

OAK PARK AND RIVER FOREST HIGH SCHOOL

201 NORTH SCOVILLE AVENUE
OAK PARK, IL 60302



ACADEMIC CATALOG
2021-22

TELEPHONES

Switchboard. 708.383.0700
Attendance Office 708.434.3104
Fax..... 708.434.3910
TTY/TDD708.434.3949

ACCREDITATION: State of Illinois

OPRFHS WEBSITE (www.oprfhs.org)

Designed to provide important information for parents and students, the OPRFHS homepage is the online gateway to the high school. This site provides contact information for all staff (email and voice mail), information for students from daily activities to college and career planning tools such as Naviance, and access to library resources, including a wealth of subscription databases, library catalog, pathfinders, downloadable eBooks and audiobooks and class research pages. In addition, parents and students may access Academic Programs and Services including retrieval and submission of assignments via teacher websites, google drive documents, and other online resources. Family Access provides attendance, grades, and discipline information. The site contains detailed calendars for all school-related events and activities. Our daily bulletin and HuskiEmail publications provide daily and weekly announcements and events information to subscribers including the Board of Education and other OPRF parent and alumni groups. Take time to visit our site and learn about the wide array of resources and opportunities available at OPRFHS.

Email Information

School district employees and board members may be contacted by email. A complete email and telephone directory for all staff and the Board of Education can be found on the school's website: www.oprfhs.org. Click on Contact Directory in the bottom right-hand corner or the orange icon in the upper right-hand corner of the website landing page. You can search for a contact by name or department.

EMERGENCY SCHOOL CLOSING

In case of snow or emergency conditions, school cancellation is announced:

- Via OPRFHS Skylert call, text and email message,
- On the front of the OPRFHS website, www.oprfhs.org
- Via these outside sources (especially important to note in the event OPRF communication tools are down):
- Metropolitan radio and television will provide periodic announcements relative to closing/modified schedule. We will be identified as Oak Park and River Forest High School, Cook County, District No. 200;
- WGN Radio 720 AM or WBBM Newsradio 780AM;
- TV channels CBS 2, NBC 5, ABC 7, WGN, Fox 32 or CLTV News;
- Calling the Emergency Closing Center at 847-238-1234 or going to the emergency closing website at www.EmergencyClosings.com or <http://www.emergencyclosingcenter.com/complete.html> (Use search terms Oak Park and River Forest High School, Cook County, District 200, or our main phone number 708-383-0700.)

Early dismissals and/or late arrivals will be announced by the Communication Office.

REGULAR BELL SCHEDULE

PERIOD	TIME
1	8:00 a.m. – 8:47 a.m.
2	8:52 a.m. – 9:39 a.m.
Advisory	9:44 a.m. – 9:59 a.m.
3	10:04 a.m. – 10:51 a.m.
4	10:56 a.m. – 11:43 a.m.
5	11:48 a.m. – 12:35 p.m.
6	12:40 p.m. – 1:27 p.m.
7	1:32 p.m. – 2:19 p.m.
8	2:24 p.m. – 3:11 p.m.

LATE ARRIVAL BELL SCHEDULE

PERIOD	TIME
TCT	8:00 a.m. – 9:30 a.m.
1	9:45 a.m. – 10:21 a.m.
2*	10:26 a.m. – 11:06 a.m.
3	11:11 a.m. – 11:47 a.m.
4	11:52 a.m. – 12: 28 p.m.
5	12:33 p.m. – 1:09 p.m.
6	1:14 p.m. – 1:50 p.m.
7	1:55 p.m. – 2:31 p.m.
8	2:36 p.m. – 3:11 p.m.

**Periods are 36 minutes long. 2nd period is 40 minutes to accommodate daily announcements.*

DISTRICT AND SCHOOL TELEPHONE NUMBERS

Whenever possible, please use the direct telephone lines shown below to contact school employees.

BOARD OF EDUCATION MEMBERS

NAME	TITLE	EMAIL ADDRESS
Sarah Dixon Spivy	Board President	sspivy@oprfrhs.org
Craig Iseli	Board Vice President	ciseli@oprfrhs.org
Thomas Cofsky	Board Secretary	tcofsky@oprfrhs.org
Gina Harris	Member	gharris@oprfrhs.org
Dr. Jackie Moore	Member	Jackie.moore@oprfrhs.org
Thomas Cofsky	Member	tcofsky@oprfrhs.org
Craig Iseli	Member	ciseli@oprfrhs.org
Ralph Martire	Member	rmartire@oprfrhs.org
Matt Baron	Member	mbaron@oprfrhs.org

EXECUTIVE CABINET MEMBERS

NAME	TITLE	PHONE NUMBER
Dr. Joylynn Pruitt-Adams	Superintendent	708-434-3211
Dr. LeVar Ammons	Executive Director, Equity/Student Success	708-434-3373
Ronald Anderson	Chief Operations Office	708-434-3220
Gregory T. Johnson	Associate Superintendent	708-434-3215
Roxana Sanders	Assistant Superintendent/HR	708-434-3214
Cyndi Sidor	Chief Financial Officer	708-434-3264
Karin Sullivan	Executive Director/Communications & Community Relations	708-434-3691
Chris Thieme	Senior Director, Educational Technology	708-434-3275
Shalema Francois-Blue	Executive Director/Special Education	708-434-3106

BUILDING LEADERSHIP TEAM

NAME	TITLE	PHONE NUMBER
Dr. Laurie Fiorenza	Director of Student Learning	708-434-3205
Susan Johnson	Director of Student Activities	708-434-3174
Kristen McKee	Coordinator/Learning Analytics Support	708-434-3225
Lynda Parker	Director of Student Services	708-434-3258
John Stelzer	Athletic Director	708-434-3000

DIVISION HEADS

NAME	DEPARTMENT	PHONE NUMBERS
Dr. Kennedy Dixon	Divisional Director, SPED	708-434-3105
Dr. Julie Frey	Mathematics	708-434-3748
Helen Gallagher	English	708-434-3378
Amy Hill	History	708-434-3379
Matthew Kirkpatrick	Science	708-434-3749
Clay Reagan	Physical Education/Driver Education	708-434-3250
Semaj Coleman	Fine & Applied Arts	708-434-3257
Claudia Sahagun	World Languages	708-434-3884

DISTRICT AND SCHOOL TELEPHONE NUMBERS (con't)

Whenever possible, please use the direct telephone lines shown below to contact school employees.

COUNSELORS

NAME	PHONE NUMBER
Brandi Ambrose	708-434-3711
Meghan Cahill	708-434-3716
Julie Fuentes	708-434-3709
Jacqueline Hanson	708-434-3705
Joseph Herbst	708-434-3707
Darryl Hobson	708-434-3207
Kris Johnson	708-434-3714
Heidi Lynch	708-434-3718
Esteban Medina	708-434-3718
Pete Nixen	708-434-3712
Carolyn Ojikutu	708-434-3713
Darek Radziszewski	708-434-3708
Thaddeus Sherman	708-434-3841
Scott Sponsler	708-434-3717
Erica White	708-434-3710

DEANS OF DISCIPLINE

NAME	PHONE NUMBER
Brian Beyers	708-434-3724
Janel Bishop	708-434-3726
Amanda Neuman	708-434-3731
Jonathan Silver	708-434-3725
Alisa Walton	708-434-3727

SCHOOL DISTRICT PHILOSOPHY

VISION

Oak Park and River Forest High School will become an ever-improving model of equity and excellence that will enable all students to achieve their full potential.

MISSION

Oak Park and River Forest High School provides a dynamic, supportive learning environment that cultivates knowledge, skill, and character and strives for equity and excellence for all students.

VALUES

1. We believe all students are capable of high levels of academic and social success.
2. We embrace our diversity and believe race, income, gender, and learning differences should not predict success.
3. We believe trusting, collaborative relationships and strong communication establish a safe and respectful school community.
4. We believe an excellent educational environment cultivates curiosity, imagination, character, leadership, critical thinking, and communication skills.
5. We believe in allocating resources in equitable, transparent, and purposeful ways.
6. We believe in adult learning and leadership that supports equity and excellence for all students.
7. We believe in providing academic and social supports for all students.

CROSS REF: 2:10 (School District Governance), 3:10 (Goals and Objectives), 6:10 (Educational Philosophy and Objectives)

ADOPTED: August 28, 2014

SCHOOL CREST AND MOTTO: THOSE THINGS THAT ARE BEST

The symbols of the seal stand for the name of the school: the acorn and oak leaves for Oak, the three small trees for Park, the wavy lines for River, and the trees again for Forest. Thus, they represent Oak Park and River Forest.

The words on the seal are in the Greek language. In English, they are “Those Things That Are Best.” They mean that each person should strive for the best things and high ideals. It is hoped that the motto will have this meaning for each teacher and student.

The seal, worked in orange and blue upon a deep blue background, serves as the school flag. The flag was designed by students in art classes.

The seal has been registered for copyright and cannot be used except for official school business. It was originally designed by Mr. Lee M. Watson, a teacher in the school, and was first used in 1908.



HUMAN DIGNITY AND DIVERSITY

The Board of Education recognizes the diverse character of the Villages of Oak Park and River Forest and asserts that, in a society characterized by that diversity, it is important that persons in the school community understand both their own heritage and the heritage of others.

Respect for the rights of others encourages understanding and interaction necessary to good citizenship. There shall be no discrimination against any individual because of race, religion, nationality, gender, disability, physical characteristics or sexual orientation.*

Each individual shall be considered as unique with individual strengths, talents, skills, and shortcomings; shall have equal access to all school-related opportunities; shall be regarded in the same high esteem; and shall equally be encouraged to fulfill his or her potential as a human being. OPRFHS is committed to providing an inclusive education for all students where racial and economic predictability are eliminated in student achievement and success.

Negative or discriminatory behavior in violation of this policy shall be challenged wherever it occurs and dealt with appropriately.

**Civil Rights are defined by local, state and federal laws. For purposes of this statement, "sexual orientation" is defined as the actual or perceived state of heterosexuality, homosexuality, bisexuality, or gender expression.*

Amended: November 19, 2009

TITLE IX COMPLIANCE

Oak Park and River Forest High School intends to be in full compliance with all provisions of Title IX of the education amendments of 1972. Title IX requires all recipients of federal financial assistance not to discriminate on the basis of sex in educational programs and activities or in the recruitment and employment of personnel. District 200 School Board Policy 101A states: "No student or employee shall, on the basis of his or her gender, be denied equal access to courses of instruction, programs, activities, services, employment opportunity or employment benefits of Oak Park and River Forest High School District No. 200, subject to applicable state and federal laws and regulations." Requests for additional information or written complaints regarding Title IX provisions should be directed to the Superintendent of Oak Park and River Forest High School District 200.

STUDENT RESPONSIBILITIES

Much of the responsibility for obtaining an education at Oak Park and River Forest High School belongs to the student. If you are a student, you are expected to assume the following responsibilities:

1. Establish and maintain good communication with your teachers; speak up and make teachers aware when you do not understand; seek help when needed; be alert to academic expectations; show a genuine interest in your work.
2. Be punctual and regular in attendance to all classes and commitments.
3. Budget your time and complete all assignments.
4. Eat balanced meals and get at least eight hours of sleep on nights preceding school days.
5. Become familiar with the school's dress and behavior expectations and comply with all school regulations.
6. Become familiar with the school's graduation requirements and the admission and graduation requirements for the college of your choice. Become cognizant of the advance preparation required for a desired job.
7. Be aware of your academic progress; keep abreast of your progress in each class; be alert to the credits earned and those that must be earned to satisfy graduation requirements.
8. Keep yourself and your parents aware of all important dates; be alert to PSAT/NMSQT, AP, ACT, and SAT registration and testing dates; be informed of all meetings related to college planning and financial aid.
9. Maintain an accurate perception of the roles that success and failure play in your life. Recognize that you learn from your failures as well as your successes.
10. Become aware of your personal strengths and weaknesses. Take full advantage of your strengths and strive to remedy weaknesses.
11. Set realistic and challenging goals and strive to exceed your personal limitations.
12. Regularly assess your progress toward personal goals. Involve others in the assessment process.
13. Become actively involved in school. Support school activities as a participant and as a fan.
14. Promote and maintain a healthy family relationship. Involve your family in your experiences and in your plan for success.

PARENT/GUARDIAN RESPONSIBILITIES

Parents are also expected to assume responsibilities for the education of their students. If you are a parent/guardian of an OPRFHS student, you are expected to assume the following responsibilities:

1. Provide a quiet study area in the home.
2. Discuss work that is being done in classes and follow up to see that all assignments are completed. Use Family Access to stay abreast of your student's progress in each course.
3. Communicate a genuine interest in schoolwork and assist with drill and practice whenever possible.
4. Insist on punctual and regular attendance to school and to all classes and study halls during the school day.
5. Refrain from scheduling family trips and other events that interfere with school.
6. Notify the school on the day of the absence if an emergency necessitates a full or partial day of absence.
7. Ensure that your student gets balanced meals and sufficient rest.
8. Establish and maintain good communication with your student's teachers and counselor; keep abreast of your student's progress; share your student's strengths and weaknesses; solicit the teachers' help whenever there is a problem.
9. Assist your student in developing a realistic concept of success and failure.
10. Assist your student in recognizing his or her strengths and weaknesses.
11. Assist your student in setting realistic and challenging goals.
12. Assist your student in assessing his or her progress in attaining these goals.
13. Encourage your student to strive to build upon strengths, to remedy weaknesses, and to overcome personal limitations.
14. Provide constant support and appropriate recognition for your student's efforts and accomplishments.
15. Become acquainted with your student's friends and their families.
16. Encourage your student to become actively involved in curricular and co-curricular activities.
17. Serve as a role model by attending and supporting school activities.

PARENT CONFERENCES

Scheduled parent-teacher conferences typically occur in the fall after the end of the first grading period. Parents are notified by mail, email, and the school website of the date(s) of conferences and are invited to meet with their student's teachers to discuss the student's progress toward achieving course objectives. In addition to this time that is formally set aside for conferences, parents are welcome to contact faculty and administrators to discuss their questions and concerns. While many topics can be handled by a phone conversation or by email exchange, some may require a meeting. In such instances, parents should call or email a counselor or teacher for a mutually convenient meeting time. Parents should not expect teachers, counselors, or administrators to be available without a prearranged appointment.

PARENTS RIGHT-TO-KNOW

In accordance with ESEA Section 1111(h)(6) *Parents Right to Know*, District 200 is notifying every parent that you have the right and may request information regarding the professional qualifications of your child's classroom teacher. This information regarding the professional qualifications of your child's classroom teachers includes, at a minimum, the following:

1. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
3. Whether the child is provided services by paraprofessionals and, if so, their qualifications.
4. If at any time your child has been taught for 4 or more consecutive weeks by a teacher not highly qualified, the school will notify you. If you have questions, contact the Director of Student Learning.

INDIVIDUAL ACADEMIC PLANNING and MASTER SCHEDULE BUILDING

Individual student planning occurs throughout each school year. Students work with counselors who use teacher recommendations and student and/or parent requests to select appropriate courses. After analyzing the student requests, the administration develops a plan for staffing courses as well as purchasing equipment and supplies for the following school year. During the second and third quarter and the development of appropriate staffing for courses, course verification reports will be posted in Family Access. Parents have until mid-January to request in writing that counselors make changes for the next school year. **After mid-January, all course requests are considered final.** Changes will be considered only as a result of second semester final grades, completion of summer school classes, or school scheduling error. **NOTE: Requests to change lunch periods will be accommodated only for demonstrated medical need as changing lunch periods causes imbalances in academic periods.**

CLASS ADDITIONS/WITHDRAWALS

After the 5th day of school attendance, new classes no longer will be added to a student's schedule. If a student withdraws from a class after the 6th week of school attendance, a grade of W will show on the transcript. If a student withdraws from a class after the 9th week of school attendance, a grade of WF will show on the transcript. It is expected that an in-person conversation will occur with the classroom teacher before a withdrawal request is made.

COURSE PLACEMENT CHANGES BETWEEN AP, HONORS, COLLEGE PREP, AND TRANSITIONAL

Course placement requests may be initiated by a teacher, student, counselor, or parent. A request does not automatically ensure a change can be made. If a class change request is granted, a move will only occur if space is available. A student's performance in current and past courses plus any relevant test scores can be used in evaluating a prospective course level change. It is expected that a conversation will occur at each level (student, parent, teacher, counselor, Division Head) to ensure that the change is appropriate. Students and parents must be aware that a prospective level change may alter a student's current schedule. In some cases, a preferred class may be full which will prohibit a prospective change. Course level changes may occur within the first six weeks of the semester. If a level change is requested after the first six weeks of a year-long course, the request will be reviewed by the Division Head, Counselor, and classroom teacher at the end of the first semester.

CHANGE REQUEST: TEACHER, COUNSELOR, OR DEAN

Requests to change a teacher, counselor, or dean will not be considered until after the end of the first semester. The person making the change request must first discuss the concern with the counselor or dean. If resolution is not achieved as a result of the discussion, the student/parent/guardian must follow the District Decision and Appeals process described in this catalog. If a counselor or dean change is made, the student will be moved to the counselor/dean who currently carries the lowest caseload.

COURSE NUMBERING SYSTEM AND DESCRIPTORS

Arabic numerals following a course title are used to designate the specific semesters of subjects which extend over more than one semester. The Academic Catalog lists full-year courses as three-digit codes. A one-semester course offered only during a specific semester contains four digits with the final digit reflecting the semester in which the course is offered.

If the description of a course lacks the designation “Open to . . .” it may be assumed that the course is open to all students. If no prerequisite is indicated, it may be assumed that there is no prerequisite for the course. All questions regarding course descriptions should be directed to the Division Head of the division in which the course is offered or to the Director of Student Learning.

STUDENT COURSE LOAD

The maximum number of semester courses a sophomore, junior, or senior may take is 7. Freshmen are limited to 5 semester courses plus Physical Education/Health Education and, if they choose, a performance class (band, orchestra, chorus, or acting) for non GPA-bearing weight. Freshmen not enrolled in a music or acting performance course or in a curricular intervention program will be enrolled in freshman study hall.

In the summer term, a student may enroll for 1, 2, or 3 courses. Students who desire to take courses in the summer term are encouraged to take them at Oak Park and River Forest High School. If a student needs courses not offered by the Oak Park and River Forest High School Summer School, the student may take them in the summer term at another accredited high school.

GRADUATION REQUIREMENTS (2020-2023)

A student must earn a minimum of 43 credits as specified in the table below to be eligible for an OPRFHS diploma. A credit is granted for any credit-bearing semester course in which a student earns a passing grade. A student must enroll in at least 5 full-credit courses per semester to be considered a full-time student. Requirements may be altered for Special Education students according to the provisions of their Individual Education Plan (IEP). Summer field courses may not be used to satisfy any specific graduation requirement; they may be used only to satisfy the elective requirement.

Subject	# of Credits	Comments
English*	8 Credits	
Mathematics*	6 credits	2 Algebra, 2 Geometry, and 2 other math credits
Science*	4 credits	2 credits must be in a laboratory science
History*	4 credits	2 world history credits and 2 American history credits
Civics**	1 credit	**State requirement beginning with the Class of 2020 . Civics must be taken at OPRHS. Students must also pass the Constitution test within the Civics class.
World Language/Culture	1 credit	
Fine/Performing Arts	1 credit	
Applied Arts	1 credit	
Computer Proficiency	1 credit	
Financial Literacy	1 credit	Financial Literacy or AP Economics fulfill this requirement
Health Education*	1 credit	Health Education is taken during the freshman year at OPRFHS as part of the freshman year core P.E. program.
Driver Ed./Safety Ed.	1 credit	Students who take Driver/Safety Ed. outside of the Semester 1 or 2 of the regular school year at OPRFHS must take an additional PE elective credit.
Physical Education	6- 7 credits	<p>*7 credits of PE are required for the class of 2020.</p> <p>*6 credits of PE plus 1 Health and 1 Driver Ed are required for the Class of 2021 and beyond. Students shall be enrolled in a PE, Health or Drivers Ed/Safety Ed for every semester while in attendance at OPRF. A 7th credit of PE is required of students who take Driver/Safety Ed outside of the traditional school day of the regular school year.</p> <p>Students who receive a PE exemption need 1 additional elective credit for each exception.</p>
Electives	7 credits	May be increased due to reasons described above.
TOTAL	43 CREDITS	

*Denotes a state requirement; ** Denotes a state requirement starting with the Class of 2020.

Non-Credit State Requirements

SAT Exam: The state requires students to take the SAT to receive a diploma.

Writing-Intensive Courses: 4 credits: Two credits of writing-intensive coursework must be earned in English, and the other 2 credits may be earned in English or in any other subject in courses deemed writing intensive. The total number of credits required for graduation is not increased by the writing-intensive course requirement. All English courses are deemed writing intensive.

Courses that satisfy the World Languages/Cultures requirement: All World Languages courses except Etymology; the following History Division courses: Asian Studies, African History, Latin American History, Modern Middle Eastern History A, and AP European History.

Courses that satisfy the Fine and Performing Arts requirement: All Visual Arts, Music, and Theatre/Broadcasting courses.

Courses that satisfy the Applied Arts requirement: All Family and Consumer Science, Technology and Engineering, and Business Education courses except Financial Literacy. Computer Applications, and Computer Applications A satisfy the Applied Arts requirement only if the student has met the Computer Proficiency requirement by successfully completing Applied Keyboarding/Introductory Microsoft Office.

Non-credit State Mandates (Cont'd)

Courses that satisfy EITHER the Fine and performing Arts requirement OR the Applied Arts requirement: Introduction to Broadcasting, Radio/Sound Production, Television Production, Newscene, Theatre Technology and Design, Tabula/Photo Design Publication, Directing Workshop.

Courses that satisfy the Computer Proficiency requirement: Applied Keyboarding/Introductory Microsoft Office, Computer Applications, Computer Applications A, AP Computer Science Principles, Student Helpdesk Internship.

GRADUATION REQUIREMENTS 4-YEAR PLAN

Through the Family Access Portal in Skyward, parents and students have the ability to create a 4-year plan based on graduation requirements. The 4-year plan tool is located under the "Career Plan" tab.

ACADEMIC PREPARATION FOR COLLEGE AND CAREER READINESS

Students planning to attend college should be aware that college admissions requirements may differ from and often exceed the requirements for graduating from high school. Although admissions requirements vary among colleges and universities, students planning to attend college should consider the following recommendations:

- 4 years of English
- 4 years of Math
- 3 years of History/Social Science
- 3 years of Laboratory Science
- 2 years of a World Language

Counselors discuss college admissions requirements along with academic demands as they help students identify colleges and universities to which they would like to apply. Students will find specific admissions information on college websites. In addition to a student's specific high school courses and credits, other principal factors in considering an applicant for admission to college include

- **The rigor or difficulty of a student's high school program**
- **High school grades**
- **Test results**, including the ACT, SAT, and Advanced Placement tests
- **Personal qualities**, such as motivation, enthusiasm for learning, social adjustment, emotional maturity, integrity, responsibility, special aptitudes and skills, achievement, and leadership
- **Co-curricular activities and athletic participation**, which demonstrates involvement in the life of the school and/or the community

COLLEGE AND CAREER INFORMATION

College Representatives Program – Room 207. Each year more than 200 college representatives (college callers) visit OPRFHS. Students are informed of these visits through a weekly *College Callers Bulletin* posted in the daily Student Bulletin, Naviance notices, and reminder texts. College representatives meet with interested students in designated posted locations. Juniors or seniors wishing to meet with a college representative during a class period must obtain a college interview pass from their counselor and obtain the signature of their classroom teacher before the College Caller meeting.

OPRFHS Web Page and Internet Access. Resource information is available and easily accessible through the OPRFHS website, www.oprfhs.org. Specific college, career, financial aid, scholarship, and other related post-secondary information is located at <http://www.oprfhs.org/academics> under "Student Services." Other pertinent information related to post-secondary educational planning can be accessed through the various Internet bookmarks.

STATE TESTS

OPRFHS administers standardized tests in accordance with the state's testing requirements. State tests include the following:

Test	Required for	Timeframe
SAT with Essay*	All juniors except those whose IEPs specify the alternate assessment	April
DLM-Alternate Assessment	Juniors with IEPs that specify the alternate assessment	March/April
ACCESS for ELLs	English Language Learners who have not yet attained proficient scores on a prior year's ACCESS test	January/February
Illinois Science Assessment	All students enrolled in a first-year biology course, regardless of grade level	March/April

* The SAT is a graduation requirement for all Illinois public high school students, unless they have an IEP that specifies the Dynamic Learning Maps-Alternate Assessment (DLM-AA) as the appropriate state test. Further information about required state assessments is available at www.isbe.net/assessment/default.htm

TEST PREPARATION

The school contracts with test preparation companies to provide evening and Saturday classes for juniors and seniors who are interested in becoming better prepared for the PSAT, ACT, or SAT. Letters are sent to the homes of juniors notifying them of test prep opportunities. Information about test prep programs also appears in the student bulletin, HuskiEmail, and in Naviance emails. There is a tuition charge (which varies according to program) for these classes, and need-based financial aid may be available. Please contact the Director of Assessment and Research or your student's counselor if you have questions about test preparation.

COLLEGE TESTING

SAT EXAM

The SAT is a multiple choice test of knowledge and skills in reading, math, and writing, which may or may not include a short essay. SAT Subject Tests are 1-hour tests, primarily multiple choice, in specific subject areas.

Website: www.collegeboard.org

SAT High School Code 143-245

SAT Test Center Code 14460

SAT test dates and registration deadlines may be found on the College Board website at

<https://collegereadiness.collegeboard.org/>

PSAT/NMSQT EXAM

The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is administered each year in October. It is a multiple choice test of skills in critical reading, math problem-solving, and writing. Juniors who score exceptionally well on the PSAT/NMSQT may qualify for recognition or scholarships from the National Merit Scholarship Corporation or the College Board. Tuition-based PSAT prep classes are available to juniors during the first 6 weeks of each school year. Further information is available in the office of the Coordinator of Assessment and Research. Website: <https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10>

AP EXAMS

Advanced Placement (AP) tests are given in May. Registration takes place in February. The tests are usually taken by accelerated juniors and seniors who are enrolled in Advanced Placement courses. These exams may result in college credit in the specific areas of English, history, mathematics, world languages, science, computer science, social sciences, music, and art. Advanced Placement (AP) test dates may be found on the College Board website at

<https://apstudent.collegeboard.org>

ACT EXAM

The ACT assesses high school students' general educational development and their ability to complete college-level work. The multiple choice tests cover four skill areas: English, mathematics, reading, and science. The writing test, which is optional, measures skills in planning and writing a short essay. Students are advised to check with their college(s) of choice as to whether the writing portion is required or strongly advised.

Website: www.act.org

ACT H.S. Code 143-245

ACT Test Center Code 174510

ACT test dates and registration deadlines may be found on the ACT website at

<http://www.act.org/content/act/en/products-and-services/the-act/registration.html>

GRADING

Grade reports are mailed to parents 2 times each semester. The following marks are given:

A (4 pts.)	A is the highest mark and represents superior achievement.
B (3 pts.)	B represents above-average work.
C (2 pts.)	C represents average work. An average of C for 4 years should place a student above the lowest quarter of the class and probably in the middle third of the class.
D (1 pt.)	D represents below average work, but passing. A 4-year average of D will place a student in the lowest quarter of the class.
F (0 pts.)	F is the failure mark.
FX	An F is changed to an FX when a failed course has been successfully retaken with the exact same course. The FX mark is not computed in the GPA.
I	Incomplete. Usually issued due to an extended excused absence, the grade is withheld until the work is made up within a designated period of time. An I grade given as a semester grade must be resolved by the end of the next quarter or the grade will be converted to an F. The I mark is not computed in the GPA.
N	Grade and credit are withheld due to excessive absences in a credit-granting course. The N mark is not computed in the GPA.
P	Passing. Under some circumstances, a student may request to be graded on a pass/fail basis. Unless a student has special circumstances, a student may not request the pass/fail option for any course specifically required for graduation. The request to exercise the pass/fail option must be made to the teacher on or before the last day of the 9th week of the semester. The P mark is not computed in the GPA. In some instances, passing a course will not meet the prerequisite for another course within the same sequence and will require appropriate division head approval to move through the curriculum.
W	Withdrawn. When a student withdraws from a course after the 6th week but before the end of the 9th week of a semester or withdraws from OPRFHS at any time during a semester, he/she receives a mark of W. The W mark is not computed in the GPA. A student who withdraws from a course during the first 6 weeks of a semester will have no indication of the course on his/her transcript.
WF (0 pts.)	A student who withdraws from a course during the final 9 weeks of a semester receives a mark of WF. The WF mark is computed in the GPA.

Students may not withdraw from a course if a mark of N has already been given in the course due to excessive absences or tardies.

Grades for each quarter are independent of each other. Both quarter grades and the final exam grade (when appropriate) are used to determine the semester grade.

A student who receives an F in a course may retake the exact same course and have a higher grade entered on the transcript for the retaken course. The F for the original course then becomes an FX. For courses in which a student has received a passing grade, no retakes are permitted.

MID-QUARTER FAILURE WARNINGS

Mid-Quarter Failure Warnings will be posted in Family Access for any student who is reported by the student's teacher as receiving a D or F in any course by the midpoint of the 9-week grading period. Students and parents receive grades at the end of each quarter and at the end of each semester via Family Access. The Mid-Quarter Failure Warning to parents and students may include comments specific to the student's situation in the particular class. Comments may relate to areas of concern or areas of particularly commendable performance. Teachers can use numbered or free form comments on the notice to specify the areas in which the student needs improvement. Also, the notice includes a request that the parents contact the teacher via phone or email to discuss the student's performance and determine the best course of action. Parents may receive specific information that will help students improve their classroom performance and study skills and catch up with assignments before the end of the quarter when course grades are given. Email addresses for all teachers can be found on the school's website at <https://directory.oprfhs.org/search>

GRADE POINT AVERAGE (GPA)

Completed coursework comprises the basic component in computing a student's Grade Point Average (GPA), which is the average of a student's academic performance. Coursework in Physical Education (except for Health Education) and Driver Education is excluded from the GPA. Coursework in musical performance, theatre performance, school publications, and Newscene in the student's sophomore, junior and/or senior year will be included in the GPA.

This base GPA is then weighted by a factor called the Academic Program Index (API), representing the academic difficulty of a student's total program. The API is determined by the following formula: **API = honors level points x .01 + 1.0**

Honors level points may be accumulated by earning an A or B grade in any of the following courses.

COURSES	FRESHMEN (9TH GRADE)	SOPHOMORES (10TH GRADE)	JUNIORS (11TH GRADE)	SENIORS (12TH GRADE)
ENGLISH	English A	English Literature A English Literature A/J		African American Literature A Humanities A Women's Literature A Work of One Author: Shakespeare A
FINE & APPLIED ARTS	Computer Applications A		Advanced Studio Art A: 2D/3D Computer Applications A	
HISTORY	World History A	United States History A World History A	Modern Middle Eastern History A Philosophy A United States History A	Modern Middle Eastern History A Philosophy A
MATHEMATICS	Advanced Algebra A Computer Science A Geometry A Plane Geometry A Pre-Calculus A*	Advanced Algebra A Computer Science A Geometry A Intermediate Algebra A Plane Geometry A Pre-Calculus A*	College Algebra/Trigonometry A (CATA) Computer Science A Intermediate Algebra A Linear Algebra A/Calculus III A Pre-Calculus A	College Algebra/Trigonometry A (CATA) Computer Science A Linear Algebra A/Calculus III A Pre-Calculus A
SCIENCE TECHNOLOGY	Biology A	Biology A Chemistry A	Biology A Chemistry A Physics A	
WORLD LANGUAGES**	Adv. Spanish Lit. & Composition A Chinese 5-8 A French 1-8 A German 5-8 A Italian 3-10 A Japanese 5-8 A Latin Poetry A Latin Prose A Spanish 1-8 A Spanish Language, Literature, and Films A			
ENGLISH			AP English Language and Composition	AP English Literature and Composition
FINE & APPLIED ARTS	AP Art History AP Music Theory		AP Studio Art AP Art History AP Music Theory AP Economics 1-2	
HISTORY		AP United States History	AP European History AP Psychology AP United States History AP United States Politics and Government	AP European History AP Psychology AP United States Politics and Government
MATHEMATICS	AP Computer Science		AP Calculus AB AP Calculus BC AP Calculus AB/BC AP Computer Science AP Statistics	
SCIENCE TECHNOLOGY			AP Biology AP Chemistry AP Environmental Science AP Physics C	
WORLD LANGUAGES**	AP French 9-10 AP Spanish 9-10			
*per requisites - if qualified				

There is no limit to the number of honors level courses a student may take; however, there is a limit to the number of honors level points that a student may receive per semester. A student may receive honors level points for up to 3 courses in any one semester. “Extra” points from one semester may be carried forward to subsequent semesters. A maximum of 24 honors level points will be included in the calculation of weighted grade point average.

In the last step of this process, the student’s GPA is multiplied by the API. This weighted GPA is used to determine honor societies eligibility, scholarship awards, and scholarship cup. A student’s high school transcript will show the unweighted and weighted GPAs.

Example: A student earns A or B grades in 3 honors level courses first semester. The Academic Program Index (API) is calculated as follows:

$$\begin{aligned}\text{API} &= 3 \times .01 + 1.0 \\ \text{API} &= 1.03\end{aligned}$$

Suppose that the student’s overall GPA through the end of first semester is 3.4. The weighted GPA (WGPA) is calculated as follows:

$$\begin{aligned}\text{WGPA} &= \text{GPA} \times \text{API} \\ \text{WGPA} &= 3.4 \times 1.03 \\ \text{WGPA} &= 3.502\end{aligned}$$

If this student earns A or B grades in 3 or more honors level courses during the second semester, the API at the end of the year will be 1.06.

Handling of Repeats of Failed Courses in the GPA. When a failed course has been repeated and passed, both the failing and the passing grades will be listed on the student’s transcript, but only the passing grade for the repeated course will be recognized in computing a student’s overall GPA. However, if a repeated course is failed more than once, all failures except one will be counted toward the GPA.

Honors Level Points for Transfer Credits. Honors level points for A and B grades in honors level courses taken in other high schools will be awarded to transfer students.

ACADEMIC GROUPING

For many years it has been the practice of Oak Park and River Forest High School to group students according to their past performance in specific subject areas. For example, a student with excellent performance in mathematics and science and average performance in other academic subjects would be placed in accelerated/honors sections in mathematics and science and in college preparatory sections in English, history, and world languages. Transition classes are designed for students whose past performance indicates a need for greater instructional support or a varied pace of instruction.

