



OAK PARK AND RIVER FOREST HIGH SCHOOL

“Those Things That Are Best”

ACADEMIC
CATALOG
2024-2025

TABLE OF CONTENTS

Click on where you'd like to jump forward to:

District & School Contact Information.....	2
Individual Academic Planning & Master Schedule Building.....	7
Graduation Requirements.....	9
College & Career Information.....	11
Grading.....	13
Academic Support Resources.....	16
Honor Roll, Dean's List, Scholarship Cup, and Cum Laude.....	17
Homeschool Policy.....	20
Transfer Student Enrollment.....	21
Dual Credit.....	22
District Decision/Appeals Process.....	25
Bookstore.....	26
Athletic Academic Requirements.....	27
Course Description by Department.....	29
Academic Support & Intervention Courses.....	30
Special Education Division.....	31
English Division.....	36
Fine & Applied Arts Division	
Business Department.....	43
Family & Consumer Sciences Department.....	47
Music Department.....	54
Theatre/Broadcasting Department.....	58
Visual Arts Department.....	61
History Division.....	65
Mathematics Division.....	72
Physical Education Division.....	79
Science & Technology Division.....	84
World Languages Division.....	94
Summer Field Courses.....	103

TELEPHONES

Switchboard 708.383.0700
 Attendance 708.434.3104
 Office Fax 708.434.3910
 TTY/TDD 708.434.3949

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 voicemail), 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 audio books 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 'About' and then 'Directory' at the top 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 <https://www.emergencyclosingcenter.com/>
- Oak Park and River Forest High School, Cook County, District 200, or our main phone number 708-383-0700).

The Communication Office will announce early dismissals and/or late arrivals. (W) - Wellness Workshop; (I) - Instructional time

Period	Mon. /Wed. /Fri.	Tues./ Thurs. (Advisory Days)	Wellness Workshop (2nd period)	Wellness Workshop (3rd period)	Late Arrival Wednesday
1	8:00 - 8:49	8:00 - 8:47	8:00 - 8:45	8:00 - 8:45	9:12 - 9:52
2	8:54 - 9:47	8:52 - 9:39	8:50 - 9:26 (W) 9:26 - 10:11 (I)	8:50 - 9:35	9:57 - 10:41
Advisory		9:44 - 9:59			
3	9:52 - 10:41	10:04 - 10:51	10:16 - 11:01	9:40 - 10:16 (W) 10:16 - 11:01 (I)	10:46 - 11:26
4	10:46 - 11:35	10:56 - 11:43	11:06 - 11:51	11:06 - 11:51	11:31 - 12:11
5	11:40 - 12:29	11:48 - 12:35	11:56 - 12:41	11:56 - 12:41	12:16 - 12:56
6	12:34 - 1:23	12:40 - 1:27	12:46 - 1:31	12:46 - 1:31	1:01 - 1:41
7	1:28 - 2:17	1:32 - 2:19	1:36 - 2:21	1:36 - 2:21	1:46 - 2:26
8	2:22 - 3:11	2:24 - 3:11	2:26 - 3:11	2:26 - 3:11	2:31 - 3:11

DISTRICT & SCHOOL CONTACT INFORMATION

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

BOARD OF EDUCATION MEMBERS

Name	Title	Email Address
Tom Cofsky	Board President	tcofsky@oprfs.org
Fred Arkin	Board Vice President	farkin@oprfs.org
Tim Brandhorst	Board Secretary	tbrandhorst@oprfs.org
Graham Brisben	Member	gbrisben@oprfs.org
Dr. Jonathan Livingston	Member	jlivingston@oprfs.org
Dr. Mary Anne Mohanraj	Member	mmohanraj@oprfs.org
Audrey Williams-Lee	Member	awilliamslee@oprfs.org

DISTRICT LEADERSHIP TEAM

Name	Title	Phone Number
Dr. Gregory Johnson	Superintendent	708.434.3211
Dr. Laurie Fiorenza	Assistant Superintendent, Student Learning	708.434.3688
Andrea Neuman	Executive Director, Special Education	708.434.3106
Dr. Latonya Applewhite	Executive Director, Equity & Student Success	708.434.3373
Lynda Parker	Assistant Superintendent, Principal	708.434.3215
Dr. Roxana Sanders	Assistant Superintendent, Human Resources	708.434.3214
Anthony Arbogast	Assistant Superintendent, Business Services	708.434.3264
Karin Sullivan	Executive Director, Communications & Community Relations	708.434.3691

BUILDING LEADERSHIP TEAM

Name	Title	Phone Number
Lynda Parker	Assistant Superintendent, Principal	708.434.3215
Kris Johnson	Director of Student Services	708.434.3258
Nicole Ebsen	Athletic Director	708.434.3000
Angela Hawkins	Student Activity Coordinator	708.434.3174
Jennifer Brinkman	Director of Student Learning	708.434.3205
Janel Bishop	Director of Employee Relations & Recruitment Assistant	708.434.3210
Curtis Alsip	Director of Buildings and Grounds	708.434.3198
Kristen McKee	Coordinator, Learning Analytics Support	708.434.3225
Dr. Lesley Roberts	Director of Special Education	708.434.3107
David Narain	Assistant Principal, Operations	708.434.3220

DISTRICT AND SCHOOL CONTACT INFORMATION

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

DIVISION HEADS		
Name	Division	Phone Number
Brian Beyers	Physical Ed./Drivers Ed./Health	708.434.3250
Matt Prebble	Fine & Applied Arts	708.434.3257
Erika Eckart	English	708.434.3378
Dr. Julie Frey	Mathematics	708.434.3748
Amy Hill	History	708.434.3379
Matthew Kirkpatrick	Science & Technology	708.434.3749
Dr. Leslie Roberts	Divisional Director, SPED	708.434.3105
Claudia Sahagun	World Languages	708.434.3884

COUNSELORS	
Name	Phone Number
Brandi Ambrose	708.434.3711
Meghan Cahill	708.434.3716
Tia Campbell	708.434.3207
Julie Fuentes	708.434.3709
Jacqueline Hanson	708.434.3705
Joseph Herbst	708.434.3707
Heidi Lynch	708.434.3715
Esteban Medina	708.434.3718
Pete Nixen	708.434.3712
Carolyn Ojikutu	708.434.3713
Katie O'Keefe	708.434.3726
Darek Radziszewski	708.434.3708
Thaddeus Sherman	708.434.3841
Scott Sponsler	708.434.3717
Erica White	708.434.3710

SOCIAL WORKERS	
Name	Phone Number
Ginger Bencola	708.434.3729
Nabiha Calcuttawala	708.434.3238
Jonathan Ecker	708.434.3734
Khalida Himes	708.434.3293
Katherine Maddock	708.434.3728
Lisa Makely	708.434.3733

DEANS OF DISCIPLINE	
Name	Phone Number
Kermit Blakley	708.434.3725
Darryl Hobson	708.434.3731
Benjamin Marcial	708.434.3714
Marquita Thompson	708.434.3724
Alisa Walton-Scott	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

- We believe all students are capable of high levels of academic and social success.
- We embrace our diversity and believe race, income, gender, and learning differences should not predict success.
- We believe trusting, collaborative relationships and strong communication establish a safe and respectful school community.
- We believe an excellent educational environment cultivates curiosity, imagination, character, leadership, critical thinking, and communication skills.
- We believe in allocating resources in equitable, transparent, and purposeful ways.
- We believe in adult learning and leadership that supports equity and excellence for all students.
- 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 original seal, worked in orange and blue upon a deep blue background, serves as the school flag. The flag as 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.



The full color OPRFHS crest is considered the main school logo. It has been refreshed with clean lines and updated school colors. The Greek version of the school motto Ta'Garista (“the best”), is featured in the middle; the acorn represents “Oak”, the three trees represent “Park” and “Forest”, and the wavy lines represent “River.”

HUMANITY 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 the 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:

- 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.
- Be punctual and regular in attendance to all classes and commitments.
- Budget your time and complete all assignments.
- Eat balanced meals and get at least eight hours of sleep on nights preceding school days.
- Become familiar with the school's dress and behavior expectations and comply with all school regulations.
- 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.
- 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.
- 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.
- 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.
- Become aware of your personal strengths and weaknesses. Take full advantage of your strengths and strive to remedy weaknesses.
- Set realistic and challenging goals and strive to exceed your personal limitations.
- Regularly assess your progress toward personal goals. Involve others in the assessment process.
- Become actively involved in school. Support school activities as a participant and as a fan.
- 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:

- Provide a quiet study area in the home.
- 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.
- Communicate a genuine interest in schoolwork and assist with drill and practice whenever possible.
- Insist on punctual and regular attendance to school and to all classes and study halls during the school day.
- Refrain from scheduling family trips and other events that interfere with school.
- Notify the school on the day of the absence if an emergency necessitates a full or partial day of absence.
- Ensure that your student gets balanced meals and sufficient rest.
- 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.
- Assist your student in developing a realistic concept of success and failure.
- Assist your student in recognizing his or her strengths and weaknesses.
- Assist your student in setting realistic and challenging goals.
- Assist your student in assessing his or her progress in attaining these goals.
- Encourage your student to strive to build upon strengths, to remedy weaknesses, and to overcome personal limitations.
- Provide constant support and appropriate recognition for your student's efforts and accomplishments.
- Become acquainted with your student's friends and their families.
- Encourage your student to become actively involved in curricular and co-curricular activities.
- 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 email, and the school website of the date(s) of conferences and are invited to schedule appointments to meet with their student's teachers to discuss the student's progress toward achieving course objectives. Due to time constraints for this conference event, teachers are unable to accommodate appointments with every family. 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:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- 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.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.
- 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 & 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 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 and calculates into the student's GPA. If a student withdraws from a class after the 9th week of school attendance, a grade of WF will show on the transcript. These notations are final once received. 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 a semester long course. If a level change is requested after the first six weeks in a year-long course, the request must be reviewed and considered by the Division Head, Counselor, and classroom teacher before the level-change is made. If a level-change is desired at the beginning of the school semester for a year-long course, this change needs to occur by the end of the fifth day of semester two.

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 issue/concern directly 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 granted, the student will be moved from the current PSS Team to the team with the counselor/dean who currently carries the lowest caseload.

COURSE NUMBERING SYSTEM AND DESCRIPTORS

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 Launch or 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 (2020-2026)

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	Number of Credits	Comments
English*	8 credits	
Mathematics*	6 credits	2 Algebra I or integrated equivalent credits, 2 credits no specified course, including Geometry
Science*	4 credits	4 credits must be in a laboratory science
History*	4 credits	2 World History and 2 US History credits
Civics*	1 credit	Civics must be taken at OPRFHS. 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	
Digital Literacy	1 credit	
Financial Literacy	1 credit	Financial Literacy or one semester of AP Economics fulfill this requirement.
Health Education*	1 credit	Health Education is taken during the freshmen year at OPRFHS as part of the freshman year core P.E. program.
Driver's 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 credits	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. Students who receive a PE exemption need 1 additional elective credit for each exception
Electives	7 credits	May be increased due to the reasons described above
TOTAL	43 CREDITS	

*Denotes a state requirement

STATE AND LOCAL GRADUATION REQUIREMENTS

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

FAFSA Mandate: The state of Illinois requires all seniors graduating from public high schools to either fill out a FAFSA (Free Application for Federal Student Aid) OR fill out a waiver form. The Counseling Department Chairperson monitors the fulfillment of this graduation requirement. There is no credit or grade associated with this mandate. Reach out to your child's counselor if you have questions.

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. Digital Literacy satisfies the Applied Arts requirement only if the student has met the Computer Proficiency requirement by taking one of the other courses that satisfy the computer proficiency requirements.

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: Digital Literacy, AP Computer Science Principles, Student Helpdesk Internship.

Courses that satisfy the Financial Literacy requirement: Financial Literacy, AP Economics (one semester).

Computer Proficiency Testing: Students may satisfy the computer proficiency requirement by achieving a qualifying score on the local computer proficiency test. This test will be given once in quarters 2, 3 and 4. An additional test date is scheduled during the third quarter. The test dates and sign up 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 achieve the minimum number of credits required for graduation.

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 & CAREER INFORMATION

College Representatives Program – Room 2139. Each year more than 200 college admissions 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 www.oprfhs.org/students/student-services/college-career-information. 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	Time Frame
SAT with Essay	All juniors except those whose IEPs specify the alternate assessment	April
PSAT 10	All sophomores except those whose IEPs specify the alternate assessment	March/ April
PSAT 8/9	All sophomores except those whose IEPs specify the alternate assessment	April
DLM-Alternate Assessment	Juniors with IEPs that specify the alternate assessment	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.

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. Communication are sent to the homes of juniors notifying them of test prep opportunities. Information about test prep programs also appears in the daily 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 Testing Coordinator (Rm. 3254) or your student's counselor if you have questions about test preparation.

COLLEGE TESTING

COLLEGE TESTING

Please visit the OPRFHS Assessment webpage for more updated information:
<https://www.oprfhs.org/academics/assessment-and-grading-philosophy>.

SAT SUITE of ASSESSMENTS

The College Board's SAT Suite of Assessments includes the following tests: SAT, PSAT/NMSQT, PSAT 10, and PSAT 8/9. Starting in the 2023-2024 school year, these tests are in digital format unless a student's IEP requires paper-pencil format. More information about each of these tests are listed below. Students and parents/guardians can also visit: <https://satsuite.collegeboard.org/>.

- **SAT**, or the Scholastic Aptitude Test, is a graduation requirement in Illinois and most students take it during a school day in April of their junior year in high school. This is called the SAT School Day, and it is arranged by OPRFHS and is free to our students. The SAT School Day includes multiple choice math, reading, and writing and language sections. It also includes an essay section. Free SAT practice is available through Khan Academy (www.khanacademy.com) and through the BlueBook app on school-issued Chromebooks. In addition to the SAT School Day, students may elect to take a SAT at OPRF on a Saturday. This is not counted towards the graduation requirement and students must register and pay on their own. For more information, please visit: <https://satsuite.collegeboard.org/sat/registration/dates-deadlines>.
- **PSAT/NMSQT**, or the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test, is an optional test. It is administered at OPRF on a Saturday in October. OPRFHS communicates the registration and payment process to junior and sophomore students and their parents/guardians at the beginning of each school year. Tuition-based PSAT prep classes are available to juniors during the first six (6) weeks of each school year. Juniors and sophomores can register and pay to take the test and prep classes. Juniors who score exceptionally well on the PSAT/NMSQT may qualify for recognition or scholarships from the National Merit Scholarship Corporation. For more information about the National Merit Scholarship Corporation, please visit: www.nationalmerit.org.
- **PSAT 10**, or the Preliminary Scholastic Aptitude Test for 10th grade, is administered at OPRF to sophomores during a school day in April. It is arranged by OPRF and is free to our students. The PSAT 10 includes multiple choice math, reading, and writing and language sections. Taking this test is a great way to prepare for the SAT.
- **PSAT 8/9**, or the Preliminary Scholastic Aptitude Test for 9th grade, is administered at OPRF to freshmen during a school day in April. It is arranged by OPRF and is free to our students. The PSAT 8/9 includes multiple choice math, and reading and writing sections. Taking this test is a great way to prepare for the PSAT 10 and SAT.

ACT

ACT, or American College Testing, is another type of standardized test that students may elect to take in order to qualify for college admission and scholarships. The ACT includes multiple choice math, English, reading, and science sections. It also includes an optional writing section. Students are encouraged to check with their colleges and universities of choice to see if the writing section is required. Students may elect to take the ACT at OPRF on a Saturday, and must register and pay on their own. For more information, please visit: <https://www.act.org/content/act/en/products-and-services/the-act.html>.

