THORNTON TOWNSHIP
DISTRICT 205

2024-25 CURRICULUM HANDBOOK

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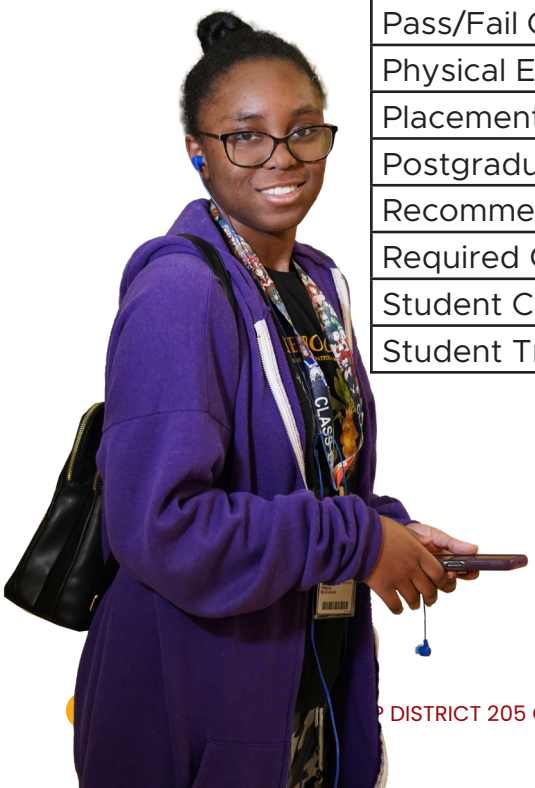

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DISTRICT 205 ACADEMIC POLICIES

District 205 Academic Policies

CREDITS:

The graduating class of 2020 and beyond will need 24 credits to graduate. This includes 20.5 academic credits plus 3.5 credits in Physical Education. It is strongly recommended that the D205 3E Post-High School Plan is completed prior to graduation.

Physical education credits cannot be applied toward the academic credits required for graduation, but a student must have a passing grade in physical education for each semester of high school attendance, unless an exemption is authorized.

Course Requirements for the Graduating Class of 2020 and Beyond	Total Credits Required
English	**4**
Mathematics The recommended sequence includes Mathematics I, Mathematics II, and Mathematics III.	**3**
Science The required sequence includes Biology, Chemistry, and Physics. Students must take a Biologicial Science to meet state graduation requirements.	**3**
Social Studies The recommended sequence includes AP Ancient World History, Economics, U.S. History, and Civics. Illinois School Code requires a passing grade in Economics, U.S. History, and Civics for graduation.	**3**
Health	**.5**
Speech	**.5**
Computer and Literacy Knowledge and Skill Development Continuum There are 2 required courses that fulfill this requirement to include: **ECT** - .5 credit is required; **Pre-AP English II** - .5 credit (1st semester) is required.	**1**
Physical Education A passing grade in Physical Education is required for each year in high school unless the student is exempted, as noted. If a student takes Driver Education, this one-half credit may take the place of half a credit in Physical Education. Physical Education credits cannot be applied toward the academic credits required for graduation, but a student must have a passing grade in physical education for each semester of high school attendance, unless an exemption is authorized.	**4**
Electives All may be earned in the same area. APPLIED: Family and Consumer Sciences, Industrial Technology, Business Education, Occupational Training (excluding Consumer Economics or Economics).	**6.5**
Illinois and U.S. Constitution Requirement Every student must pass an examination on the United States and Illinois Constitutions in accordance with the Illinois School Code.	**IL School State Requirement**
Complete the Free Application for Student Aid (FAFSA) Begins October 1st of Senior Year.	**IL School State Requirement**
Take the ACT Assessment as required.	**IL School State Requirement**
Successfully complete the College and Career Portfolio.	**IL School State Requirement**
• 3,000 points due senior year (IB students are responsible for CAS)	

Students are encouraged to take 2 years of Foreign Language or Fine Arts in order to meet the 4-year college admission requirement.

GRADING

1. Grading is on a semester basis.
2. No grade shall be reviewed after a lapse of one year or more.
3. All Incomplete grades must be made up within two weeks of the issuance of the grade.
4. All In-Progress grades must be completed by the end of the following term or a grade of "F" will be issued.

FINAL EXAMINATIONS

Seniors will be exempt in their final semester before graduation. In such cases, the student with an average of "C" or better in any particular course has the option not to take the examination. If a student with this option decides to take the exam in an attempt to improve his/her grade, the exam grade must be counted as 20 percent of the semester grade.

GRADING POLICY

I. Grading Scale

		Grade Points
90 - 100	A	4.0
80 - 89	B	3.0
70 - 79	C	2.0
60 - 69	D	1.0
0 - 59	F	

II. Grade Weighting: Grade weighting is in effect for all courses and will be used in calculating class rank, grade point average, and honor roll. Effective school year 2015-2016 and forward.

AP & IB	Honors	Regular
A - 6	A - 5	A - 4
B - 5	B - 4	B - 3
C- 4	C - 3	C - 2
D - 1	D - 1	D - 1
F - 0	F - 0	F - 0

Standard	Honors	AP/IB
A = 4 (90-100)	A = 5	A = 6
B = 3 (80-89)	B = 4	B = 5
C = 2 (70-79)	C = 3	C = 4
D = 1 (65-69)	D = 1	D = 1

Our students' Honors courses should get the one-point bump and the AP/IB courses should be getting the two-bump for the weighted GPAs.

Please find attached our grade scale as documented in our Curriculum Handbook on page nine.

This grade scale is in effect now.

Class rank is computed at the end of each semester

When recording semester grades, teachers should cross-reference the D205 Semester Grade Calculation Table and the Semester weighted percentage calculated by PowerTeacher Pro. If the final grades differ, assign the higher of the two letter grades to each student for the semester grade. Students who pass two of the three grades comprising the semester grade should receive a passing semester grade. Keep in mind the teach will need to override the semester grade when the table provides the better outcome for the student.

III. Honor Roll

A. To be eligible for Distinguished Scholar or Honor Roll status, a student must be a full-time student and will be disqualified by a grade below a C in any subject. Honor Roll status will be calculated for each marking period.

4.0 - 6.00	Distinguished Scholar
3.5 - 3.99	High Honors
3.0 - 3.49	Honors

B. End of Semester Honor Roll - Principal's Honor Roll
To be eligible for the Principal's Honor Roll the student must be a full-time student and will be disqualified by a grade below a C in any subject. This honor roll is calculated only at the end of the semester.

4.0 - 6.00	Principal's Distinguished
3.5 - 3.99	Principal's High Honors
3.0 - 3.49	Principal's Honors

IV. Grade Criteria

Following are the descriptors for each grade:

A - Superior work

- Produces notably superior work and receives consistently high marks on class tests.
- Does all assigned work plus additional work.
- Shows superior ability to learn facts, principles, and skills; applies them to new situations.
- Shows capabilities in critical thinking related to the subject.
- Demonstrates creativity and originality.
- Assumes active, alert leadership in learning activities.
- Is working above grade level.

B - Above average work

- Masters fundamentals thoroughly and does above average daily work; receives consistently above average marks on class tests.
- Does all assigned work plus some additional work.
- Shows above average ability to learn and apply facts, principles, and skills
- Does some independent work, showing initiative and originality.
- Assumes active, alert role of follower, and shows some leadership in learning activities.

C - Average work

- Shows satisfactory grasp of fundamentals and receives consistently average marks on class tests.
- Does assigned work, and usually makes up missed work.Shows average ability to learn and apply facts, principles, and skills.
- Follows class activities and makes some contribution.

D – Below average work

- Shows below average growth in understanding of the subject.
- Receives consistently below average marks on tests.
- Does less than the average amount of assigned work, and seldom makes up the missed work.
- Shows below average ability or initiative in learning and applying facts, principles and skills.
- Participates inadequately or ineffectively in learning activities.
- Shows below average ability or initiative in critical thinking and creativity.

F - Failure

- Shows little interest in the subject.
- Receives consistently failing marks on tests.
- Seldom does assigned work or make-up work.
- Does not demonstrate initiative.
- Does not participate in learning activities and may even be an obstacle to them.
- Fails to make up work. (All failures will be made up in Twilight School or Summer School at the student's expense.)

I - Incomplete Grade

- Unable to complete course requirements due to a justifiable cause.
- Students have two (2) weeks from the time grades are received to complete work.
- Students must contact the teacher to arrange for make-up work.
- After two (2) weeks, work completed by the student will be used to determine the final grade. If the work is not completed by that time, a grade of F will be issued.

V. Athletic/Activity Eligibility

A. Regardless of the schedule utilized by the school, students must be passing enough courses on both a weekly and semester basis to earn two full credits to be considered passing twenty credit hours as set by State Guidelines By-Law 3.021 and 3.022.

B. A separate committee is looking at the criteria for student participation in extra - curricular activities.

VI. Student Transfers

Students transferring into District 205 who were on a block schedule will be handled on an individual basis.

VII. Pass/Fail

Each student will be allowed to take one credit per year pass/fail. Requests must be completed before the class starts.

A. Pass/fail course credit will be allowed for elective courses only. Required courses may not be taken pass/fail; or courses required for graduation may not be taken pass/fail.

B. Courses taken on a pass/fail basis will carry full credit but will not count in any way in the calculation of class rank.

C. A failure on a pass/fail basis will disqualify a student from the honor roll.

D. A student may not elect the pass/fail option after the term has commenced.

E. Pass/fail grading will be a student option for all elective courses except when the administration exempts specific courses. Grade weighted courses and Driver Education may not be taken pass/fail.

DEFINITION OF LEVELS

1. **AP/IB** - This category includes classes in which the following criteria are met:
    a. Required work is above grade level.
    b. Work in the course is in-depth and accelerated.
    c. Much of the content is abstract in nature.
    d. Research is required.
    e. The amount of work required outside of class is much greater than in regular classes.
    f. Grading standards are high.
    g. Entry level skills have been mastered before a student enters the course.
2. **Honors** – This category includes classes in which the following criteria are met:
    a. Required work is above grade level.
    b. Work in the course is in-depth and accelerated.
    c. Much of the content is abstract in nature.
    d. Research is required.
    e. The amount of work required outside of class is much greater than in regular classes.
    f. Grading standards are high
    g. Entry level skills have been mastered before a student enters the course.
3. **Regular** – All classes that are not categorized as honors or essential are regular. The majority of classes are placed in this category.

4. **Essential** – This category includes all Intellectual Disabilities Special Education classes meeting the following criteria:
    a. Required work is below grade level.
    b. Pace of the course is slow.
    c. Content is designed to remediate weaknesses.
    d. Entry level skills are emphasized.
    e. Content tends to be practical in nature.
    f. Much of the work is done in class.
    g. Work is geared toward individual student's learning deficit.

HONOR ROLL

Distinguished Scholar..... 4.0 and above

High Honor Roll..... 3.5-3.99

Honor Roll 3.0-3.49

To be eligible for distinguished scholar or honor roll status, a student must be taking at least three academic credits and will be disqualified by a grade below a "C" in any academic subject and/or failing grade in Physical Education. All grades except those in Physical Education will be used in computing the honor roll.

CLASS RANK

Class rank is based on all grades, except Physical Education.

COURSE SELECTION

Students will select courses during quarter three of the year for the coming school year. They will have until March 1st to make any subject changes for the following school year. Sufficient amount of thought should be devoted to subject selection because changes will not be permitted after the final date of changes.