The following factors are considered in determining the appropriate placement in academic groups:

1. Teacher and counselor profiles and recommendations
2. Past academic achievement in the relevant subject areas
3. Placement and standardized test results
4. Reading ability
5. Personal factors: study habits, motivation, attendance record

Academic grouping is used in some courses within the English, Fine and Applied Arts, History, Mathematics, Science and Technology, and World Languages Divisions. In accelerated/honors and Advanced Placement classes, increased emphasis is placed upon concepts, abstract relationships, critical thinking, and creative thinking. Less emphasis is placed upon drills, examples, and descriptive materials. Students who earn a “C” or higher in courses eligible for dual credit may receive college credit through Triton College for college level work completed in high school. (See Triton Dual Credit Programs section of this catalog.) Students may also take the appropriate Advanced Placement examination and may receive college credit for qualifying scores.

In deciding which level of a course to take, students are strongly urged to follow the advice of their counselor and the recommendation of their current teacher of that subject. However, parents may override the teacher recommendation through the appropriate measures. (See Course Placement Changes section of this catalog.)

Academic Support Resources

Tutoring Center

The Tutoring Center is located in Room 293W and is open to all students before, during, and after the school day. The tutors consist of content area teachers, academic support staff, and peer tutors. Tutors help students improve content understanding, skill development, and skill application in their courses. Tutors also help students develop effective strategies for completing homework and preparing for course assessments.

Off-Campus Teaching Program

Illinois School Code states that “it is the responsibility of each school district to provide educational support for every student to meet Illinois Learning Standards.” To achieve that goal, the Off-Campus Teaching Program offers academic support to students who must be off campus for medical or disciplinary reasons and to students who are awaiting a private educational placement. Contact your student’s counselor for further information.

ELL Academic Supports

Students who have limited English proficiency as measured by the WIDA-ACCESS Placement Test will be placed in the ELL Program. This resource is designed to help students improve their English skills and to assist them with their needs in their academic courses.

Library Services

The OPRFHS Library has been serving the high school community since 1899. Students are encouraged to take advantage of the Library’s collection of print books (including graphic novels), eBooks, subscription databases (including JSTOR, The New York Times, and The Oxford English Dictionary), reference eBooks, a play script collection, and audio books.

The Library supports recreational reading in various ways, including book talks offered by the librarians; participation in the Abe Lincoln Award (a reading incentive program for Illinois high school students); and an after-school book club. The Library is open from 7:30 to 3:30 every school day. The student’s ID serves as a library card to check out materials. While fines are not incurred for overdue items, students will pay for damaged or lost print books.

Students will benefit from using the Library and its resources during their years at OPRFHS. It is a place for working with their teachers and classes on research assignments, selecting books for recreational reading, and studying quietly. All are welcome.

Student Help Desk

The Student Help Desk is located in Room 293E/294. This student-run helpdesk assists students with first-line technical support which includes distribution of Chromebooks, repairs and tech questions. Tickets for assistance can be submitted by emailing helpdesk@oprfrhs.org (anyone can open a ticket).

Testing Center

The OPRF Testing Center is open to students every school day from 7:00am to 5:00pm. The Testing Center is a service that provides students the opportunity to make up tests (due to absence or retake accommodations) before school, during Study Hall/lunch and after school. To utilize the Testing Center students must have their OPRF ID and must store all materials such as; backpacks, cell phones, and electronics on the bookshelves provided, upon entering the room. Once each student’s materials have been stored and their attendance has been recorded, the student will receive their test and the Testing Center monitor(s) will administer the test using the standards and time limits as designated by their classroom teacher(s).

BUILDING HOURS

The building is open to students at 7:00 a.m. each school day. Students not under the direct supervision of a teacher or a coach are expected to be out of the building by 3:25 p.m.

BUILDING HOURS and DETENTION PROGRAM

The Detention Program runs Monday through Friday, 7:10 a.m. - 7:50 a.m., during all three lunch periods, and from 3:15 p.m. - 5:50 p.m. after school. All detentions during the week are held in Room 434. Saturday detention is held from 8:00 a.m. - 11:00 a.m. in the North Cafeteria. Saturday detentions are not held when there is a 3-day weekend. All detentions, with the exception of Saturday detentions, may be served in the Tutoring Center, Room 293 West, before or after school. A student who chooses to serve detention in the Tutoring Center and who is actively doing school work and not causing a disruption will serve one-half of the time owed. For example, a 2-hour detention served in the Tutoring Center under the above conditions is reduced to a 1-hour detention.

HONOR ROLL AND DEAN'S LIST

Honor roll status is awarded to students who have done above-average classroom work during a specific grading term. Above-average classroom work is defined as at least a 3.0 unweighted grade point average in a minimum of 4 full-credit courses for which grades are awarded in accordance with the Board of Education's policy on grading. Grades in physical education and driver education are excluded in honor roll determination. Students who earn a superior unweighted grade point average of 3.5 or higher will have their names placed on the Dean's List.

SCHOLARSHIP CUP

The seniors who have the highest weighted GPA at the end of 7 semesters are awarded the Scholarship Cup. The recipients are determined by figuring the cumulative weighted grade point averages of senior students for all semesters at Oak Park and River Forest High School. To be eligible to win the Scholarship Cup, a senior must have been enrolled at Oak Park and River Forest High School for a minimum of any 5 semesters preceding the award and must be eligible to earn a diploma from this high school at the conclusion of that year.

CUM LAUDE SOCIETY

Membership in Cum Laude, the academic honor society, is based on a student's GPA at the end of a junior's fifth or a senior's seventh semester. The top 5 percent of the junior class and the top 15 percent of the senior class who meet membership criteria are invited to join the society.

WORLD LANGUAGES HONOR SOCIETIES

Chinese. The Chinese Honor Society, which is sponsored by the National Council of Chinese Language Teachers, was established in 2011. To qualify for membership, a student must be a junior in 3A or above in Chinese, have maintained semester grades of A in the 3 preceding semesters of high school Chinese, have a minimum 3.2 weighted GPA, have demonstrated interest in language and cultural activities, and have exemplified good citizenship. Students who qualify will be given an application with the requirements for induction.

French. The Antoine de St. Exupéry Chapter of the Société Honoraire de Français, which is sponsored by the American Association of Teachers of French, was established in 1981. To qualify for membership, a student must be a junior 3A or above in French, have maintained semester grades of A in the 3 preceding semesters of high school French, have a minimum 3.2 weighted GPA, have demonstrated interest in language and cultural activities, and have exemplified good citizenship. Students who qualify will be given an application with the requirements for induction.

German. The Alpha Chi Chapter of the Deutsche Ehrenverbindung, which is sponsored by the American Association of Teachers of German, was established in 1985. To qualify for membership, a student must be a junior in 3A or above in German, have maintained semester grades of A in the 3 preceding semesters of high school German, have a minimum 3.2 weighted GPA, have demonstrated interest in language and cultural activities, and have exemplified good citizenship. Students who qualify will be given an application with the requirements for induction.

Italian. The Dante Alighieri Chapter of the Società Onoraria Italiana, which is sponsored by the American Association of Teachers of Italian, was established in 1991. To qualify for membership, a student must be a junior in 3A or above in Italian, have maintained semester grades of A in the 3 preceding semesters of high school Italian, have a minimum 3.2 weighted GPA, have demonstrated interest in language and cultural activities, and have exemplified good citizenship. Students who qualify will be given an application with the requirements for induction.

Japanese. The Seiken Chapter of the Nihongo Yutoseikai, which is sponsored by the National Council of Japanese Language Teachers, was established in 1991. To qualify for membership, a student must be a junior in 3A or above in Japanese, have maintained semester grades of A in the 3 preceding semesters of high school Japanese, have a minimum 3.2 weighted GPA, have demonstrated interest in language and cultural activities, and have exemplified good citizenship. Students who qualify will be given an application with the requirements for induction.

Latin. The Sigma Lambda Chapter of the Societas Honoris Classica, which is sponsored by the National Junior Classical League, was established in 1985. To qualify for membership, a student must be a junior in 3A or above in Latin, have maintained semester grades of A in the 3 preceding semesters of high school Latin, have a minimum 3.2 weighted GPA, have demonstrated interest in language and cultural activities, and have exemplified good citizenship. Students who qualify will be given an application with the requirements for induction.

Spanish. The Doña Perfecta Chapter of the Sociedad Honoraria Hispánica, which is sponsored by the American Association of Teachers of Spanish and Portuguese, was established in 1979. To qualify for membership, a student must be a junior in his/her third year of honors level Spanish, have maintained semester grades of A in the 3 preceding semesters of high school Spanish, have a minimum 3.2 weighted GPA, have demonstrated interest in language and cultural activities, and have exemplified good citizenship. Students who qualify will be given an application with the requirements for induction.

Seal of Biliteracy Program. Oak Park and River Forest High School students have the opportunity to be recognized by the State of Illinois for earning proficiency in English and an additional language. The Illinois State Board of Education's Seal of Biliteracy program will place an official seal on diplomas and an official recognition on transcripts for students who qualify. Qualifications for the Seal of Biliteracy: Earn a minimum composite score of 21 on an official administration of ACT, or earn a minimum score of 540 on the Evidence-Based Reading and Writing portion of an official administration of the SAT, or earn a minimum overall composite score of 4.8 on the ACCESS for ELLs exam. Must have earned a 4 or 5 in the Advanced Placement language exam they took as a junior or sophomore, or Earn a minimum score of I-5 on all components of ACTFL's Assessment of Performance toward Proficiency in Languages (AAPPL) exam, or a minimum of Intermediate High on all components of AVANT's STAMP exam. AAPPL, AP language exams or STAMP are options for students in 4th or 5th year language classes during the second semester.

TRANSCRIPT

The high school transcript lists all courses a student has taken by semester, semester grades, weighted GPA, and unweighted GPA. It is the official record of a student's academic achievement while enrolled at Oak Park and River Forest High School.

CLASSIFICATION OF STUDENT RECORDS

For complete information pertaining to student records, refer to District 200 Policy 5126 and the Administrative Regulations for Policy 5126. Information retained for each student is classified as either permanent or temporary record.

The student's **permanent record** consists of basic identifying information, the academic transcript, attendance record, accident reports and health record, and a record of release of permanent information. Permanent records will be kept for at least 60 years after the student withdraws or graduates from OPRFHS.

The student's **temporary record** consists of family background information, test scores, psychological evaluations, special education files, teacher anecdotal records, and disciplinary information. Student temporary records will be kept for at least 5 years after the student withdraws or graduates from OPRFHS.

INTERNSHIP/INDEPENDENT STUDY

Internship/Independent Study is an alternative program intended to meet the needs of those students who have demonstrated a high degree of academic maturity and who possess the aptitude to pursue coursework with substantially reduced student-teacher interaction. Students who apply for and are accepted into this program are fully responsible for keeping the Internship/Independent Study going until its successful conclusion. In this program, students may pursue academic credit under the supervision of a teacher endorsed or certified in the subject area being studied and may complete credit requirements without attending regular class sessions. Internship/Independent Study provides opportunities for academic enrichment beyond that which is offered in the published curriculum or accessibility to coursework that cannot be scheduled into the student's daily schedule. A student may take only one Internship/Independent Study course per semester, and no more than four credits of Internship/Independent Study may apply toward graduation, unless approved by the Director of Student Learning. No course specifically required for graduation may be taken as an Internship/Independent Study, nor may specific state mandates be satisfied through Internship/Independent Study. Furthermore, students may not exceed identified course load limits during a given semester through the use of Internship/Independent Study without the approval of the Director of Student Learning. Any student interested in pursuing Internship/Independent Study should consult with the sponsoring subject matter teacher, the division head, and the counselor after securing parental approval. Division head, counselor, cooperating teacher, and parental approval are required to participate in this program. Final approval of the Assistant Principal of Student Learning is required. Further information and applications for Internship/Independent Study can be obtained through your student's counselor.

SENIOR INSTRUCTIONAL LEADERSHIP CORPS (SILC)

This program allows interested and capable seniors to partner with a mentor teacher and work as an instructional assistant for one semester in that teacher's classroom. The senior and the mentor teacher work together to define the roles and responsibilities of the student assistant as well as to develop an evaluation plan designed to help the student acquire and hone leadership skills. Students may also participate as a SILC tutor in the OPRFHS tutoring center. Students earn 1 elective credit, evaluated on a pass/fail basis, upon the successful completion of their SILC semester. Students interested in pursuing SILC participation typically select a course they have already taken or for which they have a particular aptitude, as well as a teacher with whom they have developed a good relationship. Further information and applications for SILC are available in the office of the Director of Student Learning.

CREDIT THROUGH EXTENSION, ONLINE, AND CORRESPONDENCE COURSES

Credit earned through extension, online, or correspondence courses may be applied toward the satisfaction of graduation requirements provided that such study commences after the successful completion of the 8th grade year. Such credit shall be earned through the satisfactory completion of courses offered by an institution accredited by the North Central Association of Colleges and Schools or any other regional accrediting association or by an institution that is recognized by a state office of education. Students who wish to earn credit through extension, online or correspondence courses **MUST** seek course approval from their counselor before enrolling in the course. Division Heads must have the opportunity to fully review and approve the syllabus for any courses taken outside of OPRFHS. Online courses should not be used to acquire the graduation credit in a laboratory or speaking based course (this would apply to Science, Applied Arts/Technology, Fine Arts, and World Language Courses). Online courses may not be used to satisfy the Civics, Health, and Physical Education graduation requirements.

A maximum of 4 such credits may be used on the OPRFHS transcript. Requests for credits to be applied to the permanent transcript must be received by the appropriate counselor prior to August 9 of the school year. If a student takes a credit through extension, online, or correspondence during his/her senior year, the final transcript must be

received from the outside institution by April 15 to ensure participation in graduation. Any transcript submitted from an outside institution will show as a transfer credit grade on the transcript and will become part of the student's permanent record at OPRFHS.

HOMESCHOOL POLICY/PROCEDURES

A parent can choose to homeschool their student for a specified duration of the time they are not a student at the high school. If a student is seeking to attend a homeschool full-time, with the intention of transferring credits back to OPRF, that student will need to withdraw from our school. Earned homeschool credits will be granted as transfer courses (no limit for these) when brought back to OPRF. If a student is seeking to attend a homeschool part-time while also attending classes at OPRF as a part-time student (taking 1 to 4 classes), credits will be accepted if they are designated as homeschool courses on the transcript. The transcript has to specify that it is a homeschool program, not independent online classes. Homeschool courses are not the same as correspondence course (where only up to four credits are allowed) and, as such, are not included here.

The following steps must be followed when seeking Homeschool options:

1. Parent needs to withdraw the student from OPRF and inform the Registrar that the student will be homeschooled.
2. Parent will need to complete a Home Schooling Registration Form through the Illinois State Board of Education (ISBE): https://www.isbe.net/Documents/87-02_hs_reg.pdf then send the completed form to ISBE (a copy must be sent to our registrar via email at registrar@oprfs.org).
3. Once an accredited program has been identified and approved (program must be accredited by Cognia, formerly AdvancED, for credits to transfer back to OPRF), the student can register for and complete online courses. At completion of the program, the parent will then need to create a home school transcript. A list of the completed course credits earned through the accredited online program must be submitted to the Registrar upon the student's return to school. (Note: Transcripts cannot come directly from the online program as that course work will be viewed as corresponding courses and not part of the homeschool program).
4. All completed courses must be from an accredited program. Courses that do not receive pre-approval before beginning, they will not be accepted by the school as transfer credits. Parents and students can verify accreditation of the courses with their counselor or the Registrar *prior* to enrolling for it.
5. Students considering participation in a sport at a Division I or II college/university will need to make sure the Homeschool high school courses are also NCAA-approved.
6. Part-time and full-time homeschooled students may enroll at OPRFHS and be eligible to participate in extra-curricular activities and clubs, as long as they are district residents and pay tuition in full. If homeschooled students wish to participate in sports, the student needs to be enrolled in a minimum of five (5) classes with curriculum approval by the Associate Superintendent. Weekly progress reports must be provided to the Athletic Office and is overseen by the Illinois High School Association.
7. Students who wish to be eligible to earn an OPRFHS diploma, at least 22 out of the required 43 credits must be earned at the high school.

COMPUTER PROFICIENCY TESTING

Students may satisfy the computer proficiency requirement by achieving a qualifying score on the local computer proficiency test. This test is given the third Wednesday of quarters 2, 3, and 4. An additional test date is scheduled during the third quarter. The test dates and signup procedures will be announced in the student bulletin. Students may register for the test twice each year until they pass the test but not after the second semester of the junior year. The student may not be enrolled in a class which meets the computer proficiency requirement during the semester that the test is taken.

While successful completion of this test satisfies the computer proficiency graduation requirement, the student must successfully earn 1 additional elective credit to compile the minimum number of credits required for graduation.

FIELD TRIPS

A field trip is a school-sponsored learning experience which is an integral part of classroom instruction for a specific class and which is difficult or impossible for students to obtain independently. A field trip may occur within or outside the school, either during the regular school day or beyond regular school hours. If the field trip will take the students off of school property or if it extends beyond normal school hours, each participating student must submit a signed parental permission form.

Students should consider the impact of missing classes to participate in field trips as well as the impact of missing field trips to attend classes and, on the basis of these considerations, should decide whether or not to participate in the field trip. Neither the sponsoring teacher nor the teacher whose class is missed may penalize the student for the decision he or she makes. Makeup work that is reasonably equivalent to the missed learning experience is not considered a penalty.

LOST AND FOUND

Students are responsible for their belongings at all times. Care should be taken to lock hall and gym lockers securely. Lock combinations should never be shared. Clothing and non-valuable items that are found should be taken directly to Safety and Support in Room 264. Valuable items such as cell phones and jewelry that are found should be taken directly to the Welcome Center. Items will be stored for one semester in Room 264 or in the Welcome Center. Books and backpacks should be taken to the Bookstore. If the student's name, ID number, and the current year are listed, the Bookstore makes every attempt to inform the student that the book/backpack has been found.

SCHOOL TOURS

The school offers staff-escorted tours for prospective students and their families. To make an appointment, contact the Communications and Community Relations Office at 708-434-3692.

SCHOOL VISITORS

All school visitors entering the building must stop at the Welcome Center Room 105. Visitors will be asked to follow the procedures outlined below prior to being allowed to enter the building.

1. Present valid identification in the form of a photo ID to the security personnel stationed at the Welcome Desk.
2. ID will be scanned, and a visitor's pass will be created.
3. Once the security personnel have verified the visit with the appropriate office or individual, the visitor will be issued a visitor's pass. The visitor must attach the visitor's pass to his or her clothing so that it is visible at all times.
4. The visitor may go only to the indicated destination unless he/she is escorted elsewhere by the host.
5. The visitor must return the pass to the Welcome Center Room 105 prior to leaving the building in order to be properly signed out by security personnel.

Staff members are instructed to question visitors who are not properly identified. Persons failing to obtain a visitor's pass are in violation of state law and may be charged with trespassing.

TRITON DUAL CREDIT PROGRAMS – OPRFHS & TRITON COLLEGE

The Dual Credit Program is a cooperative agreement between Triton College and OPRFHS. Successful completion of identified courses taken at OPRFHS or Triton College earns the student dual credit at both institutions. Dual credit offers motivated high school students the opportunity to receive credit which can be applied toward a high school diploma, a Triton certification program, a Triton associates degree, and/or a 4-year college degree. Triton certification and associate degree programs teach students many of the concepts and skills needed to compete in their chosen fields. Students enrolled in designated OPRFHS courses can earn Triton College credit that may transfer to other colleges or universities.

Dual Credit: High School Campus (courses taught at OPRFHS): Students who wish to earn dual credit for courses eligible or the Triton Dual Credit Program offered at OPRFHS must complete an online application on Triton College website, must complete Triton's placement exams or have qualifying ACT/SAT score, must earn a minimum of a "C" in the course, and must fulfill all requirements and deadlines determined by Triton College. Students do not need to attend Triton to earn Triton credit for these courses (except for PHY 107 – AP Physics C 2nd semester). Triton credit earned for OPRFHS courses eligible for the dual credit may transfer to other colleges and universities. Questions related to Triton credit for these courses should be directed to the OPRFHS Office of Curriculum and Instruction. Questions related to transferring credit from Triton College to other colleges and universities should be directed to the specific institutions.

Dual Credit: Triton Campus (courses taught at Triton College): High school juniors and seniors who wish to earn dual credit in certain Triton courses taught on the Triton College campus must notify their counselor, complete paperwork provided by Triton College, take Triton's placement exams or have qualifying ACT scores, and fulfill all requirements and deadlines determined by Triton College. Triton credit earned in this manner may not transfer to other colleges/universities. Questions related to OPRFHS credit for these courses should be directed to the student's counselor. Questions related to Triton College credit or course information should be directed to the Dual Enrollment Office at Triton College. Dual Enrollment Program information is located on the Triton College website at www.triton.edu under Dual Enrollment & Dual Credit. Current dual credit course offerings (on OPRFHS campus) is listed on the next page (subject to change):

		MINIMUM TRITON ENTRANCE REQUIREMENTS		
OPRFHS COURSE	TRITON COURSE (credits)	ACT EXAM	SAT EXAM	ACCUPLACER
145: AP College English	ENG 105 (Year) World Literature (3 credits)	English/Reading score of 19-36	Reading/Writing score of 480-800	550-600 (Reading/Writing Composition)
149/2: Rhetoric 101	RHT 101 (Fall or Spring) Freshmen Rhetoric & Comp I (3 credits)	English/Reading score of 19-36	Reading/Writing score of 480-800	550-600 (Reading/Writing Composition)
231: Quantitative Literacy/MAT 102	MAT 102 (Year) Liberal Arts Mathematics (3 credits) Note: Must pass Quantitative Literacy (Sem. 1) w/ minimum "C" grade to be eligible to receive Triton credit for MAT 102 (spring)	Math score of 22-25	Math score of 530-590	263-300 (Quantitative Reasoning, Algebra and Statistics)
247: AP Statistics 1-2	MAT 170 (Year) Elementary Statistics (3 credits)	Math score of 22-25	Math score of 530-590	263-300 (Quantitative Reasoning, Algebra and Statistics)
263: AP Calculus AB/BC 1-2	MAT 131 (Fall) Calculus & Analytic Geometry I (5 credits)	Math score of 28-36	Math score of 640-800	276-300 (Advanced Algebra & Functions)
	MAT 133 (Spring) Calculus Analytic Geometry II (5 credits)	Pass MAT 131 (AP Calculus AB/BC – sem. 1) w/ minimum "C" grade		
2621: AP Calculus BC	MAT 133 (Fall or Spring) Calculus Analytic Geometry II (5 credits)	Math score of 28-36	Math score of 640-800	276-300 (Advanced Algebra & Functions)
556: Geo Science	PHS 100 (Year) Introduction to Earth Science (4 credits)	No college pre-requisites (no test scores needed)		
5781/2: Introduction to Health Careers & Medical Terminology	AHL 100 (Fall or Spring) Patient Care (1 credit)	No college pre-requisites (no test scores needed)		
	AHL 101 (Fall or Spring) Essentials of Medical Terminology (2 credits)			

Eligible Triton dual credit courses (Cont'd)

		MINIMUM TRITON ENTRANCE REQUIREMENTS		
OPRFHS COURSE	TRITON COURSE (credits)	ACT EXAM	SAT EXAM	ACCUPLACER
579: Fundamentals of Nursing	NAS 100 (Fall) Basic Nurse Assistant & NAS 101 (Spring) Care of Patients w/ Alzheimer's Disease (7 credits)	No college pre-requisites (no test scores needed)		
589: AP Physics C 1-2	PHY 106 (Fall) General Physics I (4 credits)	Currently or had enrolled in Triton Dual Credit program for MAT 133 (AP Calculus BC), and pass with minimum "C" grade along with requirements: ACT (Math score of 28-36); SAT (Math score of 640-800) or Accuplacer (276-300 in Advanced Algebra and Functions)		
	PHY 107 (Spring) General Physics II (4 credits)	Pass PHY 106 w/ minimum "C" grade and concurrently enrolled or have taken Triton course MAT 235 (Calculus IIIA) and pass with minimum "C" grade. Note: MAT 235 is not offered at OPRFHS; only at Triton.		
638: Business Incubator	BUS 136: Entrepreneurship (3 credits)	No college pre-requisites (no test scores needed)		
703/2: Culinary Arts	HIA 150 (1 sem.): Food Prep Essentials & Theory (3 credits)	No college pre-requisites (no test scores needed)		
704/2: Baking & Pastry	HIA 128 (1 sem.): Introduction to Baking/Pastry (3 credits)	No college pre-requisites (no test scores needed)		
708: Mini-Restaurant	HIA 120 (Year): Dining Room Service (3 credits)	No college pre-requisites (no test scores needed)		
751: Principles of Engineering	ENT 100 (Year) Intro to Manufacturing (4 credits)	No college pre-requisites (no test scores needed)		
754: Intro to Engineering Design	ENT 110 (Fall) Production Drawings & CAD (4 credits)	No college pre-requisites (no test scores needed)		
	ENT 255 (Spring) Autodesk Inventor Design (3 credits)	Concurrent enrollment in/or Pass ENT 110 (Intro to Engineering)		
7881/2: Intro to Woodworking	ENT 116 (1 sem.): Fabrication Processes (4 credits)	No college pre-requisites (no test scores needed)		
794: Digital Electronics	ENT 104 (Year) Electricity I (3 credits)	No college pre-requisites (no test scores needed)		
913/2: Advance Strength Training	PED 106 (1 sem.) Total Fitness (1 credit)	No college pre-requisites (no test scores needed)		

NOTE: Entrance requirements and application deadlines are set by Triton College. More information is available at www.triton.edu/placementtesting. Courses designated (Year) by Triton receive one Triton grade at the completion of the OPRFHS spring semester; Courses designated (Fall) or (Spring) will receive 1 Triton grade for each OPRFHS semester. **NOTE:** If you have not taken a national ACT or SAT exam (**PSAT or AP scores are not eligible for entrance requirements**), you must take the Triton College Placement Tests at the Testing Center on the Triton Campus, and Triton College personnel will determine whether you qualify for **dual credit** in these courses. Eligibility for dual credit enrollment at Triton College varies by course.

DISTRICT DECISION/APPEALS PROCESS

Oak Park and River Forest High School District 200

AREAS	INITIAL CONTACT	FIRST LEVEL APPEAL	SECOND LEVEL APPEAL
Attendance	Teacher	Dean	Director of Student Services
Academic Dishonesty	Teacher	Division Head	Director of Student Learning
Athletic Code Violations	Athletic Director or Director of Student Activities	Associate Superintendent	
Course Change	Counselor	Director of Student Services	Associate Superintendent
Curriculum/Instruction • Academic Dishonesty • Grades • Instructional Materials	Teacher	Division Head	Director of Student Learning
Discipline	Dean	Director of Student Services	Associate Superintendent <i>(expulsions and 10 day out of school suspensions may also be appealed to the Board of Education)</i>
Discrimination/Harassment	Any Adult in the Building	Gender-Equity Coordinator	Associate Superintendent
Fees and Financial Obligations	Division Head or Director of appropriate department	Chief Financial Officer	
Residency	Registrar	Director of Student Services	Superintendent or Designee <i>(residency appeals may also be appealed to the Board of Education/Hearing Officer)</i>
Special Education	Case Manager or Program Chair	Special Education Administrators	Due process per law

Introduction to Special Education Services at OPRFHS

Special Education Division

Shalema Francois-Blue, Executive Director of Special Education, 708-434-3106, sfrancoisblue@oprfs.org

A full range of programs is available to students who are determined to be eligible for services through the Special Education Division. Programming for a student with an Individual Education Plan (IEP) is based on student needs and is determined at a multidisciplinary conference.

Oak Park and River Forest High School has varying levels of support to meet student needs ranging from the self-contained setting through supports in classes in the area of general education. It is the goal of the Special Education Division to continuously place students in their Least Restrictive Environment (LRE). The instruction and curriculum in the self-contained setting parallels instruction and curriculum offered in the general education divisions. Special Education services are available to students who need support in the areas of visual, hearing, speech, physical impairment, and social work. Most students are served within the high school setting; however, some students may be better served in more appropriate specialized programs off campus.

Persons wishing to refer a student for special education evaluation should contact the student's counselor. The counselor will refer the student to the OPRFHS screening committee where further action will be determined. If it is determined that a comprehensive case study is needed, the student's parents will be notified in writing. The parents must give written permission in order to proceed with diagnostic testing. The student will undergo a case study evaluation appropriate to the nature of the problems as stated in the referral. The intensity of the evaluation procedures will be determined by the complexity of the student's problems and the amount of information necessary to determine a diagnosis and develop the IEP.

Upon the completion of the comprehensive case study, a multidisciplinary conference is convened to formulate program and service options. Participants in the conference include the Special Education designee chairing the meeting, all personnel involved in the evaluation, parents, other persons having significant information regarding the student, persons who may become responsible for providing the Special Education program or service, general education teachers, the student, and other individuals at the discretion of the parents or Special Education Division.

Eligibility for public school Special Education services is terminated following the granting of a high school diploma or up to age 22. Parents and students have the right to review the student's record at any time and will be provided with copies if so desired at their expense. Parents wishing additional information can obtain a more detailed description of programs and services from the Special Education office in Room 106. Parents may also contact the student's counselor to determine the steps necessary for a referral. A copy of the rules and regulations governing Special Education may be obtained upon request from the Illinois State Board of Education, Chicago Branch. Parents may also contact the Director of Pupil Personnel Services should they have any questions concerning procedural or parental rights.

Specialized Programming

As mandated by IDEA (Individuals with Disabilities Education Act, formerly PL94-142 Education for All Handicapped Children Act, 1975), the Transitional Education with Access to the Mainstream (TEAM) program will provide each student an appropriate education tailored to meet individual needs. Graduation eligibility can occur by the end of the fourth year or may be extended up to age 22. The goal of this program is to maximize student independence by developing the unique potential of a student. Related services such as occupational therapy, social work, physical therapy, and hearing, vision, speech and language therapy are delivered through an integrated model.

Our CITE (Community Integrated Transition Education) Program provides a skill-based functional curriculum that works to meet the student's individual needs in the area of employment, education, and independent living as structured through the student's Transition Plan identified through the IEP.

ACADEMIC SUPPORT AND INTERVENTION COURSES

Special Education Courses

933 Academic Strategies I

Prerequisite: IEP recommendation

2 semesters; 2 credits

The focus of this program is to assist students to be successful in all general education classes by reinforcing study and organizational skills, developing compensatory skills, and providing academic support services.

9988 Academic Strategies II

2 semesters; 2 credits

The student attends 3 or fewer Special Education classes (less than 50% Special Education classes). Staff consults with general education teachers regarding the student's progress. The student is assigned to a support person with intensive services. The Emotional Development resource teacher provides each student with a maximum of structure and support. The student is reinforced with a behavior management system.

2187 Career/Consumer Math

Open to seniors

2 semesters; 2 credits

This course is intended for seniors who will enter the world of work following graduation. The course reinforces the consumer math skills of budgeting, credit management, shopping, and checking. The second semester provides additional review and practice in measurement, spatial awareness, and calculations needed for vocational/military mathematics aptitude testing.

2014/2016 General Math

Open to EAC/SED students only

2 semesters; 2 credits

This course focuses on improving basic computational skills. Emphasis is on developing an understanding of those concepts involved in the number system and numeration, computation, and the application of whole numbers, fractions, decimals, and percentages.

9998/2 Social Seminar

1 semester; No credit

This class focuses on the student and his/her relationships with others. Self-image, peer relationships, goal setting, feelings, and group dynamics are some of the subjects studied.

707 Community Integrated Transition Education (CITE)

The philosophy of the CITE Program is to provide an outcome-based program that will promote students' optimal independence in the home and community by teaching individualized, age-appropriate life skills.

Upon completion of 4 years of high school and by recommendation of the IEP, TEAM students may be recommended for participation in the Community Integrated Transition Education Program. The curriculum focus is on life and vocational skills that are age appropriate and community based. The 7 curriculum areas are:

1. Parent/Adult Services - Students/families will develop an awareness of adult services.
2. Academics - Instruction will focus on skills needed to participate in the community as independently as possible.
3. Vocation - Students will participate in community-based vocational training.
4. Community - Students will increase knowledge and independence in the community.
5. Domestic - Students will increase independence in home-based activities.
6. Recreation/Leisure - Students will explore community options for using free time productively.
7. Transportation - Students will work toward using transportation independently for work and community activities.

This is a non-credit earning program. Progress toward IEP goals will be documented.

2179 Applied Math**Semester 1 only; 1 credit**

Designed to meet the IEP of the student, this course teaches a basic knowledge of math skills, including time telling, money, calculator, and measurement.

2719 Applied Math 1-2**2 semesters; 2 credits**

This course prepares students to use mathematics in daily living and provides a review of the 4 basic computational skills and their application to whole numbers and decimals.

2729 Applied Math 3-4**2 semesters; 2 credits**

This continuation of math in daily living uses different situations and a slightly more difficult book.

2739 Applied Math 5-6**2 semesters; 2 credits**

This continuation of applying math in daily living includes fractions, decimals, geometry, algebra, percentages, metrics, and other units of measure.

1139 English 1-2**2 semesters; 2 credits**

This course is designed to help the student develop skills in and an understanding of basic grammar, punctuation, and writing.

1239 English 3-4**2 semesters; 2 credits**

This course is designed to help the student to develop improved writing skills and to understand the practical application of basic grammar at a level higher than that which has been learned.

1319 English 5-6**2 semesters; 2 credits**

This course is designed to help the student develop a better understanding and appreciation of American literature in conjunction with the development of better writing and expression skills.

1419 English 7-8**2 semesters; 2 credits**

This course is designed to apply basic English skills to functional life settings and experiences.

5019 Foundations of Health Education**2 semesters; 2 credits**

Studies the human body and health care, including basic first aid, toxic substances, sex education, and disease prevention and control. Credit in this course may not be applied toward the high school's graduation requirement of 2 laboratory science credits.

1179 Elements of Reasoning & Writing Level A-F**2 semesters; 2 credits**

This direct instruction program is presented in 6 levels, A through F. This program teaches higher-order thinking skills that are needed for later reading, writing, and thinking. This program gives students the critical-thinking skills they need to analyze situations clearly and reach conclusions logically, equipping them to express themselves with precision and clarity as they write.

3989 Skills Development**2 semesters; 2 credits**

Students will acquire a basic knowledge of community resources, self-determination, current events, activities of daily living, and a variety of necessary life skills. Students will apply classroom skills in a variety of school and community settings for the purpose of skill generalization.