AP EXAMS

AP, or Advanced Placement, exams are end-of-course exams that students are encouraged to take when they are registered for an AP course. OPRF currently offers 29 different AP courses, which allow our students to complete rigorous, college-level coursework while in high school. Additionally, if students earn a score of 3, 4, or 5 on any AP Exam, they qualify to earn college credit at a public Illinois college or university: [105 ILCS 302/College and Career Success for All Students Act](#). Please use the College Board's [AP Credit Policy Search](#) webpage for policies from different colleges or universities, including private and out-of-state institutions. OPRF communicates the registration and payment process to students enrolled in AP courses and their parents/guardians at the beginning of each school year. Exam sections differ by subject and may include multiple choice, free response, listening and speaking, presentation, and portfolio sections. Students can practice for AP exams through the work assigned to them in AP Classroom by their teacher and Khan Academy (www.khanacademy.com). Additional practice for exams in digital format is available through the BlueBook app on school-issued Chromebooks. For more information, please visit: <https://apstudents.collegeboard.org/>.

GRADING

Grade reports are uploaded to Family Access and accessible to students and parents four times per year. 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, they receive 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 their 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 nine-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, B or C grade in any of the following courses.

API (HONORS/AP COURSES)

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

		9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE	
HONORS	ENGLISH	English I A	English Literature A		African American Literature A Humanities A Women's Literature A Work of One Author: Shakespeare A	
	FINE & APPLIED ARTS			Advanced Studio Art A: 2D/3D		
	HISTORY	World History A	U.S. History A World History A	Modern Middle Eastern History A Philosophy A U.S. History A World History A	Modern Middle Eastern History A Philosophy A U.S. History A World History A	
	MATHEMATICS	Math I A Math II A Intermediate Algebra A Advanced Algebra A	Math II A Intermediate Algebra A Advanced Algebra A	Intermediate Algebra A Advanced Algebra A College Algebra/Trigonometry A (CATA) Linear Algebra A/Calculus III A	College Algebra/Trigonometry A (CATA) Linear Algebra A/Calculus III A	
	SCIENCE & TECHNOLOGY	Physics-Chemistry A	Biology A Chemistry A	Chemistry A		
	WORLD LANGUAGES**	Chinese 3-4 A French 2-4 A German 3-4 A Italian 2-5 A Japanese 3-4 A Latin 3-4 A Latina and Latino Studies for Heritage Speakers A Spanish 1-4 A Spanish Language, Literature, and Films 11-12A				
ADVANCED PLACEMENT	ENGLISH			AP Language & Composition	AP English Literature & 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 U.S. History	AP African American Studies AP European History AP Psychology AP U.S. History AP U.S. Politics & Government	AP African American Studies AP European History AP Psychology AP U.S. History AP U.S. Politics & Government	
	MATHEMATICS	AP Computer Science AP Computer Science Principles	AP Computer Science AP Computer Science Principles AP Precalculus*	AP Calculus AB AP Calculus AB/BC AP Computer Science Principles AP Computer Science AP Precalculus AP Statistics	AP Calculus AB AP Calculus BC AP Calculus AB/BC AP Computer Science AP Computer Science Principles AP Precalculus AP Statistics	
	SCIENCE & TECHNOLOGY		AP Biology AP Seminar	AP Biology AP Chemistry AP Environmental Science AP Physics C AP Physics I AP Seminar AP Research		
	WORLD LANGUAGES**	French AP 5 Spanish AP 5				

**per requisites - if qualified*

***teacher recommendation, previous language experience*

GRADE POINT AVERAGE

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, B or C 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, B or C 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,B or C 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:

- Teacher and counselor profiles and recommendations
- Past academic achievement in the relevant subject areas
- Placement and standardized test results
- Reading ability
- 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

Tutoring is located in Room 2315 (SRC) 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, located in Room 3315 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 audiobooks.

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 2315 (SRC). This student-run helpdesk assists students with firstline technical support, which includes distribution of Chromebooks, repairs, and tech questions. Tickets for assistance can be submitted by emailing helpdesk@oprfs.org.

Testing Center

The OPRF Testing Center, in Room 2336, 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 & DETENTION PROGRAM

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.

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 4360. 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 2336, 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, SCHOLARSHIP CUP & CUM LAUDE SOCIETY

HONOR ROLL: 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.

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 Italica, 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.

WORLD LANGUAGES HONOR SOCIETIES

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.

INDEPENDENT STUDY

Independent Study is a program intended to meet the needs of 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 sustaining the Independent Study until its successful conclusion within the specified semester and school year.

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. Independent Study provides opportunities for academic enrichment beyond that which is offered in the published curriculum or accessibility to sequential coursework that cannot be scheduled into the student's daily schedule.

A student may take only one Independent Study course per semester, and no more than four credits of 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 Independent Study, nor may specific state mandates be satisfied through Independent Study. Furthermore, students may not exceed identified course load limits during a given semester through the use of Independent Study without the approval of the Director of Student Learning.

Any student interested in pursuing Independent Study should consult with the sponsoring subject matter teacher, division head, and counselor. Final approval of the Director of Student Learning is required and the Independent Study will be scheduled for 9th period, which confirms the substantially reduced student-teacher interaction. For more information, please see the Independent Study webpage: <https://www.oprfhs.org/academics/other-academic-programs> and your counselor.

SENIOR INSTRUCTIONAL LEADERSHIP CORPS (SILC)

The Senior Instructional Leadership Corps (SILC) program allows interested and experienced seniors to partner with a mentor teacher and work as an instructional assistant for one class during one semester or one school year in that teacher's classroom. Students interested in pursuing the SILC program 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. The senior and the mentor teacher work together to define the roles and responsibilities of the SILC as well as to develop an evaluation plan designed to help the student acquire and hone leadership skills. Students earn one (1) elective credit, evaluated on a pass/fail basis, upon the successful completion of their SILC semester. For more information, please see the SILC webpage: <https://www.oprfhs.org/academics/other-academic-programs> and your counselor.

LEADERSHIP/ FRESHMEN LAUNCH STUDY HALLS

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 the shared responsibility, care and respect.

CREDIT THROUGH EXTENSION, ONLINE, & 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 (Full-and-Part-Time)

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:

- Parent needs to withdraw the student from OPRF and inform the Registrar that the student will be homeschooled.
- Parent will need to complete a Home Schooling Registration Form through the Illinois State Board of Education (ISBE): www.isbe.net/pages/homeschool.aspx then send the completed form to ISBE (a copy must be sent to our registrar via email at registrar@oprfs.org).
- 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 homeschool 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).
- 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 **MUST** verify accreditation of the courses with their counselor or the Registrar prior to enrolling for it.
- 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.
- Part-time and full-time homeschooled students may enroll at OPRFHS and be eligible to participate in extracurricular 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.
- 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.

TRANSFER STUDENTS ENROLLMENT PROCESS

- Verify student lives within district boundaries. Please verify that your student lives within our [District's attendance area](#) before proceeding with your request for enrollment.
- Enrollment is not the same as course registration. Enrollment, which is a separate process from course registration, involves going online and providing the school the required information for your student every year. Failure to complete enrollment and provide proofs of residency every year result in the student's schedule being pulled and course selections removed.
- Online enrollment must be completed for every student attending our high school, including fifth-year seniors, as well as off-campus students.
- Residency verification documents must be submitted through the online enrollment form. You can upload your documents from your phone or computer, as a .pdf or .jpg file. ([A list of required documents is available here](#)). Please note that every family who enrolls in the district completes an online form that specifically states that the district may require a home visit and/or additional documentation to verify residency. Without exception, the district runs a database check and conducts a home visit for every transfer student. For more information, [click here](#).
- Submit Health Documents. A school physical is required for all incoming freshman and new/transfer students only. You may email physicals to medicalforms@oprfs.org, or you can contact the Health Services office if you have additional questions.
- Entrance exam for transfer students during school year. Students who enroll at Oak Park And River Forest High School are no longer required to take an entrance exam as long as **academic achievement test data has been shared during enrollment**. During the enrollment process, grades/transcripts and assessment data can be uploaded online or emailed to Kimberly Asbury, Testing Specialist, at kasbury@oprfs.org. If families can't provide grades and assessment data within a few days after enrollment, then the entrance exam can be administered. If testing is required, the counselor will arrange a time to come into the building to test during school hours of 8:00 am - 2:30 pm. For more information about the placement process and placement testing [click here](#).
- Academic Data Accepted
 - Unofficial transcript that identifies high school credits earned or last report card for 8th or 9th graders depending if no high school credits have been obtained.
 - Recent standardized achievement tests in Reading and Math such as: MAP (NWEA), iReady, Renaissance STAR, TerraNova, Aspire, SAT, PSAT or any standardized test achievement test.
 - IEP or 504 Plan (if applicable).
- Meet with Counselor to review course selections. The counseling office will schedule an appointment once the enrollment and testing have been completed.
- Student will receive their class schedule, locker assignments, ID card, and Chromebook. Please contact the Business Office for more information about school fees. You may also contact the Food Services Department for information about fee waivers, the free and reduced lunch program, and SNAP accounts.

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 2316. 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 2316 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. **OPRFHS is not liable for any lost or stolen student property.**

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. Visitors will be asked to follow the procedures outlined below prior to being allowed to enter the building.

- Present valid identification in the form of a photo ID to the security personnel stationed at the Welcome Desk.
- ID will be scanned, and a visitor's pass will be created.
- 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.
- The visitor may go only to the indicated destination unless they're escorted elsewhere by the host.
- The visitor must return the pass to the Welcome Center 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.

DUAL CREDIT PROGRAM

The Dual Credit Program is a cooperative agreement between Triton College and OPRFHS. Dual credit courses are courses taught at the high school campus by approved high school instructors in which students can earn both high school and college credit with a grade of C or higher. This is of no cost to OPRFHS students. Through this program, students who matriculate to Triton College will have their college credits on their Triton transcript. Students who attend another college or university will need to check with the institution whether or not they will accept their college credit listed on their Triton College transcript. Students can save on time and tuition through this Dual Credit Program. The office of the Director of Student Learning sends information to students enrolled in dual credit courses with instructions on how to register.

Please see the OPRFHS Dual Credit webpage for more information:

<https://www.oprfhs.org/academics/dual-credit>. Our dual credit course offerings (see webpage link above and table below) may vary from year to year based on Triton College approval. Some courses only require a completed Triton College application and others may have prerequisites and placement levels, such as a minimum SAT evidence-based reading and writing or SAT math score. If students do not meet the prerequisite(s) and placement level(s), they may be able to take the ACCUPLACER test to qualify.

DUAL CREDIT PROGRAM

Dual credit courses are different from dual enrollment. For dual enrollment, students take courses off-campus, but may also earn high school and college credit. We have established dual enrollment partnerships with other institutions like Triton College and Concordia University Chicago. Please contact your counselor for more information.

Please note these courses may change at the discretion of Triton College.

		MINIMUM ENTRANCE REQUIREMENTS		
OPRFHS COURSE	TRITON COURSE (term - credits)	ACT EXAM	SAT EXAM	ACCUPLACER
145: AP English Literature and Composition	LIT-105: World Literature (yearlong course - 3 credits)	English/Reading score of 19-36	Reading/Writing score of 480-800	Reading/Writing Composition score of 550-600
231: Quantitative Literacy/MAT-102	MAT-102: Liberal Arts Mathematics (spring semester course - 3 credits) <i>Note: or High School transition course in math with grade of "C" or higher.</i>	Math score of 22-25	Math score of 530-590	Quantitative Reasoning, Algebra & Statistics score of 263-300
247: AP Statistics	MAT-170: Elementary Statistics (yearlong course - 4 credits) <i>Note: or High School transition course in math with grade of "C" or higher.</i>	Math score of 22-25	Math score of 530-590	Quantitative Reasoning, Algebra & Statistics score of 263-300
263: AP Calculus AB/BC	MAT-131: Calculus and Analytic Geometry I (fall semester course - 5 credits)	Math score of 28-36	Math score of 640-800	Advanced Algebra & Functions score of 276-300
	MAT-133: Calculus and Analytic Geometry II (spring semester course - 5 credits)	Pass MAT 131 (AP Calculus AB/BC - sem. 1) w/ minimum "C" grade		
262: AP Calculus BC	MAT-133: Calculus & Analytic Geometry II (semester course - 5 credits) <i>Note: Must have taken AP Calculus AB and pass with minimum "C" grade</i>	Math score of 28-36	Math score of 640-800	Advanced Algebra & Functions score of 276-300
556: Geoscience	PHS-100: Introduction to Earth Science (yearlong course - 4 credits)	No college prerequisites (no test scores needed)		
5781/2: Intro to Health Careers and Medical Terminology	AHL-101 Essentials of Medical Terminology (semester course - 1 credit)	No college prerequisites (no test scores needed)		
579: Fundamentals of Nursing	NAS-100: Basic Nurse Assistant (yearlong course - 6 credits)	No college prerequisites (no test scores needed)		
	NAS-101: Nurse Assistant: Care of Patients with Alzheimer's Disease (yearlong course - 1 credit)			
5801/2: Intro to Patient Care Skills	AHL-100: Introduction to Patient Care (semester course - 2 credits)	No college prerequisites (no test scores needed)		

MINIMUM ENTRANCE REQUIREMENTS

OPRFHS COURSE	TRITON COURSE (term - credits)	ACT EXAM	SAT EXAM	ACCUPLACER
589: AP Physics C	PHY 106: General Physics (Mechanics) (fall semester course - 4 credits)	Placement at RHT 101 level & MAT 133 prerequisite or corequisite		
638: Business Incubator	BUS 136: Entrepreneurship (yearlong course - 3 credits)	No college prerequisites (no test scores needed)		
7031/2: Culinary Arts	HIA 101: Knife Skills (yearlong course - 2 credits)	No college prerequisites (no test scores needed)		
708: Mini-Restaurant	HIA 115: Food Sanitation and Safety (yearlong course - 2 credits)	No college prerequisites (no test scores needed)		
713: Education Academy	EDU 110: Diversity of Schools & Society (yearlong course - 3 credits)	No college prerequisites (no test scores needed)		
7152: Introduction to Education	EDU 207: Intro to Education (spring semester course - 3 credits)	No college prerequisites (no test scores needed)		
7172: Early Childhood Education	EDU 206: Human Growth & Development (spring semester course - 3 credits)	No college prerequisites (no test scores needed)		
751: Principles of Engineering	ENT 100: Introduction to Manufacturing (yearlong course - 4 credits)	No college prerequisites (no test scores needed)		
754: Introduction to Engineering Design	ENT 110: Engineer Design Graphics/CAD (yearlong course - 4 credits)	No college prerequisites (no test scores needed)		
7881/2: Introduction to Woodworking	ENT 116: Fabrication Processes (semester course - 4 credits)	No college prerequisites (no test scores needed)		
794: Digital Electronics	ENT 104: Electricity I (yearlong course - 3 credits)	No college prerequisites (no test scores needed)		
9111/2: Athletic Training Techniques	HTH 220: Athletic Training Techniques (semester course - 3 credits)	No college prerequisites (no test scores needed)		
9131/2: Advanced Strength Training	PED 106: Total Fitness (semester course - 1 credit)	No college prerequisites (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. If you have not taken a national ACT or SAT exam (Note: PSAT or AP scores are not eligible for entrance requirement(s)), 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	Assistant Superintendent/ Principal	
Course Change	Counselor	Director of Student Services	Assistant Superintendent/ Principal
Curriculum/Instruction • Grades • Instructional Materials	Teacher	Division Head	Assistant Superintendent of Student Learning
Discipline	Dean	Director of Student Services	Assistant Superintendent/ Principal (<i>expulsions may also be appealed to the Board of Education</i>)
Discrimination/ Harassment	Dean/Complaint Manager or any adult in the building	Executive Director of Equity and Student Success	Nondiscrimination Coordinator
Fees and Financial Obligations	Division Head or Director of appropriate department	Chief Financial Officer	
Residency	Registrar	Director of Student Services	Assistant Superintendent/ Principal (<i>residency appeals may also be appealed to the Board of Education</i>)
Special Education	Case Manager or Program Chair	Special Education Administrators	Due process per law

OPRFHS BOOKSTORE

Located near the North Cafeteria, the Bookstore is open year-round. Bookstore hours are from 7:30 a.m. – 3:30 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 Registration Fee and is also where most financial obligations can be paid. Additional books and supplies beyond that which are provided under the Registration Fee 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 \$5 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 Registration 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. The fee 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 charges.*
- Paperback books and workbooks (students keep)
- Course article packet handouts (students keep)
- Art and photo supply kits (students keep)
- Lab kits (students keep)
- One PE uniform shirt (students keep)

Items NOT included in the fee are:

- Additional 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 (chargers, notebooks, pens, pencils, binders, etc.)

