in creating websites and apps? Learn the latest industry used programming language such as JavaScript, HTML and CSS. Students are taken step-by-step down a carefully constructed learning path to reinforce and build on their skills to ensure they're constantly evolving and retaining an understanding of the content. Throughout the year, students will build a personal web page that highlights their programming skills and interests.

### **ADVANCED CODING, WEB & APP**

#### **DEVELOPMENT**

(college credit available)

**Course Length Y**

**Grade Level 11-12**

**Recommended Prerequisite: Coding, Web and App Development**

Build upon your coding skills with engaging and interactive tools. This course challenges students to not only build websites but also create iPhone, Android and web apps using current industry languages such as Ruby, Objective-C, HTML, CSS, PHP, Swift, SQL, Python, Java and more. Students are taken step-by-step down a carefully constructed learning path to reinforce and build on their skills to ensure they're constantly evolving and retaining an understanding of the content. The goal of this course is to guide students from having basic technology experience to being fully skilled, confident and job-ready for a career in the tech industry. Students will be able to create a portfolio that highlights their skills.



# Career Tech Education (CTE)

## **BUSINESS cont.**

### **AP COMPUTER SCIENCE PRINCIPLES**

(college credit available)

**Course Length: Y**

**Grade Level: 10-12**

**Prerequisite:** Successful completion of Algebra I with a 'C' or higher.

AP Computer Science Principles (CSP) curriculum is a full-year, rigorous course, that is equivalent to a first-semester introductory college computing class and introduces students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems. Students will develop computational thinking skills vital for success across all disciplines, and will write about the impacts these solutions could have on their community, society and the world. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.

## **ACCOUNTING I**

**Course Length Y**

**Grade Level 10-12**

**Prerequisite:** Business Writing & Technical Concepts

This course is the language of business and an integral aspect of all business activities. Mastery of fundamental accounting concepts, skills, and competencies is essential to making informed business decisions. Regardless of students' chosen course of study or career path, accounting prepares them to be educated business professionals and informed consumers. The prime objective of this course is to introduce students to the double-entry system of accounting for sole proprietorship, corporate, and partnership forms of business enterprises by using real-world applications and connections. Students develop personal and professional skills for school and work as well as an understanding of the relationship between the manual system of accounting and a computerized system.

## **COLLEGE STEP-UP PROGRAM**

(start college early)

**Course Length Y**

**Grade Level 12**

**Prerequisite:** A Test Placement Score may be required

Seniors have an opportunity to earn up to 12 college credits tuition free or at a reduced tuition cost. District 215 has partnered with South Suburban College to offer this unique opportunity for our senior students. Students' first course at SSC is tuition free. If students choose to take a second course in the same semester, they will only pay 1/3 of the tuition. SSC discounts the tuition by 1/3 and District 215 pays 1/3 of the tuition. Students earning an A or B in one of the courses can then enroll in the next semester for one course tuition free and a second course at the reduced tuition rate. A senior student at District 215 can graduate with potentially 12 college credits already completed.

\* Student must test into a 100-level course to qualify for the tuition waivers. Student fees and books are to be paid for by the student/parent.

## **WORK PROGRAM INTERRELATED COOPERATIVE EDUCATION (ICE CLASS and ICE JOB)**

**Course Length Y**

**Grade Level 12**

Interrelated Cooperative Education (ICE) is a two-credit program. One credit is earned through classroom preparation (ICE Class) while the other credit is gained for work or volunteer experience (ICE Job) which is designed to prepare students for the world of work. Many students enter senior year of high school not knowing which career field they would like to pursue after graduation. Experience is gained through employment, job shadows, volunteer service, and meaningful field trips that are related to animated classroom discussions, projects, and presentations. The overall objective of this program is to provide an opportunity for students to acquire marketable skills and knowledge for their future career path. Extensive instruction is given to create cover letters, resumes, references, and electronic portfolios. This course allows students to receive the necessary tools to generate and practice successful interviewing strategies during our Mock Interviews. Students use a variety of technology and software to help them find the right career, consider future education and training opportunities, and manage personal finances. Emphasis is also placed on personal development while each student will be given the opportunity to develop the necessary skills to build important professional qualities such as: image building, team building, interpersonal skills, critical thinking and decision-making skills, and a strong work ethic.

# Career Tech Education (CTE)

## BUSINESS cont.

### **PROFESSIONAL DEVELOPMENT FOR THE 21ST CENTURY**

**Course Length S**

**Grade Level 11-12**

This course is a unique program designed to assist students in self-reflection and self-assessment. Students are given an Opportunity to make confident decisions about future careers, to strengthen professional skills, and to develop career-building strategies. Extensive instruction is given on employment documents including resumes, cover letters, references, and electronic portfolios. Interviewing skills are taught and practiced through mock interview events. Students use a variety of technology and software to help them find the right career, explore different career options, or plan future education and training. Emphasis is also placed on personally developing the necessary skills to build important professional qualities such as image building, team building, interpersonal skills, critical thinking, and decision-making skills as well as a strong work ethic.

## CHILD CARE

### **INTRODUCTION TO CHILD CARE**

**(T.F. South only)**

**Course Length Y**

**Grade Level 11**

Introduction to Child Care is the foundation for all the childcare courses. Child Development studies ways in which children grow and develop from birth to age 6. Emphasis is placed on the needs of the child as well as appropriate childcare skills needed for each stage of development. This course is designed for students who are interested in a career in the fields of early childhood education, elementary ed., and pediatric care, as well as those interested in the area of child care.

### **CHILD CARE PRACTICUM**

**(T.F. South only)**

**Course Length Y**

**Grade Level 12 Double Period**

**Prerequisite: Introduction to Child Care**

Child Care Practicum I is a double-period course which provides students with an in-depth pre-school experience based on the activities and behavior of children enrolled in the program. Students plan, supervise, and implement lessons with children. Students interested in careers such as: child care aide, child care director, child psychologist, pediatrician, social worker, and early childhood education should enroll in this class.

## COLLISION REPAIR

### **INTRODUCTION TO COLLISION REPAIR**

**Course Length S**

**Grade Level 11 Double Period**

**Required: Safety glasses, coveralls**

Introduction to Collision Repair is designed to introduce students to the basic information needed when beginning a career in the Collision and Repair Industry. Students learn and follow the proper safety procedures throughout the shop area. Emphasis is placed on the safe use of tools and equipment. Students learn about hazardous materials and the foundation skills necessary to repair non-structural damage. Students also learn the foundation techniques required to paint and refinish automobiles.

### **COLLISION REPAIR I**

**Course Length S**

**Grade Level 11 Double Period**

**Prerequisite: Introduction to Collision Repair**

**Required: Safety glasses, coveralls**

Collision Repair Technology I is designed for students to learn how to safely replace, adjust, fit and align sheet metal and similar components. Through hands-on projects, students are trained on the proper method of sheet metal replacement, aligning and fitting of these parts according to industry standards. According to industry standards, students are trained in the use of proper structural welding, systematic procedures in MIG welding and plasma cutting as well as refinishing techniques and repair for non-structural and structural damaged vehicles.

### **COLLISION REPAIR II**

**Course Length Y**

**Grade Level 12 Double Period**

**Prerequisite: Collision Repair I**

**Required: Safety glasses, coveralls**

Collision Repair II is designed for students to gain practical experience in repairing dents and damage to the body of vehicles using various methods. Students learn how to repair vehicles' exterior panels using aluminum replacement parts. Students also learn about interval safety components including air bags. The application of higher-level critical thinking skills is required to troubleshoot repairs on various types of plastics and composites according to industry standards. Students apply their Collision Repair I training to execute the removal and installation of stationary and moveable glass as well as advanced MIG welding and refinishing.