REQUIRED COURSES FOR FRESHMEN

The following courses must be taken by students during the freshman year:

Pre AP English I	1 credit
Physical Education	½ credit
Health Education	½ credit
Mathematic Course	1 credit
Pre AP Biology	1 credit
Pre AP World History/Geography	½ credit
Reading	1 credit
Education Career Technology	½ credit

1 elective (for students not enrolled in Math Enrichment)

RECOMMENDED CURRICULUM FOR COLLEGE PREPARATION

Students planning to attend college should take at least the following high school courses:

- 4 years of English
- 4 years of Mathematics
- 3 years of Science
- 3 years of Social Studies
- 2 years of Foreign Language

Admission to college is based upon your profile compared to those competing for college admission primarily in these four areas:

1. **HIGH SCHOOL GRADES/GPA**
2. **CLASS RANK**
3. **ACT SCORES**
4. **COURSES TAKEN**

PLACEMENT OF INCOMING FRESHMEN – WAIVING OF ENTRY LEVEL COURSES

Entering freshmen may be exempted from entry level courses by presenting evidence of achievement and the completion of a District 205 placement exam.

STUDENT CLASS LOAD

Minimum student load for Freshmen and Sophomores will consist of six (6) credits plus Physical Education, Health, or Driver Education. For all others a minimum student load will consist of five (5) credits plus Physical Education, Health, or Driver Education. Students electing not to take driver education will be required to take physical education in its place.

Students will not be permitted to drop a subject after March 1st in the year in which they completed course selection without the permission of the principal or designee. Students who drop a course after school has started will be given a failing mark unless permission to drop is given by the principal or designee.

Students passing the District 205 finals and earning a grade of "C" or better both semesters in junior high school Algebra course or a foreign language course approved by District 205 will be given credit for those courses on their high school transcript after successful completion of the freshman year. This is in accordance with the District 205 graduation requirements unless a proficiency exam is taken and passed for these courses.

COURSES WITH INSUFFICIENT ENROLLMENT

Some courses that are in the Curriculum Handbook may not be offered due to insufficient enrollment. If this situation should occur, students will be requested to choose other courses.

HONORS CHALLENGE PROGRAM

The Honors Challenge Program is available in elective courses not designated as Honors or AP/IB. The expectations for Honors Challenge will be explicitly stated and agreed upon before the Program begins. A cover letter from the teacher, an overview (syllabus) of the course's Honors Challenge Program, and a contract are to be read and signed by the student and parent. The Honors Challenge begins within the first week of the course. The Honors Challenge is available to every student enrolled in the course. Students' progress in the Honors Challenge is assessed and monitored on an on-going basis (updates are provided for students and parents at least at every progress report and report card.) Designation of "Honors" on a student's transcript will appear with an asterisk, "*", upon completion of the course and as outlined by the Honors Challenge contract. Final grade of "B" or better in the course must be achieved and a portfolio and/or project completed in order to receive the designation of "Honors" on the final grade report. Students who participate in the Honors Challenge programs should expect to spend more time on their studies and for the work to be at a high academic level.

EARLY GRADUATION

Students are encouraged to stay in high school the full four years, but the option of early graduation is open to students who have earned sufficient credit, have consulted with their counselor, and have parental and administrative approval to graduate in three (3) or three and a half (3 ½) years. Any students interested in early graduation must notify their counselor and submit an application by March 15 of their sophomore year.

ALTERNATIVE DIPLOMA OPTIONS

In the case of seniors who are short only one or two credits for graduation, and who have already been in school four years, the following steps are recommended:

1. The student should take the necessary work in summer school or twilight school. If more than one credit is needed, two external credits can be applied.

2. Alternative options include Human Success Program, GED, Job Corps GED/Vocational Training and Lincoln's Challenge. Students and parents should see their counselors for information on these programs.

POSTGRADUATE STUDENTS

Except for driver education, we do not enroll postgraduate students. The convenient accessibility of South Suburban College makes postgraduate work unnecessary in our high schools. However, anyone within the district who is between 15 and 21 years of age is entitled to take driver education.

CREDIT COURSES TAKEN OUTSIDE THE DISTRICT – BY TRANSFER STUDENTS

Transcripts from schools that are accredited by the North Central Association or comparable association will be honored. Where there is some question and where courses taken are not within our own curricular offerings, such credit will be evaluated by the principal or designee

and approved by the superintendent. Transfer students must earn a minimum of six credits as a senior at a District 205 high school in order to receive a District diploma. Students cannot use the external course policy as part of these six credits. Seniors who transfer to one of the district schools when it is too late in the year to earn six credits, may complete their course of study at a District 205 high school. When that work is completed, it will be transferred back to the school from which they transferred and that school will issue a diploma. **Exceptions to this procedure may be allowed by the superintendent or designee.**

STUDENT TRANSFERS TO AND FROM NON-DISTRICT SCHOOLS

Students may transfer into or out of the District according to state law and procedures developed by the superintendent or designee. A student seeking to transfer in the District must serve the entire term of any suspension or expulsion imposed for any reason by any public or private school, in this or any other state, before being admitted into the school district.

CREDIT COURSES TAKEN OUTSIDE THE DISTRICT – EXTERNAL COURSES

(Not referring to transfer students)

1. Two external (non-District 205) credits may be applied to graduation requirements. These credits require prior written approval by the student's counselor to ensure this credit meets District 205 requirements. Students can only apply one external credit per academic subject.
2. Final examinations are required of all students taking a course outside of District 205 for an external credit. This final examination must be administered by the approved institution.
3. Non-District 205 Summer School: Once the student is enrolled in District 205, each course taken in a non-district 205 summer school counts toward the maximum of two external credits. Approval required prior to enrollment.
4. The external credits must be earned from an accredited high school or institution of higher education. No remedial courses will be approved for credit.
5. Seniors who need to make up credit in order to graduate may, with the approval of the superintendent or his designee, be allowed to apply a maximum of two correspondence school credits toward graduation. Such approval should be requested only if no other avenue for passing a needed credit exists. Correspondence schools may be used only to make-up a credit for a course that a student has previously failed. No remedial courses will be approved for credit. Any accredited correspondence school may be used for these external credits. District 205 will not be responsible for managing instructional materials, administering or scoring exams, awarding grades, or obtaining transcripts for correspondence school courses.

   Students who wish to take correspondence courses for enrichment may do so without administrative approval, but credit earned in such courses will not be entered on the student's transcript and will not apply towards graduation.
6. Acknowledgement will be given on the student's high school transcript for eighth grade courses in foreign language and algebra. Junior high school students with algebra and foreign language credits may be eligible to take the next level in foreign language and mathematics if they meet District 205 criteria.

7. Community College Courses:
a. High school students taking community college courses must have at least 13 credits including physical education and health.

b. Community college courses must be approved in advance by the student's counselor and the principal or his designee.

c. The student and the parent/guardian of the student who is enrolled in a course at a school outside District 205 must sign a waiver indicating that they understand that the course may not meet the curriculum standards of a District 205 course and that the District cannot be responsible for the course work, the quality of the course, nor the impact the course will have on the student's learning and future success.

d. To evaluate the work done at community colleges, the following scale is used:

College courses (095 series and above) offering 3 hours college credit or more, equal to 1 high school credit. One Physical Education class at the community college equals one high school credit.

DISTRICT 205	**SOUTH SUBURBAN COLLEGE**
English Pre-AP English II English III English IV	**English** English 098 English 099 English 101
Mathematics Mathematics I and II Mathematics III	**Mathematics** MTH 096 Elementary Geometry MTH 097: Essential Intermediate Algebra
Science Pre-AP Biology Pre-AP Chemistry Physics	**Science** Biology 102 w/Lab Chemistry 111 w/Lab Physics 101 and 102 w/Lab
Social Studies Ancient World History Economics and Government United States History	**Social Studies**
Other Health Speech	**Other** Health and Wellness Speech 108

Electives may vary for each external site. Juniors and seniors are allowed one free course which could be an elective.

COLLEGE AND CAREER PORTFOLIO

College & Career Portfolio Plan

College & Career Portfolio (CCP) is a District 205 graduation requirement. CCP consists of activities and experiences students should be participating in to prepare for their post-secondary plans. CCP allows students to earn points through a variety of opportunities while working on being college and career ready. Activities and experiences are worth a variety of points. Students must earn 3,000 points in order to complete their requirement. Activities and experiences can take place at any time throughout a student's high school career. Each student is assigned a CCP Advisor to work with them, to ensure they met this District 205 graduation requirement. Naviance is used district-wide, which allows students an opportunity to earn 2,000 points when all 10 tasks are completed. Partial points will not be awarded (point sheet and Naviance 10-tasks guide are subject to change). More information and/or questions about the CCP can be forwarded to the Advisor and or the College and Career Counselor in each school.

PARTICIPATION IN GRADUATION CEREMONIES

1. Participation in commencement shall be optional if the student has met all graduation requirements.

2. All eligible students must fill out a special form for participation in graduation prior to April 1st of the year of graduation. The form must be dated and signed by the student and his parents or guardians and must clearly indicate a desire to participate in commencement exercises or a request not to participate. Those indicating participation in graduation will be required to adhere to all rules and regulations.

PHYSICAL EDUCATION CREDIT

1. Transfer students:
   a. If the student comes from a school where physical education was not required or not available every day, he/she will not need to make up the credit.
   b. If the student failed physical education in another school, he/she must make up the credit.

2. Failures in physical education must be made up during summer school, Twilight School, or South Suburban College (Must be a course offered by SSC).

3. Students taking physical education in summer school for any reason will still be expected to take physical education during the regular school year.

4. Students will not automatically be excused from physical education for medical reasons. Medical exemptions must be submitted and approved by the School Nurse according to district medical requirements.

EXCEPTIONS TO THE PHYSICAL EDUCATION

Regular Exceptions:

1. Juniors and seniors enrolled in vocational capstone courses are not required to take physical education.

2. During the Sophomore, Junior, or Senior year, students may take one semester of driver education in place of physical education.

3. During the freshman year, students shall take one semester of health in place of physical education.

4. In some cases, the physical education requirement may be waived with a medical excuse or for other approved academic purposes.

5. Freshmen students identified as needing extra help in math and reading.

Guidelines for Sophomore, Junior and Senior Exemptions:

Communicate early (sophomore year) to Guidance Counselor a student's intention to participate in NCAA sports.

1. **General Guidelines:**
   a. Students will apply on an individual basis in consultation with the counselor.

   b. Parents will be asked to approve the requested exemption.
   c. Students are expected to be in school for the regularly scheduled school day. The physical education exemption cannot be used to reduce school hours.

2. **Non-Athletic Exemptions:**
   a. If a scheduling conflict prevents a student from taking a course beyond our district's graduation requirements which is needed for entry into an institution of higher education, a physical education exemption may be granted.
   b. Students who are deficient in credit needed for graduation may be exempted from physical education if a scheduling conflict prevents them from taking the course(s) needed to make up the deficiency.
   c. Enrollment in an academic subject in lieu of physical education will be approved only if there is space available in the requested academic course.
   d. Students will not be excused from physical education to take a course if the student has less than a normal course load.

3. **Athletic Exemptions:**
   a. Athletes dropping physical education during their athletic season will be placed in a course in lieu of physical education. They must return to physical education at the end of the specific sport season.
   b. Athletes dropping physical education to take a course will be exempt from physical education for the entire term. They will resume physical education at the end of the course if they are no longer participating in athletics.
   c. Students taking a course in lieu of physical education as a result of an intention to participate in a sport will be placed in physical education if the intended participation does not take place.
   d. Students' physical education grade will be given from the date he/she enters the class. The grade will not reflect the period of time when the student is exempt from physical education. All physical education failures must be made up to meet graduation requirements.