If a family feels the Registration Fee would cause economic hardship, the family can apply annually for Free/Reduced Lunch. Details on who qualifies, how to apply, and the necessary forms are available on the [OPRFHS website](#) under Food Service. If approved for Free/Reduced Lunch, the Registration Fee will be waived. If a family does not qualify for a waiver, payment plans can also be set up with the Business Office.

The Bookstore can be reached at 708-434-3940.

**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.

COURSE DESCRIPTION (by Department)

ACADEMIC SUPPORT AND INTERVENTION COURSES

- Reading Program
- Academic Learning Opportunities Program
- Academic Support Programs

SPECIAL EDUCATION DIVISION

- Introduction to Special Education Services at OPRFHS
- Specialized Programming
- Special Education Support Courses

ENGLISH DIVISION

- Fall/Spring English Semester Courses
- Electives
 - Literary Ideas and Topics (LIT)
 - Publications
- Summer School English/Reading Courses

FINE AND APPLIED ARTS DIVISION

- Visual Arts Department
- Music Department
 - Non Performance Classes
 - Performance Classes
 - Instrumental Music
 - Choral Music
 - Music Activities
- Theatre/Broadcasting Department
- Family and Consumer Sciences Department
- Business Education Department

HISTORY DIVISION

- Fall/Spring Semester History Courses
- Electives

MATHEMATICS DIVISION

- Fall/Spring Semester Math Courses
- Summer School Math Courses

PHYSICAL EDUCATION DIVISION

- Driver Education Department

SCIENCE & TECHNOLOGY DIVISION

- Science Courses
- Technology/Engineering Department
 - Project Lead the Way (PLTW) Courses
 - Automotive Technology Courses
 - Woodworking Courses
- Applied Technology Department
 - Health Science Technology Courses

WORLD LANGUAGE DIVISION

- Chinese
- French
- German
- Italian
- Japanese
- Latin
- Spanish
- World Languages and Culture
- Language Support

ACADEMIC SUPPORT & INTERVENTION COURSES

READING PROGRAM

935 Literacy Seminar II

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 Executive Function Study Skills course, Math Enrichment Center, Mentor Study Course, and the 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 Literacy Seminar I (Also see English & History Course Offerings) Open to qualified freshmen approved for the transition program

2 semesters; 2 credits

Open to qualified Freshmen approved for the program. This course provides qualified Freshmen intensive, direct reading instruction to increase vocabulary, reading comprehension, word study, and reading rate. By immersing students in explicit reading strategy instruction, students will benefit from the reinforcement and practice of applying their skills. Literacy Seminar I students are concurrently enrolled in World History and English, in order to receive integrated, intensive, direct reading instruction to increase vocabulary, comprehension, and fluency.

SPECIAL EDUCATION DIVISION

Andrea Neuman, Director of Special Education, 708-434-3106, aneuman@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 initiate the referral process, and 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. As mandated by IDEA (Individuals with Disabilities Education Act, formerly PL94-142 Education for All Handicapped Children Act, 1975), programming 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. 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.

SPECIAL EDUCATION DIVISION

Program Descriptions

LD (Learning Development)

The Learning Development Program provides support for students that have an IEP. Classes are selected based on students' present levels in their academics from assessment/evaluation data, teacher recommendations, and the IEP.

Co-taught and Instructional classes exist across all content areas necessary for graduation from OPRFHS.

Students in this program require goals to monitor their progress, accommodations to provide access to the mainstream and also require specialized instruction to address a specific deficit area.

SED (Social-Emotional Development Program)

SED program provides structure, feedback, consistency, and embedded social-emotional support in a smaller classroom setting that provides specialized instruction. This program targets support for students most impacted by:

- internalizing and/or externalizing behaviors,
- social skills deficits,
- School refusal
- Disengagement with school
- Repeated disciplinary referrals

Students are eligible for this program if they have a BIP, require counseling supports, and have exhausted all other less restrictive settings OR are returning from an off-campus placement.

STAR (Success Through Alternate Resources)

The STAR Program provides support for students whose educational progress is greatly impacted by attendance and school refusal. Given the wide spectrum of school refusal behaviors, students may exhibit behaviors such as missing extended and sporadic periods of school, cutting classes, arriving tardy, and demonstrating severe emotional duress when attending school. Each student has an individualized treatment plan developed by the STAR Team and participated.

- The student has missed a significant amount of school over an extended period of time.
- The student is significantly credit deficient.
- The student has already tried several school-based interventions and they are not successful.
- The student requires significant case management, counseling services, and individualized behavior contracting to increase daily attendance.

SPECIAL EDUCATION DIVISION

TEAM (Transition Education with Access to Mainstream)

The TEAM program is designed to prepare students with mild, moderate, and severe intellectual disabilities to live and work in their home communities. The major goal of the program is to maximize independence for successful integration into the mainstream of community life. The TEAM program provides the student with a wide range of learning opportunities. Spanning from the natural community environment to the traditional classroom setting, the program meets the unique needs of each student. The TEAM program stresses individualization in methodologies, materials, and supportive services to meet the student's needs. The TEAM curriculum includes the following:

- Academics
- Community Integration
- Daily Living Skills
- Vocational Training and Opportunities

CITE (Community Integrated Transition Education)

CITE is the district's transition program for students ages 18 to 22. The purpose of the program is to provide an outcome-based program that will promote students' optimal independence and to create a seamless transition from high school to post-school activities. The focus is on age-appropriate skills and activities in natural settings to the greatest extent possible.

Academic Strategies

933F Freshman

The focus of this course is to provide specialized instruction for students who struggle with executive functioning skills. This is a credit bearing course that focuses on building study and organizational skills, self-advocacy, and the development of post-secondary transition goals. This course must be recommended by a student's IEP team. This course is primarily open to Freshmen.

933 SJS Sophomores-Seniors

The focus of this course is to provide specialized instruction for students who struggle with executive functioning skills. This is a credit bearing course that focuses on building study and organizational skills, self-advocacy, and the development of post-secondary transition goals. This course must be recommended by a student's IEP team. This course is primarily open to Freshmen.

9988 Academic Strategies II

The focus of this course is to provide specialized instruction for students who struggle with executive functioning skills. This is a credit bearing course that focuses on building study and organizational skills, self-advocacy, and the development of post-secondary transition goals. This course must be recommended by a student's IEP team.

933STA STAR Academic Strategies

The focus of this course is to provide specialized instruction for students who struggle with executive functioning skills. This is a credit bearing course that focuses on building study and organizational skills, self-advocacy, and the development of post-secondary transition goals. This course must be recommended by a student's IEP team.

SPECIAL EDUCATION DIVISION

TEAM PROGRAM

As mandated by the Individual with Disabilities Education Act (IDEA), the Transitional Education with Access to the Mainstream (TEAM) program will provide each student with an appropriate education tailored to meet individual needs. The TEAM program prepares students with intellectual, developmental, and multiple disabilities for successful inclusion in the school community through access to age-appropriate content and skills-based instruction. The TEAM program supports the philosophy that each student's Individual Education Plan (IEP) dictates the required range and level of service. Students are educated in their least restrictive environment through a multidisciplinary approach.

1139 English

2 semesters; 1 credit

This class provides a comprehensive reading curriculum across several domains of study designed for students with intellectual disabilities, autism, and other complex needs. Thematic units integrate subject areas and skill development. Leveled instructional materials cover a wide range of student needs and are aligned with high school learning standards.

2719 Applied Math

2 semesters; 1 credit

This class provides a foundational math curriculum that aligns with learning standards. This class covers the number system, algebra, geometry, and statistics through real-world problems and situations. It also covers functional math skills such as time, measurement, and money. Multiple topics are repeated frequently to support generalization of skills.

7499 Living Skills

2 semesters; 1 credit

This class is designed to increase student knowledge and skills necessary for everyday living. It emphasizes goal-setting, decision making and problem solving, communication, healthy lifestyles and relationships, nutrition, personal safety, citizenship, self-advocacy, and consumerism. Students will participate in school and community-based instructional activities.

5020 Healthy Living

2 semesters; 1 credit

This class is designed to increase student knowledge and skills necessary for everyday living. It emphasizes goal-setting, decision making and problem solving, communication, healthy lifestyles and relationships, nutrition, personal safety, citizenship, self-advocacy, and consumerism. Students will participate in school and community-based instructional activities.

5049 Science

2 semesters; 1 credit

This single-semester class serves as an introduction to earth, life, and physical science. It is a general science course with an emphasis on things pertaining to daily life. Structured, hands-on activities help students strengthen their observation, analysis, and inquiry skills.

3049 History

2 semesters; 1 credit

This single-semester class provides students with the basic elements of geography, history, civics and economics, and introduces the three branches of the U.S. government. Students will also learn about past civilizations and reflect on how those societies have impacted our modern culture, politics, social norms and institutions.

9858 Related Vocational Education

2 semesters; 1 credit

This class introduces students to the world of work and prepares them for entry into vocational or transitional education programs. The classroom is treated as a place of work, and activities mimic many real world, work-related situations. Communication, daily living, and functional academic skills are integrated with hands-on prevocational training to meet individual goals and transition plans.

SPECIAL EDUCATION DIVISION

3979 Recreation and Leisure

2 semesters; 1 credit

This class explores students' individual interests and various leisure activities. Students participate in different activities like listening to music, watching videos, dancing, arts and crafts, going for walks, and playing games. Students have Community Based Instruction opportunities in this course as well.

0911 Adaptive Acting

6511 Adaptive Art

8262 Adaptive Choir

7032 Adaptive Foods

1 semester; 0.5 credits each

In these single-semester, co-taught classes, students explore themselves and the world around them through enjoyable experiences in fine and applied arts. They will have the opportunity to learn and develop a variety of skills. Peer leaders are also enrolled in the class to model social skills and provide hands-on assistance with activities.

ENGLISH DIVISION

Ms. Erika Eckart Division Head, 708-434-3378, eeckart@oprflhs.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 curriculum that emphasize growth and achievement in reading, writing, vocabulary development, language appreciation, listening and speaking.

SCOPE AND SUGGESTION SEQUENCES

9th Grade	10th Grade	11th Grade	12th Grade
English Accelerate	English Literature RC	American Literature RC	Year-Long Electives Contemporary Lit & Comp B English for College and Career (Triton Transitional English) AP Literature and Composition (Triton dual credit)
English I A <i>(A denotes honors)</i>	English Literature	American Literature	Semester-Long Electives Creative Writing** Journalism** Speech Communications** <i>**open to Juniors in addition to their AM Lit or AP Lang course</i>
	English Literature A	AP Language and Composition	Asian American Voices Experiments Latinx Voices LGBTQ Voices Popular Fiction Science Fiction Sports and Literature The Visual Word War and Literature Women's Literature* Shakespeare* <i>*may take for Honors credit</i>
<i>Additional Support</i> Literacy Seminar I or Literacy Seminar II	<i>Additional Support</i> Literacy Connections	<i>Additional Support</i> College and Career Literacy	
	Publication Electives available to 10-12 grade students Tabula (Yearbook) Trapeze (Newspaper)		

ENGLISH DIVISION

112, 1127 English Accelerate

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.

115 English I A

Open to freshmen

2 semesters; 2 credits

The first year of college preparatory English engages students in developing English Language skills by studying rigorous and relevant content and composition in various formal academic modes. Students will develop skills designed to improve their ability to summarize and analyze text, cite, avoid evidence supporting an argument, and evaluate the central idea of a text through daily reading, writing, speaking, and listening. Students must compose a form of personal narrative, argument, synthesis essay, and literary analysis in addition to various informal and creative written pieces.

12EX English Accelerate (Also see History Division & Academic Support Course Offerings)

Open to qualified freshmen approved for the transition program

2 semesters; 2 credits

The first year of English engages students in the development of English Language skills through the study of rigorous and relevant content and composition in a variety of formal academic modes. In English students develop skills designed to improve their ability to summarize and analyze text, cite evidence in support of an argument and evaluate the central idea of a text through daily reading, writing, speaking and listening. Students are required to compose a personal narrative, synthesis and literary analysis essays in addition to a wide variety of informal and creative written pieces. English students are concurrently enrolled in World History and Literacy Seminar I, in order to receive integrated, intensive, direct reading instruction to increase vocabulary, comprehension, and fluency.

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.

129 Advanced Placement English Language and Composition

Open to juniors

Prerequisite: English Literature A or teacher recommendation

2 semesters; 2 credits

The third year of Honors English, AP English Language and Composition cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. The course aligns to an introductory college-level rhetoric and writing curriculum in which students evaluate, synthesize, and cite research to support their arguments. An extended argument based on research is required, usually during the second semester.

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.

ENGLISH DIVISION

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.

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.

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.

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.

ELECTIVES

The English Division also offers electives for both juniors and seniors. In consultation with their English teacher, students may choose from a variety of one-semester electives to complete 4 years of English.

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.

ENGLISH DIVISION

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. Open to seniors and juniors who are concurrently enrolled in 132 American Lit RC, 133 American Lit, or 129 AP English Language.

1521/2 Journalism

Open to juniors and seniors

1 semester; 1 credit

Students will develop the 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 the semester's end. Open to seniors and juniors who are concurrently enrolled in 132 American Lit RC, 133 American Lit, or 129 AP English Language.

1541/2 African American Literature A

Open to seniors

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 literacy 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.

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 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.

1561/2 Speech Communications

Open to seniors

1 semester; 1 credit

The objective of Speech Communications is to help students understand and apply principles of communication in their own interpersonal, intra-personal, group, and public speaking. Students will encounter various models and have many opportunities to practice and improve their speaking and listening skills. Speech Communication may not be accepted as a fourth-year English course at some colleges/universities. Please check with your counselor before registering for this course. Open to seniors and juniors concurrently enrolled in 132 American Lit RC, 133 American Lit, or 129 AP English Language.

157 English for Career and College Preparation / RHT 099

Open to seniors

1 semester; 1 credit

Students will prepare for college-level reading and writing across the curriculum. Reading instruction is integrated with essay construction of multiple rhetorical modes, emphasizing support and unity, organization, flow, audience, and grammar and mechanics. In addition, the course will integrate critical thinking and cognition. The course is designed to support students transitioning from high school to postsecondary education, workforce training, and their careers. Students receiving a "C" or higher in the course will be considered ready for college-level English courses and college-level reading expectations at Triton Community College and will not be required to enroll in remedial course work.

ENGLISH DIVISION

150/2 Expository Writing

Open to seniors

1 semester; 1 credit

This elective is an extensive review of and practice in the principles of rhetoric. Comparable to a freshman composition course in college. Emphasis is on key phases of the composing process, including gathering and analyzing data, organizing, drafting, revising, and editing. Types of compositions assigned are personal experience narration, process analysis, argumentation, extended definition, and literary analysis.

1581/2 Asian American Voices

Open to seniors

1 semester; 1 credit

This course will provide a broad overview of literature written by Asian Americans in the 20th -21st century and place texts in conversation with key concepts from Asian American history and culture. The course will explore significant topics in the writing of Asian American writers, such as the politics of representation, cultural identity, authenticity/canonicity, immigration/labor, assimilation and accommodation, and U.S. policies' lasting effects, emphasizing the 1965 Immigration and Naturalization Act. The course will also respond and adapt to the student's interests. Students will engage with fiction, nonfiction, critical essays, poetry, and film with diverse representations of Asian American individuals, families, and subcultures. Students will generate work such as Critical Literary Analysis, Personal Narrative, Synthesis essays, Poetry, and multi-genre presentations.