# Career Tech Education (CTE)

## CULINARY ARTS

### **INTRODUCTION TO CULINARY ARTS**

**Course Length S or Y**

**Grade Level 10-11**

This course is designed to deliver industry standards-based instruction through the use of Pro Start Curriculum from the Illinois Restaurant Association. Students develop competencies leading to entry-level hospitality and industry employment. Instructional unit topics include food safety, sanitation, professional knife skills, basic nutrition, station set-up, and food service equipment operation. Students begin food preparation including fruits, vegetables, dairy products, egg cookery, potato cookery, and grains and pasta. Throughout the course, industry ethics, transitional skills and workplace skills are emphasized through integration and participation in Pro Start seminars and other industry events.

### **CULINARY ARTS I**

**Course Length S or Y**

**Grade Level 11-12**

**Prerequisite: Introduction to Culinary Arts**

This single or double-period course is designed to continue industry standards-based instruction through the use of the Pro Start Curriculum from the Illinois Restaurant Association that leads to the development of intermediate level student competencies and subsequent industry employment. Students review and continue work toward mastery of knife skills, safety and sanitation, nutrition and menu-planning. Food preparation includes soups, stocks, sauces, salads/salad dressings, sandwiches, hors d'oeuvres, canapés, baking and pastries. Use of commercial equipment, terminology, procedures, and training including cooking technique, flavors and seasoning, and plate preparation are emphasized. Students spend significant time in this course, observing and participating in minimal food preparations in the high school cafeteria. Throughout the course, industry ethics, transitional skills and workplace skills are emphasized through integration and participation in Pro Start seminars and other industry events. Students begin to create professional culinary portfolios in this course.

### **CULINARY ARTS II**

**Course Length Y**

**Grade Level 12 Double Period**

**Prerequisite: Culinary Arts I**

This double-period course is designed to continue industry standards-based instruction through the use of the Pro Start Curriculum from the Illinois Restaurant Association that leads to the development of more advanced-level student competencies and subsequent industry employment. Students continue to develop industry competencies, mastering those from previous courses. Entrée preparation which includes advanced baking and pastry, advanced poultry, meat, and seafood preparation are the instructional emphases of the course. Students also continue to develop previously introduced skills in restaurant dining and table service and purchasing and inventory. Students also participate in basic Culinary Management Skills, Front and Back of the House training, and daily operation of a café/ restaurant. Throughout the course, industry ethics, transitional skills and workplace skills are emphasized through integration and participation in Pro Start seminars and other industry events. Students may also have the opportunity to compete in regional culinary competitions. Students continue to build on their professional portfolios started in Culinary Arts I as well as research culinary careers and scholarship opportunities.

# Career Tech Education (CTE)

## ENGINEERING

### INTRODUCTION TO ENGINEERING

(T.F. South only)

**Course Length Y**

**Grade Level 9-11**

The Introduction to Engineering course is designed for students interested in pursuing a career in engineering, architecture, drafting and other related fields. This course focuses on the concepts, principles and systems of computer aided design and drafting. Each unit of instruction provides content and techniques of computer aided design as well as projects and drawings that teach the various aspects of engineering and architectural drawing. Students will learn to visualize and graphically describe 2D and 3D solutions to typical drafting problems using Draftsight and Sketchup software as a drafting and design tool. Upon completion of drawings, a working prototype of each project will be constructed and tested.

### ENGINEERING TECH I

(T.F. South only)

**Course Length Y**

**Grade Level 10-12**

*Prerequisite: Introduction to Engineering*

Engineering I students learn the skills employers need by using Design with SolidWorks. This course introduces students to the engineering design process utilizing 3D Computer Aided Design (CAD) software applications. Emphasis on 3D Skills and relevant applications in engineering principles, technology, mathematics and science is explored through a series of lessons, competency-based exercises and team projects. Learning 3D design skills is an interactive process applied with the Engineering Design Process, a series of interactive steps to solve a problem. The Engineering Design Process is utilized to develop products across a variety of industries: Consumer, Process, Power, Civil, Agriculture, Electronics, Communications, Furniture and Fixtures, Machinery, Construction, Sheet Metal, Aerospace, Automotive and Transportation.

### ENGINEERING TECH II

(T.F. South only)

**Course Length Y**

**Grade Level 11-12**

*Prerequisite: Engineering Tech I*

In this course, students use SolidWorks and Simulation Xpress software to design and test, with nondestructive methods, advanced machine parts and assemblies. Students will continue to expand their knowledge and skill by using Simulation Xpress to optimize a solution, acquire advanced industry skill sets in 3-D CAD, and develop relevant examples of an advanced engineering exam.

\*College credit is available with South Suburban College.

# Career Tech Education (CTE)

## TELEVISION PRODUCTION

### **INTRODUCTION TO TELEVISION TECH**

(T.F. North only)

**Course Length Y**

**Grade Level 9-10**

This course exposes students to the fundamentals of Video and Film Production. Students learn and apply proper television and film production techniques for handling and operating television cameras, microphones, and lighting equipment, as well as all of the equipment related to producing television and film in our advanced editing/studio facility. Students use Apple computers and are introduced to iMovie, Aperture, and Photoshop to complete digital projects. Skills learned include: lighting, storyboarding and script writing, digital editing, sound recording, music production, special effects, and video mixing. Movie and television history, equipment mechanics and critical viewing are also explored.

### **TELEVISION PRODUCTION I**

(T.F. North only)

**Course Length Y**

**Grade Level 10-11**

*Prerequisite: introduction to Television Tech*

In Television Production I, students learn the industry standard techniques of camera operation, audio production and lighting for TV and film, as well as computer-based editing on the industry's leading software, FinalCutPro. Students work on short news stories, commercials, and documentaries to be aired on the school video network. This advanced course challenges students with more detailed and more complex video production projects. In addition to learning advanced, professional software applications, students experiment with cinematic lighting, sound design, competitive production, editing, and animation. Movie and television career opportunities and critical viewing are also explored.

### **TELEVISION PRODUCTION II**

(T.F. North only)

**Course Length Y**

**Grade Level 11-12**

*Prerequisite: Television Production I*

Students in this course become the main production team for Meteor News, our full-time internet television channel. Writing, designing, staging, engineering, filming, performing and directing are all skills to develop in this year-long class. In addition, students learn proper use of audio and video equipment, advanced computer software, media marketing and teamwork skills. Students will write, produce, and edit stories that will be used for broadcast purposes as well as a digital portfolio. The course operates like a television newsroom where each member plays a vital role in producing a bi-weekly news and feature story program. Students receive hands-on production experience in the TV studio as well as experience around TFN and the community. Hard work is expected and creativity is encouraged.



# English

## **ENGLISH 9**

**Course Length Y**

**Grade Level 9**

This survey of literature course encompasses the study of grammar, the essay-writing process, vocabulary development and critical thinking. The literary genres including poetry, short stories, non-fiction, the novel, persuasive speaking and writing as well as drama are all part of the course of study. Research and public speaking skills are integrated throughout the course. Summer reading may be required.

## **HONORS ENGLISH 9**

**Course Length Y**

**Grade Level 9**

Honors English 9 is focused on the analysis of the various genres of literature including the short story, poetry, nonfiction, drama, the novel and persuasive rhetoric. Grammar, vocabulary development, and the writing process are integrated as students are guided to think critically about literature and the connection it has with history. The expectations of this course correlate with that of a future Advanced Placement student as it is designed to move students successfully into this direction. Summer reading is required in this course.

## **SUCCESS SEMINAR**

**Course Length Y**

**Grade Level 9**

This course meets students' needs for academic success by putting into practice the necessary routines of an independent, resourceful learner. Students will gain an understanding of morphology/word study, executive function skills, career and academic guidance, targeted literacy skills, basic technological skills and character reflection. This course will be offered to students at two levels: Functional and Emerging. Placement will be based on individual needs of the student in regards to his/her executive function and literacy skill level. Students will be placed in this course based on teacher recommendation, parent request and/or test scores. This course is designed to be yearlong; however, exceptions may be made based on student performance.