NCAA COLLEGE FRESHMAN ELIGIBILITY REQUIREMENTS

NCAA Proposal 48 affects all high school athletes eligible for NCAA Division One Athletic Scholarship or those who plan to participate in any Division One Athletic Program as a non-scholarship athlete (walk-on).

In Division I, athletes must achieve the appropriate GPA on a sliding scale when combined with ACT or SAT scores in a core curriculum of at least 16 academic courses for Division I, (14 academic courses and 2.000 GPA for Division II).

FOR DIVISION I, THESE CORE COURSES MUST FALL IN THE FOLLOWING AREAS:

1. English courses (4 full years or 8 semesters of course work in Grammar, Non-Remedial Vocabulary Development, Composition, Literature, Analytical Reading, Oral Communication). **4 credits required**

2. Mathematics courses (3 full years or 6 semesters of course work in Mathematics, Geometry, Algebra, Trigonometry, Statistics, and Calculus). **3 credits required**

3. Social Science courses (2 full years or 4 semesters of course work in History, Social Studies, Economics, Geography, Psychology, Sociology, Government, Political Science or Anthropology). **2 credits required**

4. Natural/Physical Science courses (2 full years or 4 semesters of Biology, Chemistry, Physics, Environmental Science, Botany, and Geology: 1 full year of Science must be a lab science course offering). **3 credits required**

5. At least 1 year (2 semesters) additional courses in English, Math or Natural or Physical Science. **1 credit required**

6. Four additional academic courses in other areas: English, Math, Social Science, Natural/Physical Science, World Language, Computer Science, Speech, or Philosophy. **4 credits required**

VOCATIONAL, PERSONAL SERVICE, REMEDIAL, SPECIAL EDUCATION OR COMPENSATORY COURSES DO NOT FULFILL CORE COURSE REQUIREMENTS.
An athlete who does not meet these requirements may still receive financial aid but that athlete is ineligible the freshman year of college (cannot even practice) and will forfeit one of the four permitted seasons of competition.

THE NCAA MAY CHANGE REQUIREMENTS AT ANY TIME, AND THIS INFORMATION IS INTENDED ONLY AS A GUIDE. Athletes should consult their counselors for THE MOST CURRENT requirements and details of the NCAA policy, and visit www.ncaa.org.


WILDCATS

Career Clusters and Career Pathways

Career Clusters:

- Agriculture, Food, and Natural Resources (AFNR)
- Arts and Communication (A&C)
- Finance and Business Services (FBS)
- Health Sciences and Technology (HST)
- Human and Public Services (HPS)
- Information Technology (IT)
- Manufacturing, Engineering, Technology and Trades (METT)

Career Pathways are in the process of being updated and will be shared soon.

Career Clusters and Career Pathways

What is a Career Cluster?

The National Career Clusters TM Framework is comprised of 7 Career Clusters TM and related Career Pathways to help students explore different career options and better prepare for college and career. The Career Clusters and related Career Pathways serve as an organizing tool for schools, small learning communities, academies and magnet schools to develop more effective programs of study and curriculum.

What is a Career Pathway?

In general, a path is a route taken to a destination. Career Pathways are designed to prepare students for a career, advanced training or college coursework in a specific industry sector after graduation. Sometimes it is well-defined and direct, while other times it can wander and change direction. In either case, time spent planning the route will lessen the chance of getting lost or taking a wrong turn. Paths in the Career Pathways program are simply a way of grouping careers by similar characteristics and common employment requirements. This allows the student to follow a defined path of sequenced courses, which will help provide focus and direction to their learning experience.

Why use Career Pathways?

Career paths help students by providing a framework to assist in planning, setting goals, and showing how what they learn in school relates to where they want to go when they graduate. The good jobs of the future will go to the people who have the right combination of skills and academic experience. In order to compete for those jobs, students can make better decisions about their future by having a “map” of the possible paths that they can take to get there.

How does it work?

Beginning in 8th grade, each student chooses a career path to use in selecting courses and setting goals for their future. The choice can be changed at any time, and the high school’s guidance and counseling staff can assist students in making decisions. Other career preparation programs in the district will also assist in guiding and preparing students in this area.

Career Clusters and Possible Occupations

Agriculture, Food and Natural Resources

Agricultural Engineer	Agronomists	Aquarists
Bakers	Butchers	Disposal Workers
Environmental Engineer Technicians	Food Processing Workers	Food Scientists
Plant Scientists	Mechanics, Farm Equipment	Soil Scientist
Quality Control Inspectors	Water Treatment Operators	Zoologists

Arts and Communications

Actor	Commercial Artist	Printing/Graphics Technologist
Audio Engineer	Journalist	Telecommunications Technologist
Broadcast Technician	Musician	Video Producer

Finance and Business Services

Banker	Financial Analyst	Loan Officer
Certified Accountant	Financial Planner	Stockbroker
Comptroller	Insurance Agent	Tax Examiner
Caterer	Convention Services Manager	Lodging Manager
Chef	Event Planner	Travel Agent
Food Service Manager	Travel & Tourism Manager	Concierge
Administrative Specialist	Facilities Manager	Marketing Analyst
Business Consultant	Human Resource Administrator	Entrepreneur
Office Manager	International Trade Manager	Sales Representative

Health Sciences and Technology

Dental Assistant	Medical Assistant	Radiologic Technologist
EMT Paramedic	Pediatrician	Registered Nurse
Hospital Administrator	Physical Therapist	Veterinarian

Human and Public Services

Child Care Worker	Psychologist	Social Worker
Employment Specialist	Psychotherapist	Substance Abuse Specialist
Funeral Director	School Counselor	Teacher
Attorney	Fire Fighter	Paramedic
Corrections Officer	Judge	Police Officer
Chef	Caterer	Event Planner
Barber	Cosmetologist	Esthetician

Information Technology

Animator	Multimedia Producer	Systems Administrator
Database Manager	Network Administrator	Technical Writer
Game Developer	Software Engineer	Web Designer/Developer

Manufacturing, Engineering, Technology and Trades

Bio Medical Engineer	CAD Technician	Electrical Engineer
Bio Technologist	Chemical Engineer	Mathematician
Biologist	Civil Engineer	Oceanographer
Aviation	Manufacturing	Tool and Die
Automotive	Construction Trades	Logistics

CAREER CLUSTER: Agriculture, Food, and Natural Resources

This cluster includes careers in designing, planning, managing, building, and maintaining the built environment.

Agriculture, Food, and Natural Resources Competencies - Students will be able to:

1. Identify and analyze the breadth, depth, and interconnectivity of AFNR systems in order to make sustainable and innovative management decisions.
2. Apply their understanding of relevant technology and tools to collect information and execute effective practices across AFNR systems.
3. Seek out, analyze, and apply information about relevant public policy and regulations to manage their impact on AFNR production, processing, distribution, and management practices.
4. Use their understanding of the local natural and cultural resources, food, and economic context to steward consumer education and connections to AFNR stakeholders.
5. Identify and analyze essential resources in order to steward them and implement sustainable management practices.
6. Apply their understanding of ethical standards and practices in order to produce, process, and distribute AFNR goods and services with integrity.
7. Apply research and critical thinking skills to design innovative practices that address complex challenges in AFNR operations and industries.
8. Use their understanding of personal safety and environmental regulations to comply with health and safety.

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CAREER CLUSTER: Agriculture, Food, and Natural Resources

Recommended Courses

Horticulture I, II
Biology I
Ecology - Environmenmental Science
Chemistry I

CAREER CLUSTER: Arts, Audio/Video Technology, and Communication
This cluster includes careers designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Arts and Communications Competencies

CREATIVE PROCESS COMPETENCIES - Students will be able to:

1. Creating- Students apply their understanding of idea generation, conceptualization of work, and work plans in order to produce, adapt, refine, and complete work.
2. Presenting, Performing, & Producing- Students can use their ability to select, interpret, and present artistic work in order to & convey meaning and share ideas with an audience.
3. Responding- Students can use their ability to perceive, analyze, and interpret work in order to evaluate and apply meaning to a creative presentation.
4. Connecting- Students can use their understanding of how societal, cultural, and historical context influences ideas and works in order to deepen understanding and evaluation of creative work.
5. Investigation & Research Students can use their ability to identify and evaluate appropriate content and data in order to apply knowledge, revise, and refine individual works and presentations.

CREATIVE CAREERS COMPETENCIES - Students will be able to:

1. Project Management- Students can use their understanding of setting project deadlines, task breakdown, and delegation in order to successfully complete projects independently or as part of a team.
2. Creative Technology & Design- Students can use their understanding of digital technology, cloud computing artistic elements, and composition techniques in order to create, edit, and complete work.
3. Resource Management- Students can use their understanding of the principles of managing, monitoring, and controlling resources including assets, money, and products in order to successfully achieve project expectations.
4. Brand Identity, Marketing, & Brand Management- Students can use their understanding of developing and adhering to an identity and core message in order to maintain consistency, market, and influence customer and community behavior.
5. Human Interaction Students can use their understanding of communication, listening, and collaboration in order to ensure audience, customer, and team satisfaction.

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CAREER CLUSTER: Arts, A/V Technology & Communications

Recommended Courses					
A/V Tech. & Film	*Visual & Fashion Design*	*Journalism & Broadcasting*	*Theater*	*Music Instrumental & Vocal*	*World Languages Spanish, French & Chinese*
Intro to Media Production	Intro to Art	Journalism	Speech I	Beginning Band	Spanish I, II, III, IV, AP Spanish
Media Production	Intro to Fashion	Speech I	Speech II	JV Band	Latin American History
Media Technology	Fashion II	Media Productions I	World Film Studies	AP Music Theory	French I, II, III, IV, V, AP French
World Film Studies	Visual Design	Media Production II	Media Production I	Choir	Chinese I, II, III
	Drawing	Yearbook	Theatre Production	Intermediate Choir	
	Painting	Speech II	English/ Shakespeare	Chorale	
	Ceramics			Honors Chorale	

CAREER CLUSTER: Finance and Business Services

This cluster includes careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.

Finance and Business Services Competencies - Students will be able to:

- Cash & Capital Principles - Students can use their understanding of the nature of cash, monetary systems, and the value of money in order to recognize the risk, return, and opportunity cost associated with capital.
- Technical Applications- Students can use their understanding of spreadsheets and accounting software to maintain, update, and retrieve data from records.
- Project Management- Students can use their understanding of time management and organization to set timely and measurable goals leading to project completion.
- Principles of Economics & Business- Students can use their understanding of micro- and macro-economics to understand how an economy functions locally and globally.
- Financial Reporting- Students can use their understanding of financial statements to assess a business's financial information.
- Financial Statements- Students can use their understanding of financial statements to prepare and interpret balance sheets, income statements, cash flow statements, and retained earnings.
- Customer Care & Marketing- Students can use their understanding of market demands to meet the needs of a client.
- Business Operations- Students can use their understanding of transaction management to perform business operations.
- Principles of Customer Relationship Management- Students can use their understanding of customer communication and customer relationship management software to attract new customers and sustain existing customers.
- Fundamentals of Sales- Students can use their understanding of personalized service and market demands to secure successful sales interactions.