1641/2, 1644/1646 Humanities A

Open to seniors

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.

1701/2 LIT: The Visual World

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 fiction 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, mass culture, and the verbal and the visual.

1711/2 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.

1721/2 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.

ENGLISH DIVISION

1741/2 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.

1751/2 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.

1761/2 Latinx Literature

Open to seniors

1 semester; 1 credit

This course will study the work of Latinx writers in the United States and how it has impacted and been impacted by politics and policy. The course will explore significant topics in both Latinx literature and history including, but are not limited to, The Chicano Movement, Identity, and Immigration from different regions of Latin America. The course will also respond and adapt to the interests of students enrolled in the course. Students will engage with fiction, nonfiction, critical essays, poetry, and film with diverse representation of Latinx individuals, families, and subcultures. Students will generate work such as Critical Analysis, Personal Narrative, Poetry, and multi-genre presentations.

1771/2 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.

1781/2 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.

1791/2 LIT: Women's Literature

Open to seniors

1 semester; 1 credit

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, experience, perspectives, transition, 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.

ENGLISH DIVISION

PUBLICATIONS

946GP Tabula

Open to recommended sophomores, juniors and seniors

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

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.

947GP Trapeze

Open to recommended sophomores, juniors and seniors

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

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.

SUMMER SCHOOL

S936 Reading Strategies, Sumer 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.

FINE & APPLIED ARTS DIVISION

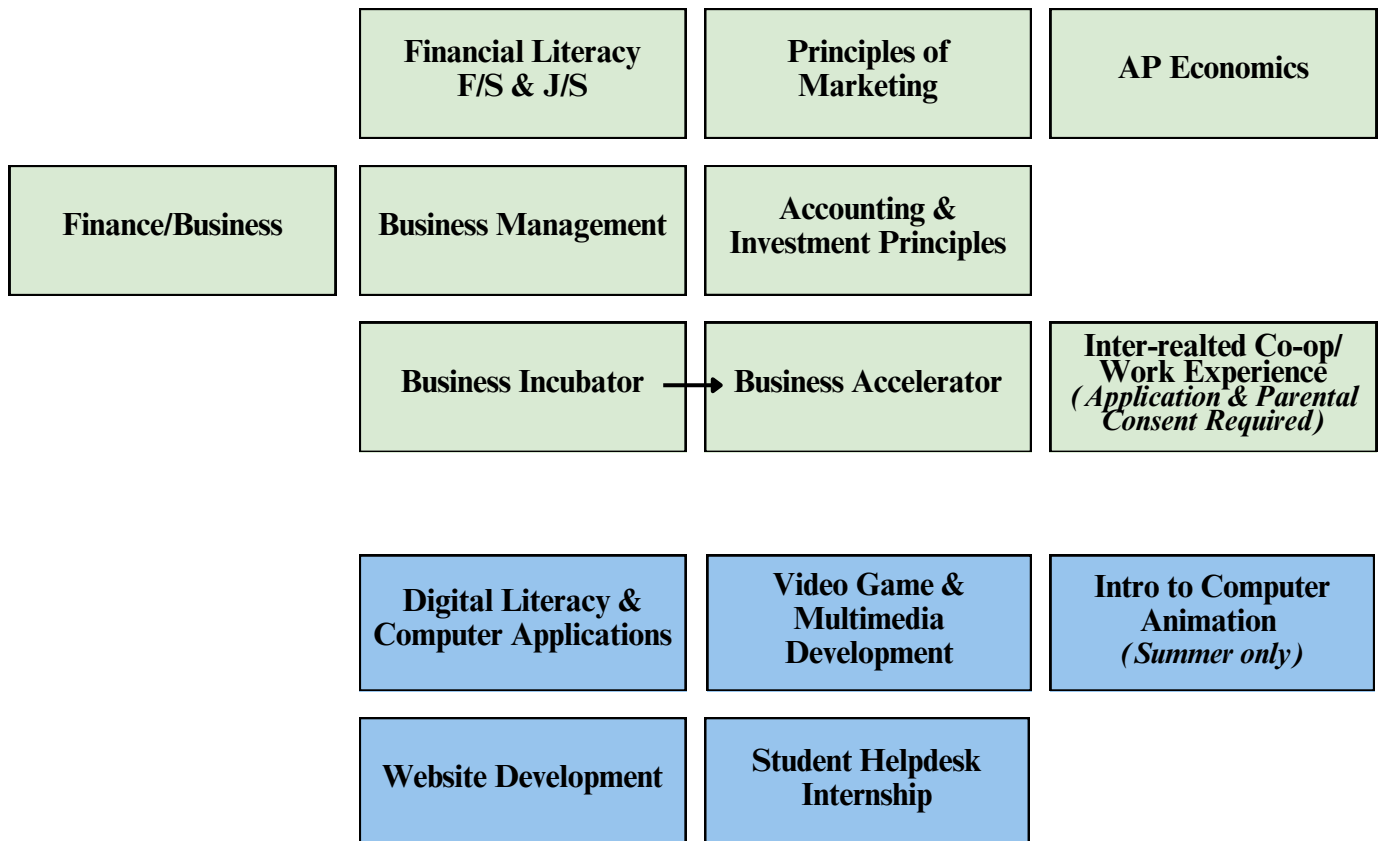
Dr. Semaj Coleman, Division Head, 708-434-3257, scoleman@oprflhs.org

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.**

Courses within the division may not be repeated unless:

- 1) specified within the description of the course,
- 2) teacher and division head permission is given in writing, or
- 3) student previously received a failing grade

BUSINESS DEPARTMENT SCOPE AND SUGGESTION SEQUENCES



FINE & APPLIED ARTS - Business Dept.

6001/2, 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.

6021/2, 6027/2, 6028, 60242/60262, 6029 Financial Literacy J/S

Open to juniors and seniors

1 semester; 1 credit

This course is essentially a personal finance course where students learn their rights and responsibilities as consumers and their role in the marketplace and economy. Topics include decision making, money management, budgeting, banking services, savings and investments, credit, insurance, taxes, housing, transportation and basic economics. Successful completion of this course fulfills the state consumer education requirement.

6071/2 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).

6281/2, 6388/2 Accounting and Investment Principles

Open to sophomores, juniors and seniors

1 semester; 1 credit

Students will learn about various investments such as stocks, mutual funds, bonds, real estate, and cryptocurrency and will plan, implement, and manage their own successful investment plan. Students will acquire a thorough knowledge of investments and the securities markets. Students will become familiar with the theories presented as well as practical applications associated with different investment vehicles and economic situations. Students will gain the ability to evaluate different investment vehicles, recognizing the risks inherent in each, and weigh them appropriately against their potential return. Emphasis will be placed on interpretation and statistical analysis of financial statements and current events so as to understand how investment decisions are made. Ultimately, students will develop a specific investment plan relevant to their short-term and long-term goals. The class will have accounting and investment professionals as guest speakers and will often have a field trip to relevant sites.

6331/2, 6337, 6338 Digital Literacy and 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.

FINE & APPLIED ARTS - Business Dept.

6341/2 Business Management and Communication

Open to sophomores, juniors and seniors

1 semester; 1 credit

Business management offers students a broad understanding and appreciation of business functional areas (such as marketing, finance and production), ownership structures, entrepreneurship and management, all in the context of a dynamic business environment and global economy. Students will explore careers related to the functional areas and will develop a range of professional and communication skills through extensive Chromebook use, group projects and applying concepts to real-world decision making and problem solving. Students are taught and assessed using a wide range of strategies, including interactive, technology-driven whole-class lessons, individual and group research projects and presentations, case studies, content quizzes, and simulations. This course is well suited for students who desire an introduction to business as an academic subject, or an insight into what it may be like to work in small or large businesses as a career. Pending approval, this class also earns students dual credit with Triton Community College

6361/2 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 an 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."

6371/2 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 or both semesters.

638 Business Incubator

Open to sophomores, juniors and seniors

2 semesters; 2 credits

Develop your own start-up! This fun, dynamic entrepreneurship program aims to fulfill students' business aspirations through a 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.

FINE & APPLIED ARTS - Business Dept.

6391/2 Student Helpdesk Internship

Open to sophomores, juniors, and seniors

Prerequisite: Application process and departmental approval

1 semester; 1 credit (with option to take year-long)

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, certification, coding, and apps. Successful completion of this course fulfills the computer proficiency graduation requirement. Students who enroll in two semesters of Helpdesk will earn an applied art credit in addition to satisfying the computer proficiency requirement.

6401/2, 6458/2 Principles of Marketing

Open to freshmen, sophomores, juniors and seniors

1 semester; 1 credit

This course explores principles of marketing, such as concept development, branding, pricing strategy, promotion, advertising (traditional, digital and social media), distribution, portfolio management, marketing communications and messaging, customer segmentation and targeting, market research, and sales. Students will experience a range of teaching and learning approaches both in independent and group projects, and through the use of web-based simulations for real-world context and exploration.

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, or design and sell an approved OPRF 'spirit wear' product, 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's transferable and professional skills, as well as retaining the opportunity to gain the 'Entrepreneurship and Small Business' certification offered through Certiport.

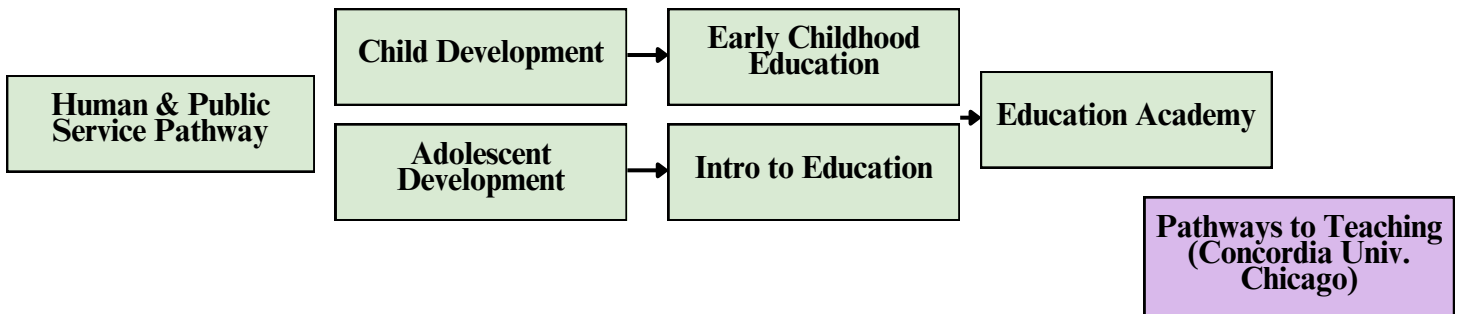
6462 Interrelated Co-Op/Work Experience

Open to juniors and seniors by application

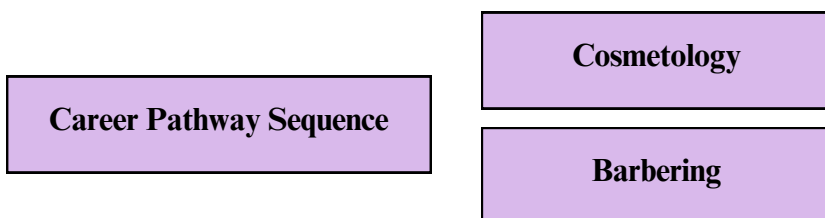
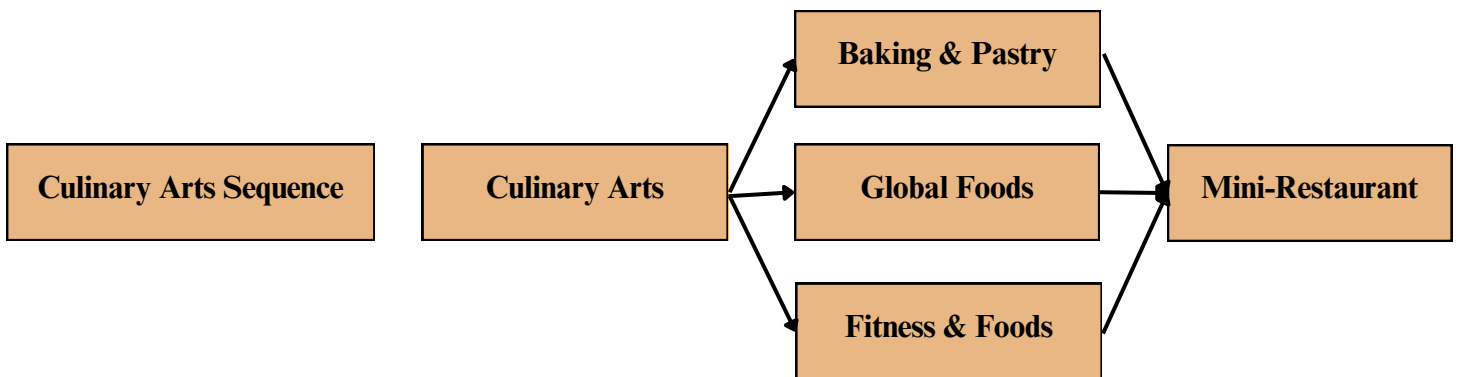
1 semester; 1 credit

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 Culinary Arts, Fashion, Child Care, Human Services, Information Technology, Business, Marketing, Finance, Accounting, 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.

**FAMILY & CONSUMER SCIENCES DEPT.
SCOPE AND SUGGESTION SEQUENCES**



*These courses may be taken as part of the Human and Public Service Pathway or may be taken independently as long as the prerequisite requirements are met.



FINE & APPLIED ARTS - Family & Consumer Sciences Dept.

7031/2 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. Industry recognized knife skills will be highlighted. 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.

7041/2 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.

7051/2 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.

7071/2 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.

9121/2 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.

FINE & APPLIED ARTS - Family & Consumer Sciences Dept.

708 Mini-Restaurant

Open to sophomores, juniors, and seniors

Prerequisite: Baking & Pastry, Global Foods, or Fitness & Foods

2 semesters; 2 credits

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 OPRFHS Kettlestrings Café including front and back of the house operations. This course provides terminology, culinary math (basic mathematical principles, portion cost, total yields, etc), 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 (ServSafe). Classroom experiences will develop skills needed for food-service workers to be successful 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, advertising, and monitoring customer and industry trends. Students will be provided 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. This class is the capstone course.

7112 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.

2 semester; 2 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-1050: 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).

7151/2 Intro to Education

Prerequisite: Child Development or Adolescent Development

1 semester; 1 credit

This course will provide students with information and practical experiences on the school-aged years of development. Time will be spent learning how to guide children and develop classroom activities to teach. Learning experiences will involve working with children in an elementary school setting. Students will begin to develop entry level skills for careers in education through the school-based laboratory experience at Beye Elementary School. The attitudes and behaviors associated with supporting and promoting optimal growth and development of children is addressed. The focus is on research-based practices, philosophies, skills, and management techniques that support the positive development of children. Students will meet standards in developing programs and assisting with children's and/or adult's activities. Field experience is embedded into the course.

7161/2 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.

FINE & APPLIED ARTS - Family & Consumer Sciences Dept.

ISBE College & Career Pathway Endorsement: HPS (Human & Public Services)

OPRF Program of Study: Education

The [Postsecondary and Workforce Readiness Act](#) (PWR Act) outlines the process for school districts to award College and Career Pathway Endorsements in seven areas: ANFE (Agriculture, Food, and Natural Resources), A&C (Arts and Communications), FBS (Finance and Business Services), HPS (Human and Public Services), HST (Health Sciences and Technology), IT (Information Technology), METT (Manufacturing, Engineering, Technology, and Trades). Oak Park and River Forest High School graduates who meet the requirements listed below will earn a seal that recognizes their commitment to this particular pathway and program of study.