## **ENGLISH 10**

**Course Length Y**

**Grade Level 10**

American Literature is studied throughout the year in English 10. Drama, the short story, the novel, poetry and non-fiction are taught as an integrated approach to critical thinking, analytical writing, vocabulary development, public speaking, grammar, and research. The natural connection between American Literature and American History are capitalized on throughout the year. Summer reading may be required.

## **HONORS ENGLISH 10**

**Course Length Y**

**Grade Level 10**

*Recommended Prerequisite: Successful completion of Honors English 9 or grade of a 'B' or higher in English 9.*

Honors English 10 is the study of American literature and the inherent connections to history. Students study American Literature, develop expository, persuasive, and analytical writing skills, and extend vocabulary development, which parallels with the U.S. History course providing a rich understanding of the social and political situations that emerge through the literature. The emphasis on analytical writing and research provide the foundation for the Advancement Placement expectations. Students also develop public speaking and debate skills with opportunities within several units of study. Summer reading is required.

## **ENGLISH 11**

**Course Length Y**

**Grade Level 11**

This course encompasses the writing process, reading for a purpose beyond literal comprehension public speaking skills, and College Readiness test preparation. This writing-intensive course focuses on the full writing process and utilizes MLA format for research papers. In addition, this course examines verbal and nonverbal communication techniques in public, group, and interpersonal speaking situations. Students in this course utilize a reading component to enhance their writing and speaking skills. Summer reading may be required.

# English

## HONORS ENGLISH 11

**Course Length Y**

**Grade Level 11**

*Recommended Prerequisite: Successful completion of Honors English 10 or a grade of 'B' or higher in English 10.*

Honors English 11 is an opportunity for students to strengthen their reading and academic writing skills in preparation for a senior year Advanced Placement course. Students enrolling in Honors English 11 are expected to have a firm understanding of the basic five paragraph essay and be prepared to move into writing for a post-secondary audience. Fiction and non-fiction works are read and analyzed in an effort to move students' critical thinking to a post-secondary level. Discussion, research, the writing process, and in-depth reading are all focused on throughout the year. Summer reading is required

## ENGLISH LANGUAGE LEARNER I

**Course Length: Y**

**Grade Level: 9-12**

This course is aligned to English Language Development Standards and is designed to meet the needs of students with limited English proficiency. Placement in this course is determined based on student performance on the WIDA Screener and/ or ACCESS. The emphasis will be placed on developing listening, understanding, speaking, reading and writing skills to enable students to function in their content area classes as well as in the English speaking environment. Credit earned in this course applies to the District 215 English graduation requirement. This level course is intended for newcomers and/or students at or below the developing WIDA proficiency level.

## ENGLISH LANGUAGE LEARNER II

**Course Length: Y**

**Grade Level: 9-12**

This course is aligned to English Language Development Standards and is designed to meet the needs of students with limited English proficiency. Placement in this course is determined based on student performance on the WIDA Screener and/ or ACCESS, as well as teacher recommendation. This course will stress the skills of listening, understanding and speaking English taught in ELL I. Greater emphasis will be placed on reading and writing skills to enable students to function in their content areas classes as well as in the English speaking environment. Credit earned in this course applies to the District 215 English graduation requirement.

## ENGLISH 12

**Course Length Y**

**Grade Level 12**

English 12 is a senior level survey of English course that focuses on building students' academic writing skills in addition to higher level critical thinking skills. Students delve into many current issues through the literature read. Genres including drama, the novel, poetry, and non-fiction are used within the course. Vocabulary and grammar are addressed at various points in the curriculum. In this course, students also focus on critical literary theory. Summer reading may be required.

## AP LANGUAGE AND COMPOSITION (college credit available)

**Course Length Y**

**Grade Level 11-12**

*Recommended Prerequisite: Successful completion of AP Literature, successful completion of Honors English 10 with a grade of 'B' or higher or successful completion of Honors English 11 with a grade of 'B' or higher.*

Advanced Placement Language and Composition focuses on all aspects of the Rhetorical Theory or the Art of Argument. Various genres of literature and non-fiction are read as students learn to apply the concepts associated with the Rhetorical Theory. Discussion, the writing process, research and evaluating resources are emphasized to strengthen critical thinking and the skills involved in constructing an argument as well as a counterargument. Summer reading is required. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.

## AP LITERATURE (college credit available)

**Course Length Y**

**Grade Level 11-12**

*Recommended Prerequisite: Successful completion of AP Language and Composition, successful completion of Honors English 10 with a grade of 'B' or higher or successful completion of Honors English 11 with a grade of a 'B' or higher.*

Advanced Placement Literature and Composition is an intense study of literature, the history and politics connected to the literature, and the subtle detail that impacts the themes, characters, and tone. Students enrolling in AP Literature and Composition are expected to maintain post-secondary writing expectations and researching skills. The opportunity to analyze and discuss the literature in great depth as it relates to society and the politics of the era is an integral part of the course. Summer reading is required. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.



# English (Electives)

These elective courses do not meet the English graduation requirement for District 215.

## **ACADEMIC LEADERSHIP**

**Course Length Y**

**Grade Level 12**

This course is intended for students who have demonstrated academic excellence and have a desire to become a peer tutor. The hands-on activities of this course are designed for students to develop leadership skills and promote positive interactions with peers. Students will be actively engaged in tutoring students, modeling essential study skills and strategies, and reinforcing skills that lead to academic success. Additionally, academic Leaders will assist students with classroom.

## **MEDIA ANALYSIS**

**Course Length S**

**Grade Level 12**

This elective course is designed for students interested in analyzing how films and television have challenged cultural and aesthetic values. The primary focus of the course is the study of film and television from an analytical standpoint. Students will be required to evaluate the importance of film/TV on the American cultural psyche through critical thinking responses (essays, critiques, journals).

## **ADVANCED JOURNALISM – NEWSPAPER**

**Course Length S or Y**

**Grade Level 11-12**

This is a two-semester newspaper production course for juniors and seniors. Students may take one or two semesters. In this elective course, students research, write, edit, interview, listen, communicate and utilize technology to produce the school newspaper.

## **ADVANCED JOURNALISM – YEARBOOK**

**Course Length S or Y**

**Grade Level 11-12**

This is a two-semester elective class that produces the school yearbook. A review of yearbook elements is included as students learn to prepare yearbook pages. Instruction on computers use for page production is an essential element in the class. Students utilize many skills: oral communication, listening, writing, photography research, organization, and collaborative group work.

## **AFRICAN-AMERICAN LITERATURE**

**Course Length S**

**Grade Level 10-12**

This elective course is designed to expose students to a broad range of African-American writers and literary works. Students will study the African-American experience through an examination of historical and social contexts, themes and literary characteristics within various groups.

## **CREATIVE WRITING**

**Course Length S**

**Grade Level 11-12**

This elective course is designed to teach students skills in writing original short stories, one-act plays, and poetry. Writing skills and techniques of American and European authors, playwrights, and poets are studied. Summer reading may be required.

## **CONTEMPORARY ISSUES THROUGH LITERATURE**

**Course Length S**

**Grade Level 11-12**

This elective course examines controversial themes in society through the reading of fiction and non-fiction selections. Students are required to write compositions, conduct research projects and present oral reports based on the readings covered in class.

## **SPEECH**

**Course Length S**

**Grade Level 10-12**

This elective course prepares students for the demands of public speaking in a variety of situations. The course guides students through the process of preparing for a formal presentation individually and within a group as well as informal or impromptu public speaking. The Rhetorical Theory or Art of Persuasion is a core concept that students use throughout the course. Research, organizational formats, and public speaking skills are all addressed as the semester progresses.

# English (Electives)

## **THEATRE ARTS I**

**(T.F. South only)**

**Course Length S or Y**

**Grade Level 9-11**

This elective course is designed for students to examine various basic elements of dramatic arts through acting and directing of pantomimes, improvisations, group scenes, and play scripts. Emphasis is given to basic stage techniques and the role of the character in relation to the play as a whole. Student performances are an integral part of this course. The class setting demands a certain degree of independence and maturity on the part of the student.