6516 Contemporary Art & Expression in Modern Society**Open to all students****1 semester; 1 credit**

Contemporary Art & Expression in Modern Society is a multi-faceted approach to discovering the therapeutic benefits of art through creation, study and appreciation. The class would be designed specifically for Special Education students in the Social Emotional Development Program. Students receiving services in the SED Program are unable to be successful in the general education setting due to social anxiety or other manifestations of their Emotional Disability. The course will include three facets of study to include art therapy, Art History, and art techniques. Course will utilize

text, multimedia and social media to explore art. Students would travel to various museums throughout the city of Chicago, as well as see local resources.

1149 English 1-2

2 semesters; 2 credits

Class work is designed to meet the individual educational plans of TEAM students and consists of a variety of hands-on activities and projects. Students will develop basic calendar skills as well as skills in using a newspaper to obtain information and maintain knowledge of current events. Students will acquire a basic knowledge of reading, comprehension, writing, and spelling skills.

1249 English 3-4

2 semesters; 2 credits

A continuation of English 1-2 above.

1309 English 5-6

2 semesters; 2 credits

A continuation of English 3-4 above.

1409 English 7-8

2 semesters; 2 credits

A continuation of English 5-6 above.

7489 Home Economics

2 semesters; 2 credits

Housekeeping, kitchen safety, and cooking skills are covered.

7499 Living Skills

2 semesters; 2 credits

Personal grooming skills including oral hygiene, first aid, health rules, and social skills are covered.

3979 Recreation and Leisure

2 semesters; 2 credits

This class teaches recreational and leisure skills to assist students in the development of their social skills and recreational/leisure interests for lifelong entertainment.

Reading Program

117, 1167, 1169 Elements of Reading

Open to qualified freshmen by recommendation. Students who register for this course should also register for English 1T.

2 semesters; 4 elective credits

This double period course is designed to help incoming freshmen reach the appropriate reading proficiency for success in high school and on standardized tests. Using a research-based comprehensive program, this course provides explicit reading instruction and progressive lessons focusing on comprehension, vocabulary, and fluency to improve student reading abilities.

935 Literacy Seminar

Prerequisite: Freshmen only; based upon 8th grade performance

2 semesters; 2 credits

This course provides strategic reading instruction to increase the student's ability to read content area text across various disciplines. Students learn to read for different purposes with different types of text and to read for depth. The course helps students acquire necessary skills and knowledge to support improvements in content area reading. The course also helps students form positive student habits such as note taking, organization, and study strategies. This class is one period.

936 Literacy Connection

Prerequisite: Sophomores only; based upon 9th grade performance

2 semesters; 2 credits

This course provides support for sophomores whose freshman reading data suggest that the student would benefit from additional reading enrichment. This course focuses on improving literal and inferential reading comprehension, vocabulary development, and the application of skills for all disciplines. This course is designed to increase the student's ability to successfully read and understand materials to improve academic performance across the content areas and to build lifelong literacy skills. The course also helps students form positive student habits such as note taking, organization, and study strategies. This class is one period.

941 College and Career Literacy

Prerequisite: Juniors only; based upon 10th grade performance

2 semesters; 2 credits

This course provides support for juniors whose sophomore reading assessment data suggest that the student would benefit from additional reading enrichment. This course focuses on improving literal and inferential reading comprehension, reading endurance, vocabulary development, and the application of skills for all disciplines. This course is designed to increase the student's ability to successfully read and understand materials to improve academic performance across the content areas and to build lifelong literacy skills. The course also helps students acquire, practice, and improve skills necessary for success on college/career admission assessments. This class is one period.

Academic Learning Program

The Academic Learning Program includes Tier 2 and Tier 3 supports and interventions for students. Components of the program include the Academic Enrichment course and In-School Credit Recovery courses taken online with the support of a teacher. Students are recommended for the program on both a part-time and full-time basis by their Pupil Support Services (PSS) team. Parent and administrative approval is required. Students within the program are supported by the program staff which includes teachers, counselors, a student advocate, and a program coordinator.

117X World Studies Immersion/Literacy Support (Also see English & History Course Offerings)

Open to qualified freshmen approved for the transition program

2 semesters; 2 credits

World Studies Immersion combines English, Literacy and History curricula and integrates the disciplines to expand the student's experience. As a part of the three period World Studies Immersion course, students are enrolled in WSI English, WSI History and WSI Literacy Seminar. WSI Literacy Seminar provides intensive, direct reading instruction to increase vocabulary, reading comprehension, word study, and reading rate. By immersing the reading strategies and instruction into the World Studies class, students will benefit from the reinforcement and practice of applying their skills.

900 Academic Enrichment

Prerequisite: Counselor and/or administrator recommendation

2 semesters; 2 credits (Pass/Fail)

The focus of this course is to support students in developing and applying positive academic behaviors and skills to increase their success in high school. Students receive hands-on support and guidance in navigating various aspects of the school. They will explore their learning strengths, obtain study strategies, and learn to manage and prioritize their time. Students will develop organizational skills, understand how to manage their school materials, and engage in ongoing goal setting and goal progress monitoring. Additionally, the course provides support to students in constructing a positive academic and social identity while developing skills to build positive relationships between their peers and adults within the school. The course is centered on executive functions and social-emotional support.

Academic Support Courses

943/2 Leadership

Open to Juniors and Seniors

2 semesters; 2 credits

The Leadership class at OPRFHS pairs Junior and Senior mentors chosen through a rigorous selection process with freshmen students enrolled in study halls and select mathematics classes. The Leadership juniors and seniors typically meet two days per week to develop leadership, mentorship, and tutoring skills. Those junior or senior mentors push into freshmen study halls and mathematics classes to help build community, provide academic assistance, and offer emotional support for the remainder of the week. The goal of the course is to allow students to play integral roles in creating spaces which center around our students' cultural wealth and values to transform the culture of the school into one of shared responsibility, care and respect.

BOOKSTORE - ROOM 140

Located near the North Cafeteria, the Bookstore is open year-round. Bookstore hours are from 7:30 a.m. – 3:45 p.m., but hours of operation vary during the opening days of each semester and during the summer. The Bookstore provides all materials under the umbrella of the Instructional Material Fee (IMF) and is also where most financial obligations can be paid and/or explained. General questions can be answered and Huskie apparel can be purchased. Additional books and supplies beyond that which are provided under the IMF are available for purchase in the Bookstore. Payment for books and supplies may be made by cash, debit card, credit card (VISA, MasterCard or Discover), or personal check. There is a \$10 minimum purchase in order to use a bankcard. Personal checks must be commercially imprinted with a name and check number. Please write the phone number of the signer and the student ID number on the check. The Bookstore does not accept any business checks (including DBA).

The Instructional Material Fee assessed for each student enrolled at OPRFHS covers all instructional materials for all courses during both semesters of the school year. This mandatory fee should be paid online along with the District Fee. The IMF includes the first set of

- District-loaned textbooks (checked out to individual students). All textbooks must be returned at the end of the year (or semester, for semester-long classes) by publicized deadlines to avoid replacement and late return charges. *See important note below.*
- Paperback books and workbooks (students keep)
- Course article packet handouts (students keep)
- Art and photo supply kits (students keep)
- Lab kits (students keep)

Items NOT included in the fee are

- PE uniforms
- Calculators
- Locks
- Replacements for lost books, art and photo supplies
- Additional art and photo supplies as needed throughout the year
- Personal school supplies (notebooks, pens, pencils, binders, etc.)

If a family feels the IMF would cause economic hardship, the family can apply annually for a District Fee and Book Fee Waiver. Details on who qualifies, how to apply, and the necessary forms are available on the OPRFHS website at www.oprfhs.org – Academics – Fees & Important Information. If a family does not qualify for a waiver, payment plans can also be set up in the Bookstore. Call 708-434-3940 for more information.

Note: Students may annotate paperback novels; HOWEVER, students will be billed the replacement cost of any textbook they annotate, highlight, or damage in any way. Students are strongly encouraged to use book covers to protect their textbooks and to carry a plastic bag in their backpacks to further protect their books in the case of rain to avoid repair and/or replacement charges due to any excess damage (including any water damage) at the end of the year.

ATHLETIC ACADEMIC REQUIREMENTS

IHSA Policy 3.021. Student-athletes shall be doing passing work in at least 25 credit hours (5 classes) of high school work per week.

IHSA Policy 3.022. Student-athletes shall, unless they are entering high school for the first time, have credit on the school records for 25 credit hours (5 classes) of high school work for the previous semester. Such work shall have been completed in the semester for which credit is granted or in a recognized summer school program which has been approved by the Board of Education and for which graduation credit is received.

If an athlete is not passing 25 credit hours (5 classes) in any given week, that athlete will be ineligible for competition the following week.

If an athlete is not passing 25 credit hours (5 classes) at the end of a semester, that athlete will be ineligible for competition the following semester.

IHSA Policy 3.024. Passing work shall be defined as work of such a grade that if on any given date a student would transfer to another school, assigned grades for the course would immediately be certified on the student's transcript to the school to which the student transfers.

Every Wednesday, teachers report "D" and "F" grades for their student-athletes. The OPRFHS Athletic Department bases the weekly eligibility report on this grade report.

OPRFHS "C" Pass to Play Policy

Student-athletes must maintain a minimum 2.0 GPA and must not have received an F in any class. If a student-athlete falls below a 2.0 GPA or has an F at the end of a 9-week grading period, that student is placed on "Academic Alert" and will be required to attend the 9-week Academic Support Program (study table), which consists of three 50-minute Academic Assistance Sessions per week or 150 minutes of teacher assistance. If the student-athlete fails to complete the required hours, he/she will be ineligible for competition the following week.

Student-athlete grades are reported every Wednesday and distributed to coaches and student-athletes by Thursday or Friday of each week. If a student-athlete has more than one D or F on a weekly grade check, he/she will be placed on the Weekly Academic Support Program (study table) and be required to complete 120 minutes of academic assistance the following week. If the student-athlete fails to complete the required hours, he/she will be ineligible for competition the following week.

Student-athletes who have less than a 2.0 GPA or an F grade for 2 consecutive 9-week grading periods will not be allowed to participate in OPRFHS athletics. Student-athletes are notified in writing of their ineligibility and may appeal this decision. The appeals process begins with the student-athlete submitting in writing the reasons, as well as any extenuating circumstances, that may have contributed to the level of achievement attained. The Appeals Committee meets with the student-athlete and renders a decision on whether to reinstate his/her athletic eligibility. The Appeals Committee consists of the Athletic Director and the student's counselor.

NCAA ELIGIBILITY REQUIREMENTS FOR PROSPECTIVE COLLEGE ATHLETES

Some student-athletes have a goal to participate in athletics at the collegiate level. The OPRFHS Athletic Department and counselors are available to assist student-athletes in pursuing their goal. To this end, we offer the following advice:

- Communication with the coach is essential. Student-athletes who have a strong desire to compete at the collegiate level should consult with their coach prior to their junior sport season.
- The driving force behind college selection should be the academic fit. Student-athletes should work in conjunction with their counselor to develop their list of potential college choices.
- Create a resume and cover letter that represents your overall high school experience and highlights your athletic accomplishments. The resume should be reviewed by a coach and/or counselor.
- Be proactive in marketing yourself to college coaches by creating a highlight video, forwarding game schedules, etc.
- During their sophomore year, students should meet with their counselor to begin the registration process with the **NCAA Eligibility Center**.
- Review **all** NCAA Academic Eligibility Requirements with your counselor or by visiting the NCAA website at www.eligibilitycenter.org.

NCAA Academic Eligibility Requirements

NCAA Division I, II, and III institutions have separate academic requirements. For complete up-to-date information on the requirements of all three divisions, please visit the NCAA website at www.eligibilitycenter.org.

INTRAMURAL PROGRAM

This after-school/evening sports program provides an opportunity for **All OPRFHS** students to organize, participate in, and compete against their peers in individual or team activities. The program is divided into four 9-week quarters. Participating students pay a fee of \$15 per quarter. The Intramural Program is composed of two phases: competitive and informal free-play. The competitive phase is a highly organized round-robin tournament. The informal free-play phase allows students to participate in a variety of activities. Basketball, badminton, ultimate frisbee, and flag football are offered during certain quarters throughout the year. Intramural hours generally are 6:00 p.m. – 7:30 p.m.; however, hours may vary for flag football and ultimate frisbee.

ENGLISH DIVISION

Ms. Helen Gallagher, Division Head, 708-434-3378, hgallagher@oprfs.org

Placement recommendations are based on providing students with instruction, practice, and assessment to increase their literacy skills. While there is no single indicator for success, students are welcomed into supportive, challenging curriculums that emphasize growth and achievement in reading, writing, vocabulary development, language appreciation, listening and speaking.

Scope and Suggested Sequences

	9	10	11	12
Transitional	<div>Elements of Reading or Literacy Seminar</div> <div>and</div> <div>English T or World Studies T</div>	<div>English Lit., Reading Connections</div>	<div>American Lit., Reading Connections</div>	<div>RHT 099 College Reading and Writing</div>
College Prep	<div>English or World Studies</div>	<div>English Literature</div>	<div>American Literature or American Studies</div>	<div>RHT 101/102 College Composition</div> <div>Writing Electives</div> <div>Literary Ideas & Topics (LIT)</div>
Honors/AP	<div>English A</div>	<div>English Lit. A;</div> <div>English Lit. A/J</div>	<div>AP English Language and Composition</div>	<div>African American Lit. A;</div> <div>Humanities A;</div> <div>AP English Literature and Comp.;</div> <div>Women's Lit. A;</div> <div>Work of One Author;</div> <div>Shakespeare A</div>

TRANSITIONAL ENGLISH

The English Division places incoming freshmen in courses that increase literacy skills with focused reading instruction. These courses offer students the opportunity to enter the college preparatory program at the beginning of the sophomore year. The English Division believes that students will be more prepared for all of their academic courses if they improve their performance in reading and writing. Sophomore and junior year transitional courses mirror the college preparatory program while adding an intensive focus on reading strategies. Sophomores and juniors who successfully complete transitional courses are strongly encouraged to move to the college preparatory program

112, 1127 English T

Open to qualified freshmen approved for the transition program

2 semesters; 2 credits

This one-year course of transitional English for freshmen emphasizes writing, grammar, and literature. The literature units for both semesters include short stories, poetry, short novels, and drama. The pre-writing, writing, and revising process in the development of sentences and paragraphs is emphasized throughout the year. Grammar, mechanics, spelling, and vocabulary are studied both semesters. English T and Elements of Reading prepare students for the second year of core English.

122 English Literature, Reading Connections

Open to sophomores

Prerequisite: English, English T, or teacher recommendation

2 semesters; 2 credits

Second year of college preparatory English co-taught by an English teacher and a reading teacher. Thematic approach to the study of literature. Each thematic unit includes a variety of texts and builds to the study of a major work of English literature. Literature instruction emphasizes making inferences in reading literature. Reading instruction emphasizes text structure analysis, graphic organization of concepts, critical thinking skills, active reading, vocabulary development, and story mapping. Writing instruction focuses on building skills in organization, use of evidence, and development of ideas and on grammar and direct instruction in writing. Students produce creative writing and themes of literary analysis.

132 American Literature, Reading Connections

Open to juniors

Prerequisite: English Literature, Reading Connections; or teacher recommendation

2 semesters; 2 credits

Third year of college preparatory English. A chronological sampling of important American literature. In the second semester, modern literature by types: short story, poetry, essay, drama, novel. Reading strategies emphasis: text structure analysis, graphic organization of concepts, critical thinking skills, active reading, vocabulary development, and story mapping. Writing, mainly but not exclusively expository, is required in each unit throughout the year. Grammar and direct instruction in writing. Extensive use of pre-writing, writing, and revising process. An investigative theme, based on a variety of library resources, is required during the second semester.

148 Rhetoric & Composition 099: College Reading and Writing

Open to juniors and seniors

Prerequisite: Teacher recommendation

2 semesters; 2 credits

This course will focus on writing and reading as related skills by practicing reading comprehension and essay writing in the context of a world where housing and freedoms are governed by official and unofficial policy. Students will develop critical thinking skills and the ability to write clear, focused, developed, organized paragraphs and essays about both fiction and nonfiction sources discussing the advantages, disadvantages, and consequences of living in a world of social and litigation-enforced barriers. Dual enrollment through Triton College may be available.

S936 Reading Strategies, Summer School

Open to qualified incoming freshmen or students who have completed the freshman year

Prerequisite: Elements of Reading, English T, teacher recommendation, or standardized test scores

1 credit

This course is recommended for those students placed in transitional English their freshman or sophomore year whose academic achievement in the regular school year would be enhanced by further reading instruction. Students who successfully complete Reading Strategies, Summer School will have the opportunity to transition to college preparatory English for their freshman or sophomore year.

COLLEGE PREPARATORY ENGLISH

The first year of the college preparatory English program brings students together with teachers who offer guided practice and instruction in the areas of reading comprehension and composition. Using critical thinking skills, students explore and write about the literature that they read. Active class participation in collaborative learning tasks is required. Students can expect to become more effective readers and writers through daily, structured homework assignments.

113, 1138, 1134/1136 English

Open to qualified freshmen approved for the college preparatory program

2 semesters; 2 credits

The first year of college preparatory English is a study of culturally diverse literature centered around literary themes. Through direct instruction students will improve as critical and creative readers, writers, and thinkers. Independent reading and library research projects are included, along with appropriate composition assignments suggested by the reading.

12EX World Studies Immersion/Literacy Support (Also see History Division & Academic Support Course Offerings)

Open to qualified freshmen approved for the transition program

2 semesters; 2 credits

World Studies Immersion combines English, Literacy and History curricula and integrates the disciplines to expand the student's experience. As a part of the three period World Studies Immersion course, students are enrolled in WSI English, WSI History and WSI Literacy Seminar. WSI Literacy Seminar provides intensive, direct reading instruction to increase vocabulary, reading comprehension, word study, and reading rate. By immersing the reading strategies and instruction into the World Studies class, students will benefit from the reinforcement and practice of applying their skills.

125E World Studies (Also see History Division Course Offerings)

Open to freshmen

2 semesters; 4 credits

This double-period course is an introduction to both the English and history curricula at the high school and is taught cooperatively by an English teacher and a history teacher. The course is designed to integrate the disciplines and expand the experience that would otherwise be gained in the English and World History courses. Fundamentals in reading skills, writing skills, and critical thinking skills are emphasized. Successful completion of this course meets the world history graduation requirement and provides 2 credits in English and 2 credits in world history.

144, 1237, 1238, 1234/1236 English Literature

Open to sophomores

Prerequisite: English or English T

2 semesters; 2 credits

The second year of college preparatory English uses a thematic approach to the study of literature in which each thematic unit includes a variety of texts and builds to the study of a major work of English literature. Literature instruction emphasizes making inferences in reading literature, while writing instruction focuses on building skills in organization, use of evidence, and development of ideas. Students produce creative writing and themes of literary analysis. Successful completion of this course meets the American history graduation requirement and provides 2 credits in English and 2 credits in American history.

133, 1337, 1338, 1334/1336 American Literature

Open to juniors

Prerequisite: English Literature or English Literature, Reading Connections

2 semesters; 2 credits

The third year of college preparatory English is a chronological sampling of important American literature by types, including the short story, poetry, essay, drama, and the novel. Writing, mainly but not exclusively expository, is required in each unit throughout the year.

134E American Studies (Also see History Division Course Offerings)

Open to juniors and seniors

Prerequisite: World History or its equivalent and English Literature

2 semesters; 4 credits

The third year of college preparatory English meets 10 periods a week over 1 school year to earn 4 credits, 2 in American literature and 2 in American history. This integrated course is taught cooperatively by an English teacher and a history teacher and emphasizes the development of American culture, including political, economic, and social history, American literature, and American art, music, and architecture. Fundamentals in reading and writing skills are emphasized.

149 Rhetoric & Composition 101

Open to seniors

Prerequisite: Teacher recommendation

2 semesters; 2 credits

This course emphasizes logical, coherent writing skills for competency in any school or professional writing situation. Dual credit through Triton College may be available.

1652 Rhetoric & Composition 102

Open to seniors

Prerequisite: RHT 101 (with a grade of C or higher)

2 semesters; 2 credits

The writing course sequence develops awareness of the writing process; provides inventional, organizational and editorial strategies; stresses the variety of uses for writing; and emphasizes critical skills in reading, thinking and writing. Dual Credit through Triton College may be available.

HONORS ENGLISH

The first year of the honors English program is designed for students who enter high school prepared to be independent learners able to complete a variety of complex long-term and short-term reading and writing assignments simultaneously. Their advanced verbal and analytical reasoning skills allow them to maintain the accelerated pace demanded by a curriculum that addresses the topics of both freshman and sophomore years of the college preparatory English program in one year. Students are expected to participate actively in daily discussion and in collaborative learning tasks.

115 English A

Open to qualified freshmen approved for the honors program

2 semesters; 2 credits

The first year of honors English explores recurring images, character types, symbols, and narrative patterns evident in traditional and modern literature from diverse cultures. Composition topics and class discussions encourage students to relate these literary motifs and patterns to events in their own lives. Instruction in composition emphasizes pre-writing, writing, and revising that includes attention to effective structuring of the sentence and the paragraph.

136 English Literature A

Open to sophomores in the honors program

Prerequisite: English A or teacher recommendation

2 semesters; 2 credits

The second year of honors English uses a thematic approach to the study of literature in which each thematic unit includes a variety of texts and builds to the study of a major work of English literature. Literature instruction emphasizes making inferences in close textual analysis. Class discussion requires substantial preparation. Writing instruction focuses on building skills in organization, use of evidence, and development of complex and sophisticated ideas. Students produce creative writing and themes of literary analysis.

137 English Literature A/J

Open to sophomores in the honors program

Prerequisite: English A or teacher recommendation

2 semesters; 2 credits

This course is the publications-oriented option for the second year of honors English. Students will encounter a wide range of classic English literature, including parts of the Arthurian legend, *Beowulf*, works by Shakespeare, Swift, Pope, Dickens, Bronte, Chaucer, Shaw, and more. They also will work with important journalism skills and areas of knowledge, including news and magazine article writing, interviewing, ethics, expression rights and laws, and newspaper production and design.

129 Advance Placement English Language and Composition

Open to juniors in the honors program

Prerequisite: English Literature A or teacher recommendation

2 semesters; 2 credits

The third year of honors English is a chronological survey of important American literature. The course includes a significant component that prepares students for the Advanced Placement English Language and Composition exam. In addition to its traditional emphasis on the study of literature by period and type, the course prepares students for the AP test by focusing specifically on the rhetorical analysis of nonfiction texts. Both expository and imaginative writing is required throughout the year. An investigative theme based on library research is required, usually during the second semester.

145 Advance Placement English Literature and Composition

Open to seniors in the honors program

Prerequisite: three years of successful course work in honors English

2 semesters; 2 credits

This Advanced Placement course includes reading and writing assignments that are comparable to those of a freshman college English course. In reading, emphasis is on the evaluation of a work of literature selected from a variety of centuries and cultures in respect to its aesthetic qualities, its selective and critical reflection of human experience, and its

essential truth. In composition, emphasis is on key phases of the composing process, including gathering and analyzing data, organizing, drafting, revising, editing. Triton College dual credit may be available.

HONORS ELECTIVES

The English Division also offers four senior honors electives, described below. With the junior teacher's recommendation, any of these courses may be taken in addition to or in place of AP College English. They may also be taken in combination with other senior electives (see English Electives below). Junior students will meet with their teachers to decide on the appropriate registration for senior year. These electives afford honors credit on the GPA to those students earning an A or B grade.

154/2 African American Literature A

Open to seniors in the honors program

Open to seniors in the college preparatory program whose reading, writing, and critical thinking skills have advanced to honors level

Prerequisite: teacher recommendation

1 semester; 1 credit

Challenging senior-level elective course in the study of representative African American authors, both female and male, contemporary and classic. Exploration of ideas that shape and influence the tradition of African American literature. Critical reading of texts with attention to a variety of genres. Review of current literary criticism of primary sources. Study of related art and music. The class includes a substantial writing component that incorporates rhetorical strategies such as argumentation, comparison-contrast, and definition. Emphasis on literary analysis and research. Students are expected to maintain a rigorous pace of assigned reading and to address complex writing assignments.

164/2, 1644/1646 Humanities A

Open to seniors in the honors program

Open to seniors in the college preparatory program whose reading, writing, and critical thinking skills have advanced to honors level

Prerequisite: teacher recommendation

1 semester; 1 credit

Challenging senior-level elective course in the study of literature, film, and music. Explores a variety of texts in order to understand more comprehensively the universal human experience and its aesthetic expression by great composers, dramatists, film directors, and storytellers. Students are expected to propose potential answers to some of humanity's most crucial and persistent universal questions. The class includes meaningful and pleasurable student dialogue as well as a substantial number of written critical essays that incorporate classical rhetorical strategies such as argumentation, comparison-contrast, definition, and illustration. Analysis and synthesis are required.

177/2 LIT: The Work of One Author: William Shakespeare A

See page 37 for course description.

179/2 LIT: Women's Literature A

See page 37 for course description.

ENGLISH ELECTIVES

In consultation with their English teacher, students may choose from a variety of one-semester senior electives to complete 4 years of English. The Creative Writing and Journalism electives are open to juniors also.

151/2, 1518, 1514/1516 Creative Writing

Open to juniors and seniors

1 semester; 1 credit

This elective explores the craft of poetry, prose, and drama writing. It provides for the exchange of students' creative writing while establishing criteria for literary criticism. Works by established authors are read and discussed as models for student writing. Assigned writings include poems, short stories, essays, and reviews.

153/2, 1534/1536 Journal Writing

Open to seniors

1 semester; 1 credit

Students keep an extensive personal journal and write on a variety of specialized assignments. Class purpose is to explore inner experiences (past and present), imaginings, emotions, thoughts, and dreams. Writing skills are improved and creative insight is sharpened through writings that focus on personal discovery.

146, 1467 Contemporary Literature and Composition B

Open to recommended seniors**2 semesters; 2 credits**

This elective is for seniors who want to improve their basic language skills and read good literature including autobiography, nonfiction, the detective novel, love stories, drama, poetry. The course focuses on deriving pleasure from reading, writing, reflection, and discussion. Provides practice in writing. Develops students' critical judgment about life and literature with emphasis on self-discovery and knowledge of self in relation to others.

147, 1478, 1474/1476 Contemporary Literature and Composition**Open to seniors****2 semesters; 2 credits**

This elective is for seniors who want to read good literature including autobiography, nonfiction, the detective novel, love stories, drama, poetry. The course focuses on deriving pleasure from reading, writing, reflection, and discussion. Provides practice in writing. Develops students' critical judgment about life and literature with an emphasis on self-discovery and knowledge of self in relation to others.

1522 Journalism**Open to juniors and seniors****Semester 2 only; 1 credit**

Students will develop skills needed to write and report articles appropriate for freelancing to publications of their choice. An emphasis will be placed on understanding the different requirements for various print publications, considering the cultural and technological developments affecting the field, and students will practice writing in various styles. A general understanding of ethics will be discussed and applied as students prepare articles for possible publication with the goal of being published in *Trapeze* or another publication by semester's end.

1551/2 LGBTQ Voices in Literature**Open to seniors****1 semester; 1 credit**

This course will uplift voices of the Lesbian, Gay, Bisexual, Transgender, and Queer communities in literature and activism during the 20th and 21st centuries. We will explore the history of American activism from the Stonewall Riots to the HIV and AIDS epidemic to contemporary movements that continue to demand equal rights for LGBTQ individuals across the globe. We will examine fiction, nonfiction, critical essays, poetry, and film with diverse representation of LGBTQ individuals, families, and subcultures. Students will write and create in multiple genres: Critical Analysis, Personal Narrative, Poetry and multi-genre presentations.

LITERARY IDEAS AND TOPICS (LIT)

Literary Ideas and Topics (LIT) is a collection of semester-long senior elective offerings organized around an engaging literary idea or topic. Each year several variations will be offered. Each variation assigns challenging literature and includes a substantial composition component, calling upon and developing students' creative, analytical, and research skills. Specific offerings in any year will depend on student interest as indicated through a survey conducted among juniors during the previous fall semester. Course descriptions of the LIT variations appear below.

170/2 LIT: Novels into Film**Open to seniors****1 semester; 1 credit**

Students explore two forms of storytelling--novels and movies--and learn what happens when a distinguished filmmaker adapts a distinguished novel to film. Students compare 6 to 8 novels or shorter fictions with movie versions of each, analyzing the narrative and artistic decisions of the writers and directors to understand better the art of storytelling and its purposes. Students gain a more sophisticated understanding of their society and its cultural products by considering such oppositions as art and commerce, individual creativity and collaborative fabrication, culture and mass culture, and the verbal and the visual.

171/2 LIT: Popular Fiction**Open to seniors****1 semester; 1 credit**

Students read examples of several types of popular fiction, including mystery, science fiction, fantasy, thriller, and romance. They also read theories about what makes certain types of literature popular and critical reviews of the texts and genres studied. By the end of this course, students are able to draw on their exposure to both popular literature and literary theory to explain the appeal of specific texts.

172/2 LIT: Experiments in Reading Literature and the World

Open to seniors

1 semester; 1 credit

This course focuses on self, leadership, social relationships, community, voice, access, equity, justice, and cultural literacy through the study of English. The course examines texts and uses writing and oral expression to explore how students can deepen their connection to themselves, their classmates, and their community. Project-based learning measurements include an oral history project, a documentary project, a community-based exhibition, and a final project in which students will develop their own unique forms of expression. Students should be motivated to merge their real lives with their academic lives.

174/2 LIT: Science Fiction and 20th Century American Culture

Open to seniors

1 semester; 1 credit

Students explore how science fiction has influenced and reflected 20th century American culture. Students critically read a series of science fiction texts, including novels, short stories, and comic books and watch film adaptations. Texts cover a wide range of sub-genres and include women writers and writers of color. The course has a substantial writing component, calling upon the students' creative, critical, and research skills.

175/2 LIT: Sports and Literature

Open to seniors

1 semester; 1 credit

Students read the literature of sport as it appears in various forms, including novels, biographies, poetry, short stories, drama, film, and magazine and newspaper journalism. The world of sports is a microcosm of the human condition, and some of the finest authors in the world have written literature about sports, displaying the best and worst of human behavior under the most dramatic of situations.

1771/1772 LIT: The Work of One Author: William Shakespeare

Open to seniors

1 or 2 semesters; 1 or 2 credits

Course may be taken for honors or non-honors credit

Two 1-semester courses are offered; either semester may be taken independently of the other. This semester-long class will focus on works of William Shakespeare for a better understanding of the human condition. Students will utilize various lenses such as that of the actor, director, and critical theorist to examine works to learn how themes such as love, lust, greed, jealousy, and revenge play on us as people. The class is student centered (and often student led) and will also examine Shakespeare's continuing influence on film. Students will study, watch, analyze, act, and/or direct Shakespeare's plays. Students opting for honors credit will complete additional coursework. The first 2 weeks of the semester will be used as a trial period in which students can sample both the honors and the college prep work to make an informed decision about which level they would like to take.

178/2 LIT: War and Literature

Open to seniors

1 semester; 1 credit

War is a human phenomenon and a necessary part of academic study. Teachers can humanize this phenomenon through a study of historical literature that offers a lens through which a reader can examine a multitude of perspectives. By studying the literature of war, students explore soldiers' dilemmas, personal responsibility versus taking orders, the aims and consequences of imperialism, and what happens to an individual in combat.

1791/1792 LIT: Women's Literature

Open to seniors

1 or 2 semesters; 1 or 2 credits

Course may be taken for honors or non-honors credit

Two 1-semester courses are offered; either semester may be taken independently of the other. Students explore diverse women's literature using a thematic approach to the study of literature written by multicultural women to explore and analyze women's struggles, roles, experiences, perspectives, transitions, and contributions in society in their correlating historical and social contexts. Emphasis is placed on close textual analysis, class discussions, collaborative projects, and synthesis of course experiences through oral and written reflection, exposition, persuasion, and narration. Students opting for honors credit will complete additional coursework. The first 2 weeks of the semester will be used as a trial period in which students can sample both the honors and college prep work to make an informed decision about which level they would like to take.

PUBLICATIONS

946 Tabula

Open to recommended sophomores, juniors, and seniors

2 semesters; 1 credit per year (maximum of 2 credits may be counted toward graduation)

The school yearbook captures the life of the school year in words and pictures. The staff of writers, photographers, and designers meets for one class period daily. While it offers fun and excitement, this course also demands work and responsibility. Student selection is by application.

947 Trapeze**Open to recommended sophomores, juniors, and seniors****2 semesters; 1 credit per year (maximum of 2 credits may be counted toward graduation)**

The student newspaper is published approximately 18 times per year. This course is a cooperative effort of students with a wide variety of skills and interests to produce a publication that provides the school community with interesting, entertaining, and significant material on current happenings and issues. Activities include interviewing and writing; ad solicitation, ad design and publication; art/photo ideas, drafts and proofing, and coordination of material into page layouts. Personal computers are used extensively for word processing and business needs. Student selection is by application.