School-wide requirements

- Individual student career planning tool/process in place and active (Four year plan w/ counselor, SchoolLinks)
- Transitional Math and Transitional English courses offered to students as appropriate (Quantitative Literacy, Algebra 3, English for Career and College Preparation)

Program of Study-specific requirements

- Course sequence specifically focused on the career pathway
 - At least two years of coursework
 - Early college credit classes that are specifically aligned with the career pathway (not general education courses) and that offer at least six (6) credit hours
- At least two [team-based challenges](#) in which students engage in an authentic challenge and interact with a professional as a mentor during the challenge
- Completes a 60-hour career development experience

For Early Childhood and Elementary Educators	For Middle and High School Educators
<u>Child Development (7161/2)</u>	<u>Adolescent Development (7121/2)</u>
<p>Open to all students 1 semester, 1 Applied Art credit Certifications: SIDs, Shaken Baby Career development experience: Observations in D97 elementary school (approx. 10 hours)</p> <p>This course is designed to provide students with an introduction to the development of children from birth through the school-age years (through age 12). Coursework will include child development theorists, prenatal development, and focus on the development (physical, social, emotional, and intellectual) of children. The knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants, toddlers, preschoolers, and school-aged children will be discussed. Additionally, this course provides students with information and experiences needed for the developmental competencies related to child care, daycare, and other education services occupations. Observations are embedded into the course.</p>	<p>Open to all students 1 semester, 1 Applied Art credit Career development experience: Observations in D97 middle schools and OPRF (approx. 10 hours)</p> <p>This course is designed to provide students with an introduction to the development of children in the grade levels of middle school and high school (the adolescent years, 12-18). Coursework will include human development theorists and focus on the development (physical, social, emotional, and intellectual) of the adolescent years. The knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development will be discussed. The focus of Adolescent Development is to prepare students to explore and enter careers in which they will interact with children, families, and educators. This course will provide students with information and experiences related to careers at the middle and high school level. Observations are embedded into the course.</p>

FINE & APPLIED ARTS - Family & Consumer Sciences Dept.

ISBE College & Career Pathway Endorsement: HPS (Human & Public Services)

OPRF Program of Study: Education

Early Childhood Education (7171/2)

Open to all students

1 semester, 1 Applied Art credit

Prerequisite: Child Development OR Adolescent Development

Dual credit/Early college credit: Triton EDU-206, 3 credit hours

Certifications: ECE Level 1, Mandated Reporter

Career development experience: Observations in Pilgrim Preschool and D97 elementary schools (approx. 10 hours)

Early Childhood Education (ECE) is a course offered to students after successful completion of Child Development or Adolescent Development. This course will give students practical experience of working with preschool-aged and school-aged children. The students will interact at the worksite learning facilities, Pilgrim Preschool and a District 97 elementary school. This course provides students with information and practical experiences needed for the developmental competencies related to child care, daycare, and other education services occupations. Coursework includes developmental theories & research methods, group care, observation/guidance, family & community relationships, personal & professional development, human growth & development (physical, social, emotional, and cognitive), the philosophy of care centers and the state and local regulations governing caregiving operations. Students will also learn about developmentally appropriate practices and apply it to lesson planning. The learning experiences will involve working with children/adults, simulating those found in business and industry, as well as preparation for developing and facilitating these activities. The focus is on research-based practices, philosophies, skills, and management techniques that support the positive development of children. After successful completion of this course, students will earn the ECE Credential Level 1 with Illinois Gateways to Opportunities. Field experience is embedded into the course. Students will have the opportunity to earn dual credit with Triton College upon successful completion of the course.

Introduction to Education (7151/2)

Open to all students

1 semester, 1 Applied Art credit

Prerequisite: Child Development OR Adolescent Development

Dual credit/Early college credit: Triton EDU-207, 3 credit hours

Certifications: Mandated Reporter

Career development experience: Observations in D97 middle schools and OPRF (approx. 10 hours)

Intro to Education is a course offered to students after successful completion of Adolescent Development or Child Development. This course will give students practical experience of working with adolescent-aged children. The students will interact at the worksite learning facilities, a District 97 middle school and OPRF. This course will provide students with information and practical experiences in the adolescent years of development, ages 12-18. Students will learn about developmentally appropriate practice and apply it to lesson planning. The focus is on research-based practices, philosophies, skills, and management techniques that support the positive development of children. An overview of how schooling is shaped by the social contexts in which it occurs, particularly in multicultural and global contexts. Students will meet standards in developing programs and assisting with children's and/or adult's activities. Additional course topics will concentrate on one's role in working with the child's family and community, parent education, changing families, cultural diversity, and legal responsibilities. Methods for effective parent-teacher-child communication and relationship building will be discussed, as well as an in-depth study of community resources and partnership building. Field experience is embedded into the course. Students will have the opportunity to earn dual credit with Triton College upon successful completion of the course.

FINE & APPLIED ARTS - Family & Consumer Sciences Dept.

ISBE College & Career Pathway Endorsement: HPS (Human & Public Services)

OPRF Program of Study: Education

Education Academy (713)

Open to grades: 10, 11, 12

1 year, 2 Applied Art credits

Prerequisite: Early Childhood Education OR Intro to Education

Dual credit/Early college credit: Triton EDU-110, 3 credit hours

Career development experience: 4 hours/week in community elementary, middle, and high schools, and a few full day experiences (approx. 40 hours)

Education Academy is a capstone course offered to students after successful completion of Early Childhood Education or Intro to Education. This course entails opportunities to learn about education and its related fields at the elementary, middle, and high school level. During field experience and placements, students will work with a mentor to assist, observe, and teach young children. Responsibilities include journaling, formal/informal observing, creating a visual display, creating and teaching lessons, creating and developing objectives, and shadowing. Through this controlled environment, students will examine and practice methods of teaching, learning styles, time management and planning strategies, presentation and questioning skills, classroom management, use of technology, and evaluation techniques. Classroom study will focus on related issues in the American education system including meeting the needs of a diverse student population, a variety of perspectives on education, such as historical, philosophical, social, legal, and ethical issues in a diverse society, organizational structure and school governance. Current topics in education will also be discussed. Students will explore opportunities in education careers and develop/expand their career portfolio. The course is recommended to anyone pursuing a career working with children. Field experience is embedded into the course. Students will have the opportunity to earn dual credit with Triton College upon successful completion of the course.

Pathways to Teaching Program at Concordia University Chicago

Open to grades: 12

1 year, 2 Applied Art credits

Prerequisite: None

Dual credit/Early college credit:

EDUC-1050: Introduction to American Education (3 credit hrs from CUC, 1 credit from OPRFHS)

EDUC-2020: Human and Cognitive Development (3 credit hrs from CUC, 1 credit from OPRFHS)

Career development experience: Observations in elementary, middle, or high school (10 hours per course, 20 hours total)

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

*Students can meet all of the College & Career Pathway Endorsement requirements through the course sequence above independent of the Pathways to Teaching Program at Concordia University Chicago.

FINE & APPLIED ARTS - Family & Consumer Sciences Dept.

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.

7221/2 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.

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 (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/hairdressing, 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.

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 (www.erskinereeves.com) to learn the necessary skills to prepare them to sit for the Illinois State Board of Cosmetology Barber License.*

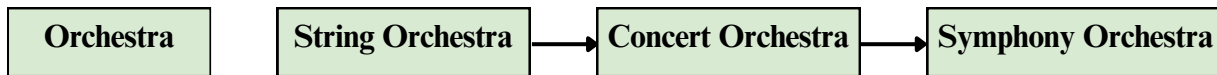
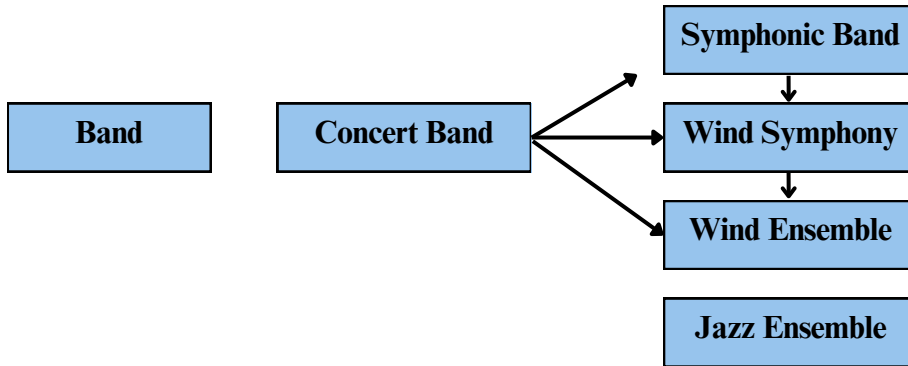
- **First Year Topics Include:** anatomy; physiology; skin diseases; hygiene and sanitation; barber history; barber law; hair cutting and styling; shaving, shampooing, and permanent waving; massaging; and barber implements as they relate to the Barber, Cosmetology, Esthetics, and Nail Technology Act. 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 Cosmetology or Barbering 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.

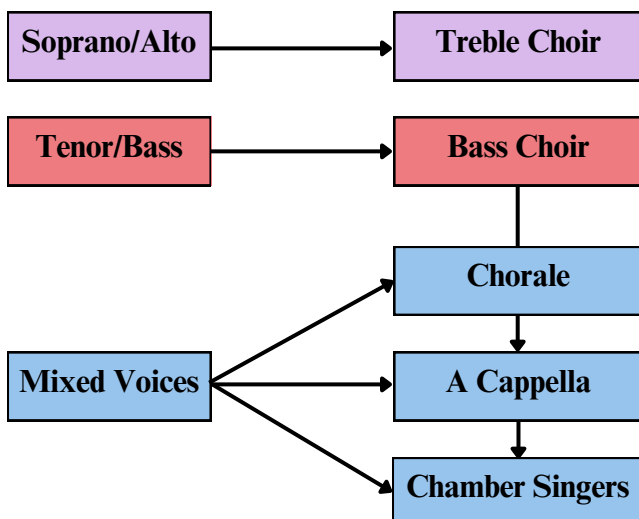
FINE & APPLIED ARTS - Music Dept.

MUSIC DEPARTMENT SCOPE AND SUGGESTION SEQUENCES

Instrumental Music



Vocal Music



FINE & APPLIED ARTS - Music Dept.

NON-PERFORMANCE

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

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.

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.

FINE & APPLIED ARTS - Music Dept.

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.

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.

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.

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.

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 instruction

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.

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.

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.

FINE & APPLIED ARTS - Music Dept.

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.

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.

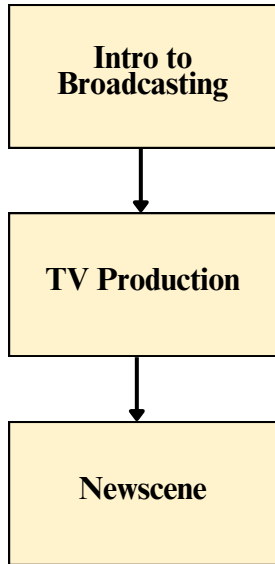
MUSIC ACTIVITIES

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.

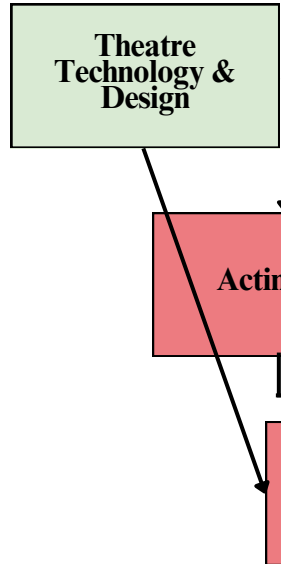
WINDS AND PERCUSSIONS	STRINGS	VOCALS
Brass Ensembles	Chamber Orchestra	Harmony
Jazz Band II	Duets, Trios, Quartets of Mixed Ensembles	
Jazz Band III	Woodwind Ensembles	No Strings
Marching Huskies		
Mixed Instrument Ensembles		Noteworthy Show Choir
Mixed Wind Ensembles		Singers
Orchestra Pit		Six Chicks
Pep Band		Take Five
Percussion Ensembles		Vocal Jazz
Show Choir Band		
		True Colors
		Leading Tones

**THEATRE/BROADCASTING
SCOPE AND SUGGESTION SEQUENCES**

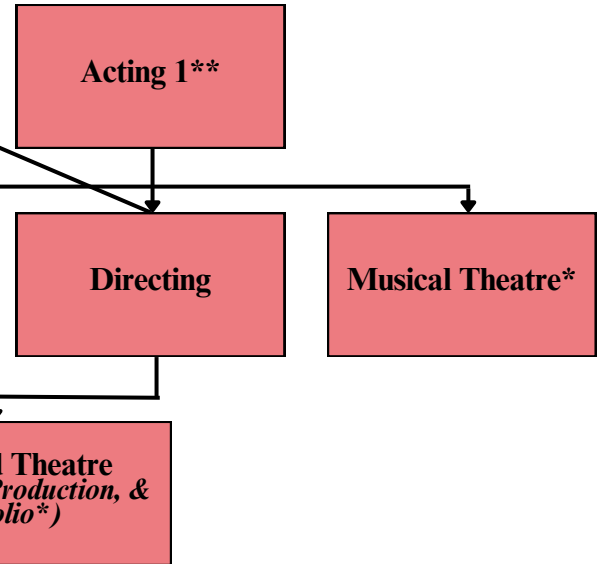
TV/BROADCASTING



THEATRE/TECH



THEATRE/ACTING



ELECTIVES



PLEASE NOTE:

*Students may take this class more than once

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

Theatre Tech & Design and Directing may fulfill either a FINE or APPLIED Arts Credit

FINE & APPLIED ARTS - Theatre/Broadcasting Dept.

BROADCASTING

1021/2 Radio/Sound Production

Open to all students, no prerequisite or previous experience required

1 semester; 1 credit

This course is structured around four disciplines of Sound Production: radio/podcast production, music production, live sound, and sound design for film/TV/video games. Emphasis is placed on pre-production planning, studio and location recording, script development, and post-production editing. Students will learn 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 using Logic Pro X software and explore various sound and radio production career paths. This course can count for 1 Fine or Applied Art credit or both if taken consecutively.

1061/2 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, pre-production planning, on-location shooting, and post-production 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.

1091/2 Introduction to Broadcasting

Open to all students, no prerequisite 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.

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 their sophomore year.) This is an applied arts credit which may be used to satisfy the fine arts graduation requirement.

FINE & APPLIED ARTS - Theatre/Broadcasting Dept.

THEATRE

0911 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.

0921/2 Musical Theatre

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.

0932 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.

0941/2 Directing

Prerequisite: Acting 1 or Theatre Tech and Design

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.

0951/2 Advanced Theatre

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.