## **THEATRE ARTS II**

**(T.F. South only)**

**Course Length S or Y**

**Grade Level 10-12**

***Prerequisite: Theatre Arts I***

This elective course provides students with an examination of the advanced elements of dramatic arts which include character and play emphasis with vocal and movement training. Students are expected to perform scenes from different types of plays and produce one complete production each semester especially designed for audiences outside of the class. Writing and research components are required elements of this course.

## **THEATRE PRODUCTION**

**(T.F. South only)**

**Course Length S or Y**

**Grade Level 10-12**

***Prerequisite: Theatre Arts I or Instructor's approval***

This elective course provides students the opportunity to examine the production elements of the theatre arts through play analysis, design, construction, and dramaturgy. Students are expected to design and create various production elements such as sets, costumes, and props. Actual TF South Drama productions are used, as well as exercises from future productions. Writing and research components are required including daily journaling, play analysis, project evaluations, and research projects.

# World Language (French)

## FRENCH I

**Course Length Y**

**Grade Level 9-11**

This is an interactive course that introduces students to the basics of the French language and culture. Students will have the opportunity to learn the French language through a variety of activities and strategies that build listening, speaking, reading, and writing skills. They will also participate in traditions and events indicative of French culture.

## FRENCH II

**Course Length Y**

**Grade Level 10-12**

*Prerequisite: French I*

Students continue to develop speaking, listening, reading and writing skills necessary to form a firm foundation in the language, history and culture of French speaking countries. Practical aspects of communicating are reinforced and practiced with regularity through projects, research, performance and assessments.

## FRENCH III

**Course Length Y**

**Grade Level 11-12**

*Prerequisite: French II*

Students continue to develop all four basic language skills with an emphasis on conversational and reading skills. They begin to read magazine articles, cartoons, and simplified versions of famous stories. Oral presentations may include skits, guided conversations, and special theme-related activities and events. Students begin to study the French cultural influences of art, history, and literature.

## HONORS FRENCH IV

**Course Length Y**

**Grade Level 12**

*Prerequisite: French III*

This is an interactive immersive language course that builds skills in listening, speaking, reading, and writing in the French language. Students will explore French culture, literature, and language while expressing themselves in the target language through project-based learning.

# World Language (Spanish)

## SPANISH I

**Course Length Y**

**Grade Level 9-11**

This beginning course incorporates speaking, listening, reading and writing at an introductory level. Cultural and historical elements are integrated throughout the year-long course. Students engage in projects, events, and other activities that enhance their knowledge of the language and culture in Spanish speaking locations.

## SPANISH II

**Course Length Y**

**Grade Level 9-12**

*Prerequisite: Successful completion of Spanish I*

This course builds on the speaking, listening, reading and writing skills necessary to form a firm foundation in the language, history and culture of Spanish speaking countries. Students who have had Spanish I in junior high may enroll in Level II after passing our district's proficiency exam. Practical aspects of communicating are reinforced and practiced with regularity through projects, research, performance, and assessments.

## SPANISH III

**Course Length Y**

**Grade Level 10-12**

*Prerequisite: Successful completion of Spanish II*

Spanish III continues to develop the four language skills, using activities such as guided compositions, reading contemporary articles, listening to audio/video tapes, and conversing in the language. Students become familiarized with art, literature, and the history of the Hispanic culture.

## HONORS SPANISH IV

**Course Length Y**

**Grade Level 11-12**

*Prerequisite: Successful completion of Spanish III*

Listening and writing skills are polished, along with an emphasis on speaking and reading. Students increase their vocabulary and grammatical knowledge by reading, discussing, and writing about contemporary topics and Hispanic literature. This course prepares students for the rigor of AP Spanish.

## AP SPANISH LANGUAGE

*(college credit available)*

**Course Length Y**

**Grade Level 11-12**

*Prerequisite: Successful completion of Spanish III with teacher recommendation or successful completion of Honors Spanish IV*

This rigorously paced course follows the recommended Advanced Placement Spanish outline. Students continue to expand their knowledge through short stories, advanced grammar practice, intense vocabulary, essay writing, and listening to native speakers. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.

## AP SPANISH LITERATURE AND CULTURE

*(college credit available)*

**Course Length: Y**

**Grade Level: 12**

*Recommended Prerequisite: Successful completion of AP Spanish Language or Honors Spanish IV or successful completion of Heritage Speakers II/Spanish III with teacher recommendation.*

AP Spanish Literature and Culture uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin America, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. This course also includes a strong focus on cultural connections and comparisons, including exploration of various media. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.

# World Language (Spanish)

## SPANISH LANGUAGE AND CULTURE FOR HERITAGE SPEAKERS I

**Course Length Y**

**Grade Level 9-12**

*Prerequisite: Placement based on screening process*

The purpose of this course is to offer students the opportunity to study formal Spanish and achieve Spanish proficiency free of English interference. Students are provided a review of fundamental grammar and culture for better understanding of their first language. This course grants students the opportunity to explore and understand the culture of various Spanish speaking countries as well as their own. Students placed in this course are required to demonstrate a level of Spanish proficiency.

## SPANISH LANGUAGE AND CULTURE FOR HERITAGE SPEAKERS II

**Course Length Y**

**Grade Level 10-12**

*Prerequisite: Successful completion of Heritage Speakers I course*

This course expands students' proficiency and moves learners beyond basic language development to the advanced range across the three modes of communication. The purpose of this course is to continue providing opportunities for students to expand their critical thinking skills and deepen their understanding of the target cultures and use the language in real life settings. This course is offered for students who have completed the Heritage Speakers I course.

# Mathematics

## **ALGEBRA I**

**Course Length Y**

**Grade Level 9**

Algebra I is the foundation upon which future math courses are built. A strong emphasis is placed on expressions, equations, inequalities, graphing, and exponents. Students explore relationships and represent data in tables, graphs, and as mathematical expressions. A graphing calculator is utilized in this course.

## **ALGEBRA EXTENDED TIME**

**Course Length Y**

**Grade Level 9**

This extended-time course is the foundation upon which future math courses are built. A strong emphasis is placed on expressions, equations, inequalities, graphing, and exponents. Students explore relationships and represent data in tables, graphs, and as mathematical expressions. Upon successful completion, students will earn 0.75 credit per semester (0.5 math credit; 0.25 elective credit). A graphing calculator is utilized in this course.

## **HONORS ALGEBRA I**

**Course Length Y**

**Grade Level 9**

This advanced level course is the foundation for high school mathematics courses, and it is the bridge from the concrete to the abstract study of mathematics. Topics include simplifying expressions, evaluating and solving equations and inequalities, proportions, and graphing linear functions and relations. Real-world applications are presented within the course content. In addition, problem solving, data analysis, communication of mathematics, both in written and oral form, and the appropriate use of technology are themes that will permeate the entire course. A graphing calculator is utilized in this course.

## **GEOMETRY**

**Course Length Y**

**Grade Level 10**

This course is designed to develop logical reasoning via proofs, right triangle classification and constructions with a visual approach to two and three-dimensional models. Real-life applications and previously learned Algebra concepts are infused throughout the course in such topics as distance formula, Pythagorean Theorem, right triangle trigonometry and polygon classification. A graphing calculator and other forms of technology are utilized in this course.

## **GEOMETRY EXTENDED TIME**

**Course Length Y**

**Grade Level 10**

This extended-time course is designed to develop logical reasoning via proofs, right triangle classification and constructions with a visual approach to two and three-dimensional models. Real-life applications and previously learned Algebra concepts are infused throughout the course in such topics as distance formula, Pythagorean Theorem, right triangle trigonometry and polygon classification. Upon successful completion, students will earn 0.75 credit per semester (0.5 math credit; 0.25 elective credit). A graphing calculator and other forms of technology are utilized in this course.