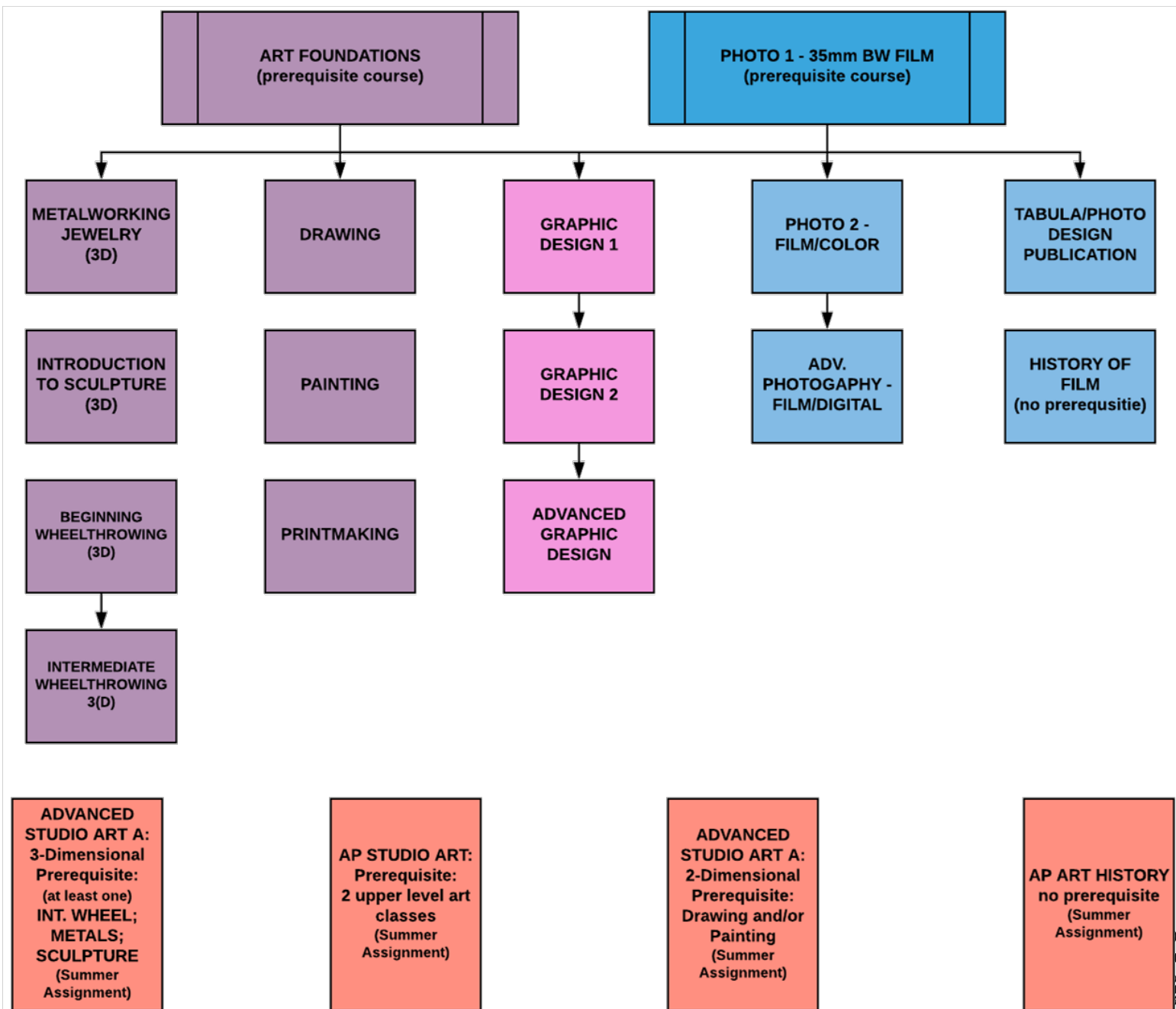
FINE AND APPLIED ARTS DIVISION

Mr. Semaj Coleman, Division Head, 708-434-3257, scoleman@oprfs.org

Students enrolled in the Fine and Applied Arts Division develop their creative and career potential through a broad range of courses. Classes in the Visual Arts Department, Music Department, and Theatre/Broadcasting Department encourage students to express themselves and to develop those skills that communicate their individual ideas. Classes in the Family and Consumer Sciences Department and the Business Education Department introduce students to a wide range of potential career paths. Fine and Applied Arts classes are for students who are beginners, who want to explore new fields, or who are quite advanced; courses exist for all interests and levels of accomplishment. Some courses are studio oriented and/or very hands-on, others are rehearsal and performance based, while others are classroom-based explorations. In many instances, courses build on one another; these prerequisites make it easier to develop and improve one's expression, knowledge, and skills. Please note that some Music and Theatre/Broadcasting courses require attendance and performance at concerts outside of school hours.

VISUAL ARTS DEPARTMENT

Scope and Suggested Sequences



651/2 Art Foundations

1 semester; 1 credit

Art Foundations is an introductory studio course in which students gain exposure to the visual culture through a variety of 2- and 3-dimensional media. Through the use of elements and principles of design, students will see, feel, and think about the world within a contemporary and historic perspective.

6831 Photo 1 – 35mm BW Film

Semester 1 only; 1 credit

This class is the first course in the series of photography courses. Photo 1 students will learn how to use a fully manual 35mm SLR camera, how to develop black and white film, and how to process black and white prints. In this first semester course, emphasis is placed on understanding the functions of a manual camera and learning the basics of photography such as metering, shutter use, aperture control, composition, and techniques/skills necessary for traditional darkroom printing. Students must provide their own fully manual 35mm SLR camera in addition to any supplemental film and paper they find necessary to complete the semester.

6841/2 Photo 2 – Film/Color

Prerequisite: Photo 1 – 35mm BW Film

Semester 1 or 2 (fall or spring); 1 credit

This class is the second course in the series of photography courses. Photo 2 students will continue to improve their camera and printing skills using a fully manual 35mm SLR camera. Students will learn more advanced techniques and methods of creative expression. New techniques include special effects imagery, studio lighting, panoramic imagery, and an introduction to color film and Adobe programs as a photographic tool. Students will learn about creating a visual style or telling a visual story through research, discussion, and exposure to contemporary photographic works. Students must provide their own fully manual 35mm SLR camera in addition to any supplemental film and paper they find necessary to complete the semester.

6852 Advanced Photography – Film/Digital

Prerequisite: Photo 1 – 35mm BW Film and Photo 2 – Film/Color

Semester 2 only (spring); 1 credit

This course is a continuation and advancement of the skills and techniques learned in Photo 1 and Photo 2, as well as a general introduction to developing communication skills through the artistry of photography. Photographic tools, cameras, Adobe Programs, and the darkroom are used to bring out expressive qualities of the graphic image. Advanced processes will be introduced in composition, technique, and multimedia imagery. Emphasis will be placed on communication and creative expression, both visually and verbally, as employed by contemporary media and graphic arts and on the creation of a body of work suitable for college admission and exhibition at the end of the term. **Students will be required to provide their own fully manual camera (DSLR or 35mm SLR), paper, and film/media storage device.**

660/2 Introduction to Sculpture

Prerequisite: Art Foundations

1 semester; 1 credit

Sculpture students will develop technical skill in a variety of media such as ceramics, wire, paper, found objects, plaster, wood, and papier-mache'. Concept, process, and a resulting product will be synthesized in the process of identity-seeking and self-expression through sculpture. Historical and contemporary examples of sculpture will inform and inspire exploration of the media.

661/2 Beginning Wheel Throwing

Prerequisite: Art Foundations

1 semester; 1 credit

This course explores basic form development and material exploration using the potter's wheel. Emphasis is placed on mastering basic techniques and exercising some aesthetic consideration. Specific assignments focus on developing the essential skills in the production of wheel thrown ceramic forms.

666/2 Intermediate Wheel Throwing

Prerequisite: Beginning Wheel Throwing

1 semester; 1 credit

Students develop technical skills acquired in Beginning Wheel Throwing and learn to produce more complex forms. Visual matters such as form, surface decoration, and personal style expand students' capabilities while taking into consideration the necessities of form and function. Hands-on experience in glaze formulation, firing methods, and finishing processes is provided.

6641 Metalworking/Jewelry**Prerequisite: Art Foundations****1 semester; 1 credit**

In this introductory course in metalworking/jewelry, students gain exposure to basic sheet metal construction and soldering using copper, nickel, and brass. Students gain proficiency in sawing, drilling, sanding, forming, stamping, and other finishing techniques. More complex technical projects and stone setting are introduced using sterling silver. Additional assignments focus on silver casting using the lost wax technique and wire pulling/stretching. Students gain knowledge of metal fabrication and jewelry design. Exploration is encouraged while following specific, assigned projects.

667/2 Painting**Prerequisite: Art Foundations****1 semester; 1 credit**

Students are introduced to a variety of techniques in acrylic painting through the use of the elements and principles of art. Styles and influences of the painting masters of the past and present are studied.

655/2 Drawing**Prerequisite: Art Foundations****1 semester; 1 credit**

Introduction to the study of form and space on a 2-dimensional surface, using various drawing techniques. Principles of visual organization and creative thinking are emphasized. Drawing media covered include pencils, ink, markers, conte, charcoal, graphite, and pastels.

6762 Printmaking**Prerequisite: Art Foundations****Semester 2 only; 1 credit**

This course introduces the creative side of image making. Students build upon their previous drawing experience using various techniques of printmaking. The printing processes to be explored are Xerox transfer, relief printing, etching, lithography, collograph, monoprint, and serigraphy. The course familiarizes students with the long tradition of the print.

6681 Advanced Studio Art A: 2-Dimensional**Open to juniors and seniors****Prerequisite: Successful completion of Art Foundations and Drawing or Painting****Semester 1 only; 1 credit**

The student goal for this course is to develop an application portfolio which will be acceptable for art school/university entry requirements based on the student's interest in 2-dimensional artmaking. This course is designed for the serious student of the visual arts and provides students the opportunity to develop their personal aesthetic through the guidance of the visual arts faculty. Each student will propose a plan of study which will include a written statement of his/her goals and objectives and concentrate on 2-dimensional work during the fall semester.

6682 Advanced Studio Art A: 3-Dimensional**Open to juniors and seniors****Prerequisite: Successful completion of Art Foundations and at least one of the following courses:****Intermediate Wheel Throwing, Metalworking/Jewelry, or Introduction to Sculpture****Semester 2 only; 1 credit**

The student goal for this course is to develop an application portfolio which will be acceptable for art school/university entry requirements based on the student's interest in 3-dimensional artmaking. This course is designed for the serious student of the visual arts and provides students the opportunity to develop their personal aesthetic through the guidance of the visual arts faculty. Each student will propose a plan of study which will include a written statement of his/her goals and objectives and concentrate on 3-dimensional work during the spring semester.

948 *Tabula*/Photo Design Publication

Open to sophomores, juniors, and seniors

Prerequisite: Photo 1 and Photo 2 or Graphic Design 1 and Graphic Design 2.

Student selection is by application.

2 semesters; 1 credit per year (maximum of 2 credits may be counted toward graduation)

Photography students learn to work as a group collecting images and representing/documenting student and school events for *Tabula*, the school yearbook. The cooperative effort of photographers, designers, and writers for the production of *Tabula* provides a real working environment and an opportunity to practice collaborative problem solving.

Course may be used as either a Fine Arts credit or an Applied Arts credit.

672/2 Graphic Design 1

Prerequisite: Art Foundations or Photo 1

1 semester; 1 credit

This course develops and refines creative skills used in business and advertising. Training in multiple art skills includes package design, poster design, typography, layout, composition, color theory, and corporate and personal logotypes. Students learn to present graphic designs in a professional manner.

653/2 Graphic Design 2

Prerequisite: Graphic Design 1

1 semester; 1 credit

This class introduces students to a wide range of the most current and relevant 2- and 3-dimensional imaging, graphic design, and web design software. The class, which integrates the elements of art and hand-drawn ideas into every assignment, provides comprehensive computer art exposure to students interested in pursuing more specialized and advanced digital concepts and techniques.

654/2 Advanced Graphic Design

Prerequisite: Graphic Design 2

1 semester; 1 credit

This class is an advanced computer course that challenges qualified students to integrate their computer knowledge and fine arts experience with the power and capabilities of leading computer art software. Students use hands-on techniques and a wide range of software in the fields of visual communication (2-dimensional imaging, design, and layout), web design, moving images (image manipulation), and editing and rendering (animation).

690 AP Studio Art

Open to juniors and seniors

Prerequisite: Successful completion of Art Foundations and two upper level art classes

2 semesters; 2 credits

The "AP" notation included in this course title indicates "Advanced Placement." This course affords students the opportunity to develop their personal aesthetic and makes it possible for highly motivated high school students to do college-level work. Students create a digital portfolio of their artwork which they submit through the AP website for possible college credit. The student's AP portfolio consists of three sections: "Quality," excellence demonstrated in original works; "Concentration," an in-depth, personal commitment to a particular artistic concern; and "Breadth," a variety of experiences in using the formal, technical, and expressive means available to an artist. The AP portfolio will be documented by the student in slide form, and the "Concentration" section is accompanied by a written statement supporting the student's progress and rationale for his/her particular path of discovery. Prospective students are encouraged to take a wide variety of art courses in preparation for this class and must present a portfolio for review.

681 AP Art History

2 semesters; 2 credits

The "AP" notation included in this course title indicates "Advanced Placement." This course is a comprehensive study of art and the creative process throughout history and from around the world. The class is taught using a discussion- and writing-based approach so that students acquire the vocabulary, analytical skills, writing techniques, and self-confidence needed to communicate effectively the meaning of art. Students learn how works of art from all traditions and cultures, both Western and non-Western, are intertwined with their historical and social contexts.

678/2, 6788, 6784/6786 History of Film

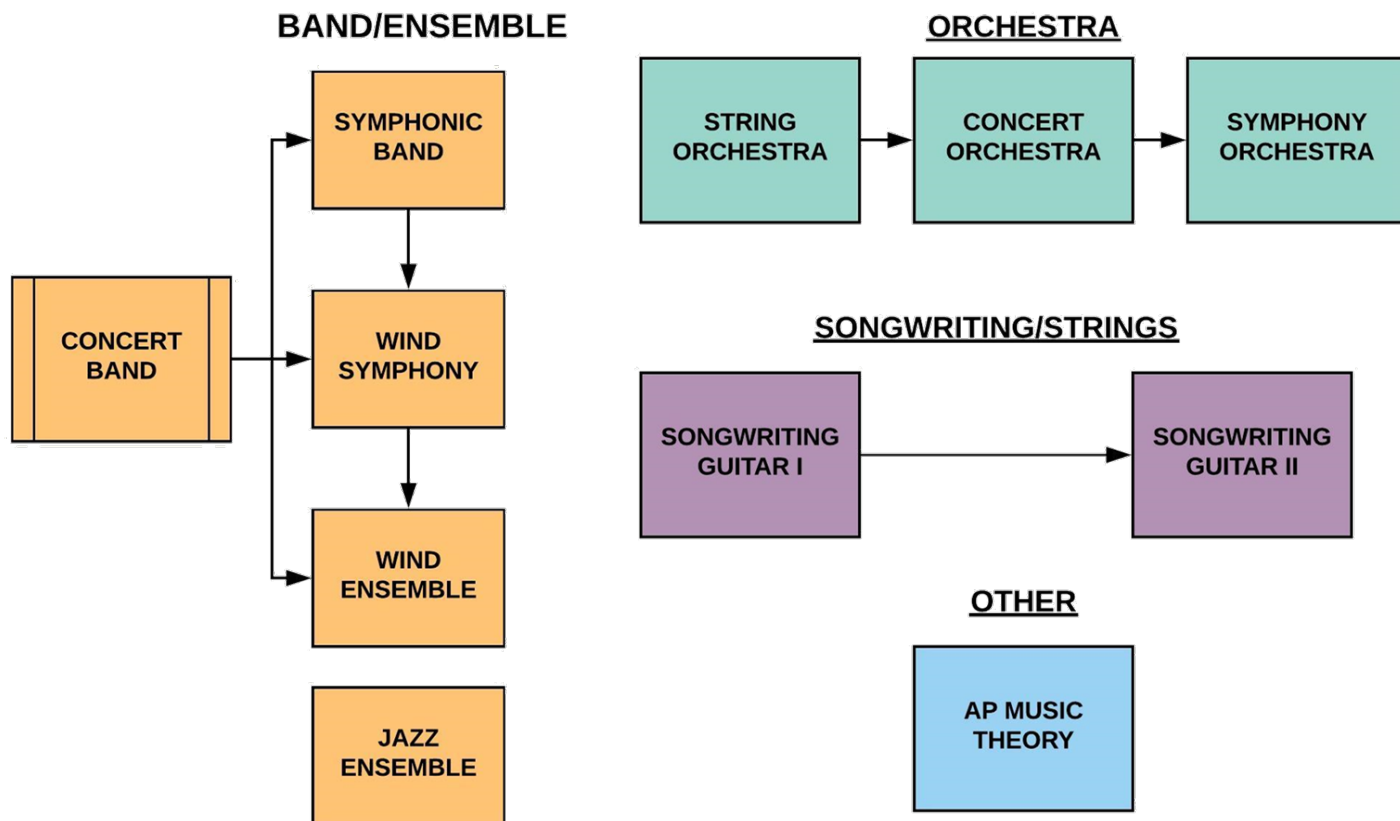
1 semester; 1 credit

This course introduces the historical development of film as an art form through viewing, discussing, and researching contemporary and classic film in a variety of genres. Film structure, editing, and cinema-photography also are emphasized. Film as a social statement and as a reflection of cultural values is noted.

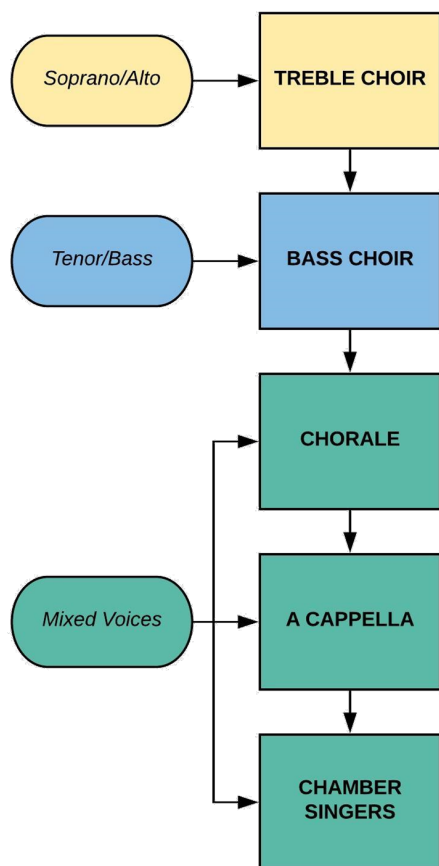
MUSIC DEPARTMENT

Scope and Suggested Sequences

Instrumental music



Vocal music



NON-PERFORMANCE CLASSES

807 AP Music Theory

2 semesters; 2 credits

The "AP" notation included in this course title indicates "Advanced Placement." This course is designed for students considering a major or minor in music at the college level. Course content includes the study of music theory, harmony, composition, the evolution of Western "art" music, and music literature. Students will learn the skills necessary to pass typical entrance exams given by college music programs. Course activities include listening to music, analyzing scores, composing and performing music, and practicing music dictation. The Advanced Placement Theory exam will be offered as an option for possible college credit. Students must be able to read music.

8101 Songwriting/Guitar I

Prerequisite: None; Students provide their own acoustic guitar

Semester 1 only; 1 credit

Students will learn techniques that successful writers use to craft vivid, memorable songs. Whether the student is a relative beginner or an experienced songwriter, students will learn how to brainstorm ideas, overcome writer's block, and express themselves more effectively in words and music. Combining technical principles with pure creative expression, this hands-on course will help students find their voice, sharpen their craft, and create songs listeners will appreciate and remember. In addition to songwriting, students will work on guitar skills, as well as music business approaches to release their music to the world.

8112 Songwriting/Guitar II

Prerequisite: Songwriting/Guitar I or audition; Students provide their own acoustic guitar; electric guitars are supplied

Semester 2 only; 1 credit

See course description for Songwriting/Guitar I. Units for this course will include: Song Structure, Chords, Melody, Lyrics, Elements, Genre and Music Release (Business).

PERFORMANCE CLASSES:

INSTRUMENTAL MUSIC

Note: Students may enroll in instrumental performance ensembles all 4 years. Specific course placement is determined by annual audition and/or consent of instructor.

812 Concert Band

Open to incoming freshman wind & percussion instrumentalists

Prerequisite: One year of private lessons and/or one year of prior experiences in an organized ensemble, either private or public

2 semesters; 2 credits

Study and performance of repertoire from various styles and periods of history. Emphasis on fundamental skills of instrumental performance. Four performances are scheduled during the year.

816 Concert Orchestra

Open to string instrumentalists

Prerequisite: Audition with instructor

2 semesters; 2 credits

Study and performance of repertoire from various styles and periods of history; study of performance skills and orchestra repertoire at the appropriate level. Four evening concerts scheduled during the year. Wind and percussion players are selected from Wind Symphony.

817 String Orchestra

Open to string instrumentalists

Prerequisite: None; however, students should have beginning level experience; students must provide their own instruments

2 semesters; 2 credits

This course is designed for string players who need to perfect the basic skills of musicianship and technique as appropriate to their instrument. Concepts/skills covered in the course include tuning, shifting, vibrato, ear training, scales, arpeggios, and basic production of a clear tone. Concerts are scheduled throughout the year.

814 Symphonic Band

Open to wind and percussion instrumentalists

2 semesters; 2 credits

Study and performance of repertoire from various styles and periods of history. Emphasis is on fundamental performance skills. Four formal evening concerts are scheduled during the year.

815 Wind Symphony

Open to wind and percussion instrumentalists

Prerequisite: Audition with instructor

2 semesters; 2 credits

Study and performance of repertoire from various styles and periods of history. Emphasis is placed on refining performance skills beyond fundamental level. Four formal evening concerts are scheduled during the year.

844 Jazz Ensemble

Open to sophomore, junior, and senior wind and percussion instrumentalists

Prerequisite: Audition with instructor

2 semesters; 2 credits

Performance of repertoire from various periods of jazz history; fundamentals in jazz style, articulation, and improvisation. Performances are scheduled throughout the year.

842 Symphony Orchestra

Open to sophomore, junior, and senior string instrumentalists

Prerequisite: Audition with instructor

2 semesters; 2 credits

This is the advanced orchestra. Extensive work is undertaken to improve performance of advanced repertoire for orchestra. Four formal concerts are scheduled each year. Wind and percussion players are selected from the Wind Ensemble.

820 Wind Ensemble

Open to sophomore, junior, and senior wind and percussion instrumentalists

Prerequisite: Audition with instructor

2 semesters; 2 credits

The most advanced group of wind and percussion musicians. This ensemble studies and performs advanced level music. Four formal in-school concerts are scheduled during the year in addition to performances at other special events.

PERFORMANCE CLASSES:

CHORAL MUSIC

Note: Students may enroll in vocal performance ensembles all 4 years. Specific course placement is determined by annual audition and/or consent of instructor.

826 Treble Choir

Open to beginning and intermediate sopranos and altos

2 semesters; 2 credits

This course is for beginning and intermediate singers interested in exploring choral music. Activities include the study of vocal technique, work on “solfege” studies, musical terminology, and diverse repertoire representing various cultures, styles, and historical periods. Three evening performances are scheduled during the year.

836 Chorale

Open to all tenors and basses and to sophomore, junior, and senior sopranos and altos

Prerequisite: Tenors and Basses: none; Sopranos and Altos: audition with instructor

2 semesters; 2 credits

This course is for beginning and intermediate singers interested in exploring choral music. Repertoire is selected for mixed voices (SATB). Activities include the study of vocal technique, work on “solfege” studies, musical terminology, and diverse repertoire representing various cultures, styles, and historical periods. Three evening performances are scheduled during the year.

840 A Cappella Choir

Open to juniors and seniors

Prerequisite: Audition with instructor

2 semesters; 2 credits

This is the advanced mixed choir. Members are expected to meet the performance schedule, which includes major historic and contemporary repertoire. They are also expected to explore and develop a knowledge and understanding of historical performance practices and a diverse range of musical styles in many languages and to study the cultural aspects of choral music. A Cappella will perform at 4 to 6 public concerts each year. The choir periodically accepts invitations to perform outside of the Oak Park and River Forest communities.

827/827GP Bass Chorus

Open to first-year tenor and bass singers

2 semesters; 2 credits

This course is for beginning and intermediate singers in the bass range. Activities include the study of vocal technique, work on "solfege" studies, musical terminology, and diverse repertoire representing various cultures, styles, and historical periods. Three evening performances are scheduled during the year.

841/841GP Chamber Singers

Open to sophomores, juniors, and seniors

Prerequisite: Audition with instructor

2 semesters; 2 credits

Chamber Singers is a capstone course designed for students interested in a career in vocal performance and/or music education. Membership in Chamber Singers is for male and female singers and is by audition only. Course work is focused on collegiate level choral literature and advanced music theory concepts. Emphasis is placed on independent study. Vocal balance and blend will have a high priority in the composition of this ensemble. Chamber Singers at a minimum will perform 5 public concerts each year as well as compete in the IHSA State Organizational Contest and various school and community events.

MUSIC ACTIVITIES

Students enrolled in a regularly scheduled music performance class are eligible to audition for extracurricular ensembles. With the exception of our large and quite active Marching Huskies, these are relatively small groups that meet from 1 to 3 days weekly, either before or after school. Juniors and seniors enrolled in Marching Huskies may request a P.E. exemption for the first quarter of the fall semester. Small ensemble work provides students an opportunity to develop instrumental or vocal skills within the confines of an atmosphere more intimate than the regular classroom. Small ensembles may have performance opportunities in recital and in the school and community. Members are grouped by ability and instrumentation/vocal range requirements. Students are encouraged to obtain information from music faculty members regarding participation in an extracurricular activity.

Winds and Percussion

Marching Huskies
Jazz Band II
Brass Ensembles
Mixed Wind Ensembles
Percussion Ensembles
Mixed Instrument Ensembles
Jazz Band III
Pep Band
Show Choir Band
Orchestra Pit

Strings

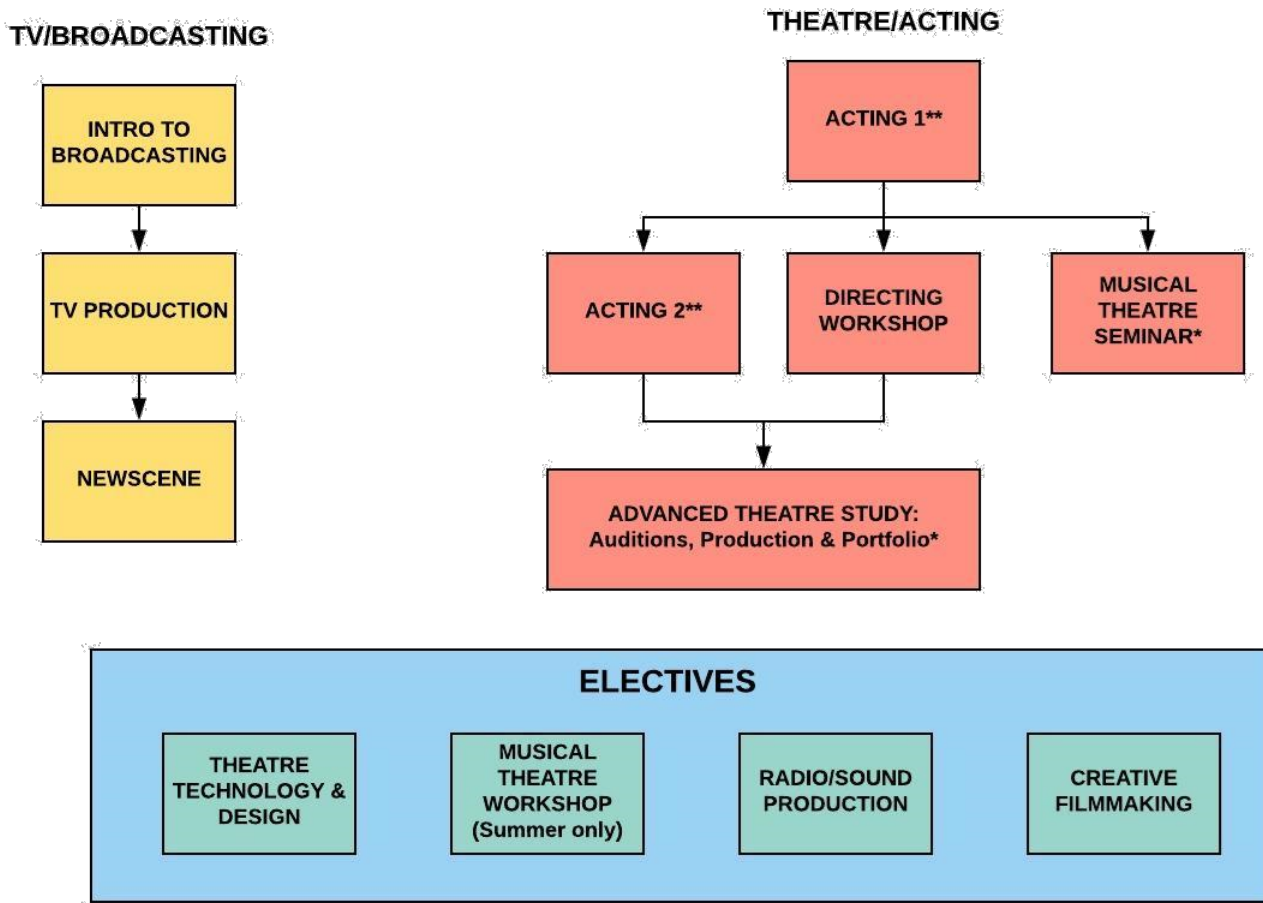
Duets, Trios, Quartets of Mixed Ensembles
Chamber Orchestra
Woodwind Ensembles

Vocals

Singers
Reveille
Take Five
Vocal Jazz
No Strings Attached
Six Chicks
Madrigals
Gospel Choir
Show Choir

THEATRE/BROADCASTING DEPARTMENT

Scope and Suggested Sequences



**Students may take this class more than once*

***Students may enroll in acting performance course all four years*

1091 or 1092 Introduction to Broadcasting

Open to all students, no pre-requisite or previous experience required

1 semester; 1 credit

This course introduces students to the world of television and radio production. Although the emphasis is on hands-on production, the material is presented in an historical as well as social context. In the radio portion of the course, each student produces a short radio spot and a short music program. In the television portion, each student produces and directs a “live” multi-camera-style television program. In addition, students will be the crew on the other students’ productions. Both portions of the class emphasize adequate pre-production planning and the development of basic technical skills including camera operations, use of graphics, lighting and editing. Career opportunities are covered within this course. This is an applied arts credit which may be used to satisfy the applied arts graduation requirement.

1021 or 1022 Radio/Sound Production

Open to all students, no pre-requisite or previous experience required

1 semester; 1 credit

This production course is structured around three major types of radio programming: music production, sound design, and podcasting. Emphasis is placed on pre-production planning, music production, studio and location recording, script development, and post-production editing. Students use traditional sound techniques including audio editing and sound mixing. Students will learn to use, maintain, and repair audio recorders, amplifiers, microphones and sound mixers to record and broadcast audio. Students will learn sound production through Logic Pro X software including opportunities for certification in Logic Pro X are available. This is an applied arts credit which may be used to satisfy the fine arts graduation requirement.

1102 Television Production

Open to Sophomores, Juniors, and Seniors

Prerequisite: Introduction to Broadcasting or Creative Filmmaking

Offered Semester 2 only; 1 credit

In this advanced course in television communications, students work at their own pace to master the techniques necessary to produce broadcast-quality video tapes for in-house use or on cable television. Students learn the operation, maintenance, and repair of video/digital cameras, microphones, computers, lighting/grip equipment and other production equipment used in the video/audio production of television programs. Each student produces two public service announcements and programs, all of which are cablecast. In addition, class members serve as a studio staff for projects requested by others in the school and serve as adjunct Newscene production staff later in the semester. This course is for students whose interest in television communications is serious and/or for those who wish to move on to the Newscene staff the following year. Students are required to commit additional time outside of class to complete project work. This is an applied arts credit which may be used to satisfy the fine arts graduation requirement.

949 Newscene

Open to Sophomores, Juniors, and Seniors

Prerequisite: Television Production for Production Staff; Auditions for Reporting Staff

2 semesters; 2 credits

Newscene is the student-produced high school television news program which airs live on cable television 25-30 times per year. Programs, which are anchored by three reporters and crewed by a production staff of 12, consist of school news and previously taped and edited features. Students learn the operation, maintenance, and repair of video/digital cameras, microphones, computers, lighting/grip equipment and other production equipment used in the video/audio production of television programs. Students are the producers, writers, reporters, and editors and hold down the regular studio crew positions during rehearsal and cablecast. Production staff members must have taken the television classes, while reporters must audition each spring. (A freshman may audition as a reporter for his/ her sophomore year.) This is an applied arts credit which may be used to satisfy the fine arts graduation requirement.

106/2 Creative Filmmaking

1 semester; 1 credit

This course builds upon and complements material presented in the other courses in the television curriculum. This production course is structured around the three major types of filmmaking: experimental, documentary, and narrative. Students create short films using a single-camera film-style approach. Emphasis is placed on script development, preproduction planning, on-location shooting, and postproduction editing. Students use traditional production techniques as well as newer digital technology. For a final project, each student produces and directs either a short documentary or a short narrative film.

1001/2 Theatre Technology and Design

1 semester; 1 credit

This course provides a hands-on exploration of the design and production of scenery, lighting, sound, costumes, props, and makeup for the theatre. Students are introduced to scene construction, techniques of lighting, stage materials, stage safety, theatre production processes, and the principles of design on which all stagecraft is based. Students read plays critically and learn how to develop a concept to support the design of scene elements and lighting. They draw plans, build set models, design lighting, and discuss their concept in formal presentations to the class. This course may be used as either a Fine Arts credit or an Applied Arts credit.

091/2 Acting 1

1 semester; 1 credit

This course is an in-depth introduction into the world of theatre. Students learn historical, cultural, and practical theatre concepts. Students enhance their theatre knowledge through audition techniques, theatre terminology, theatre history, improvisation, and monologue performance. All aspects of this course include a performance component. Students will be on stage practically every day of the semester. This course is open to all students, regardless of previous acting/theatre experience.

093/2 Acting 2

Prerequisite: Acting 1

1 semester; 1 credit

This course is designed for students with some acting experience who wish to develop the talent and technique necessary for success on the OPRFHS stages and beyond. Students focus on script and character analysis using resources from The Goodman Theatre, The Chicago Shakespeare Theatre, and other theatrical sources. Students explore different genres of theatre through units focused on physical comedy, Shakespearean acting, famous playwrights, and advanced scene study.

094/2 Directing Workshop**Prerequisite: Acting 1****1 semester; 1 credit**

This course is highly recommended for students who intend to apply to direct a production in Studio 200. It provides solid preparation in the techniques required to coach actors effectively and to manage successfully all the elements necessary for a full-scale production. This course may be used as either a Fine Arts credit or an Applied Arts credit.