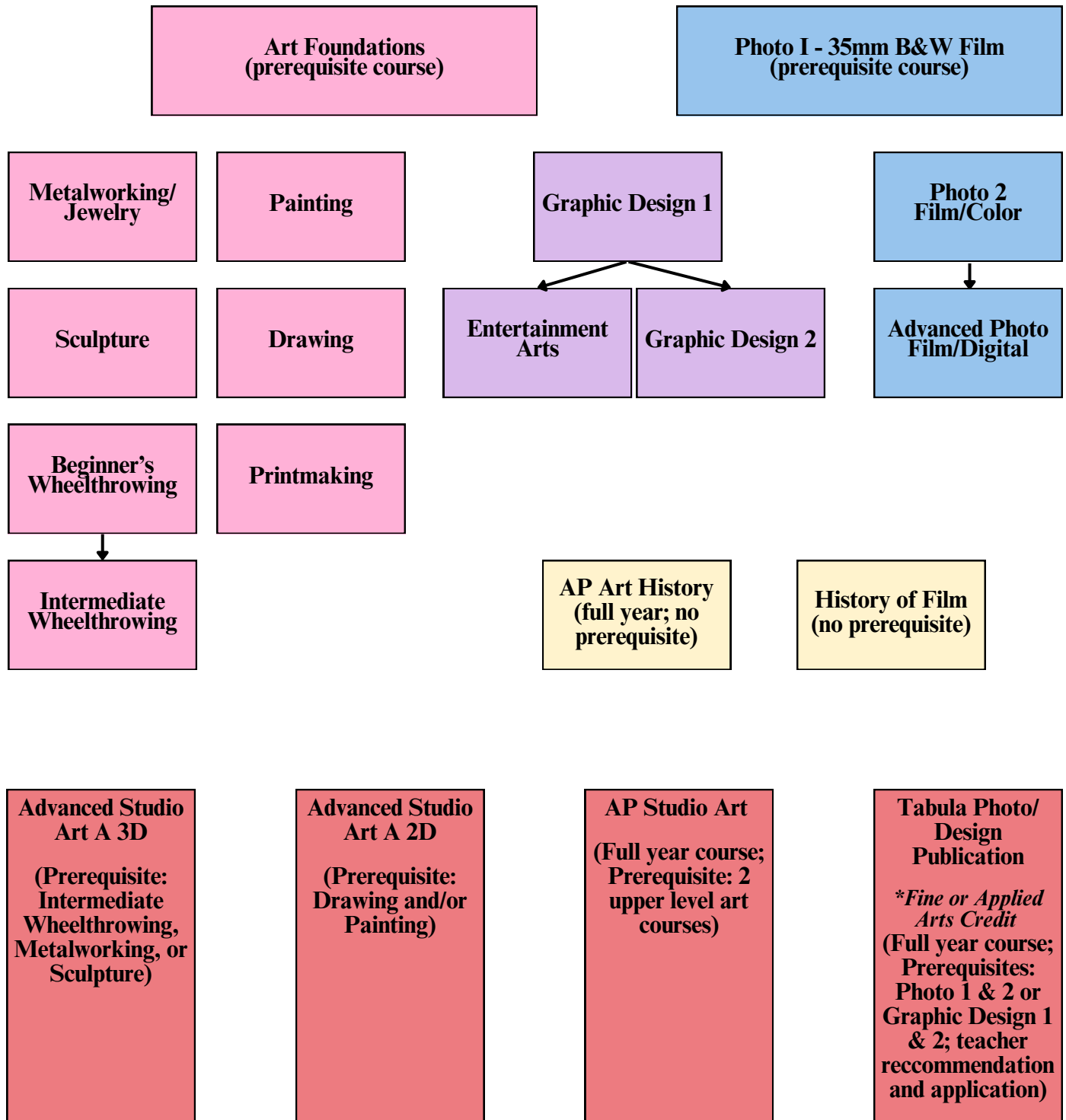
1001/2 Theatre Technology and Design

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, lighting techniques, 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. Students draw plans, build set models, design lighting, and discuss their concepts in formal presentations to the class. There is a requirement of 20 hours outside of the school day to work on the production sets. This course may be used as either a Fine Arts credit or an Applied Arts credit. Open to all students, no pre-requisite or previous experience required 1 semester; 1 credit. Students can take either the first semester, second semester, or both. Students can expand their design concepts by taking the course multiple times as the productions and concepts change yearly. This course may be used as either a Fine Arts credit, an Applied Arts credit, or both if taken in 2 semesters.

FINE & APPLIED ARTS - Visual Arts Dept.

VISUAL ARTS DEPARTMENT SCOPE AND SUGGESTION SEQUENCES



FINE & APPLIED ARTS - Visual Arts Dept.

6511/2 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.

6521/2 Entertainment Arts

Prerequisite: Graphic Design 1 or Drawing

1 semester; 1 credit

Entertainment Arts students will gain hands-on experience in stop-motion, motion graphics, and experimental media. The goal of this course is to allow students to demonstrate skills in storytelling. Artists will demonstrate this technique by using narrative flow and a variety of story structures for particular audiences. Students will hone skills in communication by articulating their voice and translating ideas through written, visual, and verbal communication in both traditional and digital media arts with a high level of craftsmanship and studio practice. They will practice conceptual skills-building by observing and absorbing the worked as critical thinkers, analyzers, and by identifying technical elements to propel story, design, and innovation in their art form. They will learn character development, expressive movement, and conflict conveyed with- in 2D ad JD applications. This class is a continuation of knowledge gained in the prerequisites Visual Arts courses of Art Foundations or Photography I. In addition, students must take Graphic Design I and Drawing is highlight recommend before enrolling in Entertain Arts, Sequential skills incorporated in the intermediate courses (Graphic Design I and Drawing) are preparation for the course.

6531/2 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.

6551/2 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.

6602 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 paper-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.

6611/2 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.

6641/2 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.

FINE & APPLIED ARTS - Visual Arts Dept.

6661/2 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.

6671/2 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.

6681 Advanced Studio Art A: 2-Dimensional Open to juniors and seniors

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 their 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

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.

6721/2 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.

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.

6781/2, 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.

FINE & APPLIED ARTS - Visual Arts Dept.

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.

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.

6842 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.

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 their 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.

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.

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.

We encourage students to select courses that are intellectually challenging and at the highest academic levels in which they can be successful.

SCOPE AND SUGGESTED SEQUENCE

9th Grade	10th Grade	11th Grade	12th Grade
World History A World History/ Literature Support			
	United States History United States History A United States History Accelerate AP United States History	Civics	
		<u>Electives</u> African American History African History AP African American Studies AP European History AP Psychology AP United States Politics and Government Asian Studies Criminal & Civil Law Equity and Youth Action Hip Hop in United States History & Society History of Chicago Holocaust Studies Latin American History Modern Middle Eastern History A Philosophy A Psychology Sociology Sports & Resistance in United States History Women in History Youth and Social Justice	

The History Division recommends that students enroll in World History in ninth grade and U.S. History in tenth grade. Students may enroll in Civics in either their junior or senior year after successfully completing U.S. History and may also work to develop their individual interests and refine skills by choosing from our wealth of electives in their eleventh and twelfth grade years.

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

HISTORY DIVISION

12HX, 3217 World History Accelerate (Also see English Division & Academic Support Course Offerings)
Open to qualified freshmen approved for the transition program

2 semesters; 2 credits

This course frames history as an argument based upon historians' interpretations of evidence. It centers a global narrative of human history from our origins to the twentieth century, focusing on big themes and compelling questions that historians continue to debate to this day. Students will learn about developments in Africa, Eurasia, and the Americas and examine these developments from multiple perspectives.

325 World History A

Open to all students

2 semesters; 2 credits

This course frames history as an argument based upon historians' interpretations of evidence. It centers a global narrative of human history from our origins to the twentieth century, focusing on big themes and compelling questions that historians continue to debate to this day. Students will learn about developments and patterns of interactions in Africa, Eurasia, and the Americas and examine these developments from multiple perspectives. They will also sharpen their skills in detecting bias, analyzing text, and constructing evidence-based arguments.

331, 3317 United States History Accelerate

Open to sophomores, juniors and seniors

Prerequisite: World Studies Immersion 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 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 to accelerate 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.

3361/2, 33671/2 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.

HISTORY DIVISION

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.

ELECTIVES

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 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; individuals and society; and national and European identity.

345 AP African American History

Open to juniors and seniors

Prerequisite: United States History

2 semesters; 2 credits

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora. This course will prepare students to take the AP African American Studies exam, scores from which may count for college credit depending on the college or university of choice.

3571/2 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.

3581/2, 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 these patterns are 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.

HISTORY DIVISION

3591/2, 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.

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.

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.

3661/2, 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 race, gender, social justice, and culture. Skills targeted in this course: enhanced literary analysis, argumentative/nonfiction writing, critical thinking.

HISTORY DIVISION

3671/2 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.

3681/2 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.

3691/2 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.

3721/2 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.

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.

HISTORY DIVISION

3751/2 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.

3761/2 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.

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, neo-colonialism, 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.

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.

HISTORY DIVISION

3802 Equity and Youth Action

Open to juniors and seniors

Prerequisite: United States History or equivalent

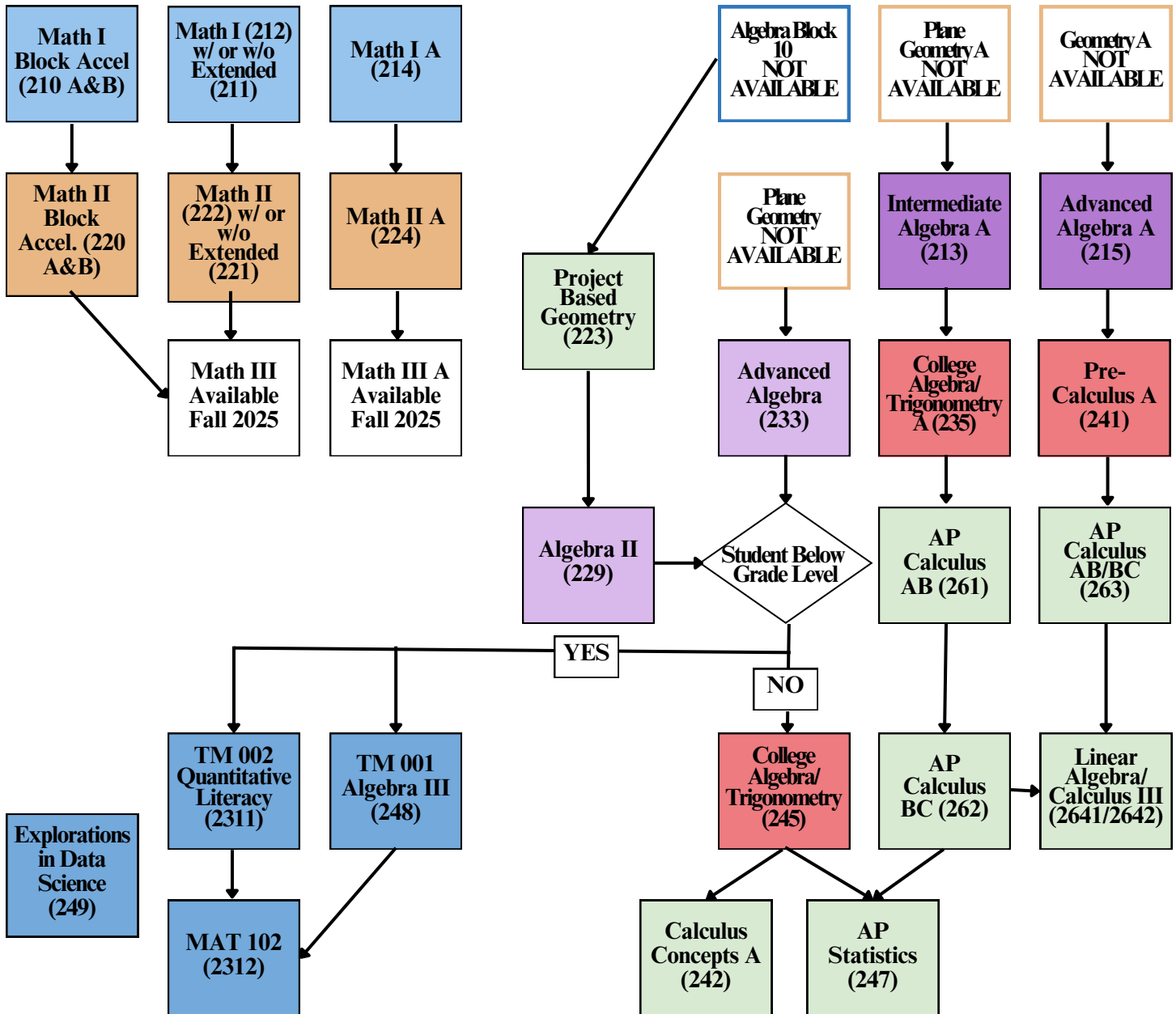
1 semester; 1 credit

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.

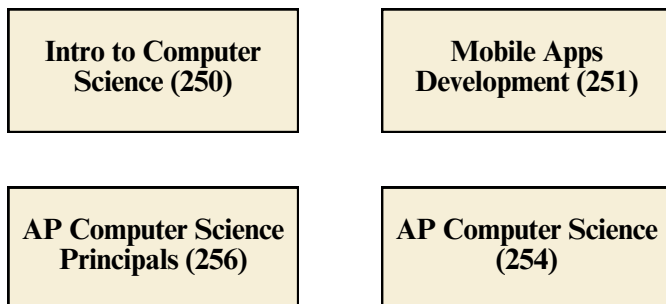
MATHEMATICS DIVISION

Dr. Julie Frey, Division Head, 708-434-3747, jfrey@oprfs.org

SCOPE AND SUGGESTED SEQUENCES



Computer Science Courses



MATHEMATICS DIVISION

FALL/SPRING SEMESTER COURSES

210A/B Math I Block Accelerate

Open to freshmen

2 semester; 2 math credits and 2 elective credits

Math I Block Accelerate is offered to students who demonstrate the need for continued skill development to be successful in freshman algebra and geometry skills. Math I Block Accelerate targets skills such as computation, proportional reasoning, number sense, math fluency, and solving equations. Math I Block Accelerate instruction is highly individualized and intensive to accelerate learning and growth and ready students for Math II as sophomores.

211 Math I Extended

Completion of the Summer Packet is recommended

Prerequisite: Math 8 or equivalent

2 semester; 2 elective credits

This course will be taught concurrently with Math I and will cover the same topics. Math I Extended is an additional period of math that supports achievement in regular level Math I. Math I is the cornerstone of math pathways. Math I Extended provides strategic instruction to increase students' problem solving skills, math fluency, algebra and geometric understanding. Teachers utilize interventions to identify and remediate skill areas that need further development to ensure algebra success.

212, 2127 Math I

Completion of the Summer Packet is recommended

Prerequisite: Math 8 or equivalent

2 semester; 2 credits

This is a first-year high school math course. Topics include data analysis using multiple models and the skill to make predictions from data and its analysis. Students will learn algebraic properties and how to apply them. Students will be solving equations including linear, linear systems, and inequalities. Students will gain a deep understanding of the line including slope (moving rate of change), the y-intercept (the beginning value), and how these concepts relate to the real world. Exploration and introduction of geometry including points, lines, planes, and triangles. Inductive and deductive reasoning will also be explored.

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.

214 Math I A

Prerequisite: Open to freshmen who have taken Pre-algebra or Math 8 and a qualifying MAP or STAR Math score.

2 Semesters, 2 Credits

This is a first-year high school math course. Topics include data analysis using multiple models and the skill to make predictions from data and its analysis. Students will learn algebraic properties and how to apply them. Students will be solving equations including linear, linear systems, and inequalities. Students will gain a deep understanding of the line including slope (moving rate of change), the y-intercept (the beginning value), and how these concepts relate to the real world. Exploration and introduction of geometry, including points, lines, planes, and triangles. Inductive and deductive reasoning will also be explored. In addition, students will be required to have and be able to use a robust set of problem-solving strategies, work through complex problems independently, and employ previously learned knowledge to enter problems in multiple ways.

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.

MATHEMATICS DIVISION

220A/B Math II Block Accelerate

Prerequisite: Open to sophomores. Math II Block Accelerate is offered to students who demonstrate the need for continued skill development to be successful in sophomore Algebra and Geometry skills.

2 Semesters, 2 Math Credits, and 2 Elective Credits

Math II Block Accelerate targets math fluency, estimation, accuracy, and problem-solving skills. Math II Block Accelerate instruction is highly individualized and intensive to accelerate learning and growth and ready students for Math III as juniors. Topics include the exploration of exponents and exponential functions. Polynomials will be manipulated and factored. Quadratic equations will be analyzed, modeled, and solved, resulting in rational, irrational, and non-real solutions. Systems of equations between linear and nonlinear functions will be solved. The absolute value function will be analyzed. Relationships between triangles will be explored. Quadrilaterals and other polygons will be identified and learned. The concepts of similarity will be explored in the context of geometric figures. A thorough introduction to probability will be taught. Coordinate geometry and circles will be introduced.