## **HONORS GEOMETRY**

**Course Length Y**

**Grade Level 9-10**

***Recommended Prerequisite: Successful completion of Honors Algebra I or Algebra I with teacher recommendation.***

This rigorously paced course offers a means of describing, analyzing, and understanding the world and seeing beauty in its structures. Through the use of technology, hands-on activities and other investigations, students learn about geometric shapes and figures and how to analyze their characteristics and relationships. Students develop reasoning skills and mathematical arguments about geometric relationships through various forms of proof. A graphing calculator is utilized in this course.

# Mathematics

## **INTRODUCTION TO ALGEBRA II**

**Course Length Y**

**Grade Level 10-12**

This algebra course includes the solutions of equations, inequalities and systems. In this course, an emphasis is placed on providing students with continued experiences in manipulating quadratic functions, polynomial functions and properties of exponents. Real-world applications are presented within the course content. Students use multiple classroom resources and computer-based programs to aid their learning.

## **ALGEBRA II**

**Course Length Y**

**Grade Level 10-12**

*Recommended Prerequisite: Successful completion of Geometry or Introduction to Algebra II*

This course emphasizes the application of algebraic expressions and forms, especially linear and quadratic forms, powers and roots, and functions based on these concepts. Students study logarithmic, trigonometric, polynomial and other special functions both for their abstract properties and as tools for modeling real-world situations. A graphing calculator is utilized in this course.

## **HONORS ALGEBRA II**

**Course Length Y**

**Grade Level 10-11**

*Recommended Prerequisite: Successful completion of Honors Geometry*

This rigorously paced advanced course strives to increase students' abilities in both algebraic skills and problem-solving applications. Through multiple representations, students study linear, quadratic, polynomial, rational, and radical functions both in the real and complex plane and how these functions solve real-world applications. Technology, including the graphing calculator, computer software, and Internet access, is used in a natural way for both calculations and investigation of many "what-if" situations. Student use both real-life applications and abstract studies to anchor the importance of algebraic functions to their world. A graphing calculator is utilized in this course.

## **PRE-CALCULUS**

**Course Length Y**

**Grade Level 11-12**

*Recommended Prerequisite: Successful completion of Algebra II*

In this course, students extend their studies in number systems, polynomials, rational expressions, equations, inequalities, functions, relations, trigonometry and analytic geometry. Through the frequent use of technology, students' understanding, problem-solving skills, and appreciation of mathematics are enhanced. The course encourages graphical, numerical, and algebraic modeling of functions as well as problem solving, conceptual understanding and facility with technology. This course provides a solid foundation for students pursuing future education and careers in the fields of mathematics, engineering, medicine, architecture, science, and computers. A graphing calculator is utilized in this course.

## **HONORS PRE-CALCULUS**

**Course Length Y**

**Grade Level 11-12**

*Recommended Prerequisite: Successful completion of Honors Algebra II*

Honors Pre-Calculus is a rigorously paced course that explores topics in algebra, trigonometry, and analytic geometry. The following functions: polynomial, power, rational, exponential, logistic, logarithmic and trigonometric are studied in great depth. This course is intended to prepare students for calculus, science, and advanced mathematics courses. Through the frequent use of graphing calculators and computers, students' conceptual understanding and problem-solving skills are enhanced. This course incorporates technology, problem-solving strategies, real-life applications, and concept reinforcement to help students develop skills necessary for calculus.

## **AP CALCULUS** (college credit available)

**Course Length Y**

**Grade Level 12**

*Recommended Prerequisite: Successful completion of Honors Pre-Calculus or teacher recommendation.*

This rigorously paced course follows the recommended Advanced Placement Calculus AB outline. It covers the study of the rate of change in the differential and integral calculus. Applications are emphasized. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school. A graphing calculator is utilized in this course.



# Mathematics

## **STATISTICS**

**Course Length Y**

**Grade Level 12**

*Recommended Prerequisite: Successful completion of Algebra II*

Statistics is the scientific discipline that provides methods to make sense out of data. Various methods are used to organize, summarize, and draw conclusions from data. The first part of this course involves those methods and also involves the study of uncertainty and chance, counting principles, and basic rules of probability theory. The second part of this course is mathematical modeling. Modeling takes real work situations and views them from a mathematical perspective using various functions and graphs, analyzing and predicting. This course provides a solid foundation for students pursuing future education and careers in the diverse fields of business, medicine, architecture, agriculture, social science, natural science and applied sciences. A graphing calculator is utilized in this course.

## **COLLEGE PREPARATORY MATH**

**Course Length Y**

**Grade Level 12**

This course is designed to prepare and transition students directly into college and career pathways requiring general education college level math competencies in quantitative literacy and statistics. Students will build upon the following concepts: numeracy (operation sense, estimation, measurement, quantitative reasoning, statistics and mathematical summaries), application based algebraic topics, functions and modeling. Course content will be delivered to students through authentic application, problem-based instruction designed to build mathematical conceptual understanding and critical thinking skills. Students completing this course with a grade of 'C' or higher (both semesters) will receive guaranteed placement at South Suburban College in a college-level mathematics course (MATH 115 or MATH 126) within 18 months of graduation, without needing to take a placement exam.

## **AP STATISTICS**

*(college credit available)*

**Course Length: Y**

**Grade Level: 11-12**

*Recommended Prerequisite: Successful completion of Honors Algebra I and Honors Algebra II or successful completion of Algebra I and Algebra II with teacher recommendation.*

AP Statistics is equivalent to a one-semester introductory, non-calculus based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Additionally, students will be exposed to four major themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.

# Music

## **CHORALE**

**Course Length Y**

**Grade Level 9-12**

Chorale is open to students of all musical experience and ability. Students learn to read music through performance of both traditional and contemporary choral literature and a mixture of popular, inspirational, and jazz repertoire. The fundamentals of music reading, ear training, and vocal technique are introduced. The Chorale performs at school concerts, community activities, sporting events, and music festivals.

## **ADVANCED CHOIR**

**Course Length Y**

**Grade Level 9-12**

*Prerequisite: Chorale or Audition*

Advanced Choir is designed for the intermediate vocal students. Students continue their study of reading music through performance of both traditional and contemporary choral literature and mixture of popular, inspirational, and jazz repertoire. The fundamentals of music reading, ear training, and vocal technique are reinforced. The Chorale performs at school concerts, community activities, sporting events, and music festivals.

## **CADET BAND**

**Course Length Y**

**Grade Level 9-10**

Cadet Band develops students with little or no experience and prepares them for advancement into a higher instrumental ensemble. Beginning band instrumentalists are accepted into all appropriate ensembles after successful completion of this level. Members are given group instruction in fundamentals of music and the techniques of playing a band instrument. Students also experience a unit in the fundamentals of Marching Band that prepares them for inclusion into the performing Marching Band. After school rehearsals and performances are required components of this course. The following instruments are not taught in the class: piano, organ, and guitar.

## **CONCERT CHOIR**

**Course Length Y**

**Grade Level 9-12**

*Prerequisite: Chorale, Advanced Choir or Audition*

Concert Choir is the most advanced vocal group. Students continue their studies of music reading and performance from Advanced Choir; however, further depth of music theory and vocal performance practices are explored. The Concert Choir performs at school concerts, community activities, sporting events, and vocal contests. Concert Choir focuses on advanced traditional choral literature as well as contemporary and popular music.

## **MUSIC THEORY - PIANO**

**Course Length Y**

**Grade Level 9-12**

This course is designed for beginning students wishing to learn the basic fundamentals of piano playing through a hands-on approach. No previous piano experience is required. Basic note reading, fingering, music theory, and piano literature are taught. Students develop proper planning techniques and reading skills for personal enjoyment. This course also assists students in their preparation for college study in music. This is a laboratory course, taught through the use of an electronic keyboard lab.