095/2 Advanced Theatre Study: Auditions and Production**Prerequisite: Acting 1 or Theatre Technology and Design. Acting 1 and 2 for the ideal acting candidate.****1 semester; 1 credit**

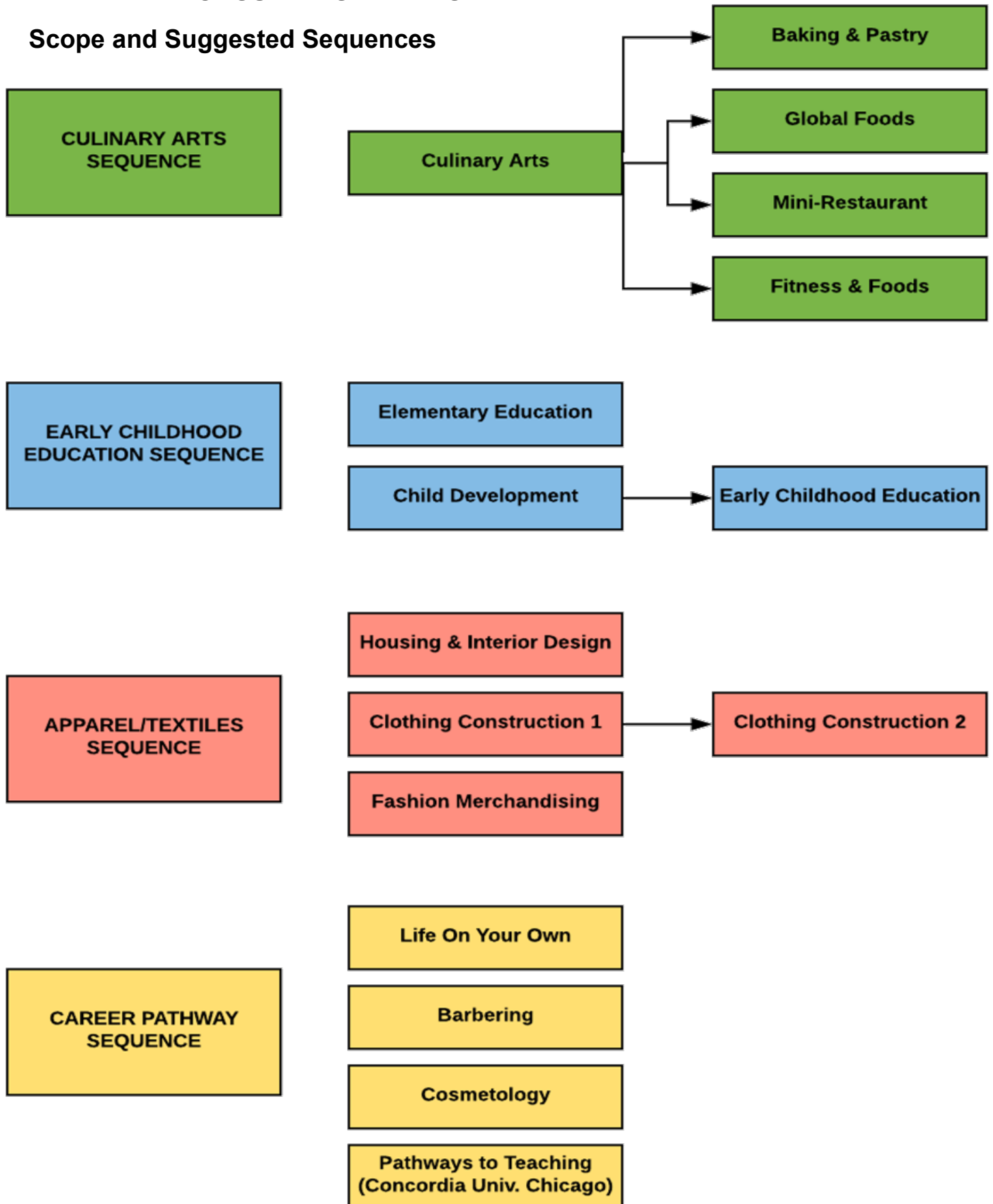
This performance-based course will prepare students for auditions and portfolio material for college entrance. The goal is for students to develop audition monologues and skills (for actors) and portfolio/interviewing skills (for technical theatre candidates) that will enhance their chances of acceptance to conservatories, universities, or training programs of their choice. In addition, students will write, rehearse, and produce a production through this course. Performance and/or theatre technical skills are required. Due to the performance nature of this class, it can be repeated.

092/2 Musical Theatre Seminar**Prerequisite: Acting 1; Acting 1 and 2 for the ideal acting candidate.****1 semester; 1 credit**

This performance-based course provides an opportunity for students to prepare, produce, and perform musical theatre selections. Students may write or produce selections from the American Musical Theatre and explore its history and impact on popular culture. Students analyze the script, music, characters, choreography, and history of the current winter musical. Students learn musical theatre auditioning techniques and cabaret performance. Due to the performance nature of this class, it can be repeated.

FAMILY AND CONSUMER SCIENCES DEPARTMENT

Scope and Suggested Sequences



703/2 Culinary Arts

1 semester; 1 credit

Culinary Arts is a course which exposes students to culinary basics and principles. This course includes classroom and laboratory experiences needed to develop a knowledge and understanding of culinary principles and nutrition for people of all ages. Culinary experiences will focus on food service and preparation management using the decision-making process while meeting basic needs by applying nutrition concepts and maximizing resources when planning/preparing/serving food. Industry recognized safety and sanitation practices will be emphasized. Units of study will include fruits/vegetables, soups/salads/sauces, dairy/eggs, grains, quick/yeast breads, and meal planning/entrees. Students will have the opportunity to earn dual credit with Triton College upon successful completion of the course.

707/2 Global Foods

Prerequisite: Culinary Arts

1 semester; 1 credit

Global Foods is a culinary tour of the world and an adventure into advanced food preparation skills. This course will expand students' horizons and broaden knowledge of other countries while developing an appreciation of international food customs and practices. Units of study will include safety and sanitation and regional and international cuisine. Students will prepare foods from various regions of the United States and other continents, such as Europe, Africa, Asia, and South America. While exploring connections between what we eat and cultures around us, students will cover the history and each region's dietary customs/needs/trends, cuisines, and cooking methods. All of these concepts can be interpreted through culinary laboratory experiences.

704/2 Baking and Pastry

Prerequisite: Culinary Arts

1 semester; 1 credit

This course will concentrate on advanced food experiences in baking and pastry making. Students will build on the beginning baking skills learned in Culinary Arts. This course provides terminology, culinary math, and practical experiences needed for the development of culinary competencies and workplace skills. Classroom experiences will develop skills to work in work stations. Units of study will include safety/sanitation, basic principles in baking, ingredients, yeast breads, breakfast breads/pastries, basic syrups, pies, tarts/cobblers, cake preparation and decoration, fondant, cookies, ice cream/sorbets, chocolate, and candy making. Students will be given the opportunity to be exposed to commercial equipment. Students will have the opportunity to earn dual credit with Triton College upon successful completion of the course.

708 Mini-Restaurant

Open to sophomores, juniors, and seniors

Prerequisite: Culinary Arts

2 semester; 2 credit

Students interested in hospitality related careers will learn about operating and running a commercial restaurant. In this class, students will rotate through the various functions needed to operate the Kettlestrings' Café including front and back of the house operations. This course provides terminology, culinary math, and practical experiences needed for the development of culinary competencies and workplace skills. Safety and sanitation instruction and classroom application will prepare students for an industry recognized sanitation exam. Classroom experiences will develop skills to work in the front of the house, back of the house, and workstations. Additional course content includes event planning, customer service and relations, food service styles, hors d'oeuvres, quantity food production, food costing, advertising, and monitoring customer and industry trends. Students will be provided opportunity training experiences on commercial equipment and facilities to simulate those found in business and industry. Students will have the opportunity to earn dual credit with Triton College upon successful completion of the course.

9121/2 Fitness and Foods

Prerequisite: Culinary Arts.

Open to junior and seniors. (Students may not exempt out for Athletic Study Hall. Maximum student enrollment – 48)

1 semester; 1 credit

Fitness & Foods stresses the important of healthy eating and physical activity across the lifespan. The class explores a healthy lifestyle, nutrition, wellness and helps students obtain their fitness goals. Students will be exposed to a variety of physical activities and understanding how to make fitness a part of their daily routine. Students will also learning about their nutritional needs across the lifespan. Culinary lab experiences incorporate healthy meal planning options.

715/2 Elementary Education

1 semester; 1 credit

This course prepares students to guide the development of young children in an educational setting through classroom and job shadowing experiences.

716/2 Child Development

1 semester; 1 credit

This course is designed to provide the student with an introduction to parenting and child growth and development. Areas of study include parenting readiness/skills, pregnancy, labor/delivery, and prenatal/infant/toddler development. The knowledge and skills associated with supporting and promoting optimal growth and development of infants and children is addressed. The focus is on brain development research that support positive development of children. Students will participate in a project with a computerized doll called "RealCare Baby" by Realityworks.

717/2 Early Childhood Education

Prerequisite: Child Development

1 semester; 1 credit

This course provides students with practical experience, including observation time in a childcare center.

722/2 Housing and Interior Design

1 semester; 1 credit

Interior Design is designed to provide students with the basic knowledge and skills necessary to select, acquire, maintain and manage living environments that meet the needs for both independent and family living. Specific areas of study include: elements and principles of design, architectural styles, exterior and interior construction, and designing spaces within the home. There is an emphasis on using a home designer software program where students will complete a design plan using a computer. Special features include field trips to Frank Lloyd Wright Home & Studio and an Architecture Boat Tour of the Chicago River.

705 Clothing Construction 1

1 semester; 1 credit

Students with knowledge of patterns and use of the sewing machine will increase their skills in clothing construction techniques. Projects emphasize current fashion and industry technology. Wardrobe planning is evaluated through color and figure analysis and design elements and principles. Clothing maintenance is studied from the consumer perspective.

7061/2 Clothing Construction 2

Prerequisite: Clothing Construction 1

1 semester; 1 credit

Students with knowledge of patterns and use of the sewing machine will increase their skills in clothing construction techniques. Students incorporate design principles and personal creativity into a variety of projects. Students are responsible for providing project materials.

711/2 Fashion Merchandising

1 semester; 1 credit

Students interested in fashion and merchandising as a career are encouraged to take this introduction to the various areas of fashion creation, marketing, and technology. Fashion Merchandising explores both the development of fashion and the marketing and merchandising aspects of the fashion industry. Topics include textile design development and production, wardrobe planning and consumer demand, fashion buying, display, and presentation. This hands-on, project-based course encourages students to explore numerous career opportunities within the fashion industry.

714 Pathways to Teaching – Concordia University Chicago

Open to seniors.

1 semester; 1 credit

The Concordia Chicago Pathways to Teaching Program is for academically qualified senior high school students who are interested in becoming teachers. Students have the opportunity to earn credit in selected college level courses and high school courses simultaneously. Courses taken through the Concordia Pathways to Teaching Program will be officially transcribed by the Concordia University Chicago registrar as well as Oak Park and River Forest High School. Courses include:

- **EDUC-1500: Introduction to American Education (3 credit hours from CUC; 1 credit from OPRFHS)**
The future teacher will construct a foundation of understanding teaching and schooling in a diverse society by investigating historic and current understandings of education in a changing world. Field experience required (dual credit through Concordia).

- **EDUC-2020: Human and Cognitive Development (3 credit hours from CUC; 1 credit from OPRFHS)**
Overview of human development with an emphasis on early childhood, middle and high school years. Includes an emphasis on brain development and how children learn and view their world. Field experience required (dual credit through Concordia).

719/2 Life on Your Own

Open to seniors

1 semester; 1 credit

This course prepares graduating seniors for life after high school with hands-on experiences for surviving on their own. Students will develop the life skills to handle situations encountered when living away from home. Topics include quick and easy meal preparation, simple clothing care, nutrition and wellness, and everyday home repairs. Students will create a personalized handbook to serve as a reference and resource for future use. This course **does not** fulfill the state consumer education graduation requirement.

970 Cosmetology

Open to junior and/or seniors

2 credits per semester (up to a total of 4 per school year)

Students enrolled in the Cosmetology Program work with the Ms. Roberts Beauty Academy (<https://www.msroberts-academy.com/>) to learn the necessary skills to prepare them to sit for the Illinois State Board of Cosmetology License.

First Year Topics Include: tools and their use, shampoo, understanding chemicals and use, types of hair, sanitation, hygiene, skin diseases and conditions, anatomy and physiology, electricity, ethics, nail technology and esthetics as they relate to the Barber, Cosmetology, Esthetics and Nail Technology Act.

Second Year Topics Include: practical chemical application/hair treatment, hair styling/hairstyling, shop management, sanitation and interpersonal relations as they relate to the Barber, Cosmetology, Esthetics and Nail Technology Act, as well as labor and compensation laws.

Junior and Senior Year Enrollment (2 Year Commitment): 1500 hours of required theory and practicum time spread out over the course of junior and senior year; preparation and application for the Illinois Department of Financial and Professional Regulations Illinois State Board of Cosmetology License upon completion of requirements; OPRFHS will assist with tuition and fees both years.

Senior Year Enrollment: completion of the first year (750 hours) of required theory and practicum hours; remaining 750 hours completed independently upon graduation; OPRFS will assist with tuition and fees. Senior year – student is responsible for tuition and fees for the second year of independent study.

**Students participating in the program will leave OPRFHS campus after 4th period each day and be transported to the Academy; hours are from 1:00pm – 5:30pm; Monday – Friday.*

980 Barbering

Open to junior and/or seniors

2 credits per semester (up to a total of 4 per school year)

Students enrolled in the Barbering Academy work with the Erskine Reeves Barber Academy (<https://www.erskinereeves.com/>) to learn the necessary skills to prepare them to sit for the Illinois State Board of Cosmetology Barber License.

First Year Topics Include: anatomy; physiology; skin diseases; hygiene and sanitation; barber history; barber law; hair cutting and styling; shaving, shampooing, and permanent waving; massaging; and barber implements as they relate to the Barber, Cosmetology, Esthetics, and Nail Technology Act. Knowledge, skills and activities completed in this course will help prepare students for Barbering II, while earning hours towards licensure.

Second Year Topics Include: advanced theoretical and practical skill development to prepare students for the barbering license exam; bleaching, tinting, and coloring; and barber implements as they relate to the Barber, Cosmetology, Esthetics, and Nail Technology Act, as well as labor and compensation laws.

Junior and Senior Year Enrollment (2 Year Commitment): 1500 hours of required theory and practicum time spread out over the course of junior and senior year; preparation and application for the Illinois Department of Financial and Professional Regulations Illinois State Board of Cosmetology License upon completion of requirements; OPRFHS will assist with tuition and fees both years.

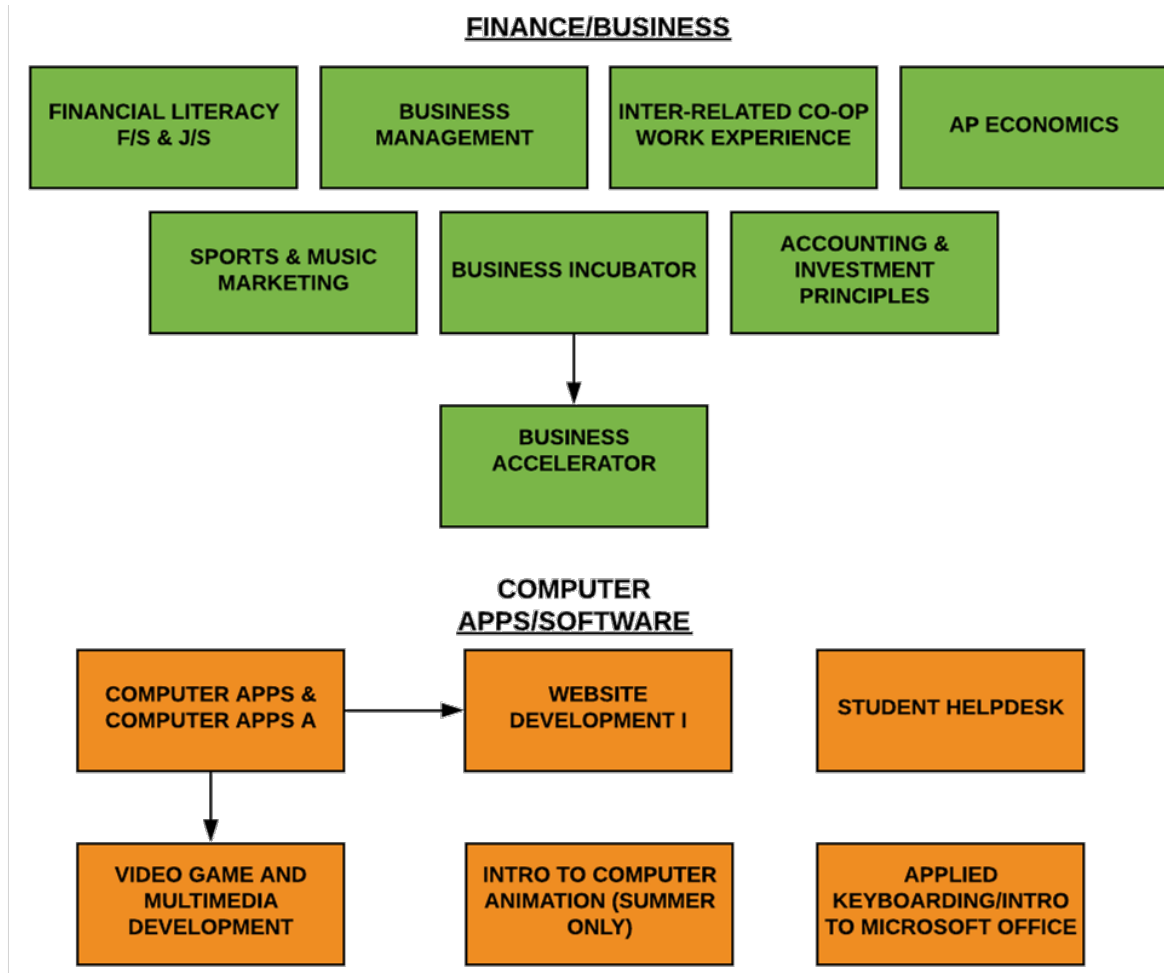
Senior Year Enrollment: completion of the first year (750 hours) of required theory and practicum hours; remaining

750 hours completed independently upon graduation; OPRFS will assist with tuition and fees. Senior year – student is responsible for tuition and fees for the second year of independent study.

**Students participating in the program will leave OPRFHS campus after 4th period each day and be transported to the Academy; hours are from 1:00pm – 5:30pm; Monday – Friday.*

BUSINESS EDUCATION DEPARTMENT

Scope and Suggested Sequences



600/2, 6007/2, 6008, 6002/60062, 6009 Financial Literacy F/S

Open to freshmen and sophomores

1 semester; 1 credit

This course is an introduction to practical economics and an overview of basic aspects of business. Emphasis is on the student's role as consumer, producer, and citizen. Topics include money management, banking services, savings and investments, credit, insurance, business and government services, taxes, the American business system, and basic economics. Successful completion of this course fulfills the state consumer education requirement.

602/2, 6027/2, 6028, 60242/60262, 6029 Financial Literacy J/S

Open to juniors and seniors

1 semester; 1 credit

Students learn about their rights and responsibilities as consumers. Topics include decision making, money management, insurance, credit, savings, marketplace frauds, and buying goods and services in the area of foods, clothing, housing, and new and used cars. Successful completion of this course fulfills the state consumer education requirement.

604/2, 6057/2, 6049 Applied Keyboarding/Introductory Microsoft Office

1 semester; 1 credit

This one-semester course is designed to provide an opportunity for students to master the skills of entering alphabetic, numeric, and symbolic information on a keyboard using the touch method of typing. Emphasis is placed on development of accuracy, speed, proper techniques, and correct fingering. Students learn how to use the computer as a learning tool for problem solving and in the production of both print and non-print materials through developing proficiency in computer applications such as word processors, spreadsheets, presentation software to name a few. Students learn what it means to be a good digital citizen and how to use technology, including social media, responsibly. Students expand their knowledge of how to use digital devices and software to build decision-making and problem-solving skills. Students may be provided with the opportunity to seek industry-recognized digital literacy certifications. Critical thinking skills are taught through the use of project-based scenarios that challenge students to apply their hardware and software

knowledge to real life situations and gain job skill related experience. Successful completion of this course fulfills the computer proficiency graduation requirement. Students who have completed a semester or more of touch keyboarding in middle school may elect to take the separate Computer Applications course which also satisfies the computer proficiency graduation requirement.

628/2, 6388/2 Accounting and Investment Principles

Open to sophomores, juniors and seniors

1 semester; 1 credit

This class is a must for students who are contemplating a college degree in Accounting or Finance. Students will learn about various investments such as stocks, mutual funds, bonds, and real estate and will plan, implement, and manage their own successful investment plan. Students will conduct a fundraiser to generate money to buy actual stock and invest in the stock market. The class will have accounting and investment professionals as guest speakers and will often have a field trip to such sites as the Federal Reserve Bank and the Chicago Board Options Exchange. Students will also learn the basic fundamentals of accounting such as computing, classifying, recording, verifying and maintaining financial records. Emphasis will be placed on interpretation and statistical analysis of financial statements so as to understand how management decisions are made. Additional course content includes accounting fundamentals, preparation of reports and budgets and investigating career opportunities in the accounting field.

633/2, 6337, 6338 Computer Applications

Prerequisite: none, but the ability to type at least 30 WPM recommended

1 semester; 1 credit

Students use a variety of application software and equipment to perform tasks frequently needed in business, marketing and management. Students will explore a variety of applications such as graphics, word processing, email, spreadsheets, and presentation software. Emphasis is placed on digital literacy and ethical citizenship as well as skills needed in business related occupations. Students will use both the Google and Microsoft Office Suites as well as other applications and emerging technologies available on the Internet. Responsible, ethical and professional use of these digital tools is encouraged. Both team and individual projects are incorporated into the curriculum as well. Successful completion of this course fulfills the computer proficiency graduation requirement.

632/2 Computer Applications A

Prerequisite: none, but the ability to type at least 30 WPM recommended

1 semester; 1 credit

In this honors level course, students are challenged to develop awareness and understanding of application software and equipment used by employees to perform tasks in business, marketing and management. There is increased emphasis placed upon business concepts, critical thinking, and creativity. Students use computers to perform apply problem-solving skills and learn a variety of applications such as graphics, word processing, email, databases, spreadsheets, and presentation software. Successful completion of this course fulfills the computer proficiency graduation requirement. Both team and individual projects are incorporated into the curriculum as well.

636/2 Video Game and Multimedia Development

Prerequisite: none, but basic computer skills are recommended

1 semester; 1 credit

Video Game and Multimedia Development prepares students for careers in business and industry working with interactive media products and services; with emphasis on the entertainment industries. This course emphasizes the development of digitally generated or computer-enhanced products using multimedia technologies. Using state-of-the-art video game design software, students create several different types of video games, including arcade, RPG, and FPS game styles. Students will be introduced to both Drag and Drop and GML programming language. Students will learn to analyze, design, and create interactive three dimensional animation and games. Instruction will include an overview of 2D and 3D graphics, modeling, texturing, lighting, animation, and rules of game play. Industry software will be utilized to create simple games as individual or group projects. Students will also learn to create their own game sprites and background music. Students will learn to design and create their own game elements and use them in games that they create. This course is available for students who are interested in in-depth knowledge and experience with high-level video game development. Students will develop an understanding of professional business practices including the importance of ethics, communication skills, and knowledge of the "virtual workplace".

607/2 Website Development I

Prerequisite: none, but basic computer skills are recommended

1 semester; 1 credit

This course is designed for students who are interested in creating websites and learning basic HTML and CSS coding. Students will learn the fundamentals of web page design using HTML, HTML editors, and graphic editors as well as programming tools such as JavaScript. Students will make several different websites and maintain and revise their work as needed. Students will learn to create pages, add hyperlinks, add and link to images, make tables, and create forms. Students will learn how to use templates, cascading style sheets and interactive elements to enhance web pages.

Software packages such as Adobe Dreamweaver and Photoshop are utilized. Other software could be used to create content for the websites (audio and video editing).

634/2 Business Management and Communication

Open to sophomores, juniors and seniors

1 semester; 1 credit

Business communication functions, processes and applications in the context of business may be practiced through problem-based projects and real world applications in the context of business may be practiced through problem-based projects and real world application.

637 AP Economics 1-2

Open to juniors and seniors

2 semesters; 2 credits

The “AP” notation included in this course title indicates “Advanced Placement.” This course is an introductory study of macroeconomic and microeconomic principles including evolution of the U.S. economy, money and banking, business cycles, unemployment, inflation, fiscal and monetary policy, distribution of wealth, and the prevailing economic philosophies of Adam Smith, John Maynard Keynes, and others. Course content is designed to help students develop critical thinking skills through understanding, application, and analysis of fundamental economic concepts. AP Economics is a year-long course for those who want to take the AP examination in microeconomics and/ or macroeconomics. Students who do not wish to take the AP exam can take either one semester or both semesters. Successful completion of this course fulfills the state consumer education requirement.

640/2, 6458/2 Sports and Music Entertainment Marketing

Open to sophomores, juniors and seniors

1 semester; 1 credit

This course is designed to meet the needs of students who are interested in business management and marketing careers. You will develop a fundamental knowledge of marketing that relates sports and entertainment industries, and career possibilities available in the industries. You will also develop the necessary entry skills for a career in the sports and entertainment fields. Sports & Entertainment Marketing is a course designed to teach marketing concepts through (applied to) the sports and entertainment industry. Marketing is a tool that has allowed the U.S. economy to become highly successful internationally. The basic functions of market identification, product/service planning, packaging, purchasing, distribution, sales, marketing information management, financing, pricing, and promotion will be covered. In addition to marketing overview, this course is designed to show how advertising, sales, and event marketing and communications are important. Past guest speakers have included representatives from the Chicago Cubs, WSCR 670 AM, Marianos and local businesses.

646/2, 9867, 9858, 9854/9856, 9859 Inter-related Co-op

Open to juniors and seniors by application

Prerequisite: Parental consent required

1 semester; 2 credits (1 for the course; 1 for the work experience)

This cooperative work-training program provides part-time vocational training and technology preparation for students who want to attend college as well as those who want full-time employment following graduation. The course is part of a student's full course load. The course includes instruction in employment laws, interpersonal skills, work ethics, workplace knowledge, and career and college planning. The instructor will facilitate student job placement that involves a minimum of 15 hours of work per week for at least 12 weeks of the semester. Students will prepare career objectives and develop a work portfolio related to several career alternatives, including Human Services, Information Technology, Business, Marketing, Finance, Arts-AV Technology, STEM, Transportation, Distribution and Logistics, and Hospitality. Student performance is evaluated by the instructor and the employer. Although students will earn wages in the work portion of the course, evaluation emphasizes the work experience. In related vocational sections, students will be engaged in a curriculum that promotes the importance of technology internet safety, email usage, and cell phone usage as it relates to accessing and maintaining meaningful employment. The instructor will facilitate job placement, coaching, and monitoring of job performance throughout the semester. With assistance, students will seek competitive community employment. Students will prepare career objectives and develop a work and career portfolio that reflects their career interests.

647/2, 9877, 9878, 9879 Work Experience

Open to juniors and seniors by application

1 semester; 1 credit

Students establish a mentor or partner from the business community. Students will be able to demonstrate acceptable personal characteristics through work experience. It is the responsibility of the student to obtain employment. Students must be employed at least 10 hours per week for 15 school weeks of the semester to receive credit. Students who obtain assistance in job placement will utilize curriculum that promotes the importance of technology, internet safety, and email usage and will utilize their cell phones as a supportive tool in fostering communication with parents regarding their work

schedules and daily transitions. Assistance and support for some students will be provided in obtaining campus-based and competitive community employment based upon ongoing assessments that are embedded within the structure of the program. Utilizing data daily, job coaches will monitor the student's acquisition of job skills as it relates to their specific plan goals. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace. Students will prepare a work portfolio that reflects their active engagement in the work experience.

638 Business Incubator

Open to sophomores, juniors and seniors

2 semesters; 2 credits

Launch your own start-up! This fun, dynamic entrepreneurship program aims to fulfill students' business aspirations by acquainting them with the knowledge and skills necessary to own and operate their own business. The course is delivered through a hands-on, project based learning approach in which students apply what they learn about economics, marketing, human relations, psychology, business law, ownership, financial planning and accounting to their own business idea. Local entrepreneurs serve as mentors and subject matter experts who guide student teams through the process of developing a business concept, securing seed money to test it with real potential customers, and pitch it for investment at the end of the course. In addition to learning entrepreneurial and business concepts, students also develop a growth mindset and a range of '21st century' transferable and professional skills. Finally, the course gives students the opportunity to gain the 'Entrepreneurship and Small Business' certification offered through Certiport which can be added to resumes and college applications and validates the skills and knowledge for those students with entrepreneurship and business career aspirations. Students will have the opportunity to earn dual credit with Triton College upon successful completion of the course.

642 Business Accelerator

Open to juniors and seniors

Prerequisite: Business Incubator

2 semesters; 2 credits

Students who wish to continue developing their business model started in Business Incubator are able to continue exploring and applying entrepreneurial and business concepts and processes in this capstone class. With an independent study approach supported by the same network of teachers and local entrepreneurs, students work their way through three major areas of content: customer acquisition, business processes and product provision. Within these areas, students will develop a more in-depth understanding of the content studied in Business Incubator as well as many of the concepts delivered in our existing management, finance and marketing semester classes (completion of these classes is NOT a prerequisite). The overall goal of the course is for students to achieve valid market traction and fully prepare the start-up for launch or sale. As is the case in Business Incubator, students continue developing a growth mindset and a range of '21st century' transferable and professional skills, as well as retaining the opportunity to gain the 'Entrepreneurship and Small Business' certification offered through Certiport.

639 Student Helpdesk Internship

Open to sophomores, juniors, and seniors

Prerequisite: Application process and departmental approval

2 semesters; 2 credits

This course is a student-run help-desk that prepares students to provide first-line technical support to students, support staff, and teachers. Students are trained to listen, observe, and assess general end-user issues. The hands-on classroom environment gives students authentic learning experiences involving troubleshooting hardware, software, and network programs as well as processing tickets and inventory stock. Students have individualized career pathways of study that include customer service, leadership, and certification including Google and Microsoft Office Specialist, coding, and apps. Successful completion of this course fulfills the computer proficiency graduation requirement. The course may be repeated.

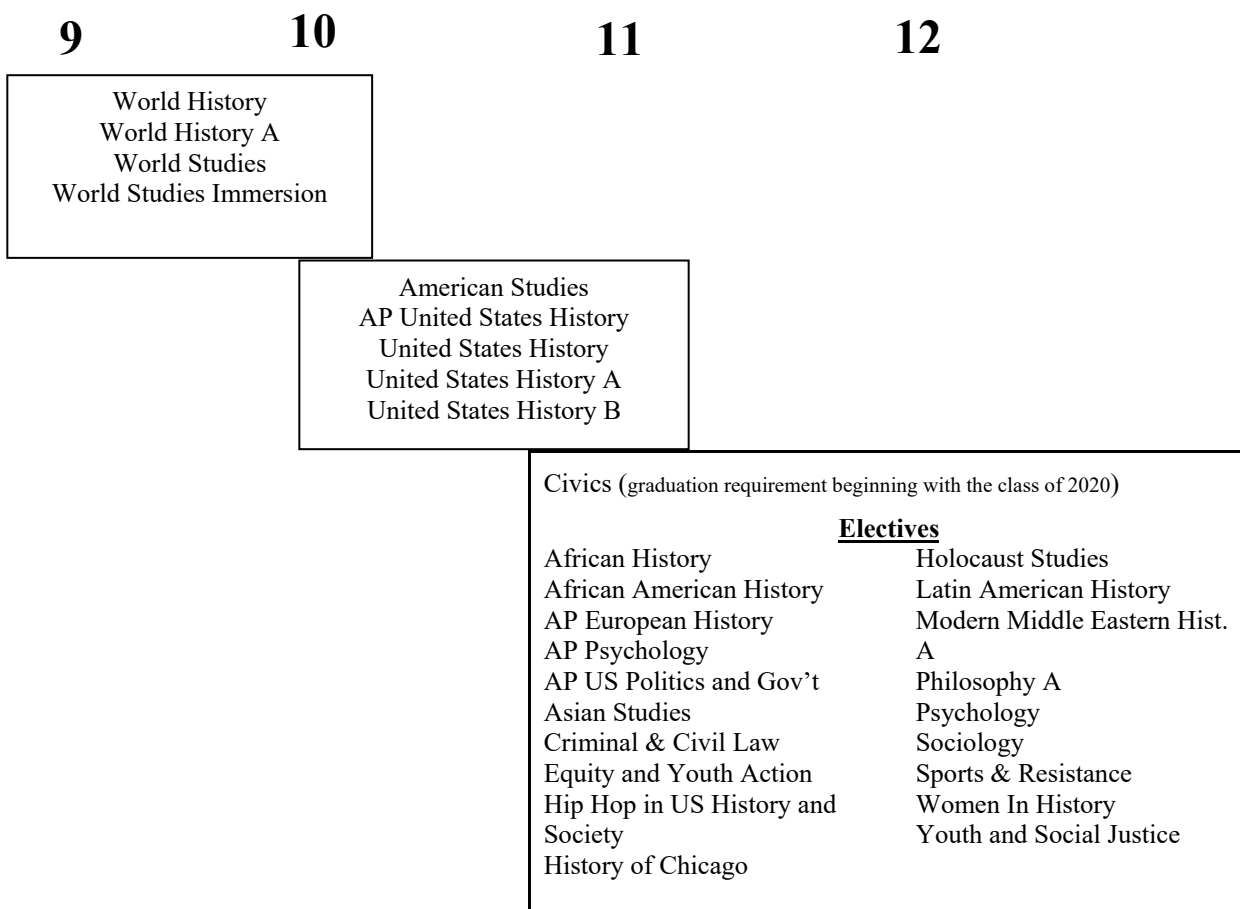
HISTORY DIVISION

Ms. Amy Hill, Division Head, 708-434-3379, ahill@oprfs.org

The central goals of the courses in this division are to foster knowledge of the past; learn skills for discerning the present; practice critical thinking, reading, writing, and study techniques; and explore criteria for evaluating and shaping the directions for the future. Students should strive to excel in required courses which prepare them for citizenship and in elective courses which prepare them for additional schooling, personal development, and successful careers.

Students are encouraged to select courses that are intellectually challenging and at the highest academic levels in which they can be successful. Students who are successful at the transition level are encouraged to discuss with their teacher, counselor, and parent or guardian taking their next course at the college prep level. Students who excel in a course at the college prep level are encouraged to discuss with their teacher, counselor, and parent or guardian taking their next course at the honors level.

SCOPE AND SUGGESTED SEQUENCE



Students will begin their course of studies in the History Division by taking World History or World Studies during their freshman or sophomore year. Beginning with the Class of 2020, students are required to take Civics in order to fulfill graduation requirements.

It is the recommendation of the History Division that students enroll in World History or World Studies in ninth grade, American History or American Studies as tenth graders, and then work to develop their individual interests and refine skills by choosing from our wealth of electives in their eleventh and twelfth grade years. Students may enroll in Civics in either the junior or senior year after successfully completing U.S. History.

Our electives are structured to refine the targeted skill development of our World History, American History, and Civics curricula while offering students opportunities to pursue personal interests, potential careers and further areas of study, and intriguing contemporary topics within the social sciences.

323, 3238, 3234/3236 World History

Open to all students

2 semesters; 2 credits

World History provides a multicultural, social, economic, and political study of key developments and questions in world history. The engaging content provides a foundation for students to develop writing and reading skills for life. Successful completion of this course satisfies the world history graduation requirement.

325 World History A

Open to all students

2 semesters; 2 credits

World History A provides a multicultural, social, economic, and political study of key developments and questions in world history. The engaging content provides a foundation for students to develop writing and reading skills for life. Students enrolled in this class will be challenged with readings of above grade-level complexity and should expect the content to move at a more expedited pace. Successful completion of this course satisfies the world history graduation requirement.