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CAREER CLUSTER: Finance and Business Services

Recommended Courses			
Network for Teaching Entrepreneurship	*Marketing*	*Business Finance*	*Accounting*
Introduction to Business	Introduction to Business	Introduction to Business	Accounting
Principles of Entrepreneurship	Business Law	Principles of Entrepreneurship	College Accounting
Intermediate Entrepreneurship	Marketing	Intermediate Entrepreneurship	Marketing
Accounting	Accounting	Business Law	Advanced Computer Applications
College Accounting	College Accounting	Spanish	Spanish
French	French		
Spanish	Spanish		

CAREER CLUSTER: Health Science and Technology
This cluster includes careers in planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Health Sciences and Technology Competencies - Students will be able to:

1. Medical Terminology- Students can use their understanding of basic medical terminology, including abbreviations, acronyms, and diagnostic terms, to communicate effectively with healthcare personnel and patients.
2. Healthcare Industry & Culture- Students can use their understanding of the basic components and culture of the health industry to understand the purpose and function of key stakeholders, practices, practitioners, and regulations.
3. Healthcare Delivery Practices- Students can use their understanding of the practices, procedures, and personnel involved in delivering quality patient care to evaluate the appropriateness of a plan, instructions, or assigned task.
4. Healthcare Industry Ethic-s Students can use their understanding of confidentiality, morality, and legal concepts to evaluate and apply the merits, risks, and social concerns to workplace decisions.
5. Health Professions Licensure- Students can use their understanding of education requirements, licensure, and certification to ensure proper adherence to regulations that guide service delivery. Emergency Response Students can use their understanding of emergency procedures and protocols to respond to and expedite safety in an emergency situation.
6. Healthcare Confidentiality- Students can use their understanding of HIPPA to adhere to legal requirements and maintain confidentiality.
7. Healthcare Personnel & Role-s Students can use their understanding of the practices, procedures, and personnel used to deliver quality patient care to identify one's role on a team and within the overall health environment.
8. Healthcare Sanitation- Students can use their understanding of sanitation and health regulations to ensure that healthcare facilities and tools meet standards for cleanliness.
9. Healthcare Rules & Regulation- Students can use their understanding of basic laws and regulations (Patient Bill of Rights, CLIA, EMTALA, OSHA, etc.) to meet accreditation standards and to obey the law.

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CAREER CLUSTER: Health Sciences and Technology

Recommended Courses		
Biomedical	*Pre-Pharmacy*	*Emergency Medical Technician*
Principles of Biomedical Sciences	Biology-I (H)	Biology-I (H)
Human Body Systems	Chemistry-I (H)	Chemistry-I (H)
Medical Interventions	Physics-I (H)	Physics-I (H)
	AP Chemistry	Anatomy & Physiology (H)
	Optional:	Optional:
	AP Biology	AP Biology
	Anatomy & Physiology	AP Chemistry

CAREER CLUSTER: Human and Public Services
This cluster includes careers in preparing individuals for employment in career pathways that relate to families and human needs such as family and community services, personal care, and consumer services.

Human and Public Services Competencies - Students will be able to:

PLANNING AND PREPARATION

1. Childhood and Student Development- Students can use their understanding of learner development theory from early childhood through adult learning including cognitive development, self-esteem, motivation, perseverance, and intellectual risk taking in order to provide appropriate content and support for students.
2. Curriculum and Program Design- Students can use their understanding of effective teaching strategies, scope, and sequence in order to design a logical curriculum and classroom experience that meets individual student and group academic readiness.
3. Curriculum Relevance and Collaboration- Students can use their understanding of current events, cross-curriculum connections, and out-of-classroom realities to create linkages among content areas and learners' lived experiences.

CLASSROOM ENVIRONMENT

1. Managing and Monitoring Learning- Students can describe and demonstrate strategies to enrich, maintain, and alter learning environments in order to engage and motivate student learning.
2. Equitable Treatment- Students can use their understanding of diversity of language, culture, and ability to ensure an inclusionary environment for all students to learn.
3. Learning Environment- Students can use their understanding of motivational, social and physical environmental elements to optimize learning and establish a positive environment for all learners.

PROFESSIONAL RESPONSIBILITIES

1. Citizenship, Family, and Community Relationships- Students can use their understanding of community and family engagement in order to connect students to opportunities and effectively support learning.
2. Health, Safety, and Legal Responsibilities- Students can use their understanding of health, safety, and legal expectations in order to adhere to organizational procedures, local, state, and federal law.

INSTRUCTION

1. Evaluation and Assessment- Students can use their understanding of learning standard and multiple measures and methods to demonstrate learning in order to evaluate growth in learning and adjust to learners' needs.
2. Observation and Adaptation- Students use their understanding of individual student and classroom observation in order to adjust curriculum to meet individual and group learning needs.

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CAREER CLUSTER: Human and Public Services

Recommended Courses			
Early Childhood Development & Services	*Human and Social Services*	*Barbering and Cosmetology*	*Culinary Nutrition and Wellness*
Child Development	Global Issues & Society	Barbering I, II	Fitness and Nutrition
Child Care Lab Experience	Latin American History	Cosmetology I. II	Intro to Culinary Arts
Spanish I, II, III, IV, AP Spanish	African American History		Intermediate Culinary Arts
French I, II, III, IV, AP French	Multicultural Literature		Advanced Culinary Arts
	World Humanities		Professional Culinary Arts
	Sociology		Intro to Business
	AP Psychology		Marketing
	Spanish I, II, III, IV, AP Spanish		Principles of Entrepreneurship
	French I, II, III, IV, AP French		Accounting

CAREER CLUSTER: Information Technology
This cluster includes careers in building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.

Information Technology Competencies - Students will be able to:

1. Basic Principles of Information Technology Concepts, Systems, Platforms & Tools- Students can use their understanding of fundamental IT concepts, systems, platforms, tools, and technology to understand the common roles of IT professionals.
2. Security- Students can use their understanding of malware, firewall, IDS, and IPS to recognize and describe basic threats to networked computers.
3. Logic & Fundamentals of Computer Languages- Students can use their understanding of how computer languages communicate to build basic mobile and web applications.
4. Routing & Network Configuration- Students can use their understanding of common networking protocols to explain the purpose of routing, network configuration, and monitoring.
5. User & Customer Support- Students can use their understanding of the range of services used to provide assistance and technical support to help users implement and solve problems related to information technology.
6. Basic Principles of Hardware- Students can use their understanding of communication systems hardware to describe the purpose and function of fundamental end user devices, switches, routers, wireless access points, etc.
7. Risk Management & Information Assurance- Students can use their understanding of the standards and applications needed to protect the confidentiality, integrity, and availability of information and information systems.
8. Basic Principles of Software Development- Students can use their understanding of designing, writing, testing, and maintaining source code of computer programs to manage and maintain software.
9. Networks- Students can use their understanding of hardware and software to facilitate communication between people and computer systems.
10. Basics of Virtualization & Cloud Computing- Students can use their understanding of the features, benefits, and concepts of virtualization and cloud computing to differentiate among types of cloud services.

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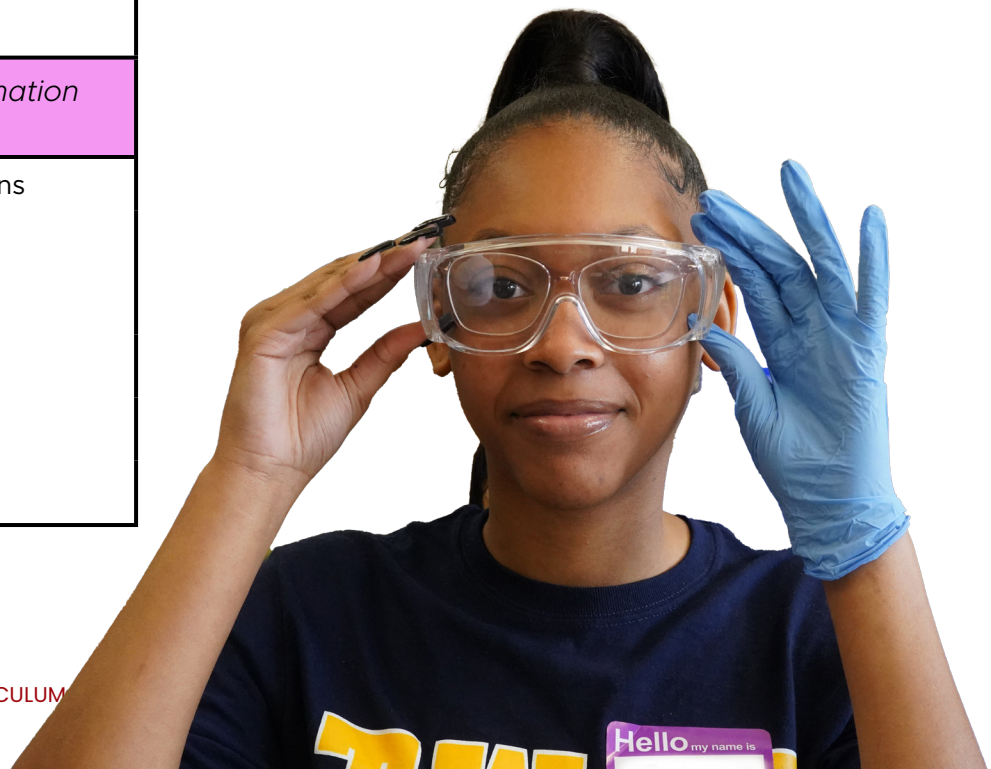
Career Cluster: Information Technology

Recommended Courses
Computer: Graphic Design/Information Processing
Advanced Computer Applications
Media Technology
C++ Computer Programming
AP Computer Science
Introduction to Art
Visual Design



CAREER CLUSTER: Manufacturing, Engineering, Technology and Trades

This cluster includes careers in planning, managing, and providing scientific research and professional and technical services including laboratory and testing services, and research and development.

Manufacturing, Engineering, Technology, and Trades Competencies - Students will be able to:

1. Equipment Safety - Students can use their understanding of equipment usage, practices, and procedures to maintain a healthy, safe, and secure work environment.
2. Manufacturing Environment - Students can use their understanding of workstations, tools, and equipment operations to safely navigate a manufacturing environment.
3. Personal Health & Safety - Students can use their understanding of personal safety and environmental regulations to comply with local, federal, and company health/safety demands.
4. Spatial Reasoning - Students can use their understanding of objects in relation to one another to understand three-dimensional imaging.
5. Process, Design, & Development - Students can use their understanding of technical drawings and schematics to complete the design and development process.
6. Installation - Students can use their understanding of tools to assemble and disassemble simple tools.
7. Customer Focus - Students can use their understanding of communication and project management to understand client needs and complete projects accordingly.
8. Quality Assurance & Continuous Improvement - Students can use their understanding of product and process to meet quality systems requirements as defined by customer specifications.
9. Digital Manufacturing - Students can use their understanding of digital manufacturing tools and computer-based programs to complete the design and develop implementation process.
10. Supply Chain Logistics - Students can use their understanding of materials, suppliers, and internal systems to plan and monitor movement and storage of materials and products.

Career Pathways are in the process of being updated and will be shared soon.