## **AP MUSIC THEORY** (college credit available)

**Course Length: Y**

**Grade Level: 10-12**

*Prerequisite: Students should be able to read and write musical notation, and it is strongly recommended that the student has acquired at least basic performance skills in voice or on an instrument.*

AP Music Theory corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as: musicianship, theory, musical materials and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part to the curriculum through the practice of sight singing. Notational skills, speed, and fluency with basic materials are also emphasized. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.

# Music

## CADET PERCUSSION

**Course Length Y**

**Grade Level 9-12**

Cadet Percussion is a mix of both beginning and advanced students. Through a team effort, students become literate in music through performance using traditional percussion instruments. Students perform as the “drumline” for the Marching Band for the football season and then as the percussion ensemble as well as percussion sections for the Symphonic Band and Concert Band for the remainder of the school year. Students are required to participate in the Band Camps, Marching Band, concerts, festivals, parades, weekly after school rehearsals, and several competitions throughout the school year. This band participates at concert festivals, IHSA contests, and various community events. The following instruments are not taught in the class: piano, organ, and guitar.

## MARCHING/COLORGUARD

**Course Length Y**

**Grade Level 9-12**

*Prerequisite: Audition and band director approval*

Marching/Colorguard is the visual performing ensemble of the music department. Through a team effort, students create and perform to music through visual movement and equipment. Students study and develop skills while creating visual routines to music with body and auxiliary equipment such as flags, sabers, rifles, and props. Students are required to participate in the Marching Band, concerts, festivals, parades, weekly after school rehearsals, and several competitions throughout the school year. Students serve as the auxiliary unit for the Marching Band during the first semester and work as solo performing visual ensemble during the second semester.

## GUITAR

*(T.F. South only)*

**Course Length Y**

**Grade Level 9-12**

This is a beginning level or introductory level course for students with little or no experience in music. Students learn and explore the basics of music reading, chord structure, and melodic structure. A 6-string acoustic guitar is required for this course and can be either a classical or folk guitar. Electric guitars are not allowed. Through the study of basic music theory, students become skilled to perform a pop or folk song on their guitar playing either chords or melody.

## CONCERT BAND

**Course Length Y**

**Grade Level 9-12**

*Prerequisite: Audition or band director recommendation*

Concert Band is open to students who wish to perform music on woodwind, brass, and percussion instruments. This intermediate level ensemble is geared to developing the fundamentals of instrumental performance. Students are required to participate in Band Camp, Marching Band, concerts, festivals, parades, weekly after school rehearsals, and several competitions throughout the school year. The following instruments are not taught in the class: piano, organ, and guitar.

## SYMPHONIC BAND

**Course Length Y**

**Grade Level 9-12**

*Prerequisite: Audition or band director recommendation*

This class is concerned with the most advanced instrumental ensemble. Ability and especially professionalism are the main requirements for membership. Professionalism by our definition includes dedication and a willingness to work independently as well as with peers. This group performs all styles of music both in the classical and popular idioms. Placement in this organization is based solely on playing ability. Symphonic Band members are strongly encouraged to study privately. This course continues to focus on much of the same materials as Concert Band, but it is more comprehensive and goes into more depth of material. Students are required to participate in the Band Camp, Marching Band, concerts, festivals, parades, weekly after school rehearsals, and several competitions throughout the school year. The following instruments are not taught in the class: piano, organ, and guitar.

# Physical Education

## FOUNDATIONS OF PHYSICAL EDUCATION

**Course Length S**

**Grade Level 9**

During the freshman year, the physical education core program is designed to provide students with knowledge and fundamental skills in a sequence of wellness and physical fitness activities. This is a required course for all grade 9 students. The core program in a physical education may include units in volleyball, softball, track and field, the AAHPERD Physical Best Fitness Program or the President's Challenge, physical fitness tests, introductory weight training, and related fitness activities.

## HEALTH

**Course Length S**

**Grade Level 9-10**

The intent of this course is to develop critical thinking skills where students use the health information in such a way that it influences their attitude and behavior to promote taking positive actions regarding their own health. This course provides students with the tools to achieve and maintain total well-being. Course content, as recommended by State Goals, include human growth and development through all stages of life; structure and function of the body; principles of personal hygiene, exercise, and nutrition; drug/chemical use and abuse; stress and its relationship to physical and mental illness, including suicide; communicable and non-communicable diseases, including dental and sexually transmitted diseases.

## AEROBICS

**Course Length S**

**Grade Level 10-12**

Activities in this course are geared toward cardio-respiratory endurance, flexibility, positive behaviors, balance, rhythm, muscular strength and muscular endurance. Activities may include step aerobics, resistance training, circuit training, Pilates, Yoga, and stability training. Students also use the aerobic conditioning lab/fitness center. Health-related fitness data is collected and interpreted. This course is progressive in nature.

## INDIVIDUAL SPORTS

**Course Length S**

**Grade Level 10-12**

The Individual Sports class is designed for students to increase their physical skill and fitness level while participating in leisure sports, fitness, and activities that are geared toward individual and partner participation. Students will sample each activity in three-week units. The course places an emphasis on lifetime individual and partner sports and activities.

## RECREATIONAL SPORTS

**Course Length S**

**Grade Level 10-12**

This course is designed for students to increase their physical skill and fitness level through participating in leisure and informal sports and activities. Activities are alternated using three-week units, with the sampling of activities and sports that are played well past high school graduation.

## TEAM SPORTS

**Course Length S**

**Grade Level 10-12**

This course is designed for students to increase their physical skill and fitness level through participating in sports or fitness activities that are geared to cooperative team and group participation. Students will sample each activity in three-week units. This course focuses on fitness and team building concepts and encourages students to make fitness a daily part of their lives.

## ACCELERATED FITNESS

**Course Length Y**

**Grade Level 11-12**

*Recommended Prerequisite: Aerobics*

Activities in this course focus on conditioning progressive methods of strength and fitness conditioning. Advanced students must rely on knowledge gained in the Aerobic Fitness course for their program development. This course is designed to increase students' cardiovascular endurance, strength and flexibility by utilizing a variety of fitness equipment.

# Physical Education

## **LIFEGUARDING**

**Course Length S**

**Grade Level 10-12**

The purpose of the American Red Cross Lifeguarding course is to teach participants the knowledge and skills needed to prevent and respond to aquatic emergencies. The course content and activities prepare participants to recognize and respond quickly and effectively to emergencies and prevent drownings and injuries. Participants who are successful in this course will receive ARC certification in Lifeguarding, First Aid and CPR/AED for the Professional Rescuer.

Prerequisites:

- Participants must be 15 years of age on or before the final day of the course.
- Participants must be able to swim 300 yards continuously using only front crawl and breast stroke.
- Participants must perform a ten-pound brick removal test from a depth of 7-10 feet within 1 minute and 40 seconds.

## **PHYSICAL EDUCATION LEADER TRAINING**

**Course Length S**

**Grade Level 10-11**

This class is designed for students to develop leadership skills and promote positive interaction with peers. Students learn how to peer coach, officiate games, and develop team building strategies in various physical activities. Successful completion of the course may allow students the opportunity to become a P.E. leader in subsequent years for the Adaptive Physical Education and/or Foundations of P.E. courses.

## **WEIGHT TRAINING I**

**Course Length Y**

**Grade Level 10-12**

The activities of this course are designed to provide an opportunity for strength development and conditioning. Emphasis is on how the human body responds to weight training. Students are taught the proper principles of training as well as the proper techniques of training. Students will receive practical experience in measuring, evaluating, and interpreting physical progress. It is strongly recommended that students in conditioning class be involved in extracurricular athletics.

## **ADVANCED WEIGHT TRAINING AND CONDITIONING**

**Course Length Y**

**Grade Level 10-12**

**Recommended Prerequisite: Weight Training I**

The Advanced Weight Training and Conditioning course targets the five main components of fitness:

1. Muscle Strength
2. Muscular Endurance
3. Flexibility
4. Body Composition
5. Cardio-Respiratory Endurance

Strength and endurance training occur in the weight room. The strength training involves core exercise training and a prescribed lifting routine. The conditioning portion of the class involves various exercises in the areas of agility, stretching/flexibility, running, balance, plyometric, reaction time, coordination, and speed development. This is an activity-based class; activity and exercises are required on a daily basis. It is strongly recommended that students enrolled in conditioning class be involved in extra-curricular athletics and have experience with weight training and conditioning.