12HX World Studies Immersion/Literacy Support (Also see English Division & Academic Support Course Offerings)

Open to qualified freshmen approved for the transition program

2 semesters; 2 credits

World Studies Immersion combines English, Literacy and History curricula and integrates the disciplines to expand the student's experience. As a part of the three period World Studies Immersion course, students are enrolled in WSI English, WSI History and WSI Literacy Seminar. WSI Literacy Seminar provides intensive, direct reading instruction to increase vocabulary, reading comprehension, word study, and reading rate. By immersing the reading strategies and instruction into the World Studies class, students will benefit from the reinforcement and practice of applying their skills. Successful completion of this course satisfies the world history graduation requirement.

125H World Studies (Also see English Division Course Offerings)

Open to freshmen

2 semesters; 4 credits

This double-period course is an introduction to both the English and history curricula at the high school and is taught cooperatively by an English teacher and a history teacher. The course is designed to integrate the disciplines and expand the experience that would otherwise be gained in the English and World History courses. Fundamentals in reading skills, writing skills, and critical thinking skills are emphasized. Successful completion of this course satisfies the world history graduation requirement and provides 2 credits in English and 2 credits in world history.

134H American Studies (Also see English Division Course Offerings)

Open to juniors and seniors

Prerequisite: World History or its equivalent and English Literature

2 semesters; 4 credits

This double-period course is taught cooperatively by an English teacher and a history teacher. The course focuses on the inter-relatedness of American culture through the study of history, art, literature, and everyday life. Main emphasis is from 1607 to the present. Fundamentals in reading skills, writing skills, and critical thinking skills are emphasized. Successful completion of this course meets the American history graduation requirement and provides 2 credits in English and 2 credits in American history.

331, 3317, 3319 United States History B

Open to sophomores, juniors and seniors

Prerequisite: World History B or equivalent

2 semesters; 2 credits

The focus of this course is the study of the historical development of the United States, its ideas and institutions from the Age of Exploration to the present. Students will learn fundamental concepts in civics, economics, and geography. They will obtain a basic knowledge of culture through a survey of major issues, movements, people and events in the United States history. Students taking this course will have additional supports in building literacy, writing, and executive functioning skills. Successful completion of this course satisfies the American history graduation requirement.

333, 3338, 3334/3336 United States History

Open to sophomores, juniors, and seniors

Prerequisite: World History or equivalent

2 semesters; 2 credits

The focus of this course is the study of the historical development of the United States, its ideas and institutions from the Age of Exploration to the present. Students will learn fundamental concepts in civics, economics, and geography. They will obtain a basic knowledge of culture through a survey of major issues, movements, people

and events in the United States history. Successful completion of this course satisfies the American History graduation requirement.

335 United States History A

Open to sophomores, juniors, and seniors

Prerequisite: World History or equivalent

2 semesters; 2 credits

The focus of this course is the study of the historical development of the United States, its ideas and institutions from the Age of Exploration to the present. Students will learn fundamental concepts in civics, economics, and geography. They will obtain a basic knowledge of culture through a survey of major issues, movements, people and events in the United States history. Students taking this class will be challenged with a greater complexity in reading materials and the application of ideas through performance and discussion. Successful completion of this course satisfies the American history graduation requirement.

337 AP United States History

Open to sophomores, juniors, and seniors

Prerequisite: World History or equivalent

2 semesters; 2 credits

The “AP” notation included in this course title indicates “Advanced Placement.” Ambitious students are assisted in developing the factual and interpretive abilities necessary to succeed on the 3-hour American History Advanced Placement exam. Emphasis is placed on writing analytical essays and papers. Students are expected to work at the level of an introductory college survey course. High scores on the AP exam often result in college credit. Successful completion of this course meets the American history graduation requirement.

3361/2 Civics

Open to juniors and seniors

Prerequisite: United States History or equivalent

1 semester; 1 credit

In this course, students will work to refine the writing, reading, and critical thinking skills they have developed in the History Division’s core curriculum. Refining these skills will come as students explore the social, political and economic issues confronting American society through the lens of the United States government, politics and the democratic process. This is the only course that fulfills the Illinois State Board of Education civics graduation requirement.

369/2 AP United States Politics and Government

Open to juniors and seniors

Prerequisite: United States History or equivalent

1 semester; 1 credit

The “AP” notation included in this course title indicates “Advanced Placement”. This course introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. This course explores the theoretical underpinning of U.S. government and politics to provide students with a firm understanding of current events. This course will prepare students to take the AP United States Politics and Government exam, scores from which may count for college credit depending on college or university of choice.

372/2 Criminal and Civil Law

Open to juniors and seniors

Prerequisite: United States History or equivalent

1 semester; 1 credit

This course offers students an authentic introduction to the law by utilizing published court cases and teaching students how to analyze them like lawyers. Students are challenged to examine case law in three primary areas: criminal law, criminal procedure and constitutional law. These units of study not only push students to grapple with sophisticated texts and complex legal questions, but also to confront how the American legal system, and specifically our constitutional rights, intersect with the political, social and economic spheres of our daily lives. Student interests served well by this course: Law, Government, US History and Criminal Justice. Skills targeted in this course: Analytical reading and writing, oral advocacy, logical reasoning and critical thinking.

358/2, 3587/3588 Sociology

Open to juniors and seniors

Prerequisite: United States History or equivalent

1 semester; 1 credit

Sociology is the scientific study of human societies and human group behavior. This course of study teaches us to look at life from a completely new perspective – in a scientific, systematic way. IN this class, students strive to expose the

patterns of social behavior that exist in our society. Once exposed, students are invited to investigate the causes and effects of these behaviors and topics such as the sociological imagination, culture and socialization, while ultimately proposing new sociologically-informed solutions to the social problems that exist in our society including inequalities and other issues related to social class, gender, race, sexuality and equity. Skills targeted by this course: research, reading comprehension, argumentative writing, and critical thinking.

359/2, 3598/2, 3594/2-3596/2 Psychology

Open to juniors and seniors

Prerequisite: United States History or equivalent

1 semester; 1 credit

An introduction to the science of psychology, this course includes units on psychological perspectives, scientific methodology, personality, biopsychology, healthy adjustment, consciousness, abnormal behavior, developmental psychology, and therapy. Student interests served well by this course: psychology, human behavior, natural sciences. Skills targeted by this course: reading for understanding.

361 AP Psychology

Open to juniors and seniors

Prerequisite: United States History or equivalent

2 semesters; 2 credits

The “AP” notation included in this course title indicates “Advanced Placement.” The AP Psychology Course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students will study the psychological facts, principles, and theories associated with each of the major subfields within psychology and learn about the methods psychologists use in their science and practice. The course is intended to provide the scope and level of academic accomplishment expected in a college introductory psychology course. In addition, the course aims to instill knowledge, skills and attitudes to apply to one’s own life, while also preparing students to be successful on the AP Psychology exam. Scores from which may count for college credit depending on college or university of choice. Student interests served well by this course: psychology, human behavior.

344 AP European History

Open to juniors and seniors

Prerequisite: United States History or equivalent

2 semesters; 2 credits

The “AP” notation included in this course title indicates “Advanced Placement”. AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments and processes in four historical periods from approximately 1450 to the present. Students develop and use the continuity over time; and argument development. The course also provides six themes that students explore throughout the course in order to make connections among historical. Developments in different times and places; interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power, individual and society, and national and European identity.

3651 African History

Open to juniors and seniors (fall semester only)

Prerequisite: United States History or equivalent

1 semester; 1 credit

This is a survey course in the rich variety of cultures, religions, and nations located on the African continent. Included is the study of Africa’s geography, its natural resources, and its importance in the global village. Study begins with prehistoric times, continues through Africa’s long history, and includes the arrival of Asians, Arabs, and Europeans to the African continent. Africa’s experience during the Age of Imperialism through the emergence of the independent nations is also studied. Major emphasis is placed on the Nile Valley civilizations, kingdoms of West Africa, the African diaspora, African nationalism, and Africa’s role in the late twentieth century. Reading, map skills, essay skills, chronology, vocabulary, class projects, and current events are emphasized. Student interests served well by this course: Africa, history, race and culture. Skills targeted by this course: reading map skills, critical thinking, writing and research.

366/2, 3667/3668 African American History

Open to juniors and seniors

Prerequisite: United States History or equivalent

1 semester; 1 credit

This survey course explores the African American experience in the United States from 1607 to the present. Emphasis is on two interrelated themes: the internal history of the black community, its origins, its development and growth, its triumphs and tribulations in America; and the ways in which race, class, ethnicity, and gender illuminate the African American community as both producer and collaborator in the race, gender, social justice, and culture. Skills targeted in this course: enhanced literary analysis, argumentative/nonfiction writing, critical thinking.

368/2 Philosophy A

Open to juniors and seniors

Prerequisite: United States History or equivalent

1 semester; 1 credit

This honors level course is an inquiry into the following: the nature of knowledge and truth; what constitutes morality; the existence of the mind, personal identity, and soul; free will and determinism; and religion. The course combines careful reading of classical, modern and contemporary texts with the application of philosophical thinking to current issues. The course aims to acquaint students with the questions, issues, and methodologies typical to philosophy, encourage self-reflection, and sharpen student's powers of critical thinking and written expression. Student interests served well by this course: history, values, morality, reading, essay writing and class discussion. Skills targeted in this course: critical thinking, analysis and reason, complex reading and independent opinion.

3771 Latin American History

Open to juniors and seniors (fall semester only)

Prerequisite: United States History or equivalent

1 semester; 1 credit

Organized thematically from pre-Columbian times to the present, units of study include European contact and conquest, colonial history, independence movements in Latin America, postcolonial readjustment, neocolonialism, nationalism, revolution and counter-revolution, and modern issues. This course will enhance students' understanding not only of Latin culture and American foreign policy vis-a-vis Latin America, but also of their place in the world. Student interests served well by this course: history, culture, politics, US and international relations and current events. Skills targeted by this course: reading, map skills, critical thinking, writing and research.

367/2 Modern Middle Eastern History A

Open to juniors and seniors

Prerequisite: United States History or equivalent

1 semester; 1 credit

This honors level course provides a historical understanding of the social and political changes in the Middle East since the emergence of the Ottoman Empire, particularly over the past two centuries. It covers the main social, economic, and intellectual currents that have transformed this region of the world. The primary emphasis is how events today have been shaped and affected by the past. Focus is on the lands of the former Ottoman Empire (present-day Turkey, Palestine/Israel, Syria, Iraq, and Egypt) and Iran. Student interests served well by this course: history, culture, politics, U.S. and international relations, and current events. Skills targeted by this course: critical thinking, analysis, and complex reading for understanding.

3642 Asian Studies

Open to juniors and seniors (spring semester only)

Prerequisite: United States History or equivalent

1 semester; 1 credit

This semester-long course focuses on the modern history and culture of Asia with a focus on South Asia (India and Pakistan) and East Asia (China, Korea and Japan). Students will explore how culture, politics, and economics have shaped these regions and their relationships with the global community. Students will work to refine the critical thinking, literacy, and writing skills from their foundational coursework. Student interests served well by this course: world history, culture, politics, U.S. and international relations, and current events. Skills targeted in this course: literacy, argumentative writing, research and critical thinking.

357/2 Women in History

Open to juniors and seniors

Prerequisite: United States History or equivalent

1 semester; 1 credit

This course explores the political, economic, and social experience of women throughout history. With a major focus on contemporary issues, Women in History is a semester course where, first quarter, students are introduced to the discipline of Women and Gender Studies. Second quarter, students explore women's activism throughout American history from the Antebellum period through the present. Student interests served well by this course: US History, gender, sociology, and current events. Skills targeted by this course: Literacy, writing, critical thinking, and oral presentation.

3741/2 Holocaust Studies**Open to juniors and seniors****Prerequisite: United States History or equivalent****1 semester; 1 credit**

This course offers students a deep, interdisciplinary study of the Holocaust. Beginning with an introduction to Genocide Studies, the course examines the long history and myriad manifestations of antisemitism; traces the Nazi rise to power and Nazis' systemic mass murder; and studies the psychology of genocide, upstanding, and bystanding. It examines how the United States – and the rest of the world – responded to the Holocaust, and studies the proliferation of Holocaust Denial. The course centers the stories of Holocaust survivors and victims. During the class, each student will trace the story of one individual who lived through the Holocaust, learning how they experienced the events studied in the course. The course culminates in a collaborative capstone project.

375/2 The History of Chicago**Open to juniors and seniors****Prerequisite: United States History or equivalent****1 semester; 1 credit**

The History of Chicago is a semester-long course designed to develop student's knowledge and excitement about this city's rich history and culture. The course follows Chicago's history chronologically, but along the way we will study the art, architecture, geography, music, literature, crimes and scandals, sports, civil rights, education, immigration, social class issues, and politics that have shaped and defined the city. Student interests served well by this course: US History, Chicago, and social justice. Skills targeted by this course: reading, critical thinking, nonfiction/argumentative writing and oral presentation.

376/2 Sports and Resistance in American History**Open to juniors and seniors****Prerequisite: United States History or equivalent****1 semester; 1 credit**

This course views race, gender, and class divides in American history through the sporting lens with an emphasis on the periods from the Progressive Era through the present. This unique examination will emphasize the roles of government, governing bodies in sports, the media, owners, and athletes in the triumphs and struggles that have engulfed our nation's history. Viewing race, gender, and class through this prism will allow students to address these issues through a path that will appeal to the interests of a wide range of students. Student interests served well by this course: athletics, gender, race, US history, and current events. Skills targeted by this course: reading, oral presentation, and critical thinking.

3782 Youth and Social Justice**Open to juniors and seniors (spring semester only)****Prerequisite: United States History or equivalent****1 semester; 1 credit**

This course examines issues such as race, gender, sexual orientation, law, and the criminal justice system through the lens of sociology and social justice. This course is intended for college prep students and is designed to further enhance essential skills aligned with Common Core State Standards such as reading comprehension, writing, speaking, and analytical thinking. Students will utilize various reading and writing strategies intended to prepare them for further academic achievement. Student interests served well by this course: history, current events, social justice, activism, and politics. Skills targeted by this course: oral presentation, writing and reflection.

3791/2 Hip Hop in United States History and Society**Open to juniors and seniors****Prerequisite: United States History or equivalent****1 semester; 1 credit**

This course examines the culture of Hip Hop and its continued impact on society through literature, media, film, discussions, and presentations. From Hip Hop's early origins in the South Bronx of the 1970s through today, students will explore the elements of Hip Hop, its connection to historical events, and societal impact. Students will expand upon their knowledge of Hip Hop culture, its impact on American culture and society, and the role they play within it. Student interests served well by this course: race, gender, politics, history, music, and sociology. Skills targeted in this course: critical thinking, analysis, writing, and reading for understanding.

380/2 Equity and Youth Action

Open to juniors and seniors

Prerequisite: United States History or equivalent

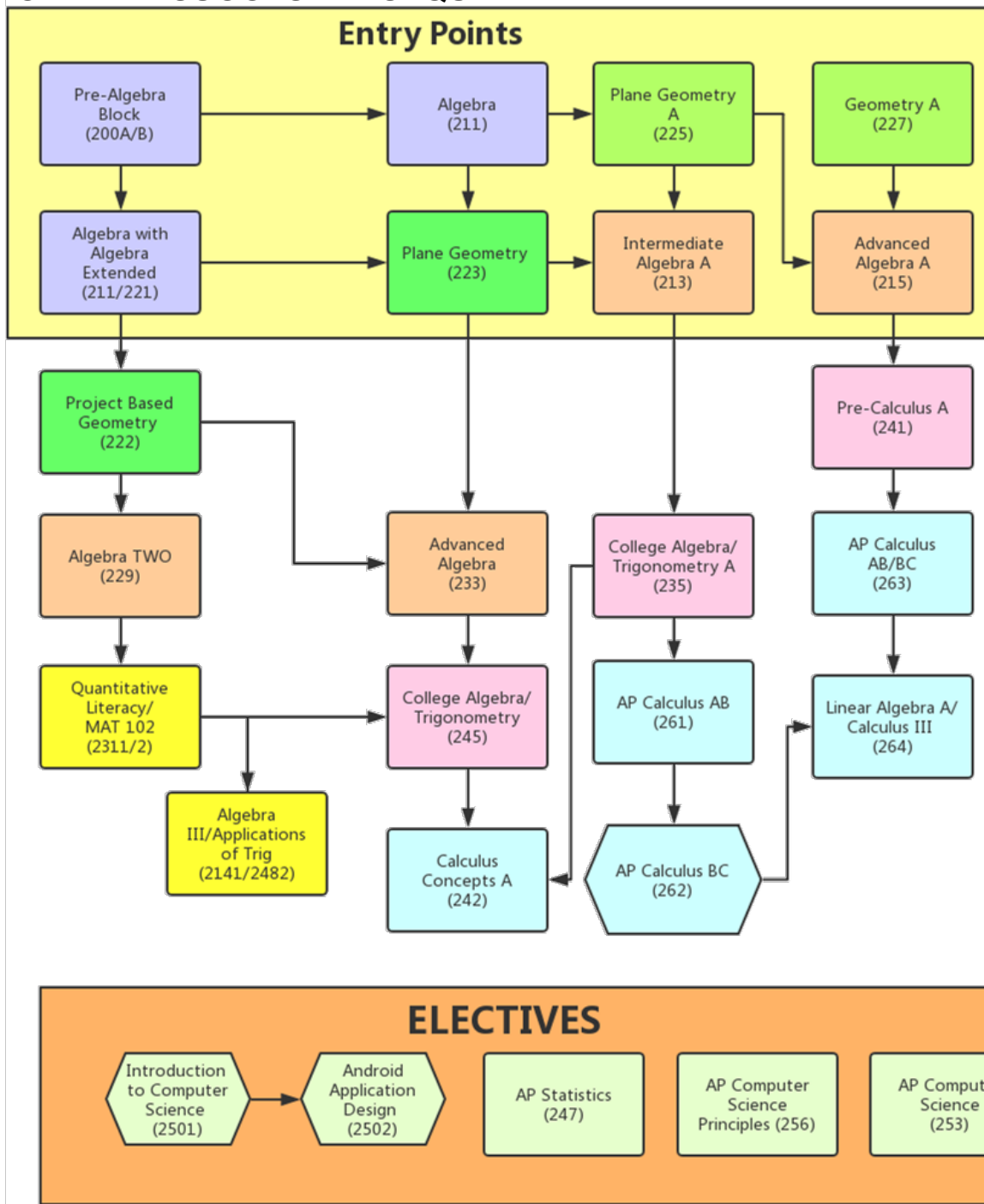
1 semester; 1 credit

Equity and Youth Action engages students in dialogues about racial equity and diversity and develops solidarity across identities. The course is solution-based, whereby students will collaborate to widen conversations and understandings of racial equity and steps to challenge racial inequity. Students will understand that race affects everyone's lives while understanding the intersectionality of other social identities. Students will also walk away with the understanding of the importance of equity in society. Participants will engage in workshops on how to discuss race in a respectful manner and disrupt the cycle of socialization. Students will be equipped with the tools to encourage and help lead discussions and civic engagement about racial equity. This course will provide opportunities to conduct academic research, participate in collaborative discussions, and to create topically oriented art-integrated projects reflecting on transformative steps toward racial equity.

MATHEMATICS DIVISION

Ms. Julie Frey, Division Head, 708-434-3748, jfrey@oprfs.org

SCOPE AND SUGGESTED SEQUENCE



KEY



Denotes Year Long Classes



Denotes Semester Long Classes

Purple:

First year of algebra and Pre-algebra. Light green course with a purple background are open to all students.

Bright Green:

Geometry classes.

Orange:

Advanced Algebra classes.

Pink:

Pre-Calculus classes.

Blue:

Calculus courses.

NOTE: AP Computer Science Principles is open to any sophomore or junior in the college prep track or above.

SUMMER SCHOOL MATH COURSES

Summer School offerings in math include courses to help students accelerate their academic progress. Please review the current summer school catalog or visit the OPRFHS website at www.oprfhs.org for a full description of math courses offered during the summer session.

S200 Pre-Algebra

Open to incoming freshmen only

Summer School Only

1 elective credit (Pass/Fail)

The intention of Pre-Algebra is to review the beginning concepts upon which algebra is based. Students solidify their basic skills related to number sense and proportional reasoning while learning to think in the more abstract terms necessary for drawing algebraic conclusions. Students may take this course to better prepare for Algebra. This course is for students recommended for Algebra or students recommended for Pre-Algebra who wish to move up to Algebra (211).

S201 Pre-Plane Geometry A

Summer School Only

1 elective credit (Pass/Fail)

This course is intended for good mathematics students who covered algebra in 8th or 9th grade. The course content includes: computing with positive and negative numbers; solving one variable equations; understanding, building, and modeling linear equations, understanding, building, and modeling quadratic equations, the basics of statistics, and exponential and polynomial rules. The purpose of this course is to prepare good math students for Plane Geometry A. This course is for students recommended for Plane Geometry A, freshmen recommended for Algebra who wish to move up to Plane Geometry A, or sophomores recommended for Plane Geometry who wish to move up to Plane Geometry A.

S202 Pre-Geometry A

Summer School Only

1 elective credit (Pass/Fail)

This course reviews the full year of algebra that advanced students took in 8th grade with the intention of better preparing these students for Geometry A. Included in the review are the studies of integers, rational numbers, irrationals, number properties, expressions, equations, inequalities, polynomials, factoring, graphing, systems, functions, and quadratics. Students should not take this course unless they have studied all of the topics in the preceding list. This course must review the entire year of freshman algebra. This course is for students recommended for Geometry A or students recommended for Plane Geometry A who wish to move up to Geometry A.

FALL/SPRING SEMESTER MATH COURSES

200A/B Pre-Algebra

Open to freshmen

2 semesters; 2 credits

Pre-Algebra block is offered to students who demonstrate the need for continued skill development to be successful in Algebra. Pre-Algebra targets skills such as computation, proportional reasoning, number sense and math fluency. Pre-Algebra instruction is highly individualized and intensive to accelerate learning and growth.

211, 2118, 2114/2116 Algebra

Completion of the Summer Packet is required.

Prerequisite: Pre-Algebra Block or 8th grade math

2 semesters; 2 credits

Traditional first-year course in beginning algebra. Topics include data analysis, number patterns and properties, functions, equation solving, systems of linear equations, lines and slope, distance, polynomials, and quadratic equations. A TI Nspire or a TI 84 graphing calculator is required.

221 Extended Algebra

Open to freshmen and sophomores

Prerequisite: Pre-Algebra Block or 8th grade math

2 semesters; 2 credits

This course will be taught concurrently with 211 Algebra and will cover the same topics. This course is intended for students who are ready for high school with an additional class period of support each day. This course is intended to support the new topics taught in 211 Algebra, while embedding necessary prerequisite skills previously missed by the learner.

212A/B Algebra 10 Block**Open to sophomores per teacher recommendation****Prerequisite: Pre-Algebra****2 semesters double block; 2 math credits and 2 elective credits**

Traditional first-year course in beginning algebra which includes fundamental mathematic topics such as numeracy, problem solving, and critical thinking. Math topics include data analysis, number patterns and properties, functions, equation solving, systems of linear equations, lines and slope, distance, polynomials, and quadratic equations. A TI Nspire or TI 85 calculator is required.

213, 2137 Intermediate Algebra A**Completion of the Summer Packet is required.****Open to freshmen, sophomores and juniors****Prerequisite: Plane Geometry/Plane Geometry A and teacher recommendation****2 semesters; 2 credits**

A course in second-year algebra that includes, but is not limited to, functions, systems of equations, radicals and rational expressions, log functions, and complex numbers. A graphing calculator is required.

215 Advanced Algebra A**Completion of the Summer Packet is required.****Open to freshmen and sophomores****Prerequisite: Plane Geometry A or Geometry A and teacher recommendation****2 semesters; 2 credits**

A full course in second-year algebra. Topics include functions, systems of equations, conic sections, logarithms, radicals and rational expressions, sequences and series, and complex numbers. Challenging word problems covering these topics are included. A graphing calculator is required.

222 Project Based Geometry (PB&G)**Open to sophomores, juniors and seniors****Prerequisite: Successful completion of Algebra****2 semesters; 2 credits**

The course is a blended curriculum of both algebra and geometry and infuses real world applications from the fields of design and technology while continually supporting the development of core mathematical concepts.

223 Plane Geometry**Open to sophomores, juniors, and seniors****Prerequisite: Algebra or 8th grade math****2 semesters; 2 credits**

Exploration of inductive and deductive reasoning through the study of traditional relationships from Euclidian geometry including points, lines, planes, triangles, polygons, circles, areas, and volumes. Problem solving skills and proof writing are emphasized.

225 Plane Geometry A**Completion of the Summer Packet is required.****Open to freshmen and sophomores****Prerequisite: First year of algebra and either a qualifying score on math placement exam; or 8th grade math, or teacher recommendation****2 semesters; 2 credits**

This honors level course covers all traditional topics of both plane and solid geometry. Topics include proofs, congruence, parallel lines and planes, similarity, circles, locus, quadrilaterals, area, volume, and constructions.

227 Geometry A**Completion of the Summer Packet is required.****Open to freshmen and sophomores****Prerequisite: First year of algebra and either a qualifying score on math placement exam or 8th grade math or teacher recommendation****2 semesters; 2 credits**

This advanced course in geometry covers topics from plane, solid, and coordinate geometry. Topics include proofs, congruence, parallel lines and planes, similarity, circles, locus, quadrilaterals, area, volume, and constructions. Emphasis is on the development of proofs and the application of geometric principles to problem solving.

229, 2298, 2294/2296 Algebra TWO

Open to juniors and seniors only

Prerequisite: Algebra and Plane Geometry or Problem Based Geometry; or teacher recommendation

2 semesters; 2 credits

A second-year algebra course that starts with a review of first-year algebra topics, then introduces polynomials, rational expressions, inequalities powers and roots, complex numbers, quadratic functions, and test preparation. A graphing calculator is required.

2311/2 Quantitative Literacy/MAT 102

Completion of the Summer Packet is required.

Open to seniors

Prerequisite: Advanced Algebra

2 semesters; 2 credits

Successful completion of the first semester of this course qualifies students to enter all Illinois community colleges GECC mathematics course, not a calculus-based mathematics course sequence, which includes general education statistics, general education mathematics, quantitative literacy, or elementary math modeling. The second semester of this course is equivalent to the Triton College course MAT 102 (Liberal Arts Mathematics). Topics covered include sets, logic, consumer mathematics, statistics, and probability. Dual credit through Triton College may be available.

233 Advanced Algebra

Open to juniors, seniors, and qualified sophomores

Prerequisite: Plane Geometry or Intermediate Algebra A

2 semesters; 2 credits

Standard second-year algebra course. Topics include systems of equations, quadratic equations and functions, rational expressions, polynomial functions, logarithms, complex numbers, sequences and series, exponential functions, introduction to trigonometry, statistics, conic sections, and mathematical patterns. A graphing calculator is required.

2141 Algebra III

Completion of the Summer Packet is required

Open to seniors only

Prerequisite: Advanced Algebra or Algebra TWO

1 semester; 1 credit

Successful completion of this semester long course qualifies students to enter all Illinois community colleges GECC mathematics course pre-calculus or equivalent course. Topics include: Algebraic expression, Problem solving, Inequality Functions, Absolute Value Functions, Creating Equations, Systems of Equations, Polynomial Functions, Exponential Functions, Radical Functions and Rational Functions. Heavy emphasis on and pre-calculus skills. Intended to prepare student for calculus concepts A or AP Statistics. A graphing calculator is required.

245 College Algebra/Trigonometry

Completion of the Summer Packet is required.

Open to juniors and seniors

Prerequisite: Advanced Algebra or Intermediate Algebra A

2 semesters; 2 credits

This course integrates traditional topics from college algebra with topics from trigonometry. Topics include problem solving, graphs of functions, rational functions, complex numbers, logarithms, trigonometric functions, identities, and vectors. Heavy emphasis on advanced graphing techniques and pre-calculus skills. Process competencies as prescribed by the Post-Secondary and Workplace Act are also included in the curriculum. A graphing calculator is required. **For seniors only:** Successful completion of this course qualifies students to enter all Illinois community colleges in a calculus-based mathematics course sequence.

235 College Algebra/Trigonometry A

Completion of the Summer Packet is required.

Open to juniors and seniors

Prerequisite: Above average success in Intermediate Algebra A or Advanced Algebra

2 semesters; 2 credits

This advanced course covers topics in college algebra and trigonometry. Topics include problem solving, graphs of functions, rational and polynomial functions, complex numbers, logarithms, exponential functions, trigonometric functions, identities, trigonometric applications, vectors, sequences, series, and conic sections. Heavy emphasis on advanced graphing techniques and pre-calculus skills. Intended to prepare students for AP Calculus AB, Calculus Concepts A, or AP Statistics. A graphing calculator is required.

241 Pre-Calculus A

Open to juniors and qualified freshmen and sophomores

Completion of the Summer Packet is required.

Prerequisite: Geometry A/Plane Geometry A or teacher recommendation

2 semesters; 2 credits

This course approaches topics from college algebra and trigonometry with college-level sophistication. Topics include polynomial and trigonometric functions and their graphs, inverse trigonometric functions, applications of trigonometry, identities and equations, inequalities, parametric equations, and linear programming. A graphing calculator is required.

242 Calculus Concepts A

Prerequisite: College Algebra/Trigonometry or College Algebra/Trigonometry A or the equivalent

2 semesters; 2 credits

This course is designed for students who wish to continue on a calculus pathway. First semester focuses on topics leading to the larger calculus concepts with an emphasis on the library of functions from a calculus point of view. Limits are addressed comprehensively. Second semester focuses on the derivative, one of the key concepts in calculus. Introduction of the integral is also covered. Conceptual understanding of the major ideas of calculus is coupled with symbolic understanding. A graphing calculator is required

247 AP Statistics

Open to juniors and seniors

Prerequisite: College Algebra/Trigonometry A or College Algebra/Trigonometry or an “A” in Advanced Algebra

2 semesters; 2 credits

The “AP” notation included in this course title indicates “Advanced Placement.” The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Four broad conceptual themes covered are exploring data, planning a study, probability models, and statistical inference. A graphing calculator that handles lists of data and includes built-in statistical functions such as confidence intervals, tests of significance, and probability distributions is required. Dual credit through Triton College may be available.

2501 Introduction to Computer Science

Prerequisite: First year of Algebra and teacher recommendation or Plane Geometry/Plane Geometry A and teacher recommendation

Students may use this course as an applied arts option

Semester 1 only; 1 credit

This course provides an introduction to computer science programming. Students will discover the theory and power of computers by investigating aspects of the computer world and learning to write computer programs to conduct experiments and solve practical problems. The course focuses on 2 programming languages: Scratch and Python, to facilitate students’ learning of computer programming solutions. The course prepares students for the more rigorous AP Computer Science or Honors Computer Science courses. Most of the work for the class will be done during class time in a computer lab setting under the supervision of the teacher. Some laboratory time outside of class may be required; a home computer with Internet access can serve this purpose.

2502 Exploring Android App Development

Prerequisite: Introduction to Computer Science or 1 semester of AP Computer Science or 1 semester of AP Computer Science Principles

Semester 2 only; 1 credit

The student will learn to develop his/her own apps for an Android device. The course introduces the student to Android app programming by providing a solid foundation for imagining, designing, creating, and deploying one’s own apps onto the Google Play Store. This course covers the major Android topics such as views, activities, intents, broadcast receivers, and content providers. It also covers location-based services, sensors, and app deployment.

253 AP Computer Science

Prerequisite: First year of Algebra and teacher recommendation or Introduction to Computer Science or Plane Geometry/Plane Geometry A and teacher recommendation

Students may use this course as an applied arts option

2 semesters; 2 credits

The “AP” notation included in this course title indicates “Advanced Placement.” This advanced placement course is similar to an introductory college course in computer science. Many career disciplines, such as computer programming, mathematics, engineering, business, and the natural sciences, require fundamental computer programming skills. Students will learn to write object-oriented programs using the Java language to solve a variety of problems using

common algorithms and data structures. The class will be conducted in a computer lab setting. Additional laboratory time outside of class may be required. The class will prepare students to take the College Board Advanced Placement exam in May. Students are expected to take the exam.

256 AP Computer Science Principles

Open to sophomores, juniors, and seniors

Prerequisite: First year of Algebra and teacher recommendation or Introduction to Computer Science or Plane Geometry/Plane Geometry A and teacher recommendation

Students may use this course as an applied arts option

2 semesters; 2 credits

This course introduces students to the essential ideas of computer science and shows how computing and technology can influence the world around us. Students will creatively address real-world issues and concerns to bring ideas to life by using the same processes and tools as those used by artists, writers, computer scientists, and engineers. Designed by the AP Program with the goal of creating leaders in computer science fields, topics include digital information, the internet, programming, data, and performance tasks. Successful completion of this course fulfills the computer proficiency graduation requirement.

261 AP Calculus AB

Completion of the Summer Packet is required.

Open to juniors and seniors

Prerequisite: College Algebra/Trigonometry A or Pre-Calculus A and teacher recommendation

2 semesters; 2 credits

The “AP” notation included in this course title indicates “Advanced Placement.” This college level course includes the study of functions, limits, derivatives, and integrals. This course is the equivalent of 1-1/2 semesters of college calculus. Students are expected to take the College Board Advanced Placement exam in May. A graphing calculator is required.

262 AP Calculus BC

Completion of the Summer Packet is required.

Open to juniors and seniors

Prerequisite: Completion of AP Calculus AB

1 semester; 1 credit

This course is for students that have successfully completed AP Calculus AB. The course will cover AP Calculus BC topics not completed in AP Calculus AB, as well as some Pre-Calculus topics in preparation. The expectation is that all students will be ready for the AP Calculus BC exam by the completion of this semester. You will learn how to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. You will also learn how to use technology to help solve problems, experiment, interpret results and support conclusions.

263 AP Calculus AB/BC

Completion of the Summer Packet is required.

Open to juniors and seniors

Prerequisite: Pre-Calculus A and teacher recommendation

2 semesters; 2 credits

The “AP” notation included in this course title indicates “Advanced Placement.” This course is for students that have successfully completed Pre-Calculus A. This college level course covers two semesters of college calculus in 2 semesters of high school. Topics include the study of functions, limits, derivatives, integrals, Taylor polynomials, advanced methods of integration, polar coordinates, vectors, parametric equations, and convergence and divergence of infinite series. Students are expected to take the College Board Advanced Placement exam in May. Dual credit through Triton College may be available. A graphic calculator is required.