CAREER CLUSTER: Manufacturing, Engineering, Technology and Trades

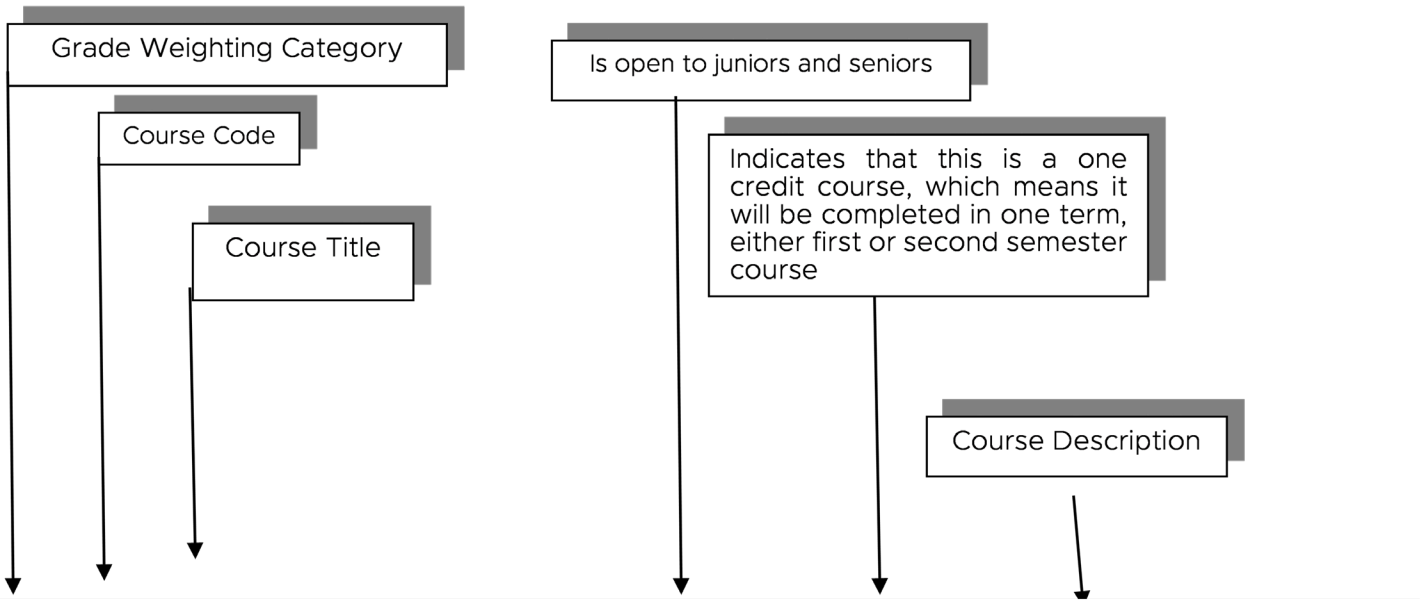
Recommended Courses		
Engineering & Technology	*Science & Math*	*Academy of Truck & Diesel Technology*
Introduction to Engineering	Anatomy & Physiology	NAVISTAR Introduction to Truck & Diesel Technology
Principals of Engineering	AP Biology	NAVISTAR Intermediate Truck & Diesel Technology
Digital Electronics	Chemistry (AP)	Advanced Truck & Diesel Technology
Recommended Core Courses	Earth Science	Automotive I, II
Trigonometry	Ecology/Environmental Science	Automotive Service Tech
Physics	Environmental Science (AP)	Woods I, II
Advanced Computer Applications	Physics (AP)	Construction Trades
Media Technology	PLTW - Principles of Biomedical Sciences	Electricity I, II
Advanced Programming	PLTW – Biomedical Innovation (Honors)	Precision Manufacturing I, II, III
AP Computer Science	PLTW – Human Body Systems	Spanish I, II, III, IV, AP Spanish
CAD I	PLTW – Medical Interventions (Honors)	French I, II, III, IV, AP French
CAD II	Trigonometry/College Algebra	Visual Design
Civil Engineering and Architecture	Statistics (AP)	
Electricity I & II	Calculus (AP)	
Civil Air Patrol I, II, III, IV	Financial Algebra	
Spanish I, II, III, IV, AP Spanish		
French I, II, III, IV, AP French		
Visual Design		

EXPLANATION OF COURSE DESCRIPTIONS

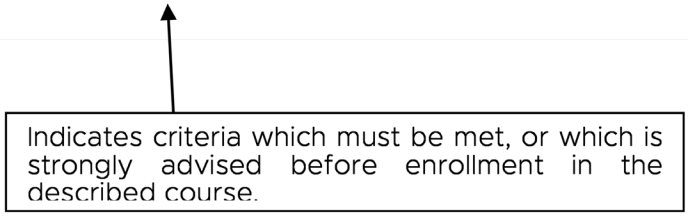
EXPLANATION OF COURSE DESCRIPTIONS

In this section of the booklet are descriptions of all courses and instructional programs available to District 205 students. Some courses listed in this handbook are not available at all three campuses.

At the beginning is a description of program goals, and an alphabetical listing of all courses. Following this listing is a description of each course. A sample course description follows:



A-1247 ANATOMY AND PHYSIOLOGY FOR 11-12 1 CREDIT Anatomy and Physiology is designed for students who plan to enter a health-related career. The organization and function of the major systems of the human body form the course content. Class work involves advanced level text material, lecture-discussion, demonstrations, guest speakers and laboratory investigations. PREREQUISITES AND RECOMMENDATIONS: "C" or above in Biology I 213 or 215 and Chemistry.



IB DIPLOMA PROGRAM

Program Descriptions:
The IB Diploma Program (DP) is an academically challenging and balanced program of education with final examinations that prepares students, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The program has gained recognition and respect from the world's leading universities.

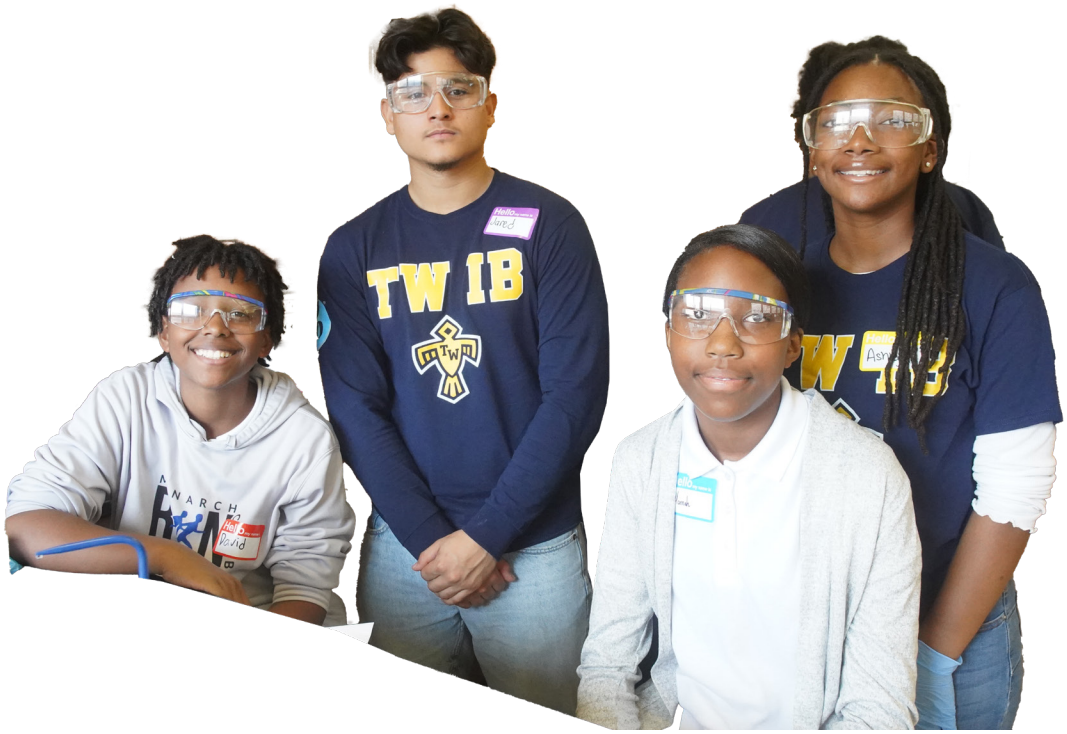
Program Goals:
1. Develop physically, intellectually, emotionally and ethically.
2. Acquire breadth and depth of knowledge and understanding, studying courses from 6 subject groups.
3. Develop the skills and a positive attitude toward learning that will prepare them for higher education.
4. Study at least two languages and increase understanding of cultures, including their own.
5. Make connections across traditional academic disciplines and explore the nature of knowledge through the program's unique theory of knowledge course.
6. Undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay.
7. Enhance their personal and interpersonal development through creativity, action and service.

Course Selections:
IB Biology I (HL) (TR)
IB Biology II (HL) (TR)
IB Chemistry I (SL) (TT,TW)
IB Chemistry II (SL) (TT,TW)
IB Computer Science I (SL/HL) (TT)
IB Computer Science II (SL/HL) (TT)
IB Environmental Systems and Societies I (SL) (TR, TT, TW)
IB Environmental Systems and Societies II (SL) (TR, TT, TW)
IB History of the Americas I (HL) (TR, TT, TW)
IB History of the Americas II (HL) (TR, TT, TW)
IB Information Technology in a Global Society (HL) (ITGS) I
IB Information Technology in a Global Society (HL) (ITGS) II
IB Language A: Language and Literature I (TR, TT, TW)
IB Language A: Language and Literature II (TR, TT, TW)
IB Language AB Initio (SL) French I (TR, TT, TW)
IB Language AB Initio (SL) French II (TR, TT, TW)
IB Language AB Initio (SL) Spanish I (TT, TW)
IB Language AB Initio (SL) Spanish II (TT, TW)
IB Language B French I (SL) (TT)
IB Language B French II (SL) (TT)
IB Language B Spanish I (SL) (TR, TT, TW)
IB Language B Spanish II (SL) (TR, TT, TW)
IB Mathematics Analysis I (SL) (TR, TT, TW)
IB Mathematics Analysis II (SL) (TR, TT, TW)
IB Mathematics Applications I (SL) (TR, TT, TW)
IB Mathematics Applications II (SL) (TR, TT, TW)
IB Physics I (SL) (TT)
IB Physics II (SL) (TT)
IB Psychology I (HL) (TT, TW)
IB Psychology II (HL) (TT, TW)
IB Sports, Exercise and Health Science I (SEHS) (SL) (TW)
IB Sports, Exercise, and Health Science II (SEHS) (SL) (TW)
IB Theatre I (HL) (TR, TT, TW)
IB Theatre II (HL) (TR, TT, TW)
IB Theory of Knowledge (TOK) I (TR, TT, TW)
IB Theory of Knowledge (TOK) II (TR, TT, TW)
IB Visual Arts I (HL) (TT, TW)
IB Visual Arts II (HL) (TT, TW)

33721/33722 - IB BIOLOGY I (HL) FOR 11-1 Credit
IB Biology higher level is a group 4 experimental science. It is a rigorous and comprehensive course of study that covers a wide range of biological concepts and theories. The course aims to develop students' critical thinking and analytical skills and their ability to understand and apply scientific principles in the context of the natural world. The study of IB Biology is an academically challenging and balanced program of education. Students take courses in six different subject groups, maintaining both breadth and depth of study. In addition, three core elements—the extended essay, theory of knowledge and creativity, action, and service—are compulsory and central to the philosophy of the program.

34721/34722 - IB BIOLOGY II (HL) FOR 12-1 Credit
IB Biology higher level is a group 4 experimental science. It is a rigorous and comprehensive course of study that covers a wide range of biological concepts and theories. The course aims to develop students' critical thinking and analytical skills and their ability to understand and apply scientific principles in the context of the natural world. The study of IB Biology is an academically challenging and balanced program of education. Students take courses in six different subject groups, maintaining both breadth and depth of study. In addition, three core elements—the extended essay, theory of knowledge and creativity, action, and service—are compulsory and central to the philosophy of the program.
PREREQUISITE: IB Biology I (HL)

33821/33822 - IB CHEMISTRY I (SL) FOR 11 - 1 Credit
Through studying chemistry, students should become aware of how scientists work and communicate with each other. The power of scientific knowledge to transform societies is unparalleled. It has the potential to produce great universal benefits or to reinforce inequalities and cause harm to people and the environment. Students will become aware of the moral responsibility of scientists to ensure that scientific knowledge and data are available to all countries on an equitable basis and that they have the scientific capacity to use this for developing sustainable societies.