# Physical Education

## **SURVEY OF PE WITH DRIVER EDUCATION**

**Course Length 5**

**Grade Level 10-12**

This semester course is divided into two phases. Students in this course will take the Classroom portion of Drivers Education in one quarter and the Physical Education portion in the other quarter. Students who successfully complete the classroom portion of Drivers Education and meet the District's prerequisites for Driving may participate in Behind-the-Wheel instruction outside of the regular school day. During the Physical Education portion of the course, students will increase their physical skill and fitness levels through participating in sports or fitness activities that are geared to cooperative team and group participation.

Prerequisites for the regular school year classroom enrollment are:

- A Social Security number prior to enrollment
- Age 15 years with oldest students given first priority unless circumstances based on need warrant prior consideration. Sophomore status is required.
- The State of Illinois requires that a student must have had "a passing grade in at least 8 courses during the previous two semesters prior to enrolling in Driver Education." Summer school classes are not considered.
- A student must have a cumulative grade point average of 2.0 or greater at the conclusion of the first semester of the current school year.

## **SUMMER SCHOOL DRIVER EDUCATION**

Students may repeat Driver Education, on a space available basis, according to the following procedures:

- A Social Security number prior to enrollment.
- For summer school, the "previous two semesters" is defined as first semester of the current school year and second semester of the previous year. Summer school classes will not be considered.
- A student must have a cumulative grade point average of 2.0 or greater at the conclusion of the first semester of the current school year.
- A student must be at least 15 years and 3 months old.

The priority order of enrollment is:

- Private school students
- District 215 students



# Science

## BIOLOGY

**Course Length Y**

**Grade Level 9**

This course explores the relationships that exist between living organisms and the environments in which they live. Emphasis is placed on improving students' thinking and decision-making skills through awareness of environmental issues and social responsibility. Laboratory experiments, dissections, field studies, cooperative projects, and the use of technology are all integrated throughout the year.

## HONORS BIOLOGY

**Course Length Y**

**Grade Level 9**

This course presents an in-depth approach to the relationships that exist between living organisms and the environments in which they live. Topics encompass ecology, chemistry of life, cell structure and function, genetics, and biodiversity. An emphasis is placed on extensive reading, writing, problem solving, critical thinking, and laboratory experimentation with emphasis on technology and dissections.

## CHEMISTRY IN THE COMMUNITY

**Course Length Y**

**Grade Level 10-12**

This course aims to develop chemistry-literate and science-literate citizens by focusing on chemistry for life and citizenship. The course focuses on chemistry related societal issues or challenges, which provide the "need-to-know" for learning chemical principles. Laboratory, skill-building, modeling, and decision-making activities and projects are integrated throughout the course. The lab investigations encourage inquiry skills and guide students through experimentation, simulating real-life science investigations.

## CHEMISTRY

**Course Length Y**

**Grade Level 10-11**

**Recommended Prerequisite:** *Successful completion of Algebra I with a 'C' or higher*

This course is designed for students interested in scientific inquiry. Chemistry is the study of matter, its properties and composition. Numerous laboratory experiments, real-life based activities, use of technology, and mathematical concepts are emphasized to engage students in problem solving and critical thinking skills.

## HONORS CHEMISTRY

**Course Length Y**

**Grade Level 10**

**Recommended Prerequisite:** *Successful completion of Honors Level Math course with a 'C' or higher, or math/science teacher recommendation*

This course is a more intensive study of matter and the changes in its composition. Experimentation, laboratory write-ups and use of technology are incorporated as preparation for high level science courses. Emphasis is placed on mathematical relationships requiring a strong foundation in Algebra.

## AP BIOLOGY (college credit available)

**Course Length: Y**

**Grade Level: 11-12**

**Recommended Prerequisite:** *Successful completion of Honors Biology and Honors Chemistry or successful completion of Biology and Chemistry with teacher recommendation.*

AP Biology is an introductory college-level course. In this course, students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes – energy and communication, genetics, information transfer, ecology and interactions. This course requires that 25 percent of the instructional time is spent in hands-on laboratory work to provide students with opportunities to apply science practices. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.

## AP CHEMISTRY (college credit available)

**Course Length Y**

**Grade Level 11-12**

**Recommended Prerequisite:** *Successful completion of Honors Chemistry with a 'C' or higher or chemistry teacher recommendation*

AP Chemistry is a course designed for students that have an interest in pursuing a career in science, engineering, or related fields. This class emphasizes the relationships between elements, compounds, and their reactions. Utilizing technology commonly found in college chemistry, students are expected to develop the ability to analyze and synthesize information through laboratory experiments and independent activities. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.



# Science

## PHYSICS

**Course Length Y**

**Grade Level 11-12**

A variety of topics are covered including mechanics, kinematics, wave phenomena, electricity, and nuclear physics. Concepts in physics are presented through extensive opportunities for lab experiments, real-life based applications, and the use of technology to engage students in problem solving and critical thinking skills.

## HONORS PHYSICS

**Course Length Y**

**Grade Level 11-12**

*Recommended Prerequisite: Successful completion of an Honors Level Math course with a 'C' or higher and enrollment in an Honors Level Math course*

The course is designed to build a good foundation for college-level physics and is more mathematically rigorous than Physics. In-depth laboratory experiments, write-ups, and the use of technology are applied to topics including mechanics, kinematics, light, sound, magnetism, electricity, and nuclear physics. Application of physics is also used in conjunction with biology, chemistry, medicine, engineering, and sports for a thorough study.

## EARTH SCIENCE

**Course Length Y**

**Grade Level 11-12**

*Recommended Prerequisite: Biology*

The major topics covered in this lab-based course include: astronomy, general characteristics of the Earth as a planet, Earth's materials and resources, the Earth's surface and how it has been sculpted into its many land forms, characteristics of the oceans as one of the most vital of all Earth's features, history of the Earth, the nature of weather and climate, and the use of topographic maps to aid in studying Earth. Students enrolled in this course continue to develop inquiry skills through laboratory investigations, the use of technology, and research methodologies.

## ANATOMY & PHYSIOLOGY

**Course Length Y**

**Grade Level 11-12**

This course is designed as an extensive study of the structure and function of the human body from the cellular level through organ systems. Students actively engage in experiments, dissections, and technology-based activities that prepare them for future studies in the health occupation science field.

# Social Studies

## **WORLD HISTORY**

**Course Length Y**

**Grade Level 9**

The course explores the historical background of those forces that have shaped our world today. It will trace the historical development of the world from pre-Renaissance times up to the modern era including, but not limited to, the fall of communism. It will emphasize geographic, political, economic, and social forces in accordance with Illinois state guidelines.

## **HONORS WORLD HISTORY**

**Course Length Y**

**Grade Level 9**

Honors World History will examine the historical elements and forces that have shaped our world today. It will trace human development from its beginning to contemporary times. This course will stress political, economic, and social forces. The use of primary documents and sources will be emphasized to prepare students for continued education and the global community in the twenty-first century.

## **AP HUMAN GEOGRAPHY** (college credit available)

**Course Length: Y**

**Grade Level: 9-10**

AP Human Geography is an introductory college-level course. This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and land- scape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.

## **U.S. HISTORY**

**Course Length Y**

**Grade Level 10**

As a nation we have inherited wisdom from the past, and we have also inherited problems from the past. In order to solve regional or national problems, American citizens need to know something of their origins and circumstances. Political, economic, and social developments will be traced from Pre-Columbian America to modern times.