2641/2 Linear Algebra A/Calculus III A

Open to juniors and seniors

Prerequisite: AP Calculus AB/BC or AP Calculus BC

1 semester; 1 credit

Calculus III A is the third of 3 courses in the basic calculus sequence. This course has been partnered with the study of linear algebra, vital in multiple areas of science and computer science. Calculus III topics include vector functions, functions of 2 or more variables, partial derivatives, quadratic surfaces using multiple interpretations, surface integrals, Green's theorem, and Stoke's theorem. Linear Algebra topics include linear equations, matrix theory, linear transformations of vectors, vector spaces, eigenvalues, and eigenvectors.

2482 Applications of Trigonometry**Open to juniors and seniors****Prerequisite: First semester of College Algebra or Algebra 3****1 semester; 1 credit**

This course focuses on trigonometric functions and how they are used in the real world. Topics include: the unit circle, trigonometric functions, trig with astronomy, geography, engineering, physics and statistics.

PHYSICAL EDUCATION

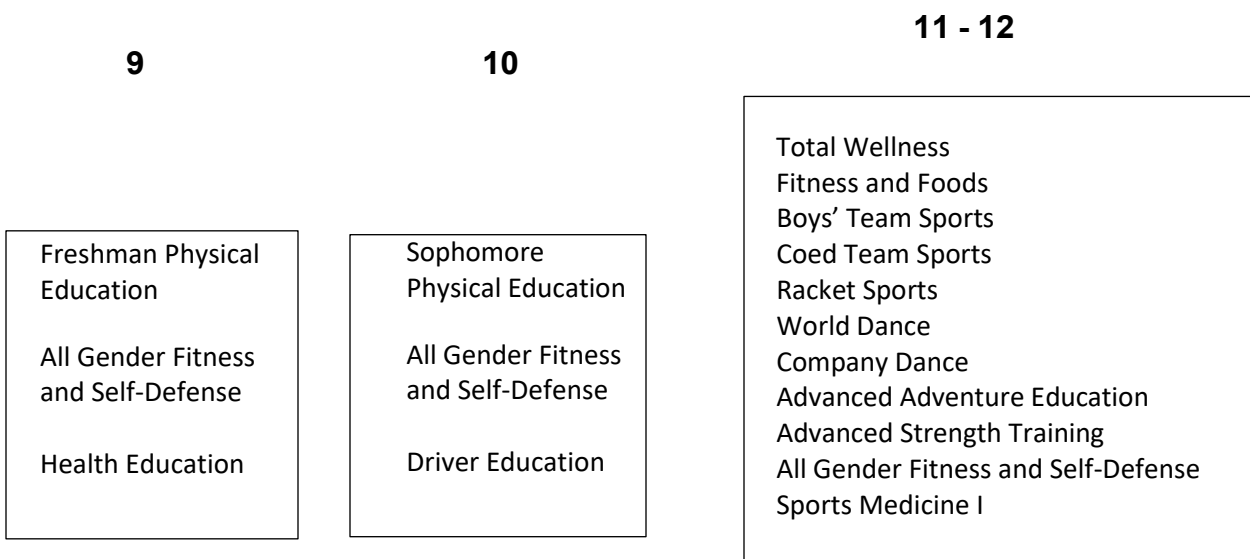
Mr. Clay Reagan, Division Head, 708-434-3250, creagan@oprfs.org

The State of Illinois requires each student to participate in daily physical education, and the study must be a part of the regular school curriculum. The District requires that each student successfully complete 8 semesters of Physical Education (Driver Ed & Health are taken during the school year in place of PE). The OPRFHS Physical Education program requires that all students participate in the following curriculum in order to experience a well-balanced program: Adventure Education, aquatics, dance, fitness, individual sport, team sport, and racket sport.

Freshmen and sophomores will have a core curriculum selected for them during the first 2 years. In most cases, freshmen will meet the swim, dance, fitness, and sport requirements in the first year. Sophomores should satisfy the second swim, Self-Defense or StepBack, and CPR/AED review. Generally, juniors and seniors have the option of selecting courses during their final 2 years but may be placed in a class needed to fulfill the above requirements. Students who receive a PE exemption need 1 additional elective credit for each exemption: 1 credit = 1 semester.

Note: Grades in Physical Education courses, except for Health Education, are excluded from the GPA.

Scope and Suggested Sequences



ADAPTED PE

This course is a modification of physical education activities intended to meet the needs of persons with disabilities. Individualized physical fitness programs are written within medical guidelines for each student. The students work to develop and refine motor skills, hand-eye coordination, and balance and flexibility to maintain mobility. Social skills are integrated in all activities, and students are encouraged to maximize their abilities as they engage in a variety of modified sport activities.

501/2, 5018, 5014/5016 Health Education FS (freshmen and sophomores)

or

502/2, 5017/2 Health Education JS (juniors and seniors)

1 semester; 1 credit

Topics covered in this course include, but are not limited to, those areas mandated by the Illinois School Code Comprehensive Health Education Program (105 ILCS 110/3). Subject matter includes the prevention and control of diseases including AIDS, consumer health, safety education, mental wellness, alcohol and drug use and abuse, human growth and development, human sexuality, nutrition, physical fitness, dental care, and steroid abuse. Successful completion of this course fulfills the state health education requirement. NOTE: It is generally expected that Health Education will be taken during the freshman year as part of the freshman core P.E. program.

Freshman Physical Education

Open to freshmen

1 semester; 1 credit

This course teaches fitness through a variety of movement activities, including fitness, dance, and swim. Students will learn about the 5 basic health-related principles while being exposed to the latest in exercise techniques. Students will use resistance machines, free weights, cardio machines, and other functional fitness equipment to improve overall health. This course also incorporates a variety of movement activities including dance, zumba, yoga, pilates, and stretching. A variety of dance styles will be chosen to enhance muscular flexibility, endurance, coordination, and memorization skills. Students will have the opportunity to work cooperatively to choreograph and perform dance routines. Students will learn beginning swim skills, life-saving techniques, and water games.

Sophomore Physical Education

Open to sophomores

1 semester; 1 credit

This course designed for sophomores addresses students' physical and social-emotional needs through aquatics and self-defense training combined with classroom presentations related to specific gender and social issues. One portion of the course is a gender-specific swim class providing differentiated instruction in basic survival techniques and propulsion. Students are taught a variety of strokes along with aquatic games and training techniques to improve overall fitness levels. The class also incorporates Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillation (AED) training. The second portion of the course involves the theory and practice of self-defense. Discussions and guest speakers address gender-specific topics such as healthy and unhealthy relationships, the influence of media on culture, sexual harassment, sexual assault, dating violence, bullying, Internet safety, and how to avoid violence and unsafe situations. Both genders are taught gender-specific self-defense skills using a nationally recognized rape and aggression prevention program taught by certified instructors.

Total Wellness (Co-Ed course)

Open to juniors and seniors

1 semester; 1 credit

The beginner to intermediate level course will provide students with an understanding of the importance of incorporating healthy habits into their everyday life. The curriculum focuses on cardiovascular fitness, muscular strength and endurance, flexibility and nutrition. Students will participate in a variety of fitness activities from functional fitness to strength training and HIIT workouts, yoga and self-defense.

Fitness and Foods

Prerequisite: Culinary Arts (Family and Consumer Science)

Open to junior and seniors. (Students may not exempt out for Athletic Study Hall. Maximum student enrollment – 48)

1 semester; 1 credit

Fitness & Foods stresses the important of healthy eating and physical activity across the lifespan. The class explores a healthy lifestyle, nutrition, wellness and helps students obtain their fitness goals. Students will be exposed to a variety of physical activities and understanding how to make fitness a part of their daily routine. Students will also learning about their nutritional needs across the lifespan. Culinary lab experiences incorporate healthy meal planning options.

Boys' Team Sports**Open to junior and senior males****1 semester; 1 credit**

This course is designed to integrate individual and team building skills using the techniques and strategies involved in the sports of flag football and basketball. Students learn the skills involved in the 2 sports and are assessed on skill growth and the ability to execute the rules and strategies of the game, to exhibit overall sportsmanship, and to work within a team to achieve a goal. Fitness principles, strategies, and techniques will also be infused into the curriculum throughout the semester using a variety of facilities and equipment.

Coed Team Sports**Open to juniors and seniors****1 semester; 1 credit**

This course is designed to integrate cooperative skills in the areas of technique and strategy as they pertain to team sports. The course will include, but is not limited to, the following team sports: flag football, soccer, lacrosse, softball, ultimate Frisbee, floor hockey, volleyball, basketball, and team handball. Students will learn rules, strategy, techniques, and fundamentals of each team sport. Fitness concepts and activities will be incorporated to enhance student's well-being. Students will be evaluated on their participation, ability to execute rules, incorporate strategy, and exhibit good sportsmanship.

Racket Sports**Open to juniors and seniors****1 semester; 1 credit**

This course combines fitness concepts and activities, tennis, badminton, and pickleball to improve hand-eye coordination, racket skills, fitness and agility with the expectation of improving physical health. Students will be provided differentiated instruction in the basic tennis strokes, scoring, rules, and etiquette of tennis. Students will participate in skill building activities and tournament play throughout the semester. Physical fitness activities will be incorporated into the class to benefit overall personal health.

World Dance**Open to juniors and seniors****1 semester; 1 credit**

This course will expose students to a variety of social dances. Students will also have fitness conditioning 2 days per week, including Zumba, Pilates, Cardio-Kickboxing, Stretch, and Yoga. An historical element will teach students about the background of each dance style being taught. This class enhances flexibility, muscular strength, muscular endurance, movement coordination, choreographic abilities, and memorization skills. Students should be able to choreograph a dance that would represent their generation. Taken during the fall semester, the course will cover the Charleston, Swing Dance, Cha Cha, Tango, Hand Jive, and Group Choreography/Presentation. Taken during the spring semester, the course will cover World Dance, Jazz, Tap, Musical Theatre, Hip Hop, and Group Choreography/Presentation.

Company Dance Class**Open to juniors and seniors****Prerequisite: Complete 9th Grade PE and Teacher Recommendation****2 semesters; 2 credits**

This year-long course is designed to accompany outside training of the advanced dancer. It offers advanced and intensive technique training in ballet and modern dance with scheduled master classes in other dance forms. Students will also study dance composition and dance history and will participate in dance viewing and dance critique. This class will often include live accompaniment and will always require dance participants to wear appropriate dance attire. Students will attend 1 curriculum-related field trip each semester.

Advanced Adventure Education**Open to juniors and seniors****1 semester; 1 credit**

This advanced course is designed to develop team building and leadership skills using experiential education. Students will participate in, design, and lead a variety of team building activities, challenge courses, orienteering, wall climbing, high ropes course, and kayaking experiences.

Advanced Strength Training**Open to junior and senior varsity athletes****1 semester; 1 credit**

This course will give students the concepts and techniques that will allow them to gain muscle mass, increase speed and agility, and increase overall muscular and core strength. Students will participate in a comprehensive semester-long class that will allow them to design and implement their own fitness plan and to learn the basic fundamentals

of weight training, strength training, conditioning, and nutrition. This course includes both activity and cognitive sessions. Students will learn to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Coaches may have the ability to implement sport-specific workout plans for their athletes. Dual credit through Triton College may be available upon successful completion of this course.

All Gender Fitness and Self-Defense

1 semester; 1 credit

The first part of this course involves the theory and practice of self-defense. Discussions and guest speakers address topics such as healthy and unhealthy relationships, the influence of media on culture, sexual harassment, sexual assault, dating violence, bullying, Internet safety, and how to avoid violence and unsafe situations. Self-defense skills are taught using rape and aggression prevention principles. This course addresses students' physical and social-emotional needs through self-defense training combined with classroom presentations related to specific transgendered and social issues. The second part of this course provides students with an understanding of the importance of incorporating healthy habits in their everyday life. The curriculum focuses on cardiovascular fitness, muscular strength and endurance, flexibility, agility, and nutrition. Students will participate in activities such as cardio dance, yoga, Pilates, functional training, and nutrition. Students may also perform gymnastics routines using balance beams, uneven bars, vaults, and tumbling in an effort to improve strength, agility, and fitness related to individual fitness.

Sports Medicine 1

1 semester; 1 credit

Students will be provided with a general overview of the sports medicine team and the history of sports medicine. It includes introductory information about the athletic trainer's scope of practice including injury prevention, treatment, rehabilitation, emergency injury management and administrative functions. Students will learn basic human anatomy, injury diagnosis/treatment/prevention of common upper and lower extremity injuries, and management of concussion. This course is intended to help students gain an understanding of sports medicine, various associated disciplines and the role they play in the physically active community. Students enrolled in this course will not provide patient care. Dual credit through Triton College may be available upon successful completion of this course.

DRIVER EDUCATION

Mr. Dan Kleinfeldt, Department Head, 708-434-3253, dkleinfeldt@oprfrhs.org

Driver Education is a 1-semester course that meets daily. Students must be at least 15 years old by the beginning of the course. Under Illinois law, students must have passed at least 8 classes in the previous calendar year to be eligible to participate in any of the phases of Driver Education. Students automatically will be scheduled into Driver Education according to their eligibility, with priority being given to the older students starting with seniors, juniors, and sophomores (oldest to youngest within each grade). If age prohibits a qualified student from being scheduled into Driver Education, that student will have to register to take Driver Education during first or second semester of the following year or during summer school. Thirty hours of class work in Driver Education is a graduation requirement. All students must pass tests on the rules of the road, signs, and vision before qualifying for instruction. A lab fee is assessed each time a student takes the course.

Under Illinois law, a student must successfully complete a Driver Education course in order to drive under the age of 18 years. It is also a prerequisite for receiving a rate discount on auto insurance from most companies. Upon successful completion of the Driver Education course, students will receive an informational letter from the Driver Education Department describing the procedure to obtain a driver's license. Upon receipt of this letter, students will be eligible to appear at the Secretary of State's office with their 50-hour sheet to obtain a license. Successful completion of driver education will provide insurance discounts and the privilege of taking the driving test under the legal age of 18 years.

920/2, 9207, 92092 Driver Education

Open to students who are at least 15 years old by the beginning of the course and who have passed at least 8 classes in the previous calendar year. (Eligibility determined by Illinois law.) Students will be scheduled into Driver Education by age, with priority being given to the older students first.

1 semester; 1 credit

This course is based on an integrated curriculum of classroom theory, simulation activities, and actual behind the wheel experience. If a student fails the course, he or she must repeat it within 2 years of the date that instruction initially began, or the student will have to reapply for the learner's permit. The grade earned in Driver Education is not used when computing a student's grade point average. When Safety Education is granted in lieu of Driver Education, no credit is given.

SCIENCE AND TECHNOLOGY DIVISION

Mr. Matthew Kirkpatrick, Science Division Head, 708-434-3749,
mkirkpatrick@oprfs.org

The Science and Technology Division at OPRFHS utilizes the content of their courses to help students develop their abilities in the following areas:

- Solving Relevant Problems Using Scientific and Engineering Practices
- Making Sense of Information and Communicating Their Understandings
- Collaborating with Others
- Applying Mathematics
- Exploring Careers in Science, Technology, Engineering and Mathematics (STEM)

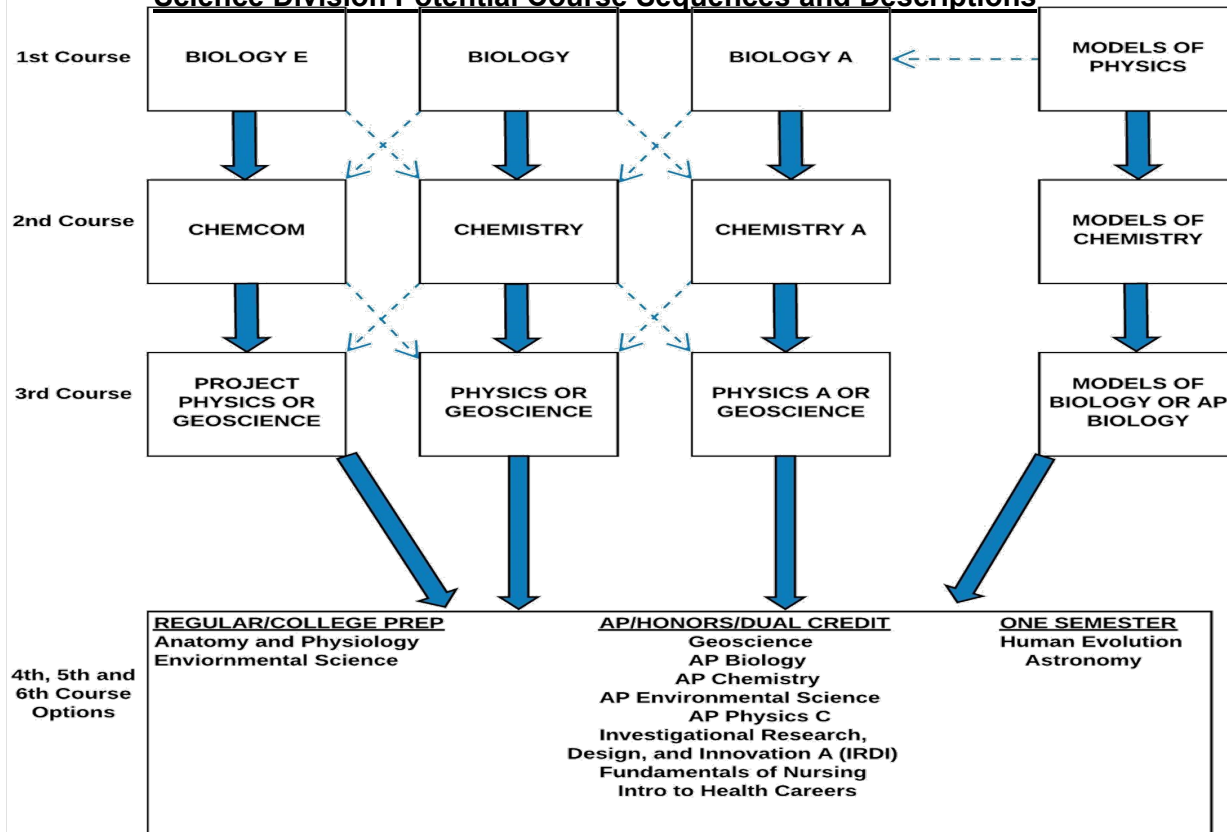
The graduation requirements for our division follow:

- 4 Credits/2 Years with 2 Credits/1 Year in a Laboratory Science course
- 1 Credit/1 Semester in an Applied Arts Course (Our Technology Courses Meet This Requirement)

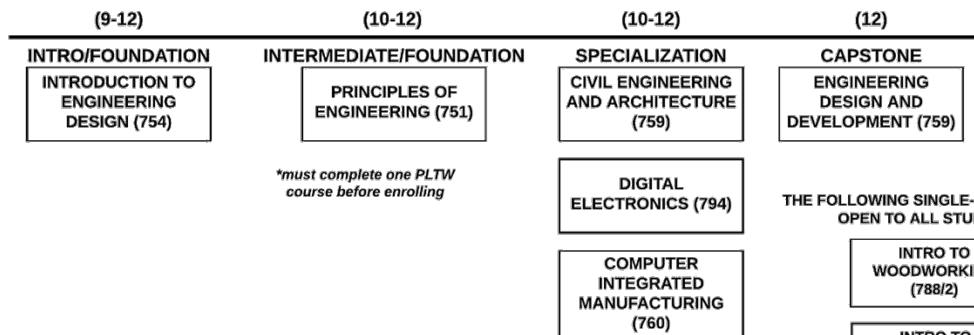
Students preparing to enter an Illinois public college or university should plan to complete three years of laboratory sciences as required for admission. Students preparing for a career or collegiate program in STEM should plan to take at least four years of the course offerings in our division.

In an effort to help all students realize their full potential, we offer a wide variety of academic content, challenge, and support in our courses. The following provides sequences and descriptions for the course offerings in Science, Technology and Health departments of our division:

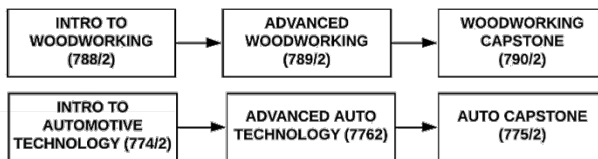
Science Division Potential Course Sequences and Descriptions



PROJECT LEAD THE WAY COURSES (PLTW)
 (ALL PLTW CLASSES ARE FULL-YEAR COURSES)



THE FOLLOWING SINGLE-SEMESTER COURSES ARE
 OPEN TO ALL STUDENTS GRADE 9-12



513 Biology (or 513E Biology E)
Open to freshmen and sophomores
2 semesters; 2 laboratory credits

This course emphasizes problem-solving techniques and laboratory work. Topics include the nature of science and the scientific method, molecular and cellular biology, enzyme action, ecology, photosynthesis, genetics, taxonomy, and population biology. Some sections of this course will include supported and enriched instruction to reinforce rigorous science instruction for all students.

515 Biology A
Open to freshmen and sophomores whose placement scores indicate a strong possibility for success.

2 semesters; 2 laboratory credits

The same topics are studied as in 513 Biology but with greater depth in both the treatment of the concepts and in the use of open-ended laboratory problems.

517 Anatomy and Physiology of the Human Body

Open to juniors and seniors

Prerequisite: Successful completion of a chemistry course and successful completion or concurrent enrollment in a biology course

2 semesters; 2 laboratory credits

Starting with the microscopic study of body tissues, this course then explores in detail the major systems of the human body. The course is designed for students who have serious interest in pursuing careers related to human or veterinary medicine, nursing, or sports medicine and for those students who would like to enhance their knowledge in biology and physiology.

519 Investigational Research, Design, and Innovation A (IRDI)

Open to juniors or seniors

Prerequisite: Successful completion of 1 year of biology (513, 515, or 525) and 1 year of chemistry (575, 577, or 523) or teacher recommendation. Concurrent enrollment or completion of physics is strongly recommended.

2 semesters; 2 laboratory credits

This year-long, rapid-paced, college-level (college credit *upon successful completion*) capstone STEM honors course is designed for independent and academically driven juniors or seniors who have completed at least 3 years of laboratory science and math (or who are concurrently enrolled in their third year) who are interested in pursuing research in the fields of science or engineering. Each student will have the opportunity to develop an open-ended research project that he or she will have the entire year to investigate using scientific laboratory or engineering design techniques. The student will be responsible for planning and implementing each phase of his or her project. Each student will be responsible for finding an "e-mentor" who is a published expert in the area the student is investigating and for maintaining collaboration with that professional throughout the year. Students will read scientific journals, develop hypotheses, collect and analyze data, perform statistical analyses, create a formal research poster, and write a formal research paper which will be submitted to local, state, and national/international science competitions.

521 Models of Physics

Open to freshmen and sophomores whose placement scores indicate a strong possibility for success

Prerequisites: Concurrent enrollment or successful completion of a first-year high school algebra course

2 semesters; 2 laboratory credits

This course focuses on helping students learn science content by consistently practicing the process of science. Students will develop mathematical models using their skills from algebra to help them observe and explain the major concepts in energy, forces, motion, electricity, and magnetism. Heavy emphasis is placed on planning experiments, evaluating data, generating evidence-based claims, and applying understandings to make predictions. Students are required to collaborate productively with classmates during investigations and engage in frequent class discussions to develop both their understandings of course content and their ability to participate in scientific discourse. Any student enrolled in this course will have the opportunity to earn honors credit through mastery of all course competencies.

523 Models of Chemistry**Open to sophomores and juniors****Prerequisite: Successful completion of Models of Physics****2 semesters; 2 laboratory credits**

This course builds on the skills that students acquire in Models of Physics to further develop student abilities in the areas of planning experiments, evaluating data, generating evidence-based claims, and applying understandings to make predictions. Students will develop mathematical models using their skills from algebra to help them observe and explain the major concepts in chemistry, including atomic theory and nuclear chemistry, chemical structure and bonding, molecular geometry, stoichiometry and quantitative analysis, gas laws, acid/base chemistry, kinetics, equilibrium, thermodynamics, oxidations/reduction reactions, and basic organic chemistry. The topics discussed will continue to develop the students' understanding of the particle model of matter, energy, and the behavior of electrons first introduced in Models of Physics. Student-to-student collaboration and communication remain an emphasis in this course with students frequently working in problem solving teams and engaging in class discussions. Any student enrolled in this course will have the opportunity to earn honors credit through mastery of all course competencies.

525 Models of Biology**Open to juniors and seniors****Prerequisite: Successful completion of Models of Chemistry****2 semesters; 2 laboratory credits**

This course continues to build on the skills that students acquire in Models of Physics and Models of Chemistry to further develop student abilities in the areas of planning experiments, evaluating data, generating evidence-based claims, and applying understandings to make predictions. Evolution serves as a unifying content theme in this course as students study topics in ecology, biochemistry, cellular biology, genetics, and anatomy. Relative to previous courses in the sequence, a new emphasis will be placed on using statistics to evaluate the quality of experimental data. Student-to-student collaboration and communication remain an emphasis in this course with students frequently working in problem solving teams and engaging in class discussions. Any student enrolled in this course will have the opportunity to earn honors credit through mastery of all course competencies.

552 Astronomy**Open to juniors and seniors****1 semester; 1 credit**

This technology-enhanced course focuses on the fundamental study of the solar system, stars and stellar evolution, galaxies, black holes, and quasars. Methods of study include image processing, laboratory work, and optional fieldwork. Limited algebraic math is involved. Credit in this course may not be applied toward the high school's graduation requirement of 2 laboratory science credits.

554, 5547, 5548, 5549 Environmental Science**Open to juniors and seniors****Prerequisite: 1 year of biology and 1 year of chemistry****2 semesters; 2 laboratory credits**

This course explores the science behind today's environmental issues through lecture, discussion, documentary, laboratory experiments, field study, and independent research.

556, 5567, 5568, 5564/5566, 5569 GeoScience**Open to juniors and seniors****Prerequisite: 2 laboratory credits earned in a chemistry course (577, 575, 573, or 523)****2 semesters; 2 laboratory credits**

In this lab-based course, students will learn about earthquakes, volcanoes, the Earth's history, the processes that shape the Earth's surface, and the Earth's resources. The course will seek to answer 3 central questions: "What is the universe and what is Earth's place in it?" "How and why is Earth constantly changing?" and "How do Earth's surface processes and human activities affect each other?" Activities include analysis of mineral samples, construction of models, optional field trips, and online simulations. Dual credit through Triton College may be available upon successful completion of this course.

559 Human Evolution

Open to sophomores, juniors, and seniors

Prerequisite: 1 year of biology or completion of Models of Physics

1 semester; 1 credit

This course is about the study of man from a physical aspect. Course work includes information, ideas, concepts, and theories of biological anthropology. Topics of study include the evolutionary biology of humans, the fossil record, the human skeleton, both individual and population genetics, primatology, human adaptation, human behavior, and the development of culture. Credit in this course may not be applied toward the high school's graduation requirement of 2 laboratory science credits.

561 Physics P

Open to juniors and seniors

Prerequisite: Completion of Chemistry (575 or 573)

2 semesters; 2 laboratory credits

The course stresses phenomena that can be observed through experimentation. Laboratory work is quantitative and demonstrates everyday applications of physics. Laboratory activities in physics are coordinated to complement scientific understanding and to strengthen problem solving skills. Topics include a study of mechanics, electricity, magnetism, and light and sound waves.

563 Physics

Open to juniors and seniors

Prerequisite: Completion of Chemistry (577, 575 or 573)

2 semesters; 2 laboratory credits

The course stresses phenomena that can be observed through experimentation. Data collection and quantitative analysis are stressed in the laboratory. Topics include a study of mechanics, electricity and magnetism, light and sound waves, quantum theory, and nuclear physics.

565 Physics A

Open to juniors and seniors

Prerequisite: Completion of Chemistry (577 or 575)

2 semesters; 2 laboratory credits

This fast-paced, highly mathematical course studies the same topics as Physics but in greater depth. It is recommended that students have credit or concurrent enrollment in trigonometry.

573 ChemCom

Open to sophomores, juniors, and seniors

Prerequisite: Completion of Biology (513 or 513E)

2 semesters; 2 laboratory credits

ChemCom (Chemistry in the Community) is a first-year high school chemistry course developed by the American Chemical Society that presents the principles of chemistry in the context of relevant social issues. Issues covered are water quality, resource conservation, petroleum use, air quality, and nuclear chemistry. Each unit contains a variety of decision making activities to give students practice applying chemistry to solve problems. Specific chemistry topics include writing formulas, balancing equations, chemical and physical changes, atomic structure, nuclear chemistry, organic chemistry, chemical periodicity, bonding, solids, liquids, gases, solutions, energy, acids and bases, salts, and oxidation/reduction.

575 Chemistry

Open to sophomores, juniors, and seniors

Prerequisite: Completion of Biology (515, 513 or 513E)

2 semesters; 2 laboratory credits

This first-year high school chemistry course studies properties of matter, chemical formulas and symbols, writing and balancing chemical equations, stoichiometry, physical states of matter, current and past atomic models, nuclear chemistry, the multi-electron atom, the periodic tables and trends, chemical bonding, solutions, thermodynamics, reaction rates, chemical equilibrium, acids and bases, and electrochemistry.

577 Chemistry A

Open to sophomores, juniors, and seniors

Prerequisite: Completion of Biology (515 or 513)

2 semesters; 2 laboratory credits

This fast-paced, highly mathematical course studies properties of matter, chemical formulas and symbols, writing and balancing chemical equations, stoichiometry, the physical state of matter, current and past atomic models, nuclear chemistry, the multi-electron atom, the periodic tables and trends, chemical bonding, solutions, thermodynamics,

reaction rates, chemical equilibrium, acids and bases, and electrochemistry. Compared with Chemistry, the laboratory work in this course is more comprehensive, and more attention is paid to data analysis.

581 AP Environmental Science

Open to juniors and seniors

Prerequisite: Successful completion of Biology (513, 515 or 525) and Chemistry (577, 575, 573 or 523); concurrent enrollment or completion of physics recommended

2 semesters; 2 laboratory credits

The “AP” notation included in this course title indicates “Advanced Placement.” This course is designed to be the equivalent of the first-year college course in environmental science. Laboratory experiments, field studies, independent research, and computer simulations are used to develop analytical and research skills. Topics include sustainability, interdependence of the Earth’s systems, environmental quality, human population growth and related topics, and renewable and nonrenewable resources.

587 AP Biology

Open to juniors and seniors

Prerequisites: Successful completion of Biology (513, 515, or 525) and 1 year of Chemistry (575, 577, or 523) or approval of Division Head for Science. Concurrent enrollment or completion of physics is strongly recommended

2 semesters; 2 laboratory credits

The “AP” notation included in this course title indicates “Advanced Placement.” This fast-paced and rigorous course follows the College Board’s Advanced Placement curriculum. It is designed to be the equivalent of a 2-semester college introductory biology course usually taken by biology majors during their first year. The classwork differs significantly from our first-year courses in biology with respect to the kind of textbook used, the range and depth of topics covered, the type of laboratory work done by students, and the time and effort required of students. This course will engage students in a lab-based curriculum with emphasis placed on open-ended inquiry labs. Content topics include biochemistry, cell biology, genetics, diversity of life, ecology, and animal and plant structure and function.

588 AP Chemistry

Open to juniors and seniors

Prerequisite: Successful completion of Biology (513, 515 or 525) and 1 year of Chemistry (575, 577 or 523) or approval of Division Head for Science. Concurrent enrollment or completion of physics recommended

2 semesters; 2 laboratory credits

The “AP” notation included in this course title indicates “Advanced Placement.” This course is designed to be the equivalent of the first-year college course in general chemistry. The class work assumes that the student has both a mastery of mathematics and a high level of understanding from the first-year course in chemistry. Topics include electrochemistry, kinetics, equilibrium, descriptive chemistry, and acids and bases. The laboratory is used to conduct quantitative experiments.

589 AP Physics C

Open to juniors and seniors

Prerequisite: Successful completion of 1 year of Biology (515, 513, 525), 1 year of Chemistry (577, 575, or 523), and 1 year of Physics (565, 563 or 521); successful completion of or concurrent enrollment in AP

Calculus

2 semesters; 2 laboratory credits

The “AP” notation included in this course title indicates “Advanced Placement.” The course follows the College Board’s Advanced Placement curriculum. Topics include mechanics, electricity, and magnetism. The course work assumes that the student has both a mastery of mathematics and a high level of understanding from the first-year course in physics. The course parallels the first 2 semesters of a college-level, calculus-based physics course. Dual credit through Triton College may be available.

TECHNOLOGY/ENGINEERING DEPARTMENT PROJECT LEAD THE WAY COURSES

The PLTW Pathway to Engineering Program is designed to encompass all 4 years of high school. Foundation courses are supplemented by a number of electives to create 5 rigorous, relevant, reality-based courses. Activities are hands-on and project-based. Students learn how to use the same industry-leading 3D design software that is used by companies such as Intel, Lockheed Martin, and Pixar. Students explore aerodynamics, astronautics, and space life sciences and apply biological and engineering concepts related to biomechanics and robotics. Students design, test, and actually construct circuits and devices such as smart phones and tablets and work collaboratively on a culminating capstone independent study project. Students interested in a pre-engineering college preparatory experience can take a full sequence of PLTW courses. Students can also opt to take selected

courses as stand-alone experiences. For more information about the Project Lead the Way Program, see www.pltw.org.

751 PLTW - Principles of Engineering (POE)

Open to sophomores, juniors, and seniors

2 semesters; 2 credits

This survey course exposes students to some of the major concepts of a post-secondary course of study in engineering. Students will learn about how engineers use design thinking, technological systems, and manufacturing processes to solve problems. Having acquired an understanding of design thinking, students will generate solutions for real world challenges. Finally, students will also learn how to document their work and communicate their solutions to peers and members of the professional community. 4.0 Hours of Dual Credit may be available for Triton College's Introduction to Manufacturing (ENT 100) course.

754: PLTW - Introduction to Engineering Design (IED)

Open to all students

2 semesters; 2 credits

In this course, students use 3D modeling software to help design and test solutions for meaningful problems. Students will also learn how to document their work and communicate solutions to peers and members of the professional community. The major focus of the Introduction to Engineering course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. 4.0 Hours of Dual Credit may be available for Triton College's Production Drawings & CAD (ENT 110) course. An additional 3.0 Hours of Dual Credit may be available for Triton College's Autodesk Inventor Design (ENT 255) course.

758 PLTW - Civil Engineering and Architecture (CEA)

Open to juniors and seniors

2 semesters; 2 credits

In this course, students will investigate the roles of civil engineers and architects, project-planning, site-planning, building design, project documentation, and presentation. Having acquired an understanding of those topics, students will work in teams and utilize modeling software to address real world problems and communicate their solutions. Specifically, students will be asked to simulate the real life practice of civil engineers and architects as they complete their own property development project.