34821/34822 - IB CHEMISTRY II (SL) FOR 12 - 1 Credit
Through studying chemistry, students should become aware of how scientists work and communicate with each other. The power of scientific knowledge to transform societies is unparalleled. It has the potential to produce great universal benefits or to reinforce inequalities and cause harm to people and the environment. Students will become aware of the moral responsibility of scientists to ensure that scientific knowledge and data are available to all countries on an equitable basis and that they have the scientific capacity to use this for developing sustainable societies. **PREREQUISITE: IB Chemistry I (SL)**

IB302 - IB COMPUTER SCIENCE I (SL / HL) FOR 11 - 1 Credit
Computer science is regarded as an experimental science, alongside biology, chemistry, design technology, physics and environmental systems and societies. The IB computer science course is a rigorous and practical problem-solving discipline.

IB303 - IB COMPUTER SCIENCE II (SL / HL) FOR 12 - 1 Credit
Computer science is regarded as an experimental science, alongside biology, chemistry, design technology, physics and environmental systems and societies. The IB computer science course is a rigorous and practical problem-solving discipline. **PREREQUISITE: IB Computer Science (SL) I**

33621/33622 - IB ENVIRONMENTAL SYSTEMS AND SOCIETIES I (SL) FOR 11 - 1 Credit
Through studying environmental systems and societies (ES&S) students will be provided with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. The teaching approach is such that students are allowed to evaluate the scientific, ethical and socio-political aspects of issues. Students will be able to study this course successfully with no specific previous knowledge of science or geography. However, as the course aims to foster an international perspective, awareness of local and global environmental concerns and an understanding of the scientific methods, a course that shares these aims would be good preparation. During the course, students will study seven different topics. The most important aspect of the ES&S course is hands-on work in the laboratory and/or out in the field.

34621/34622 - IB ENVIRONMENTAL SYSTEMS AND SOCIETIES (SL) II FOR 12 - 1 Credit
Through studying environmental systems and societies (ES&S) students will be provided with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. The teaching approach is such that students can evaluate the scientific, ethical, and socio-political aspects of issues. Students will be able to study this course successfully with no specific previous knowledge of science or geography. However, as the course aims to foster an international perspective, awareness of local and global environmental concerns and an understanding of the scientific methods, a course that shares these aims would be good preparation. During the course, students will study seven different topics. The most important aspect of the ES&S course is hands-on work in the laboratory and/or out in the field. **PREREQUISITE: IB Environmental Systems and Societies (SL) I**

43921/43922 - IB HISTORY OF THE AMERICAS I (HL) FOR 11 - 1 Credit
History is more than the study of the past. It is the process of recording, reconstructing, and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present. The course aims to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations. It also helps students to gain a better understanding of the present through critical reflection upon the past. It is hoped that many students who follow the course will become fascinated with the discipline, developing a lasting interest in it whether or not they continue to study it formally.

44921/44922 - IB HISTORY OF THE AMERICAS II (HL) FOR 12 - 1 Credit
History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present. The course aims to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations. It also helps students to gain a better understanding of the present through critical reflection upon the past. It is hoped that many students who follow the course will become fascinated with the discipline, developing a lasting interest in it whether or not they continue to study it formally. **PREREQUISITE: IB History of the Americas (HL) I**

IB100 - IB LANGUAGE A: LANGUAGE AND LITERATURE I (HL) FOR 11 - 1 Credit
The language A: language and literature course introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non- literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. The course is organized into four parts, each focused on the study of either literary or non-literary texts. Together, the four parts of the course allow the student to explore the language A in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy.

IB101 - IB LANGUAGE A: LANGUAGE AND LITERATURE II (HL) FOR 12 - 1 Credit
The language A: language and literature course introduce the critical study and interpretation of written and spoken texts from a wide range of literary and non- literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. The course is organized into four parts, each focused on the study of either literary or non-literary texts. Together, the four parts of the course allow the student to explore the language A in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy. **PREREQUISITE: IB Language A: language and literature I (HL)**

47621/47622 - IB LANGUAGE AB INITIO (SL) FRENCH I FOR 11 - 1 Credit
The language ab initio course is a language acquisition course. The course is organized into three themes: individual and society, leisure and work, and urban and rural environment. Each theme comprises a list of topics that provide students with opportunities to practice and explore the language and to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students develop the ability to respond and interact appropriately in a defined range of everyday situations.

47721/47722 - IB LANGUAGE AB INITIO (SL) FRENCH II FOR 12 - 1 Credit
The language ab initio course is a language acquisition course. The course is organized into three themes: individual and society, leisure and work, and urban and rural environment. Each theme comprises a list of topics that provide students with opportunities to practice and explore the language and to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students develop the ability to respond and interact appropriately in a defined range of everyday situations. **PREREQUISITE: IB Language AB Initio (SL) French I**

48621/48622 - IB LANGUAGE AB INITIO (SL) SPANISH I FOR 11 - 1 Credit
The language ab initio course is a language acquisition course. The course is organized into three themes: individual and society, leisure and work, and urban and rural environment. Each theme comprises a list of topics that provide students with opportunities to practice and explore the language and to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students develop the ability to respond and interact appropriately in a defined range of everyday situations.

48721/48722 - IB LANGUAGE AB INITIO (SL) SPANISH II FOR 12 - 1 Credit
The language ab initio course is a language acquisition course. The course is organized into three themes: individual and society, leisure and work, and urban and rural environment. Each theme comprises a list of topics that provide students with opportunities to practice and explore the language and to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students develop the ability to respond and interact appropriately in a defined range of everyday situations. **PREREQUISITE**: **IB Language AB Initio (SL) Spanish I**

47821/47822 - IB LANGUAGE B (SL) FRENCH I FOR 11 - 1 Credit
Language B Standard Level is a language acquisition course for students with some previous experience of learning the language. While studying the language, students also explore the culture(s) connected with it. The course is organized into themes. Three core themes are required: communication and media, global issues, and social relationships.

47921/47922 - IB LANGUAGE B (SL) FRENCH II FOR 12 - 1 Credit
Language B Standard Level is a language acquisition course for students with some previous experience of learning the language. While studying the language, students also explore the culture(s) connected with it. The course is organized into themes. Three core themes are required: communication and media, global issues, and social relationships. **PREREQUISITE: IB Language B (SL) French I**

48821/48822 - IB LANGUAGE B (SL) SPANISH I FOR 11 - 1 Credit
Language B Standard Level is a language acquisition course for students with some previous experience of learning the language. While studying the language, students also explore the culture(s) connected with it. The course is organized into themes. Three core themes are required: communication and media, global issues, and social relationships.

48921/48922 - IB LANGUAGE B (SL) SPANISH II FOR 12 - 1 Credit
Language B Standard Level is a language acquisition course for students with some previous experience of learning the language. While studying the language, students also explore the culture(s) connected with it. The course is organized into themes. Three core themes are required: communication and media, global issues, and social relationships. **PREREQUISITE: IB Language B (SL) Spanish I**

43921/43922 - IB HISTORY OF THE AMERICAS I (HL) FOR 11 - 1 Credit
History is more than the study of the past. It is the process of recording, reconstructing, and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present. The course aims to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations. It also helps students to gain a better understanding of the present through critical reflection upon the past. It is hoped that many students who follow the course will become fascinated with the discipline, developing a lasting interest in it whether or not they continue to study it formally.

44921/44922 - IB HISTORY OF THE AMERICAS II (HL) FOR 12 - 1 Credit
History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present. The course aims to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations. It also helps students to gain a better understanding of the present through critical reflection upon the past. It is hoped that many students who follow the course will become fascinated with the discipline, developing a lasting interest in it whether or not they continue to study it formally. **PREREQUISITE: IB History of the Americas (HL) I**

IB300 - IB INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY I (HL) (ITGS) FOR 11 - 1 Credit
The ITGS framework is modeled on a 'triangle'. It uses an integrated approach, encouraging students to make informed decisions about the role of information and communication technologies in contemporary society. Teachers are entrusted to use professional judgment in determining the best delivery of the ITGS course.

IB301 - IB INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY II (HL) (ITGS) FOR 12 - 1 Credit
The ITGS framework is modeled on a 'triangle'. It uses an integrated approach, encouraging students to make informed decisions and decisions about the role of information and communication technologies in contemporary society. Teachers are entrusted to use professional judgment in determining the best delivery of the ITGS course. **PREREQUISITE: IB Information Technology in a Global Society (HL) (ITGS) II**

25321/25322 - IB MATHEMATICS ANALYSIS (SL) I for 11 – 1 Credit
This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. Students should have strong algebra 2 skills. **PREREQUISITE: Student has successfully completed math courses up through Algebra 2 or math 2.**

25421/25422 - IB MATHEMATICS ANALYSIS (SL) II for 12 – 1 Credit
This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. Students should have strong algebra 2 skills. **PREREQUISITE: IB Mathematics: Analysis and approaches (SL) I**

25121/25122 - IB MATHEMATICS APPLICATIONS (SL) I for 11 – 1 Credit
This course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics. Students should have very strong algebra 1/math 1 skills. **PREREQUISITE: Student has successfully completed 2 years of high school math.**

25221/25222 - IB MATHEMATICS: APPLICATIONS (SL) II for 12 – 1 Credit
This course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics. Students should have very strong algebra 1/math 1 skills. **PREREQUISITE: IB Mathematics: Applications and interpretation (SL) I**

33921/33922 - IB PHYSICS I (SL) FOR 11 - 1 Credit
Through studying physics, students should become aware of how scientists work and communicate with each other. The scientific processes carried out by the most eminent scientists in the past are the same ones followed by working physicists today. The power of scientific knowledge to transform societies is unparalleled. It has the potential to produce great universal benefits or to reinforce inequalities and cause harm to people and the environment. Students need to be aware of the moral responsibility of scientists to ensure that scientific knowledge and data are available to all countries on an equitable basis and that they have the scientific capacity to use this for developing sustainable societies.

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43821/43822 - IB PSYCHOLOGY I (HL) FOR 11 - 1 Credit
The IB psychology course is the systematic study of behavior and mental processes. The psychology course examines the interaction of biological, cognitive, and sociocultural influences on human behavior. Students undertaking the course can expect to develop an understanding of how psychological knowledge is generated, developed, and applied. This will allow them to have a greater understanding of themselves and appreciate the diversity of human behavior. The holistic approach reflected in the curriculum, which sees biological, cognitive and sociocultural analysis being taught in an integrated way ensures that students are able to develop an understanding of what all humans share, as well as the immense diversity of influences on human behavior and mental processes.

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appreciate the diversity of human behavior. The holistic approach reflected in the curriculum, which sees biological, cognitive and sociocultural analysis being taught in an integrated way ensures that students are able to develop an understanding of what all humans share, as well as the immense diversity of influences on human behavior and mental processes. **PREREQUISITE**: **IB Psychology I (HL)**

52821/52822 - IB SPORTS, EXERCISE AND HEALTH SCIENCE (SEHS) I (SL) FOR 11 - 1 Credit
Students explore the concepts, theories, models, and techniques that underpin each subject area and through these develop their understanding of the scientific method. SEHS students participate in a compulsory project. This collaborative and interdisciplinary exercise provides an opportunity for students to explore scientific solutions to global questions.