## **HONORS U.S. HISTORY**

**Course Length Y**

**Grade Level 10**

Honors U.S. History will examine the same content as the U.S. History course, but with increased emphasis on historical analysis, in-depth projects, college prep writing, and primary sources. Political, social, and economic developments will be traced from Pre-Columbian America to modern times.

## **GOVERNMENT**

**Course Length S**

**Grade Level 11-12**

This course will allow our students to investigate and understand our basic governmental system at local, state, and national levels. To further learn about our place in the global community, students will explore topics which allow them to see our nation's role in dealing with world issues. This course meets state and federal Constitution requirements.

## **HONORS GOVERNMENT**

**Course Length S**

**Grade Level 11-12**

Honors Government will explore much of the same material as the regular Government class, but it will be more comprehensive. Material is covered in a more in-depth manner and additional time is spent in preparation and presentation of individual and group projects. This course meets state and federal Constitution requirements.

# Social Studies

## **ECONOMICS**

**Course Length S**

**Grade Level 11-12**

Economics is a course designed to increase the student's knowledge in two primary content areas. In the first of these areas, students will study the operation of American economy. This phase will feature the free enterprise system. Topics of study will include supply and demand, international trade, the market system, and alternative economic systems. In addition, this phase will cover economic problems such as unemployment, inflation, taxes, and the business cycle. The second phase of the course will deal with consumer issues. It will focus on career choice, investments, savings, insurance, banking, and other areas of personal finance. This course fulfills the Consumer Education requirements as established by the State of Illinois.

## **HONORS ECONOMICS**

**Course Length S**

**Grade Level 11-12**

Economics is a course designed to increase the student's knowledge in two primary content areas. In the first of these areas, students will study the operation of American economy. This phase will feature the free enterprise system. Topics will include supply and demand, international trade, the market system, and alternative economic systems. Honor students will cover the same topics as outlined in Economics except students taking the Economics course for honors credit will face academic challenges related to the level of content, the quantity of outside reading, and the use of extended written assignments. This course fulfills the Consumer Education requirements as established by the State of Illinois. Students enrolled at the Honors level should expect to complete additional readings outside of class relative to the current U.S. economy, research current events, and organize information through various projects and presentations.

## **AP U.S. HISTORY** (college credit available)

**Course Length Y**

**Grade Level 11-12**

This writing and reading intensive course is for those students interested in earning college credit. Topics range from the impact of the Puritans to present day issues. Emphasis is placed on the study of primary documents and other historical writings. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school. Successful completion of this course may be used to fulfill the U.S. History graduation requirement.

## **AP EUROPEAN HISTORY** (college credit available)

**Course Length Y**

**Grade Level 11-12**

This elective course deals with the political, diplomatic, economic, social, intellectual, and cultural events in Europe from the high Renaissance to the present. There is also a brief review of the classical and medieval periods for the purpose of analyzing their impact on modern Europe. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school. Successful completion of this course may be used to fulfill the World History graduation requirement.

# Social Studies (Electives)

## PSYCHOLOGY

**Course Length S**

**Grade Level 11-12**

This elective course is a general course of study whereby students come to understand their own behavior and the behavior of others. Some topics include: the principles of scientific investigation, the principles of learning, the physiology of the nervous system, personality development, and coping with stress. Topics of current interest in psychology are also presented for discussion. The intent is to give students the practical means with which to understand and utilize the material in their own lives.

## AP PSYCHOLOGY (college credit available)

**Course Length Y**

**Grade Level 11-12**

This elective course is an in-depth study of all human behavior. Using the most recent research available, the course content includes the ways that psychologists attempt to describe, explain, measure, predict, and control behavior. Some topics include: the study of personality, abnormal psychology, child developments, and dealing with stress. While the course offers much personal and practical information, it is also intended to prepare students for college. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.

## HISTORY OF CHICAGO

**Course Length S**

**Grade Level 11-12**

**Recommended Prerequisite: U.S. History**

This elective course is designed for students to explore the City of Chicago from a historical and literary perspective. Students will learn about the city's founding, the Great Fire of 1871, transportation connections, the World's Columbian Exhibition of 1893, the development of unique architecture and modern-day ethnic and economic diversity exclusive to Chicago. Students will explore Chicago through literature by reading Upton Sinclair's **The Jungle** and Erik Larson's **Devil in the White City**.

## SOCIOLOGY

**Course Length S**

**Grade Level 11-12**

This elective course takes students on an exploration of the individual – from birth through death. In this semester course, students learn what shapes and forms the individual within a group based on culture, social class, and the development of personality. Students develop a deeper understanding of an individual's role within a group by experiencing their mobility through life and its many outcomes.

## AMERICAN DIVERSITY

**Course Length S**

**Grade Level 10-12**

This elective course is designed for students who desire to examine and gain an understanding of American minority groups, namely African-Americans, Asians, Latinos/Hispanics (Chicanos, Puerto Ricans, Cubans, and others), Native Americans, Jewish Americans, women in America, Arab-Americans, European Americans, and aging Americans. This course also provides an overview of the social, historical, and cultural experiences of these various groups in American society. Students are required to think critically about such topics as: affirmative action, educational equality, and the multicultural world. The ultimate goal for students is to gain knowledge about people who are different from mainstream society and enhance their ability to bridge the gaps of division and better appreciate our world.

# Special Education

## **MATH FUNDAMENTALS**

**Course Length Y**

**Grade Level 9-10**

This course teaches the basic concepts of mathematics. It is designed for students with an IEP who need a basic understanding of mathematical concepts and operations. Instruction is carefully sequenced, moving from understanding place value and numeration before moving into more complex skills. Students are also introduced to Algebra and learn basic geometric concepts. They use realistic and relevant applications in real-world scenarios. A calculator (graphing or scientific) is utilized in this course.

## **CONSUMER MATH**

**Course Length Y**

**Grade Level 11-12**

This course is designed for junior/senior level students with an IEP who have a basic grasp of mathematical computation but require additional instruction for applying these skills as a wise consumer. Instruction is provided using a variety of realistic, consumer-oriented applications. These applications reinforce and extend students' mastery of basic mathematical concepts. A calculator (graphing or scientific) is utilized in this course.

## **PERSONAL GROWTH & DEVELOPMENT (PG & D)**

**Course Length Y**

**Grade Level 9-12**

Personnel Growth and Development is a course designed to support students with an IEP that have been identified as needing social development support. This course teaches students how to display proper communication skills, appropriate behaviors, and positive work habits in and out of school through skill streaming. Students are allowed to take this course more than once for elective credit.

## **COOPERATIVE WORK TRAINING (CWT)**

**Course Length Y**

**Grade Level 12**

Cooperative Work Training (CWT) is a senior level course for students with an IEP. Students must interview and be accepted into the program. CWT is a two-part program which includes classroom preparation and work or volunteer experience. Experience gained through employment, job shadows, volunteer service, and meaningful field trips are related to animated classroom discussions, projects, and presentations. The overall objective of this program is to provide an opportunity for students to acquire marketable skills and knowledge for their future career path.

## **STUDY SKILLS**

**Course Length Y**

**Grade Level 9-12**

Study Skills is an optional course for students with an IEP who enroll in two or more general education core subject matter classes. This elective, credit-bearing class allows students the opportunity to get assistance with their course work and complete assignments from their classes while striving to improve their grades. A focus on career, personal, and professional management is included as part of their transition plan. Students also work on the mastery of their IEP goal(s).

## **LIFE SKILLS I**

**Course Length Y**

**Grade Level 10-12**

This elective course is designed to meet the unique educational, vocational, and independent living skills of the exceptional secondary student. Major topics covered in this course include: verbal and non-verbal communication, written expression, real-world math application skills, activities of daily living and health wellness.

## **LIFE SKILLS II**

**Course Length Y**

**Grade Level 11-12**

This elective course is designed to meet the unique academic and vocational needs of the exceptional secondary student. It is designed to reinforce current core academic skills, while building essential independent living and vocational strengths. Students in this course build upon the skills covered in the Life Skills I course.