221 Math II Extended

Prerequisite: Completion of the Summer Packet is recommended. Math I or equivalent

2 Semesters, 2 Elective Credits

This is a first-year high school math course. Topics include data analysis using multiple models and the skill to make predictions from data and its analysis. Students will learn algebraic properties and how to apply them. Students will be solving equations including linear, linear systems, and inequalities. Students will gain a deep understanding of the line including slope (moving rate of change), the y-intercept (the beginning value), and how these concepts relate to the real world. Exploration and introduction of geometry, including points, lines, planes, and triangles. Inductive and deductive reasoning will also be explored. In addition, students will be required to have and be able to use a robust set of problem-solving strategies, work through complex problems independently, and employ previously learned knowledge to enter problems in multiple ways.

222, 2227 Math II

Prerequisite: Open to freshmen and sophomores who have taken Math I or equivalent topics

2 semesters; 2 credits

This is a second-year high school math course. Topics include the exploration of exponents and exponential functions. Polynomials will be manipulated and factored. Quadratic equations will be analyzed, modeled, and solved, resulting in rational, irrational, and non-real solutions. Systems of equations between linear and nonlinear functions will be solved. The absolute value function will be analyzed. Relationships between triangles will be explored. Quadrilaterals and other polygons will be identified and learned. The concepts of similarity will be explored in the context of geometric figures. A thorough introduction to probability will be taught. Coordinate geometry and circles will be introduced.

223 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.

224 Math II A

Prerequisite: Open to freshmen and sophomores who have taken Math IA or equivalent topics.

2 Semesters, 2 Credits

This is a second-year high school math course. Topics include the exploration of exponents and exponential functions. Polynomials will be manipulated and factored. Quadratic equations will be analyzed, modeled, and solved, resulting in rational, irrational, and non-real solutions. Systems of equations between linear and nonlinear functions will be solved. The absolute value function will be analyzed. Relationships between triangles will be explored. Quadrilaterals and other polygons will be identified and learned. The concepts of similarity will be explored in the context of geometric figures. A thorough introduction to probability will be taught. Coordinate geometry and circles will be introduced. In addition, students will be required to have and be able to use a robust set of problem-solving strategies, work through complex problems independently, and employ previously learned knowledge to enter problems in multiple ways.

229, 2297, 2298, 2294/2296 Algebra II

Open to juniors and seniors only

Prerequisite: Algebra and Plane Geometry or Project 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.

MATHEMATICS DIVISION

231 Quantitative Literacy (TM002)/MAT 102

Completion of the Summer Packet is required.

Open to seniors only

Prerequisite: Advanced Algebra

1 semester; 1 credit

Successful completion of this course qualifies students to enter all Illinois community colleges GECC mathematics courses, not a calculus-based mathematics course sequence. This course 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.

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 AP Pre-Calculus

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.

245 College Algebra/Trigonometry

Completion of the Summer Packet is required.

Open to juniors and seniors

Prerequisite: Advanced Algebra

2 semesters; 2 credits

This course integrates traditional topics from college algebra with topics from trigonometry. Topics include problem solving, graphs of function, rational functions, complex numbers, logarithms, trigonometric function, 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.

MATHEMATICS DIVISION

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.

248 Applications of Trigonometry & Algebra III (TM001)

Completion of the Summer Packet is required

Open to seniors only

Prerequisite: Advanced Algebra, Algebra Two, or Math III.

2 Semesters; 2 credits

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. The second semester of 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.

2491/2 Explorations in Data Science

Prerequisite: Can be taken after or with Math III (Advanced Algebra)

2 Semester, 2 Math Credits

Open to juniors and seniors. In this course students will learn to understand, ask questions of, and represent data through project-based units. The units will give students opportunities to be data explorers through active engagement, developing their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, modeling with data, making and evaluating data-based arguments, and the importance of data in society. At the end of the course, students will have a portfolio of their data science work to showcase their newly developed knowledge and understanding.

2501/2 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.

2511/2 Mobile 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.

MATHEMATICS DIVISION

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.

2621 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.

MATHEMATICS DIVISION

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 Stroke's theorem. Linear Algebra topics include linear equations, matrix theory, linear transformations of vectors, vector spaces, eigenvalues, and eigenvectors.

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/academics/summer-school for a full description of math courses offered during the summer session.

S200 Math 8 Topics Review

Open to incoming freshmen only

Summer School Only

1 elective credit (Pass/Fail)

Students may take this course to better prepare for Math I. This course is for students recommended for Math I Accel, Math I with Math I Extended, or Math I. Upon completing this course, students may be eligible to move from a recommendation of Math I Accel to Math I with or without Math I Extended OR from Math I with Math I Extended to Math I without Math I Extended.

S201 Math I Topics Review

Summer School Only

1 elective credit (Pass/Fail)

This course is intended for mathematics students who have covered Math I topics in 8th or 9th grade but who have been recommended to either repeat Math I or take Math II with support (Math II Accel). The review includes the studies of integers, rational and irrational numbers, solving equations and inequalities, linear equations and functions, systems of equations, exponents and exponential functions, the foundations of geometry, parallel and perpendicular lines, transformations, and statistics. This course is designed to review the entire year of Math I.

S2221/2 Math II Summer Intensive Summer School Only

Prerequisite: Open to students currently taking Math I (212), recommendation from current math teacher, and have a qualifying STAR math score.

2 Summer Periods, 2 Math Credits

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.

PHYSICAL EDUCATION DIVISION

Mr. Brian Beyers, Division Head, 708-434-3250, bbeyers@oprflhs.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.

As a result of construction with Project 2 some of the procedures and units within the PE courses may need to be modified as a result of facility constraints.

SCOPE AND SUGGESTED SEQUENCES

9th Grade	10th Grade	11th & 12th Grades
Freshmen Physical Education Health Education	Sophomore Physical Education Driver Education	Holistic Wellness and Self Defense 2.0 Fitness & Foods Boys' Team Sports Coed Team Sports Racket Sports Dance Company Dance Advanced Adventure Education Advanced Strength Training Athletic Training Techniques Mind & Body Fitness

PHYSICAL EDUCATION DIVISION

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.

5011/2, 5018, 5014/5016 Health Education FS (freshmen and sophomores) or 5021/2, 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.

9011/2 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.

9021/2 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.

9031/2 Holistic Wellness and Self-Defense 2.0

Open to juniors and seniors

1 semester; 1 credit

Can only be taken once a school year. This junior/ senior elective dives deeper into the self defense curriculum. Students will examine the intersectionality of power & privilege as it relates to sexual and gendered violence in America. Students will also review physical self-defense skills by using the R.A.D. Systems prevention principles. In addition, students will learn how to interrupt the pattern of victim-blaming and develop critical conscious thinking skills. This course will also provide students with an understanding and strategies for self-care. Along with mental health options, the benefits of physical movement and total wellness will be discussed. Students may participate in activities such as healthy self-talk, self-care, yoga, mindfulness, functional training and/or community building games. Please note that 40% of this course is classroom based.

PHYSICAL EDUCATION DIVISION

9041/2 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.

9061/2 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.

9071/2 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.

9081/2 Dance

Open to juniors and seniors

1 semester; 1 credit

This course will expose students to multiple dance styles. Dance history of each movement style will accompany each unit. Students will build skills surrounding each codified technique, flexibility, strength, endurance, movement coordination, memorization, and choreographic ability. This course will cover Jazz, Tap, and Musical Theatre Dance in the fall of even years. In the spring of even years, this course will cover West African, Modern, and Contemporary Dance. This course will cover Charleston, Salsa, and Swing Dance in the fall of odd years. This course will cover Jazz, Hip Hop Through the Generations, and Afro Rhythms Cardio Dance in the spring of odd years.

9091/2 Company Dance Class

Open to juniors and seniors

Prerequisite: Complete 9th Grade PE, 2 semesters of Dance (908), and Teacher Recommendation

1 semester; 1 credit

This semester-long course is designed to enhance previous dance experience. Each semester will feature new content from the previous semester and 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 may attend 1 curriculum-related field trip each semester.

9101/2 Advanced Adventure Education

Prerequisite: Successful completion of 9th and 10th grade PE (swim portions) 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.

PHYSICAL EDUCATION DIVISION

9111/2 Athletic Training Techniques

Prerequisite: Completion of Health

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 understand sports medicine, various associated disciplines, and their role 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. Dual Credit: HTH 220, 3 hours. Students may not be exempt from Athletic Study Hall. The class can only be taken one time.

9121/2 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.

9131/2 Advanced Strength Training

Open to juniors and seniors

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.

9151/2 Mind and Body Fitness

Open to juniors and seniors

1 semester; 1 credit

Mind and Body Fitness will provide students the opportunity to practice and develop skills to strengthen their physical, emotional, social, and intellectual health. It includes introductory information about the interrelationships between these four aspects of health and how they affect each other, basic practices for strengthening each of these aspects and opportunities for students to develop their own structural plan that incorporates practices specific to each aspect of health both in and out of the classroom setting. This course is intended to cultivate an awareness of the mind and body connection, expanding students' knowledge of health. Students will practice yoga, strength training, tai chi, HIIT (high intensity interval training), mindfulness meditation, gratitude journaling, belly breathing and intention and goal setting.

PHYSICAL EDUCATION DIVISION - Driver Education

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

9201/2, 92071/2, 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 & TECHNOLOGY DIVISION

Mr. Matthew Kirkpatrick, Division Head, 708-434-3780, 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:

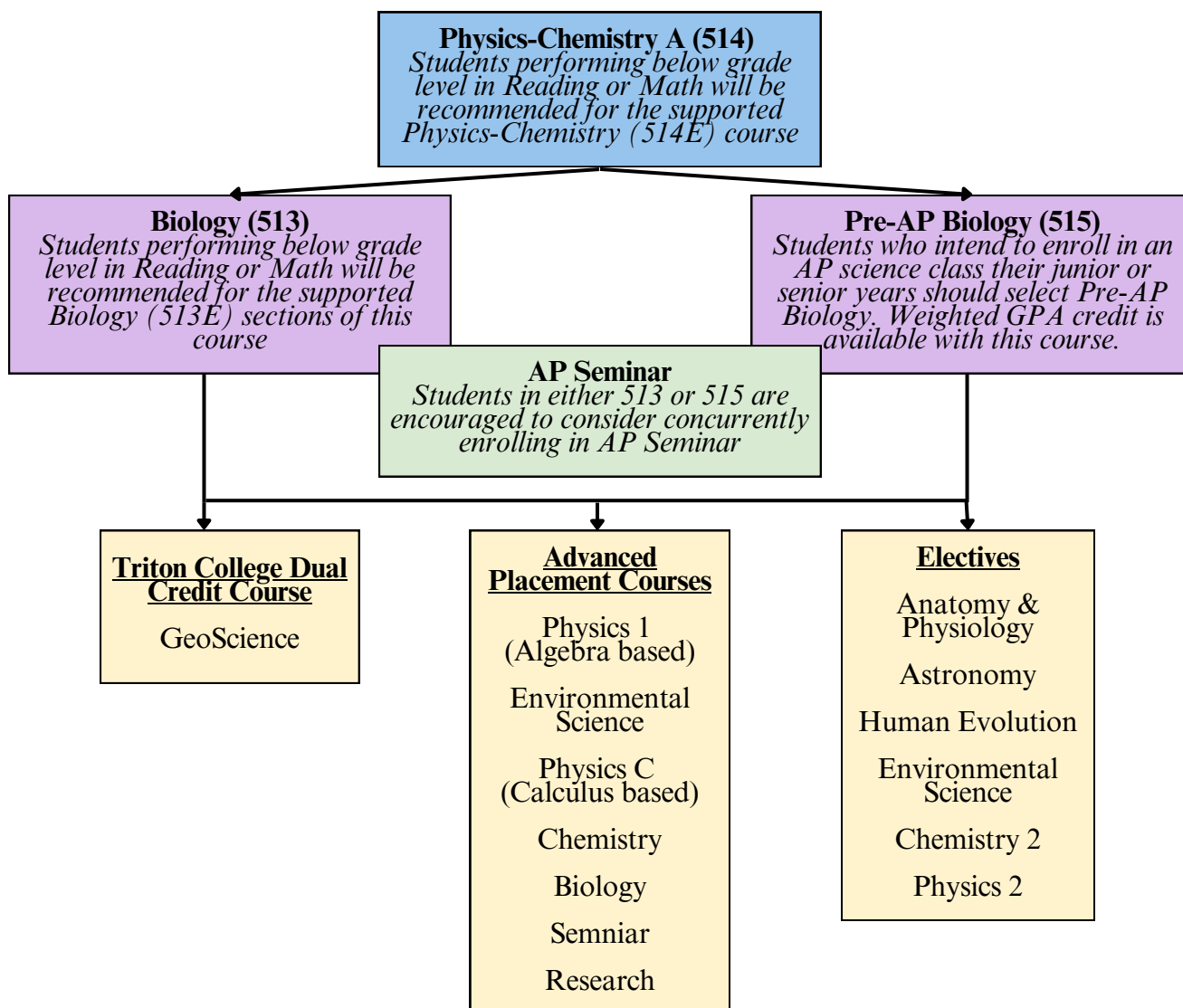
- 4 total credits/which two 2 of those Credits in a Laboratory Science course (each semester is 1 credit)
- 1 Credit/1 Semester in an Applied Arts Course (Our Technology Courses Meet This Requirement)

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, and Applied Technology departments of our division:

SCOPE AND SUGGESTED SEQUENCES

New Science Sequence (2022 & Beyond)



SCIENCE & TECHNOLOGY DIVISION

513, 5097 Biology (or 513E Biology E)

Open to sophomores

2 semesters; 2 laboratory credits

This lab based course is designed to prepare students for life in our complex, interconnected world. Given that, students will be challenged to consider solutions for major 21st century societal challenges such as Resistance to Antibiotics, Environmental Influences on our Health, Feeding a Growing Population, and Protecting the Biodiversity of our Planet. Students will make sense of these big issues by studying and considering the application of traditional Biological topics such as Cellular Systems, Genetics, Ecological Systems, and Evolution. Lastly, a major emphasis of the course is helping students develop their abilities to practice Science. Students will be evaluated on their ability to analyze data and communicate their understandings using models and written arguments or explanations. Some sections of this course will include supported and enriched instruction to reinforce rigorous science instruction for all students.

514, 5147 Physics-Chemistry A (or 514E Physics-Chemistry)

Open to freshmen

Prerequisite: Concurrent enrollment or completion of Algebra I (211)

2 semesters; 2 laboratory credits

This course focuses on helping students construct their own understanding of major scientific ideas by consistently practicing the process of science. Students will develop conceptual and mathematical models that help them observe and explain major concepts in the areas of structure & Properties of Matter, Chemical Reactions, Forces & Interactions, Energy, and Waves & Electromagnetic Radiation. Heavy emphasis is placed on planning experiments, evaluating data, and generating evidence-based claims or explanations. Students are required to collaborate productively with classmates during investigations and engage in frequent class discussions to develop both their understanding of course content and their ability to participate in scientific discourse.

515 Pre-AP Biology A

Prerequisite: Completion of Physics-Chemistry (514 or 514E)

Open to sophomores

2 semesters; 2 laboratory credits

In Pre-AP Biology, students engage in real-world data analysis and problem solving that sparks critical thinking about our living world. As students engage in grade-level content, they utilize the kind of scientific reasoning skills needed to analyze the natural world—and to succeed in future science and social science courses in high school and college. Students will study the topics of Ecological Systems, Evolution, Cellular Systems, and Genetics in their Pre-AP Biology course. Additionally, a major emphasis on development of analytical reading and writing, strategic use of mathematics, and utilization of models will be apparent in the activities and assessments of the Pre-AP Biology course. The Pre-AP Biology course is considered an accelerated high school Biology course. Rising sophomores recommended by their Physics-Chemistry teacher and who intend to enroll in an AP Science course during their junior or senior year are encouraged to enroll.

516 AP Research

Prerequisite: AP Seminar

One year; 2 credits

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. Prerequisites are completion of Physics-Chemistry (514), Biology (513, 515, or 587), AND AP Seminar (518).

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.