52921/52922 - IB SPORTS, EXERCISE, AND HEALTH SCIENCE (SEHS) II (SL) for 12 - 1 Credit
Students explore the concepts, theories, models and techniques that underpin each subject area and through these develop their understanding of the scientific method. SEHS students participate in a compulsory project. This collaborative and interdisciplinary exercise provides an opportunity for students to explore scientific solutions to global questions. **PREREQUISITE: IB Sports, Exercise, and Health Science (SL) (SEHS) I**

IB900 - IB THEATRE (HL) I for 11 - 1 Credit
Theatre is about transformation. It is the application, through play, of energy and imagination to frame, reflect, critique and speculate. The IB theatre course is designed to encourage students to examine theatre in its diversity of forms from around the world. This may be achieved through a critical study of the theory, history and culture of theatre, and will find expression through work shopping, devised work or scripted performance. Students will come to understand that the act of imagining, creating, presenting and critically reflecting on theatre in its past and present contexts embodies the individual and social need to investigate and find explanations for the world around us. At the core of the theatre course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis—all of which should be achieved through practical engagement in theatre.

IB901 - IB THEATRE (HL) II for 12 - 1 Credit
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40820 - IB THEORY OF KNOWLEDGE (TOK) I FOR 11 - 1 Credit
The Theory of Knowledge provides an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know. The fundamental question of TOK is “how do we know that?” Students are encouraged to think about how knowledge is arrived at in different disciplines, what the disciplines have in common and the differences between the disciplinary. Students will gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives. The TOK course is assessed through an oral presentation and a 1600-word essay. The TOK presentation assesses the ability of the student to apply TOK thinking to a real-life situation, while the TOK essay takes a more conceptual starting point; for example asking students to discuss the claim that the methodologies used to produce knowledge depend on the use to which that knowledge will be used.

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45821/45822 - IB VISUAL ARTS (HL) I for 11 - 1 Credit
IB visual arts enables students to engage in both practical exploration and artistic production, and in independent contextual, visual and critical investigation. The course is designed to enable students to study visual arts in higher education and also welcomes those students who seek life enrichment through visual arts. Through a variety of teaching approaches, all students are encouraged to develop their creative and critical abilities and to enhance their knowledge, appreciation and enjoyment of visual arts.

45921-45922 - IB VISUAL ARTS (HL) II for 12 - 1 Credit
IB visual arts enables students to engage in both practical exploration and artistic production, and in independent contextual, visual and critical investigation. The course is designed to enable students to study visual arts in higher education and also welcomes those students who seek life enrichment through visual arts. Through a variety of teaching approaches, all students are encouraged to develop their creative and critical abilities and to enhance their knowledge, appreciation and enjoyment of visual arts. **PREREQUISITE: IB Visual Arts (HL) I**

BUSINESS AND COMPUTER EDUCATION

Program Description

The Business and Computer Education Department serves all students. Students have the opportunity to learn business concepts, computer applications, and consumer skills. The students use computers and technology as tools for learning and gain knowledge of business expectations, work ethics, and career opportunities. Students also develop teamwork, communications, and problem-solving skills necessary to become contributing members of the work force. The Business and Computer Education Program follows recommendations set forth by the SCANS Report, the Department of Labor, Illinois State Goals, South Suburban Career Development System, and Illinois Business Education Association.

Program Goals

1. Understand the principles of communication as applied in the business world.
2. Understand his/her role as a consumer and contributing member of the work force in our global economic system.
3. Understand the use of business and computer technology.
4. Understand the on-going career planning and preparation process.
5. Understand the practices and procedures of the business world.

Course Selections

Accounting*
Advanced Placement Computer Science
Advanced Placement Computer Science Principles
Advanced Computer Applications
Advanced Programming
Banking and Finance (Semester)
Banking and Finance (Year-long)
Business Law
Career Prep/Career Prep – Work Experience
C++Computer Programming & Games Design
Education and Career Technology*
Intermediate Entrepreneurship
Introduction to Business*
Introduction to Programming
Marketing*
Media Technology
Principles of Entrepreneurship*
College Accounting*

***Courses in this Tech Prep sequence may provide dual credit at South Suburban College for a grade of A or B.**

27801/27802 - ACCOUNTING FOR 11-12 - 1 CREDIT This course gives students an opportunity to complete the entire accounting cycle for a proprietorship, partnership, and a corporation. Students gain hands-on experience in journalizing and posting transactions manually, as well as using automated accounting programs. Students also learn to complete all end-of-fiscal period financial statements manually and to analyze and audit software-generated financial statements. **PREREQUISITES: Education and Career Technology. Courses in this Tech Prep sequence may generate dual credit at South Suburban College for students who complete a dual credit application and earn a "C" or higher.**

38921/38922 - ADVANCED PLACEMENT COMPUTER SCIENCE FOR 11-12 - 1 CREDIT The AP Computer Science A course is an introductory course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and, when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course. **PREREQUISITE: C++ Programming and Game Design or Teacher Recommendation.**

26121/26122 - ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES FOR 10-12 – 1 CREDIT
AP Computer Science Principles is the high school equivalent of a one semester, introductory college computing course. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. In this course, students will develop computational thinking skills vital for success across all disciplines such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems and will discuss and write about the impacts these solutions could have on their community, society, and the world. **PREREQUISITES: It is recommended that a student in the AP Computer Science Principles course should have successfully completed a first year high school algebra/Math 1 course with a strong foundation on basic linear functions and composition of functions, and problem solving strategies that require multiple approaches and collaborative efforts. In addition, students should be able to use a Cartesian (*x, y*) coordinate system to represents points in a plane. It is important that students and their advisers understand that any significant computer science course builds upon a foundation of mathematical and computational reasoning that will be applied throughout the study of the course. Students should have successfully completed ECT.**

26201/26202 - ADVANCED COMPUTER APPLICATIONS FOR 10-11-12 - 1 CREDIT Advanced Computer Applications provides students an opportunity to apply previously learned computer skills while completing a variety of project-based activities utilizing advanced features available in various software applications. Students will work on completing certifications on the Microsoft Office Specialist (Word, Excel, PowerPoint, Outlook and/or Access) through Certiport. Each area requires use of various types of computer software. Students will utilize critical thinking and time management skills while analyzing and completing each activity by a specific deadline. **PREREQUISITES: Education and Career Technology. Courses in this Tech Prep sequence may generate dual credit at South Suburban College for students who complete a dual credit application and earn a "C" or higher.**

A-1427 - ADVANCED PROGRAMMING FOR 11-12 - 1 CREDIT This course consists of structured programming concepts, data structures and commonly used programming algorithms using programming languages. Topics include arrays, sorting procedures, recursion and data structures. **PREREQUISITE: "C" or higher in Intro to Programming.**

27100 - BANKING AND FINANCE FOR 9,10,11,12 - 1/2 CREDIT Banking and Finance courses provide students with an overview of the American monetary and banking system as well as types of financial institutions and the services and products that they offer. Course content may include government regulations; checking, savings, and money market accounts; loans; investments; and negotiable instruments.

28201/28202 - BANKING AND FINANCE FOR 9,10,11,12 - 1 CREDIT Banking and Finance is a year-long course that provides students with an overview of the American monetary and banking system, as well as types of financial institutions and the services and products they offer. Course content may include government regulations, checking, savings, and money market accounts, loans, investments, and negotiable instruments.

27301/27302 - BUSINESS LAW FOR 11-12 - 1 CREDIT This course is designed to present the student with knowledge of the fundamental principles of law for application to business and personal transactions. Areas of study are legal systems, contracts, commercial and consumer law (insurance, warranties, commercial paper, bankruptcy, title transfer), employment and agency relationships and business organizations.

28001/28002 - CAREER PREPARATION and 28101/28102- CAREER PREPARATION—WORK EXPERIENCE FOR 12 –2 credits in the classroom portion of this course students will gain the basic knowledge necessary for gaining and maintaining employment and becoming a productive citizen in the world of work. The course utilizes technology and media to address and train students in job search skills, work ethics, workplace safety, human relations skills, personal finances (banking, budgeting, income taxes, credit, etc.), job applications, interviewing, resume writing, and entrepreneurship. The Work Experience portion of the course is designed to give the student a "real world" work-based learning experience. Students will seek out one of the following experiences: part-time paid employment, an internship, or a job shadowing experience to participate

in during the school year. Employers/business partners will be asked to assess the student's progress by completing quarterly evaluations. The goal is to give students the opportunity to apply and build upon the concepts learned in class in a business/industry environment, thus enabling them to prepare for their future. **Prerequisite: Students must be seniors in good academic standing, on track for graduation and meeting all graduation requirements. Students must register for and complete both portions of the course.**

A-1417 - COLLEGE ACCOUNTING FOR 11-12 - 1 CREDIT This course is designed to give the student an understanding of the acceptable professional procedures of recording, classifying, and summarizing the transactions of a business. Emphasis is placed on interpreting and analyzing recorded financial data. This course is primarily intended for students who plan to continue their education in college in a business major. **PREREQUISITE: "C" or higher in Accounting or a "B" average student. Courses in this Tech Prep sequence may generate dual credit at South Suburban College for students who complete the dual credit application and earn a "C" or higher.**

26001/26002 - C++ COMPUTER PROGRAMMING AND GAMES DESIGN FOR 11-12 - 1 CREDIT This course is designed for students interested in career pathways leading into the world of advanced computer programming with an emphasis on *games* programming design. CPG provides them with a solid foundation in the rigorous game programming language of the professionals. Students create small games that demonstrate their higher order thinking skills (mastery of content material, predict consequences, complex problem solving, pattern recognition, predict and draw conclusions, compare, and discriminate between competing ideas) using C++ Programming Language. The students combine each major concept (algorithms, data structures, recursion, and more) to create a multiple player game. Skills learned in this course are transferrable to visual arts, engineering, as well as information systems.

27000 - EDUCATION AND CAREER TECHNOLOGY FOR 9 - ½ CREDIT This is a required course for all freshmen. The course focuses on students learning to effectively utilize spreadsheet applications (Excel), word processing (Word) and presentation software (PowerPoint), as they apply to future educational experiences and careers. The course encompasses digital literacy and etiquette in cyberspace, internet safety, as well as internet research techniques, digital literacy and the application of these skills to projects. Students will explore careers of their choice utilizing a career research software program and complete career inventories and assessments that become a part of their College and Career Portfolio. They also develop a Career Essay as a requirement for this course. **Courses in this Tech Prep sequence may generate dual credit at South Suburban College for students who complete the dual credit application and earn a "C" or higher.**

27501/27502 - INTERMEDIATE ENTREPRENEURSHIP FOR 10-11-12 - 1 CREDIT This course is designed for students who have successfully completed *Principles of Entrepreneurship* and demonstrate the ability to move to the second level of entrepreneurship training to further develop and apply their skills as a small business owner. The course incorporates the advanced level Network for Teaching Entrepreneurship (NFTE) curriculum. Students apply the skills learned in the Principles of Entrepreneurship to demonstrate knowledge of resources, interpersonal skills, information, systems and technology, basic skills, critical thinking, and personal qualities. In addition, they demonstrate their skills in effective business ownership by participating in competitions with their peers as well as young entrepreneurs in the area. The final project is the presentation of a professional business plan that includes a description of the business, location, products and services, analysis of completion, market survey and analysis, marketing strategies, organizational structure, legal issues, business forms, sales projections, and financial planning. One (1) elective credit is earned. **Prerequisite: "C" or higher in Principles of Entrepreneurship**

27101/27102 - INTRODUCTION TO BUSINESS FOR 10-11-12 - 1 CREDIT This course is designed to give the student a basic understanding of the business world and of business practices that are important to each person as a citizen and consumer. Included is a study of banking, credit, insurance, marketing and small business ownership. Career information is shared in choosing and preparing for different job cluster groups. This course is suggested as an elective for all students but is particularly beneficial for students interested in a career in the business field. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability. **Courses in this Tech Prep sequence may generate dual credit at South Suburban College for students who complete the dual credit application and earn a "C" or higher.**