794 PLTW - Digital Electronics (DE)

Open to sophomores, juniors, and seniors

2 semesters; 2 credits

Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras, and high definition televisions. In this course, students will learn how to use applied logic in the development of electronic circuits and devices. Simulation software will initially be utilized as students design and test their ideas. In the end, students will actually construct circuits and devices that address real world problems. As is the case in our other PLTW offerings, design thinking, teamwork, documentation, and communication of ideas will also be emphasized in this course. 3.0 Hours of Dual Credit may be available for Triton College's Electricity I (ENT 104) course.

759 PLTW - Engineering Design and Development (EDD)

Open to seniors

Prerequisite: Successful completion of at least one PLTW engineering course

2 semesters; 2 credits

In this capstone course, students apply what they've learned about the engineering design process in previous PLTW courses to develop a solution to a real-world engineering problem. Students will perform research to select, validate, and justify a technical problem. After carefully defining the problem, teams will work under the mentorship of an industry professional and their teacher to design, build, and test a working prototype for their problem. The course will culminate with students presenting and defending their original solution to an outside panel of professionals.

760 PLTW – Computer Integrated Manufacturing (CIM)

Open to sophomores, juniors, and seniors

2 semesters; 2 credits

In this course, students will study how robotics, automated manufacturing, and design analysis are utilized in factory systems. That understanding will be applied as students actually use computer numerical control (CNC) equipment to produce real models of three-dimensional designs. In addition to technical concepts, the course incorporates finance, ethics, and engineering design which reflects an integrated approach that leading manufacturers have adopted to improve safety, quality, and efficiency. Finally, students will utilize all knowledge gained throughout the

course in a final open-ended problem to build a factory system.

AUTOMOTIVE TECHNOLOGY COURSES

In addition to PLTW courses, the Technology/Engineering Department will continue to offer single-semester courses in Auto Technology.

7741/2 Introduction to Automotive Technology

Open to sophomores, juniors, and seniors

1 semester; 1 credit

This course provides students with the knowledge and skills to perform preventative auto maintenance and basic automotive repair. Specific course topics include tune-up, oil change, and lubrication skills; tire replacement, alignment, and balancing; and basic knowledge of brake, cooling, electrical, emission, fuel, ignition, steering, suspension, and transmission systems.

7761/2 Advanced Automotive Technology

Open to juniors, and seniors

Prerequisite: Introduction to Automotive Technology

1 semester; 1 credit

This course provides students with an introduction to diagnostic skills and techniques employed by professional automotive technicians. Students will learn how to diagnose and repair common issues with engine performance, electrical systems, computer systems, lubrication, exhaust and emission control, steering and suspension, fuel systems, cooling systems, braking, and powertrain.

7751/2 Automotive Capstone

Open to juniors, and seniors

Prerequisite: Advanced Automotive Technology

1 semester; 1 credit

The Automotive Capstone course provides students with an in-depth opportunity to apply the knowledge and skills learned in their Introductory and Advanced Automotive courses. In addition to a review of topics covered in the Advanced Automotive courses, the following will be addressed in the Capstone: alternative fuel systems, advanced computer engine diagnostics, automotive HVAC diagnostic and repair, powertrain performance, and transmission diagnostic and repair. This course may be repeated.

WOODWORKING COURSES

In addition to PLTW courses, the Technology/Engineering Department will continue to offer single-semester courses in Woodworking and Home Remodeling.

7881/2 Introduction to Woodworking

Open to all students

1 semester; 1 credit

Students will complete various projects to learn and apply home remodeling skills such as case and cabinet construction. Proper and safe use of hand tools and power woodworking machinery is emphasized. Computer Aided Design (CAD) and Computer Numerical Control (CNC) are also utilized. Students may earn 4.0 Hours of Dual Credit for Triton College's Fabrication Processes (ENT 116) course.

7891/2 Advanced Woodworking

Open to all students

Prerequisite: Introduction to Woodworking

1 semester; 1 credit

Students in this course will develop the skills necessary to design and build fine furniture and cabinetry. Units of study include elements of design, advanced woodworking skills with power and hand tools, production planning, production strategies, and financial fundamentals of running a small business. Students would also be exposed to manufacturing processes used in millwork industry.

7901/2 Woodworking Capstone

Open to sophomores, juniors, and seniors

Prerequisite: Advanced Woodworking

1 semester; 1 credit

The Woodworking Capstone course provides students with an in-depth opportunity to apply the knowledge and skills learned in their Introductory and Advanced Woodworking courses. Specific learning experiences in this course include erection, installation, and maintenance of commercial and residential cabinetry, and the repair and maintenance of stationary woodworking machinery. This course may be repeated.

APPLIED TECHNOLOGY DEPARTMENT

HEALTH SCIENCE TECHNOLOGY COURSES

5781 Introduction to Health Careers and Medical Terminology

1 Semester; 1 Applied Technology Credit

Open to All Students

This semester course is a survey course offering a broad range of information on career opportunities in the health field and available educational programs in Illinois. Participation in this course will assist the high school student in making appropriate career decisions in the health occupations. This course also offers students the opportunity to earn 1.0 Hour of Dual Credit with Triton College for their Essentials of Medical Terminology course (AHL 101). Students will study definitions of medical prefixes, root words, suffixes, and abbreviations. Students will leave the course having developed oral and written skills in the language used to communicate within health care professions.

5782 Introduction to Patient Care Skills

1 Semester; 1 Applied Technology Credit

Open to All Students

This semester course introduces students to the basic principles of patient care in a health care setting. Throughout the course, students will build their knowledge in the areas of Anatomy and Physiology, use of medical equipment, medical terminology, hygiene and disease prevention, and ethical/legal responsibilities. Additionally, students will learn how to practically assess patient vital signs, body mechanics, and diet. Finally, students will learn and apply the principles of first aid and CPR. This course offers enrollees with the opportunity to earn 2.0 Dual Credit hours with Triton College for their Introduction to Patient Care course (AHL 100).

579 Fundamentals of Nursing

2 Semesters; 2 Applied Technology Credits

Open to Juniors and Seniors

This year long course offers students the opportunity to practice as a nursing assistant under the supervision of a registered nurse. The classroom component of this course explores topics such as transporting patients, feeding patients, hygiene, disease prevention, first aid and CPR, medical charting, medical/professional ethics, and care of patients with Dementia/Alzheimer's among others. These classroom lectures and laboratories prepare students to provide care to patients at a local nursing home. Throughout the school year, students complete approximately 50 hours of work experience at a local nursing home. Oak Park and River Forest High School is an Illinois Department of Public Health approved provider for the Basic Nurse Assistant Training partner. Given that, students become eligible to sit for the Illinois Nurse Assistant certifying exam upon completion of the course. Finally, this course also provides students with the opportunity to earn 7.0 Dual Credit hours with Triton College for their Basic Nurse Assistant (NAS 100) and Care of Patients with Alzheimer's Disease (NAS 101) courses.

WORLD LANGUAGES

@ OPRFHS

We strive to create life-long learners who will embrace multiple perspectives, appreciate and successfully navigate diverse cultures both locally and globally.

Chinese-French-German-Italian-Japanese-Latin-Spanish-English Learning

Modes of Communication

Reading
Listening
Speaking
Writing

Interpretive

Listening
Reading
Viewing



Interpersonal

Listening /
Speaking
Reading /
Writing



Presentational

Speaking
Writing



PROFICIENCY LEVELS

Novice

Communicates at word level with prompts

Low
Communicates on some very familiar topics using single words and phrases that are practiced and memorized.

Mid
Communicates on familiar topics using a variety of words and phrases that have been practiced and memorized.

High
Communicates and exchanges information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. Usually handles short social interactions in everyday situations. Asks and answers simple questions.

Intermediate

Communicates at sentence level without prompts

Low
Participates in conversations on a number of familiar topics using simple sentences. Handles short social interactions in every day situations by asking and answering simple questions.

Mid
Participates in conversations on familiar topics using series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can share about self and everyday life.

High
Participates with ease and confidence in conversations on familiar topics. Talks about events and experiences in various time frames. Handles social interactions in everyday situations, sometimes in an unexpected complication.

Advanced

Communicates at paragraph level; creates well-developed narratives

Low
Talks in an organized way with some detail about events and experiences in various time frames. Handles familiar situations with an unexpected complication.

Mid
Expresses on familiar topics and on some concrete social, academic and professional topics. Talks in detail, in an organized way about events and experiences in various time frames. Shares own point of view in discussions on some complex issues.

High
Expresses self freely, spontaneously and accurately on concrete topics and most complex issues.

LANGUAGE CLASSES AT OPRFHS

Year	Proficiency Level Semester 1	Proficiency Level Semester 2
1-2/A	Novice Low	Novice Mid
3-4/A	Novice Mid	Novice High
5-6/A	Novice High	Intermediate Low
7-8/A	Intermediate Low	Intermediate Mid
9-10A P	Intermediate Mid	Advanced Low



- * 90% target language spoken in class
- * Authentic resources
- * Real-world applications
 - * 21st century skills
 - * Global awareness
 - * Cross-cultural communications
- * Global problem-solving

INTEGRATED PERFORMANCE ASSESSMENTS

Common assessments that feature:



Interpretive reading/listening



Interpersonal speaking/writing



Presentational speaking/writing



IPAs are aligned within a single theme or content area represented with authentic, real-world material



Goal: To earn the Illinois Seal of Biliteracy

LATIN COURSES

400/2 Etymology

1 semester; 1 credit

This one-semester course is open to all students. The origin and formation of English words including roots, prefixes, and suffixes are studied with emphasis on understanding words that come from Latin and Greek and on vocabulary building. This course is an excellent preparation for college entrance exams.

401 Latin 1

2 semesters; 2 credits

This first-year Latin course is open to all students. Essentials of grammar including declensions and conjugations are taught with emphasis on English vocabulary enrichment. Reading selections of Roman history and literature and cultural materials of Greece and Rome are introduced.

403 Latin 2

Prerequisite: Latin 1

2 semesters; 2 credits

This second-year Latin course presents more advanced grammar with emphasis on English derivatives. Latin reading selections in mythology and history and selections from Roman authors are incorporated.

405 Latin 3A (formerly Latin Prose A – inactive 2020-21 SY)

Prerequisite: Latin 2 or Latin 4A (Latin Poetry A)

2 semesters; 2 credits

As part of the four-year Latin sequence, this one-year course is offered in alternating years and is thus taken in either the third or fourth year. Students read unadapted texts in original Latin. Authors include Eutropius, Asconius, Cicero, Caesar, Augustus, Pliny, and Petronius. The course also introduces students to the broader aspects of the Latin-speaking world, especially the Roman arts of politics, war, and administration. Emphasis is placed on discussion of political, cultural, and literary issues, especially as they relate to important social and political questions of today.

407 Latin 4A (formerly Latin Poetry A)

Prerequisite: Latin 2 or Latin 3A (Latin Prose A)

2 semesters; 2 credits

As part of the 4-year Latin sequence, this 1-year course is offered in alternating years and is thus taken in either the third or fourth year. Students read unadapted texts in original Latin. Authors include Ovid, Vergil, Catullus, and Horace. The course also introduces students to an appreciation of some of the literary qualities of Latin poetry by examining poetic forms and devices. Emphasis is placed on English derivatives and the influence of Roman authors on later writers.

FRENCH COURSES

409 French 1

2 semesters; 2 credits

This introductory first-year French course is open to students with no prior experience in French. Basic vocabulary and essentials of grammar are taught with emphasis on the development of the 4 language skills of listening, speaking, reading, and writing. Reading selections and cultural materials are introduced.

411 French 1A

Prerequisite: Previous language experience

2 semesters; 2 credits

This introductory first-year French course is open to students with little prior experience in French. The accelerated level course covers typical first-year French at a faster pace and in greater depth with more oral emphasis. Grammar is stressed and writing skills are developed. Extra reading selections and cultural materials are incorporated.

413 French 2

Prerequisite: French 1, 1A

2 semesters; 2 credits

This second-year French course continues the development of the 4 language skills. Advanced vocabulary and grammar are presented with emphasis on oral and written responses. There is increased use of French in the classroom with frequent dictations, conversations, and short compositions. Reading selections and cultural materials are included.

415 French 2A

Prerequisite: French 1, 1A

2 semesters; 2 credits

This course is the accelerated level of second-year French, covering material at a faster pace and in greater depth. The spoken language is stressed and French becomes the primary means of communicating. Development of the 4 language skills continues and the study of basic grammar is completed. More intensive work is done in reading and writing and extra cultural materials are used.

419 French 3

Prerequisite: French 2, 2A, or teacher recommendation

2 semesters; 2 credits

The study of the basic structure of the language begun in the first two years is completed in this third-year French course.

The development of the four language skills is intensified with emphasis on oral proficiency. French is the primary means of teaching and communicating. Grammar is refined and vocabulary is enriched through extra reading selections.

Supplementary cultural materials and audiovisual materials are used.

421 French 3A

Prerequisite: French 2, 2A, or teacher recommendation

2 semesters; 2 credits

This course is the accelerated level of third-year French, covering material at a faster pace and in greater depth. The class is conducted almost entirely in French. Grammar is thoroughly reviewed, and an expanded vocabulary is studied with emphasis on comprehension and oral proficiency. French literature is introduced. Supplementary cultural materials and audiovisual materials are used.

423 French 4

Prerequisite: French 3, 3A, or teacher recommendation

2 semesters; 2 credits

This fourth-year French course enhances the development of the 4 language skills. The class is conducted entirely in French. Listening and speaking skills are intensified through conversations and discussions of various authentic literary works. Extensive use of French cultural materials and audiovisual materials heightens all areas of proficiency.

425 French 4A

Prerequisite: French 3, 3A, or teacher recommendation

2 semesters; 2 credits

This course is the accelerated level of fourth-year French, covering material at a faster pace and in greater depth. The class is conducted entirely in French. Advanced work in writing and composition is required. Listening and speaking skills are intensified through conversations and discussions of various authentic literary works including novels, essays, plays, and poems. Extensive use of French cultural materials and audiovisual materials heightens all areas of proficiency.

427 AP French 5

Prerequisite: French 4 or 4A

2 semesters; 2 credits

The "AP" notation included in this course title indicates "Advanced Placement." The course provides students with the opportunity to prepare for the AP French Language Exam. This fifth-year French class is conducted entirely in French in order to develop oral and written proficiency. There is thorough review of vocabulary and grammar with emphasis on reinforcement and refinement. Complex conversations, discussions, oral reports, and similar activities enhance listening and speaking proficiency. Extensive reading of various authentic literary works and intensive composition work develop reading and writing proficiency.

GERMAN COURSES

431 German 1

2 semesters; 2 credits

This first-year German course is open to all students. Basic vocabulary and essentials of grammar are taught with emphasis on the development of the 4 language skills of listening, speaking, reading, and writing. Reading selections and cultural materials are introduced.

435 German 2

Prerequisite: German 1

2 semesters; 2 credits

This second-year German course continues the development of the 4 language skills. Advanced vocabulary and grammar are presented with emphasis on oral and written responses. There is increased use of German in the classroom with frequent dictations, conversations, and short compositions. Reading selections and cultural materials are included.

441 German 3A

Prerequisite: German 2

2 semesters; 2 credits

The study of the basic structure of the language begun in the first 2 years is completed in this third-year German course. The development of the 4 language skills is intensified with emphasis on oral proficiency. German is the primary means of teaching and communicating. Grammar is refined and vocabulary is enriched through extra reading selections. Supplementary cultural materials and audiovisual materials are used. This course may be taught with another level unless there is sufficient enrollment to offer a separate section.

445 German 4A

Prerequisite: German 3A

2 semesters; 2 credits

This fourth-year German course enhances the development of the 4 language skills. The class is conducted entirely in German. Listening and speaking skills are intensified through conversations and discussions of various authentic literary works. Extensive use of German cultural materials and audiovisual materials heightens all areas of proficiency. This course may be taught with another level unless there is sufficient enrollment to offer a separate section.

ITALIAN COURSES

451 Italian 1

2 semesters; 2 credits

This first-year Italian course is open to all students. Elementary vocabulary, basic language patterns, and aspects of daily life and culture are introduced through reading and the telling of stories. Emphasis is placed on the acquisition of vocabulary through the development of listening and reading skills. Speaking and writing skills for communication are developed. Attention is also given to developing an awareness of the culture of Italy.

453 Italian 2

Prerequisite: Italian 1

2 semesters; 2 credits

This second-year Italian course continues the development of the 4 language skills. Advanced vocabulary and grammar are presented with emphasis on oral and written responses. There is increased use of Italian in the classroom with frequent dictations, conversations, and short compositions. Reading selections and cultural materials are included.

452 Italian 2A

Prerequisite: Italian 1 and teacher recommendation

2 semesters; 2 credits

This course is the accelerated level of second-year Italian, covering material at a faster pace and in greater depth. The spoken language is stressed and Italian becomes the primary means of communicating. Development of the four language skills continues and the study of basic grammar is completed. More intensive work is done in reading and writing and extra cultural materials are used.

454 Italian 3

Prerequisite: Italian 2, 2A, or teacher recommendation

2 semesters; 2 credits

The study of the basic structure of the language begun in the first 2 years is completed in this third-year Italian course. The development of the 4 language skills is intensified with emphasis on oral proficiency. Italian is the primary means of teaching and communicating. Grammar is refined and vocabulary is enriched through extra reading selections. Supplementary cultural materials and audiovisual materials are used.

455 Italian 3A

Prerequisite: Italian 2, 2A, or teacher recommendation

2 semesters; 2 credits

This course is the accelerated level of third-year Italian, covering material at a faster pace and in greater depth. The class is conducted almost entirely in Italian. Grammar is thoroughly reviewed, and an expanded vocabulary is studied with emphasis on comprehension and oral proficiency. Italian literature is introduced. Supplementary cultural materials and audiovisual materials are used.

456 Italian 4

Prerequisite: Italian 3, 3A, or teacher recommendation

2 semesters; 2 credits

This fourth-year Italian course enhances the development of the 4 language skills. The class is conducted entirely in Italian. Listening and speaking skills are intensified through conversations and discussions of various authentic literary works. Extensive use of Italian cultural materials and audiovisual materials heightens all areas of proficiency.

457 Italian 4A

Prerequisite: Italian 3, 3A, or teacher recommendation

2 semesters; 2 credits

This course is the accelerated level of fourth-year Italian, covering material at a faster pace and in greater depth. The class is conducted entirely in Italian. Advanced work in writing and composition is required. Listening and speaking skills are intensified through conversations and discussions of various authentic literary works including novels, essays, plays, and poems. Extensive use of Italian cultural materials and audiovisual materials heightens all areas of proficiency.

458 Italian 5A

Prerequisite: Italian 4 or 4A

2 semesters; 2 credits

This fifth-year Italian class is conducted entirely in Italian in order to develop oral and written proficiency. There is thorough review of vocabulary and grammar with emphasis on reinforcement and refinement. Complex conversations, discussions, oral reports, and similar activities enhance listening and speaking proficiency. Extensive reading of various authentic literary works and intensive composition work develop reading and writing proficiency.

SPANISH COURSES

461 Spanish 1

2 semesters; 2 credits

This first-year Spanish course is open to all students. Elementary vocabulary, basic language patterns, and aspects of daily life and culture are introduced through reading and the telling of stories. Emphasis is placed on the acquisition of vocabulary through the development of listening and reading skills. Speaking and writing skills for communication are developed. Attention is also given to developing an awareness of the culture of Spanish-speaking countries.

463 Spanish 1A

Prerequisite: Previous language experience

2 semesters; 2 credits

This accelerated course covers typical first-year Spanish at a faster pace and in greater depth with more oral emphasis. Elementary vocabulary, basic language patterns, and aspects of daily life and culture are introduced through reading and the telling of stories. Emphasis is placed on the acquisition of vocabulary through the development of listening and reading skills. Speaking and writing skills for communication are developed. Attention is also given to developing an awareness of the culture of Spanish-speaking countries.

467 Spanish 2

Prerequisite: Spanish 1, 1A

2 semesters; 2 credits

This second-year Spanish course continues the development of more advanced vocabulary, language patterns, and aspects of daily life and culture through reading and the telling of stories. A strong emphasis is placed on the acquisition of language through the development of listening and reading skills. Writing and speaking skills for communication are further developed and intensified. Attention is also given to developing an awareness of the culture of Spanish-speaking countries through the readings and class discussions.

469 Spanish 2A

Prerequisite: Spanish 1, 1A

2 semesters; 2 credits

This course is the accelerated level of second-year Spanish, covering material at a faster pace and in greater depth with more oral emphasis. This course continues the development of more advanced vocabulary, language patterns, and aspects of daily life and culture through reading and the telling of stories. A strong emphasis is placed on the acquisition of language through the development of listening and reading skills. Writing and speaking skills for communication are further developed and intensified. Attention is also given to developing an awareness of the culture of Spanish-speaking countries through the readings and class discussions.

477 Spanish 3

Prerequisite: Spanish 2 or 2A

2 semesters; 2 credits

The study of the basic structure of the language begun in the first 2 years is completed in this third-year Spanish course. The development of the 4 language skills is intensified with emphasis on oral proficiency. Spanish is the primary means of teaching and communicating. Grammar is refined and vocabulary is enriched through extra reading selections. Supplementary cultural materials and audiovisual materials are used.

479 Spanish 3A

Prerequisite: Spanish 2 or 2A

2 semesters; 2 credits

This course is the accelerated level of third-year Spanish, covering material at a faster pace and in greater depth. The class is conducted almost entirely in Spanish. Grammar is thoroughly reviewed, and an expanded vocabulary is studied with emphasis on comprehension and oral proficiency. Spanish plays and poetry selections are introduced. A comprehensive study of Hispanic culture and art is an integral part of this course.

483 Spanish 4

Prerequisite: Spanish 3 or 3A

2 semesters; 2 credits

This fourth-year Spanish course enhances the development of the 4 language skills. The class is conducted entirely in Spanish. Listening and speaking skills are intensified through conversations and discussions of various authentic literary works. Extensive use of Spanish cultural materials and audiovisual materials heightens all areas of proficiency.

485 Spanish 4A

Prerequisite: Spanish 3 or 3A

2 semesters; 2 credits

This course is the accelerated level of fourth-year Spanish, covering material at a faster pace and in greater depth. The class is conducted entirely in Spanish. Advanced work in writing and composition is required. Listening and speaking skills are intensified through conversations and discussions of various authentic literary works including novels, essays, plays, and poems. Extensive use of Spanish cultural materials and audiovisual materials heightens all areas of proficiency.

486 Spanish 5

Open to qualified students

Prerequisite: Spanish 4 or 4A

2 semesters; 2 credits

This fifth-year Spanish class is designed for students who want to continue in Spanish but are not preparing to take the Advanced Placement Spanish Language Exam. The class is conducted entirely in Spanish with focus on communication. Conversations, discussions, oral reports, and similar activities enhance listening and speaking proficiency. Readings on contemporary issues and composition work develop reading and writing proficiency.

487 AP Spanish 5

Prerequisite: Spanish 4 or 4A

2 semesters; 2 credits

The "AP" notation included in this course title indicates "Advanced Placement." The course provides students with the opportunity to prepare for the AP Spanish Language Exam. This fifth-year Spanish class is conducted entirely in Spanish in order to develop oral and written proficiency. There is thorough review of vocabulary and grammar with emphasis on reinforcement and refinement. Complex conversations, discussions, oral reports, and similar activities enhance listening and speaking proficiency. Extensive reading of various authentic literary works and intensive composition work develop reading and writing proficiency. Dual credit through Triton College may be available.

488 Spanish Language, Literature, and Films 11-12A

Prerequisites: AP Spanish 5 and teacher recommendation

2 semesters; 2 credits

This course aims to continue the study of Spanish language through current events, literature, and film. Students will study the history and culture of Twentieth Century Spain and Latin America through the perspective of Spanish and Latin American filmmakers and novelists. Current events, such as the immigrant experience in the United States, will be explored through research, academic texts, and film. Students will examine the strategies employed by film directors, writers, and politicians when dealing with current and historical events and cultural issues. The continuation of the 4 language skills--reading, listening, speaking, and writing--will drive the course work and continue to develop the student's language.

489 Latina and Latino Studies for Heritage Speakers A

Prerequisite: Heritage speaker or teacher recommendation

2 semesters; 2 credits

This advanced course is designed for students who demonstrate an ability to comprehend and speak Spanish but lack formal instruction in the language. The course will further improve and refine students' existing language skills, increase their vocabulary knowledge, and intensify the development of their reading, writing, and communication skills in Spanish.

JAPANESE COURSES

491 Japanese 1

2 semesters; 2 credits

This first-year Japanese course is open to all students. Basic vocabulary and essentials of grammar are taught with emphasis on the development of the 4 language skills of listening, speaking, reading, and writing. Japanese writing systems of Hiragana and Katakana, and Kanji characters are taught. Cultural materials and projects are an integral part of the course.

493 Japanese 2

Prerequisite: Japanese 1

2 semesters; 2 credits

This second-year Japanese course continues the development of the 4 language skills. Advanced vocabulary and grammar are presented with emphasis on oral and written responses. There is increased use of Japanese in the classroom, and additional Kanji characters are taught. Cultural materials and projects are an integral part of the course.

495 Japanese 3A

Prerequisite: Japanese 2

2 semesters; 2 credits

The study of the basic structure of the language begun in the first 2 years is completed in this third-year Japanese course. The development of the 4 language skills is intensified with emphasis on writing proficiency. Grammar is refined and vocabulary is enriched through supplementary materials. Additional Kanji characters are taught. Cultural materials and projects are an integral part of the course.

497 Japanese 4A

Prerequisite: Japanese 3A

2 semesters; 2 credits

This fourth-year Japanese course enhances the development of the 4 language skills. There is intensive review of grammar and structure with emphasis on speaking proficiency. Advanced vocabulary and Kanji characters are taught. Extensive use of Japanese cultural materials and projects are an integral part of the course.

CHINESE COURSES

446 Chinese 1

2 semesters; 2 credits

This first-year Chinese course is open to all students. Basic vocabulary and essentials of grammar are taught with emphasis on the development of the 4 language skills of listening, speaking, reading, and writing. The Chinese writing system and the standard Mandarin phonetic system of Pinyin are taught. Cultural materials and projects are an integral part of the course.

447 Chinese 2

Prerequisites: Chinese 1

2 semesters; 2 credits

This second-year Chinese course continues the development of the 4 language skills. Advanced vocabulary and grammar are presented with emphasis on oral and written responses. There is increased use of the Chinese language and writing systems. Cultural materials and projects are an integral part of the course.

448 Chinese 3A

Prerequisite: Chinese 2

2 semesters; 2 credits

The study of the basic structure of the language begun in the first 2 years is continued in this third-year Chinese course. The development of the 4 language skills is intensified with emphasis on writing proficiency. Grammar is refined and vocabulary is enriched through supplementary materials.

449 Chinese 4A

Prerequisites: Chinese 3A

2 semesters; 2 credits

This fourth-year Chinese course enhances the development of the 4 language skills. There is intensive review of grammar and structure with emphasis on speaking proficiency. Advanced vocabulary and advanced Chinese characters are mastered. Chinese cultural materials and projects are an integral part of the course.

499/2, 4997/2, 49942/49962 World Languages and Cultures

Open to sophomores, juniors, and seniors

1 or 2 semesters; 1 or 2 credits

This multicultural course is designed to explore languages and cultures from around the world. Students may register for either one or two semesters in any sequence. Each semester will offer a different curriculum. Students will be introduced to an overview of diverse cultures ranging from Asian, European, African, North American, and Central American countries. The curriculum focuses on communication, connections, cultures, comparisons, and communities.

LANGUAGE SUPPORT

180 English Language Learning (ELL) 1-2

Open to qualified students based on assessed need by registrar, counselor, and ELL teacher

Prerequisite: Little or no proficiency in English

2 semesters; 2 credits

This beginning level course is open to students who speak little or no English. Basic vocabulary and essentials of grammar are taught with emphasis on the four language skills of listening, speaking, reading, and writing. Basic sentence patterns are taught, and writing is limited to the production of sentences and short paragraphs with highly controlled vocabulary and grammatical structures. 'Survival' style vocabulary and the acclimatization to a new environment are stressed. This course may be taught with another level unless there is sufficient enrollment to offer a separate section.

182 English Language Learning (ELL) 3-4

Open to qualified students based on assessed need by registrar, counselor, and ELL teacher

Prerequisite: Limited use of the English language

2 semesters; 2 credits

This intermediate level course is open to students who understand simple statements and questions in English and can respond to them. Development of the 4 language skills is strengthened. Advanced vocabulary and grammar are presented with emphasis on oral and written responses. Reading selections are incorporated, and there is increased understanding of English through conversations and short compositions. Library skills are introduced. This course may be taught with another level unless there is sufficient enrollment to offer a separate section.

184 English Language Learning (ELL) 5-6

Open to qualified students based on assessed need by registrar, counselor, and ELL teacher

Prerequisite: Understanding of English

2 semesters; 2 credits

This intermediate-advanced level course is open to students who understand and participate comfortably in everyday conversation in English. Development of the 4 language skills is enhanced. Vocabulary and grammar are intensified with emphasis on comprehension and oral proficiency. Supplementary reading selections are used, and English is further developed through intensive composition work and conversations. Library skills are enhanced. This course may be taught with another level unless there is sufficient enrollment to offer a separate section.

186 English Language Learning (ELL) 7-8**Open to qualified students based on assessed need by registrar, counselor, and ELL teacher****Prerequisite: ELL 5-6****2 semesters; 2 credits**

This advanced level course is open to students who have completed ELL5-6 but need further work in the 4 language skills. Grammar is refined and vocabulary is enriched. Listening and speaking skills are intensified. There is extensive reading and composition work with emphasis on. reading and writing proficiency. Library skills are refined. This course may be taught with another level unless there is sufficient enrollment to offer a separate section.

SUMMER FIELD COURSES

The following courses may be available during summer school (not every course is offered every summer). The courses require commitment to meet outside of normal school hours at a maximum of once a week during second semester (required to earn one science elective credit). The trips themselves, will then run during the summer (required to earn one science elective credit). Summer field courses may not be used to satisfy any specific graduation requirement; they may be used only to satisfy requirements in Electives (see Graduation Requirements section of this catalog). In addition, any credits earned in the science field courses described below may **NOT** be applied toward the high school's graduation requirement of 2 laboratory science credits. Students should inquire with their science teachers regarding which field courses will be offered during the summer session and check the following website for more information: <http://oprfsciencetravel.weebly.com/>.

S527 Field Marine Biology I

Open to freshman, sophomores, and juniors

Prerequisite: One laboratory science class, permission of instructors, and recommendation of counselor/teacher

Summer School Only: 2 credits

This 2-credit course is divided into 2 major components. The pre-field experience component is designed to prepare students with the knowledge and skills necessary for them to be successful and engaged in the field experience component of the course. The pre-trip activities and requirements include field trips, research sessions, laboratory classes, meetings, and lectures, that will run during second semester. Students are expected to complete a research project prior to the summer field experience trip. Along with this project, homework, independent laboratories, a field notebook, and journal assignments are required of all students. The highlight and culminating field experience of this course is trip to Florida during the summer. During this portion of the course, students will travel to various research and informational facilities in Florida to study marine habitats including seagrass habitat, mangrove habitat, reef habitat, and open ocean habitat. Successful completion of this course provides 2 elective credits toward graduation.

S528 Field Marine Biology II

Prerequisite: Field Marine Biology I

Summer School Only: 2 credits

This field-based course expands on the concepts covered in Field Marine Biology I. Students must be SCUBA certified prior to the beginning of the field experience. Successful completion of this course provides 2 elective credits toward graduation.

S531 Tropical Field Ecology - Costa Rica

Open to freshman, sophomores, and juniors

Prerequisite: One laboratory science class, permission of instructors, and recommendation of counselor/teacher

Summer School Only: 2 credits

This 2-credit course is divided into 2 major components. The pre-field experience component is designed to prepare students with the knowledge and skills necessary for them to be successful and engaged in the field experience component of the course. The pre-trip activities and requirements include field trips, laboratory classes, meetings, and lectures, that will run during second semester to help students develop and master science skills related to field studies in general and neo-tropical rainforests specifically. Students are expected to complete a research project, homework, independent laboratories, and journal assignments to become familiar with the experiences of biologists doing research in Central America. The highlight and culminating field experience of this course is the trip to Costa Rica during the summer. During this portion of the course, students will visit various sites to experience sustainable development in action, focus on conservation issues and efforts, and study the general biology, ecology, geology, and sociology relevant to the region. Successful completion of this course provides 2 elective credits toward graduation.

S559 Savannah Field Ecology - Tanzania

Open to freshman, sophomores, and juniors

Prerequisite: One laboratory science class, permission of instructors, and recommendation of counselor/teacher

Summer School Only: 2 credits

This 2-credit course is divided into 2 major components. The pre-field experience component is designed to prepare students with the knowledge and skills necessary for them to be successful and engaged in the field experience component of the course. The pre-trip activities and requirements include field trips, laboratory classes, meetings, and lectures, that will run during second semester to help students develop and master science skills related to field studies in general and savanna ecosystems specifically. Students are expected to complete a research project, homework, independent laboratories, and journal assignments to become familiar with the experiences of biologists doing research in Tanzania. The highlight and culminating field experience of this course is the trip to Tanzania during the summer. During this portion of the course, students will visit various sites to experience African wildlife conservation issues and efforts, focus on community interactions with the Maasai and Chagga people, and study savanna ecology, environmental biology, anthropology, and conservation relevant to the region. Successful completion of this course provides 2 elective credits toward graduation.

S533 UK Field Ecology

Open to freshman, sophomores, and juniors

Prerequisite: One laboratory science class, permission of instructors, and recommendation of counselor/teacher

Summer School Only: 2 credits

This 2-credit course is divided into 2 major components. The pre-field experience component is designed to prepare students with the knowledge and skills necessary for them to be successful and engaged in the field experience component of the course. The pre-trip activities and requirements include field trips, laboratory classes, meetings, and lectures that will run during second semester to help students develop and master science skills related to field studies in general and UK ecosystems specifically. Students are expected to complete a research project, homework, independent laboratories and journal assignments to become familiar with the experiences of scientists doing research in the UK. The highlight and culminating field experience of this course is the trip to the UK during the summer. During this portion of the course, students will visit various sites in England and Wales to experience sustainable development in action, focus on conservation issues and efforts, and study the general biology, ecology, geology, archeology and sociology relevant to the region. Among the sites scheduled are Stonehenge, the Roman Baths, Big Pit National Coal Museum, the Brecon Beacons Mountains, Epping Forest, The Thames Barrier, The Natural History Museum, the Royal Botanic Gardens at Wakehurst and the London Wetlands. Successful completion of this course provides 2 elective credits toward graduation.