SCIENCE & TECHNOLOGY DIVISION

518 AP Seminar

Open to sophomores, juniors and seniors

Prerequisite: Completion of Physics-Chemistry (514) and Completion or Concurrent Enrollment in a Biology Course (513, 515, 525, or 587)

2 semesters; 2 credits

AP Seminar is the first year course of a two year sequence followed by AP Research. AP seminar is a rigorous College level course focused on developing and assessing critical thinking and research skills. The College Board describes it as “a foundational course that engages students in cross curricular conversations that explore the complexities of academic and real world topics and issues by analyzing divergent perspectives. Our AP Seminar course here at OPRFHS will engage students in exploration of Scientific issues paramount to our continued existence on this planet. Student interest and curiosity will determine the exact topics explored each year, but could involve research questions related to issues such as Climate Change, Antibiotic-Resistance, or even Genetic Enhancement of Humans. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. “Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence based arguments.”

**Note: The AP Seminar course is an elective and does not qualify as a Lab Science course.*

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.

551/2 Astronomy

Open to juniors and seniors

Prerequisite: Completion of Biology 513, 515 or completion of Models of Physics

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 chemistry (573, 575, 577 or 523)

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.

SCIENCE & TECHNOLOGY DIVISION

5591/2 Human Evolution

Open to sophomores, juniors, and seniors

Prerequisite: 1 year of biology (513, 515)

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 AP Physics I

Open to juniors and seniors

Prerequisite: Completion of Chemistry (577 or 575)

2 semesters; 2 laboratory credits

AP Physics I is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, mechanical waves, and sound. Students should have completed Geometry and concurrently take Algebra II or an equivalent course. The prerequisites are completion of Physics-Chemistry A (514) AND completion or concurrent enrollment in Biology 513, 515, or 587.

5641/2 Physics II

Prerequisite: Completion of Physics-Chemistry (514) AND completion of or concurrent enrollment in a Biology course (513, 515, or 587).

1 semester; 1 credit

This is a one-semester, inquiry-based laboratory course for students who have completed Physics-Chemistry (514). Students will build upon what was learned in their Physics-Chemistry (514) class by investigating the real-world applications of various Physics topics. Those topics include but are not limited to, Optics, Acoustics, Electricity, Magnetism, and the Gravitational concepts related to Space exploration. Students who are curious about Physics but not yet interested in our AP Physics options should consider enrolling in this college preparatory course.

573 Chemistry in the Community

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.

SCIENCE & TECHNOLOGY DIVISION

5741/2 Chemistry II

Prerequisite: Completion of Physics-Chemistry (514) AND completion of or concurrent enrollment in a Biology course (513, 515, or 587).

1 semester; 1 credit

This is a one-semester, inquiry-based laboratory course for students who have completed Physics-Chemistry (514). Students will build upon what was learned in their Physics-Chemistry (514) class by investigating the real-world applications of various Chemistry topics. Those topics include but are not limited to, Stoichiometry, Rates of Chemical Reactions, Equilibrium, Acids & Bases, and Electrochemistry. Students who are curious about Chemistry but not yet interested in our AP Chemistry class should consider enrolling in this college preparatory course.

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.

SCIENCE & TECHNOLOGY DIVISION

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.

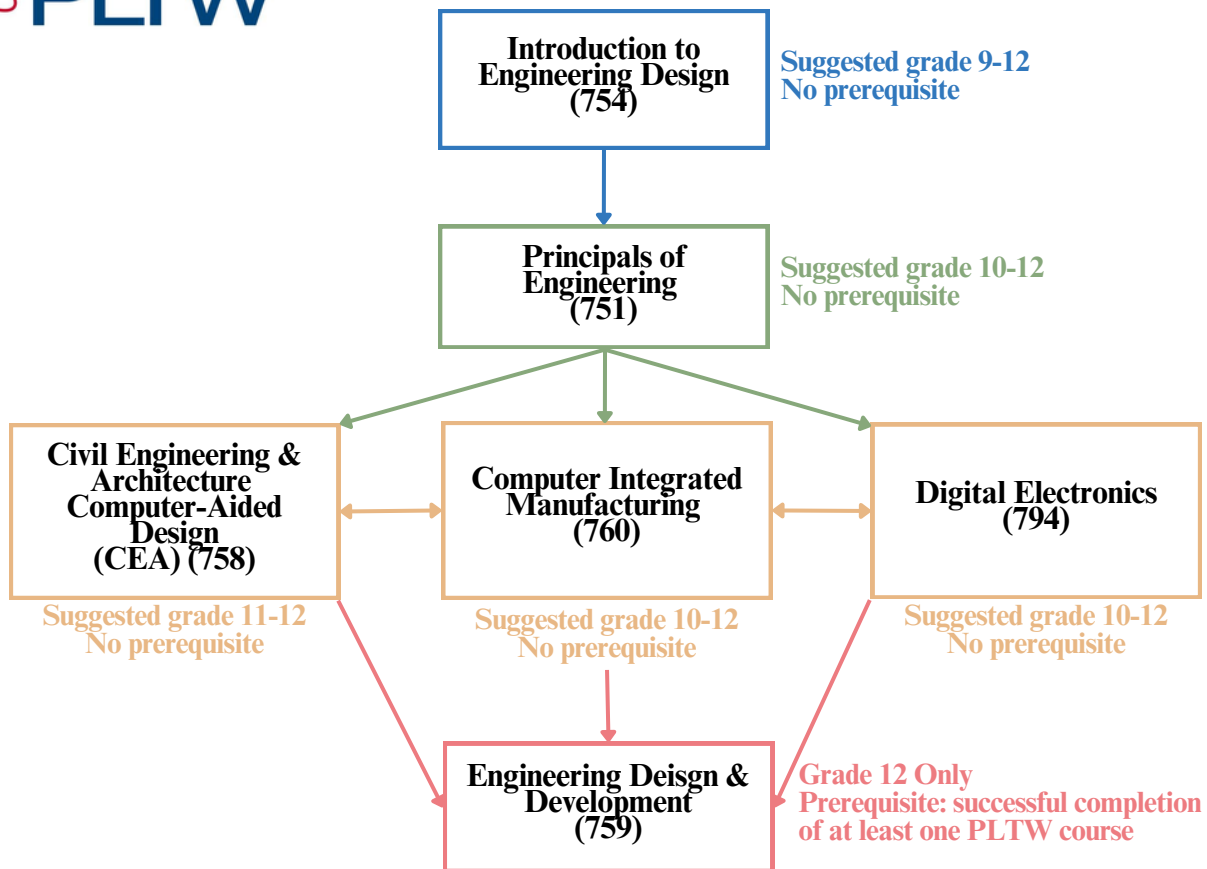
SCIENCE DIVISION - Technology/Engineering Dept.

PROJECT LEAD THE WAY (PLTW)

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.



SUGGESTED COURSE PROGRESSION



Simplified Course Descriptions

IED: guided use of the “Design Process” to learn how engineers solve problems and use Computer-Aided Design (CAD) Software to communicate design ideas.

PoE: implementation of Science, Math, and Technology to explore Engineering Principles across a wide variety of engineering disciplines. Mechanics, Statistics, Robotics, Kinematics, and Statistics are covered.

DE: use of binary code, programming language, and logic-based problem solving to understand the operation of the electronic devices that shape our world.

CIM: use computer-aided design software, computer-aided manufacturing software, and computer-controlled machinery to design, manufacture, and assemble a variety of products.

CEA: introductory course exploring Architecture and Civil Engineering in both residential and commercial building applications.

EDD: capstone PLTW course which offers an open-ended yearlong investigation of the design and development process that is used by engineers and business.

SCIENCE DIVISION - Technology/Engineering Dept.

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.

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.

794 PLTW – Digital Electronics

Open to sophomores, juniors, and seniors

2 semesters; 2 credits

From smartphones to appliances, digital circuits are all around us. This Digital Electronics (DE) course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

SCIENCE DIVISION - Technology/Engineering Dept.

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.

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.

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.

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.

SCIENCE DIVISION - Applied Technology Dept.

ISBE College & Career Pathway Endorsement: HST (Health Sciences & Technology)
OPRF Program of Study: Certified Nursing Assistant

5781/2 Introduction to Health Careers and Medical Terminology

Open to all students
1 Semester; 1 Applied Technology credit
Prerequisite: None
Dual Credit/Early College Credit: Triton AHL 101, 1 credit hour

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.

5801/2 Introduction to Patient Care Skills

Open to all students
1 Semester; 1 Applied Technology credit
Prerequisite: None
Dual Credit/Early College Credit: Triton AHL 101, 1 credit hour

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).

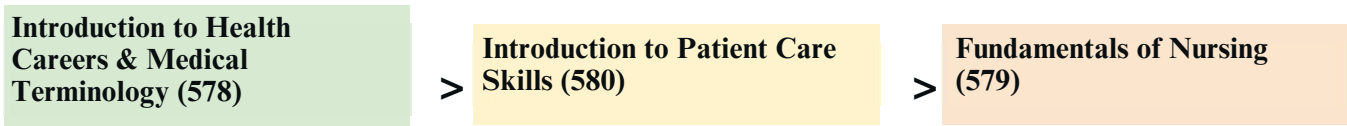
579 Fundamentals of Nursing

Open to Juniors and Seniors
2 Semesters; 2 Applied Technology credits
Prerequisite: None
Dual Credit/Early College Credit: Triton NAS 100 & NAS 101, 7 credit hours
Certifications: BLS (Basic Life Support)/CPR
Career Development Experience: 60 hours

This year-long course offers students the opportunity to practice as a nurse 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 care for patients at a local assisted living facility and/or Rush Oak Park Hospital. Throughout the school year, students complete approximately 50 hours of work experience at a local healthcare facility. 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. Students must meet all of the following qualification criteria to enroll and remain enrolled in the course: 1. Be 16 years of age prior to the first day of class 2. Have a Social Security Card or Illinois Tax ID Number 3. Willingness to obtain or have evidence on file with our school nurse that they are up to date with their MMR, TDAP, Varicella, Hep B, and COVID vaccinations. 4. Willingness to receive both a two-step TB test and the current year's Flu vaccination in the first month of class.

*Students can meet all of the College & Career Pathway Endorsement requirements by completing all three courses above in no particular order.

Health Sciences & Technology Course Flowchart Scope & Suggested Sequence



*These courses may be taken as part of the Health Sciences & Technology Pathway or may be taken independently.

WORLD LANGUAGES DIVISION

Ms. Claudia Sahagun, Division Head, 708-434-3884, csahagun@opr.fhs.org

SCOPE AND SUGGESTED SEQUENCES

Chinese	French	German	Italian	Japanese	Latin	Spanish
Chinese 1	French 1	German 1	Italian 1	Japanese 1	Latin 1	Spanish 1
Chinese 2	French 2/2A	German 2	Italian 2/2A	Japanese 2	Latin 2	Spanish 2/2A
Chinese 3A	French 3/3A	German 3A	Italian 3/3A	Japanese 3A	Latin 3A (Poetry)	Spanish 3/3A
Chinese 4A	French 4/4A	German 4A	Italian 4/4A	Japanese 4A	Latin 4A (Prose)	Spanish 4/4A
	French AP 5		Italian 5A			Spanish 5
						Spanish AP 5
						Spanish Lit/ Film A
						Latino Studies

WORLD LANGUAGES DIVISION

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.

FRENCH COURSES

409 French 1

2 semesters; 2 credits

In this introductory language course students will begin to develop their language competency in French across all three modes of communication: interpersonal, presentational, and interpretive. Students will explore the language in the context of the six AP themes: Families and Communities, Science and Technology, Personal and Public Identities, Global Challenges, Contemporary Life, and Beauty and Aesthetics. Students will demonstrate their language skills through performance-based assessments in reading, listening, speaking, and writing. The performance-based assessments in speaking and writing will provide the students the opportunity to use the language in practiced familiar contexts. The interpretive listening and reading tasks will provide acquisition and recognition of basic stated and read information in the target language through authentic materials. In addition, students will explore the different French-speaking world cultures, make comparisons and connections with their own culture and experiences. Communication in class between the teacher-student and student-student is primarily in the target language. Targeted performance-proficiency level: Novice Mid to Novice High.

413 French 2

Prerequisite: French 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 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.

WORLD LANGUAGES DIVISION

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 French AP 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.

WORLD LANGUAGES DIVISION

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.

WORLD LANGUAGES DIVISION

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.

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.

WORLD LANGUAGES DIVISION

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

Prerequisite: Latin 2 or Latin 4A

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

Prerequisite: Latin 2 or Latin 3A

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.

SPANISH COURSES

461 Spanish 1

2 semesters; 2 credits

In this introductory language course students will begin to develop their language competency in Spanish across all three modes of communication: interpersonal, presentational, and interpretive. Students will explore the language in the context of the six AP themes: Families and Communities, Science and Technology, Personal and Public Identities, Global Challenges, Contemporary Life, and Beauty and Aesthetics. Students will demonstrate their language skills through performance-based assessments in reading, listening, speaking, and writing. The performance-based assessments in speaking and writing will provide the students the opportunity to use the language in practiced familiar contexts. The interpretive listening and reading tasks will provide acquisition and recognition of basic stated and read information in the target language through authentic materials. In addition, students will explore the different Spanish-speaking world cultures, make comparisons and connections with their own culture and experiences. Communication in class between the teacher-student and student-student is primarily in the target language. Targeted performance-proficiency level: Novice Mid to Novice High.

WORLD LANGUAGES DIVISION

467 Spanish 2

Prerequisite: Spanish 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 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.

WORLD LANGUAGES DIVISION

487 Spanish AP 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.

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

Prerequisites: Spanish AP 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.

WORLD LANGUAGES AND CULTURES

4991/2, 49971/2, 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.

WORLD LANGUAGES DIVISION

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.

1871/2 English Language Learning (ELL) Study Skills and Supports

Prerequisite: Eligibility for the ELL class is based on the student's WIDA score.

2 semesters; 2 credits

This course provides strategic support to ELL students who are new to the USA/OPRF area. They will learn about the American school system and be able to make connections to their previous country and culture. They will receive academic enrichment to help build their skills in all academic disciplines by collaborating with content area teachers. The course also helps students form positive student habits such as organization, study strategies, and overcoming challenges. The course helps students acquire the necessary skills and knowledge to succeed at OPRF - academically and socially. This class is one period. This course will be included in the overall GPA.

490 Spanish Language Arts

Prerequisite: Eligibility for the ELL class is based on the student's WIDA score.

2 semesters; 2 credits

This course is designed specifically for students with prior language experience, through dual-language courses or as native/heritage speakers of Spanish, to continue the development of their literacy skills. Students will explore the cultures and literature of the Hispanic world, which will enable students to gain a better understanding of the nature of the Spanish language. Emphasis is placed on developing critical thinking, reading, and writing skills. This class is one period.

512 ELL Physics-Chemistry

Prerequisite: Eligibility for the ELL class is based on the student's WIDA score.

2 semesters; 2 credits

The Physics-Chemistry course will utilize the study of real world applications to help students construct a more in depth answers to the following questions: 1) How can one explain the structure and properties of matter? 2) How do substances combine or change to make new substances? 3) How can one explain and predict interactions between objects and within systems?, 4) How is energy transferred and conserved?, and 5) How are waves used to transfer energy and send and store information? Through answering these questions, students will develop a foundational understanding of the core concepts that are applied in their 10th Grade Biology course and beyond. The curriculum of this course is meant to prepare all students for and leave room for more in depth study in either a 10th thru 12th grade Advanced Placement or Dual Credit Science/Applied Technology course.

334 ELL United States History

Prerequisite: Eligibility for the ELL class is based on the student's WIDA score.

2 semesters; 2 credits

The focus of this course is to study 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 United States history. Successful completion of this course satisfies the American History graduation requirement.

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.

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.

SUMMER FIELD COURSES

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.

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.

OAK PARK AND RIVER FOREST HIGH SCHOOL

"Those Things That Are Best"