R-1425 - INTRODUCTION TO PROGRAMMING FOR 11-12 - 1 CREDIT This course is designed to teach computer programming for business purposes using an industry standard programming language. **PREREQUISITE: "C" or higher in Education and Career Technology and previous math courses or teacher approval.**

27601/27602 - MARKETING FOR 10-11-12 - 1 CREDIT This course is designed to give students an understanding of the total marketing process including advertising, sales, pricing of goods, product planning, business management and business ownership. Special emphasis is placed on marketing careers, entrepreneurship, and business plans. This course is an elective for all students but is particularly beneficial for students who plan to own their own business or major in business. **Courses in this Tech Prep sequence may generate dual credit at South Suburban College for students who complete the dual credit application and earn an "A" or "B" in the course.**

27701/27702 - MEDIA TECHNOLOGY FOR 11-12 - 1 CREDIT Media Technology offers hands-on experience with multimedia software and digital capturing devices. Students will learn how they relate to the creation of brochures, newsletters, flyers and web pages. Using business standard software, students will learn how to create illustrations, edit digital photographs, create custom page layouts, develop a website and web pages, create simple animations and edit video clips. Emphasis will be placed on formatting, design, layout, and text with graphics. Some HTML programming will also be addressed. **PREREQUISITE: Education and Career Technology (ECT)**

27401/27402 - PRINCIPLES OF ENTREPRENEURSHIP FOR 10-11-12 - 1 CREDIT This foundational course in entrepreneurship incorporates the Network for Teaching Entrepreneurship (NFTE) curriculum in the current business framework. This course is designed for students who have a sincere interest in small business ownership and management. Students will study the role of entrepreneurs in our free enterprise system and acquire the knowledge and skills needed to effectively organize, develop, create, and manage a small business. Activities include reading, writing, discussion, direct and indirect research, business math, accounting principles, teamwork, networking, problem solving, applying technology, and decision-making. Students will develop business and marketing skills, work readiness skills, customer service and sales techniques, inventory procedures and calculations, effective communications techniques, payroll calculations, and related marketing functions. Emphasis will also be placed on job search techniques, career opportunities and requirements, and appropriate workplace behaviors. The Secretary's Commission on Achieving Necessary Skills (SCANS) competencies is integrated throughout the textbook, materials, and activities. The culminating project is the development of a basic business plan. One (1) elective credit is earned. **Prerequisite: "C" or higher in Educational and Career Technology. Courses in this Tech Prep sequence may generate dual credit at South Suburban College for students who complete the dual credit application and earn a "C" or higher.**

DRIVERS EDUCATION, HEALTH, AND PHYSICAL EDUCATION

Program Description

The Driver Education, Health, and Physical Education program serves students with a wide range of physical and academic needs and interests. The program provides opportunities for students to develop decision-making, safe-driving, physical, and recreational skills that lead to healthy life-styles. The students will be prepared to assume responsibility for their wellness and citizenship.

Program Goals

1. Understand and appreciate the physical development, structure, and functions of the human body and relate this understanding to healthy life-style choices.
2. Understand and value the principles of nutrition, exercise, efficient emotional stress management, positive self-concept development, drug use and abuse, and illness prevention and treatment.
3. Understand the principles of consumer health and safety, including environmental health.
4. Develop the skills necessary to participate in a variety of lifetime activities.
5. Understand the value of a personal wellness program.
6. Understand a variety of basic lifesaving activities.
7. Understand the importance of becoming a safe and defensive driver.
8. Understand the importance of sportsmanship, team work, and appropriate social skills.

Course Selections

Adaptive Physical Education	Physical Education I
Driver Education	Physical Education II, III, IV
Fitness and Nutrition	Physical Education Exempt
Health	Sports Medicine
Lifeguarding	Strength and Conditioning

51491/51492 - ADAPTIVE PHYSICAL EDUCATION FOR 9-10-11-12 - 1 CREDIT This class is for students with IEP's and 504 Plans. Students work at their own pace and concentrate on individual goals set up by the student, teacher, and or, physician recommendations. Students may be recommended to enter adaptive physical education at any time. **PREREQUISITES: IEP or 504 Plan.**

53000 - DRIVER EDUCATION FOR 10 - 1/2 CREDIT This is an elective course which provides experiences that help a student to learn how to use a motor vehicle in a safe and efficient manner. The course consists of three phases: classroom, simulation, and behind-the-wheel. Students will gain experience on the road through application of lessons and skills they have been introduced to during the simulation and classroom portions of the class. Successful completion of the above two phases enables the student to be able to take the driving portion of the Illinois Driver's License examination prior to the required age of 18. This course may be paired with one semester of physical education. **PREREQUISITES: Student must be a minimum of 15 years of age, pass the state written test on the Rules of the Road, pass a state required vision test, complete the application for the learner's permit, pay fees established by the State of Illinois, and have a passing grade in at least eight classes during the previous two semesters**.

52091/52092 - FITNESS AND NUTRITION FOR 10-11-12 - ½ P.E. CREDIT & ½ ELECTIVE CREDIT This is a one year interdisciplinary course that will include one semester of Nutrition taught through the Family and Consumer Science Department and one semester of Fitness taught through the Physical Education Department. Students will learn to analyze their fitness, nutrition, and health risks. With the help of an individualized computer program, students will incorporate hands-on laboratory experiences in nutritional food preparation, exercise, and health behavior management, to attain personal goals. This course is designed to teach a holistic approach to wellness as a way of life. **Students may only take this course one time. Student MUST complete each semester of this interdisciplinary course in order to receive credit. Students who are medically exempt from PE may not take this course as half of the class will consist of fitness activities.**

51010 - HEALTH FOR 9-10-11-12 - ½ CREDIT This course deals with the basic factors which influence the health of the individual which includes: physical and mental outlook on life, intelligent use of foods, living with others, sexual adjustment, disease prevention, choosing health services and protecting our environment. The course will provide students a set of skills that could be applied into each domain of wellness within their own personal lifestyle in a positive and healthy way.

52190 - LIFEGUARDING FOR 11-12 - 1 CREDIT Lifeguarding classes are designed to teach students how to respond quickly and effectively to situations related to the pool, breathing, cardiac emergencies, and apply first aid when necessary. The Lifeguarding Course is a blended learning course, part of the course is completed online and the other part in taught in the pool. Students will need to pass all requirements in order to be certified through The American Red Cross. **Assessment and instructor approval required.**

51090 - PHYSICAL EDUCATION I FOR 9 - 1/2 CREDIT Students must pass physical education each semester they are enrolled in high school unless exempted from physical education under provisions of Board Policy. All physical education courses are divided into segments with various activities each quarter. Courses offered fall into the categories of swimming, team sports, individual sports, and activities. The student is expected to dress in uniform and participate daily in physical education. **PREREQUISITES: A physical examination on file in the nurse's office and a regulation physical education uniform and lock are required.**

51190 - PHYSICAL EDUCATION FOR 10, 11 & 12 – 1/2 CREDIT Students must pass physical education each semester they are enrolled in high school unless exempted from physical education under provisions of Board Policy. All physical education courses are divided into segments with various activities each quarter. Courses offered fall into the categories of team sports, individual sports and other aerobic activities. **PREREQUISITES: A physical examination on file in the nurse's office and a regulation physical education uniform and lock are required.**

50090 - PHYSICAL EDUCATION EXEMPT FOR 9-10-11-12 Students who are registered for this are cleared from PE due to a medical note, participating in an IHSA sport, or marching band.

52201/52202 - SPORTS MEDICINE FOR 11-12 - 1 CREDIT The Introduction to Sports Medicine and Athletic Training Program consists of a one year course sequence designed for students who are interested in fields such as athletic training, physical therapy, medicine, nursing, fitness, physiology of exercise, kinesiology, nutrition, EMT, and other sports medicine related fields. It is offered as a classroom and lab course instructional model to provide students with an avenue through which to explore these fields of study. The program focuses on the basic information and skills important in the recognition of, care, prevention, and preliminary rehabilitation of athletic injuries.

51290 - STRENGTH AND CONDITIONING FOR 10-11-12 - 1 CREDIT Students will work to develop muscular power, refine basic body mechanics and movement patterns, develop muscular endurance and aerobic capacity, and develop good nutritional habits, as they relate to specific sports or activities. Students will learn to develop and utilize their own fitness/weight lifting program with the aid of technology. This course may be substituted for regular physical education courses. **PREREQUISITES: Students must have been a member of an I.H.S.A. high school athletic team the previous year and eligible for athletic competition the present school year or have approval from the PE division leader.**

ENGLISH COMMUNICATION ARTS & READING

Program Description

The English Communication Arts Program provides opportunities for all students to become responsible, self-motivated, productive citizens, as well as lifelong learners and communicators. As a result of their participation in the English Communication Arts Program, students develop verbal and nonverbal communication skills which include problem-solving, critical thinking, reading, writing, speaking, listening, research, and social skills. Students express thoughts and feelings, work cooperatively, and integrate technology in order to function effectively in life. Students explore the aesthetic value and multi-cultural diversity as reflected in language and literature. This program follows the professional standards and guidelines as established by colleges and universities, the State Goals for Learning, the International Reading Association, and the National Council of Teachers of English.

Program Goals

1. Know how to read, comprehend, interpret, analyze, evaluate, and use a variety of written materials.
2. Know how to listen critically and analytically.
3. Know how to write standard English in a grammatical, well-organized and coherent manner for a variety of purposes.
4. Know how to use spoken language in formal and informal situations to communicate effectively.
5. Understand and appreciate the various forms of fiction and nonfiction representative of different cultures, eras, and ideas.
6. Know how to locate, access, and process information through technology to enable lifelong learning.
7. Explore how language evolves and functions.
8. Prepare for future learning, which includes the work environment.

Course Selections

Advanced Composition & Research: Creative Writing (Advanced Composition Research – Creative Writing)
Advanced Composition & Research: Multicultural Literature (Advanced Composition Research – Multicultural Literature
Advanced Composition & Research: World Humanities (Advanced Composition Research – World Humanities)
Advanced (Honors) Composition & Research: British Literature (Advanced Composition Research - British Literature)

Advanced Placement English III
Advanced Placement English IV
Advanced Placement Research
Advanced Placement Seminar
Communication Instruction
English III
English III (Honors)
Journalism
Literacy Skills
Pre-AP English I
Pre-AP English I (Honors)
Pre-AP English II
Pre-AP English II (Honors)
Sophomore Reading

14501/14502 - ADVANCED COMPOSITION & RESEARCH: CREATIVE WRITING FOR 12 - 1/2 CREDIT Seniors may choose this course for second semester. Creative Writing is an introduction to the art of writing prose, poetry, and drama. The three steps of writing process (prewriting, writing, and revising) are emphasized in students' personal creations as they learn to write as professional authors do. Students in this class will be given challenging assignments to generate original works in a variety of genres. Classroom activities include reading great works, analyzing fiction and poetry, completing writing exercises, journaling, revising original works, and editing and preparing work for publication. All students will be expected to participate in class workshops. Each student will prepare a portfolio of original work for the end of each semester. STUDENTS WILL BE EXPECTED TO WRITE EVERY SINGLE DAY! This course fulfills one-half credit of required English IV credit.

14201/14202 - ADVANCED COMPOSITION & RESEARCH: MULTICULTURAL LITERATURE FOR 12 - 1/2 CREDIT Seniors may choose this course for second semester. Multicultural Literature is a course for seniors that encompass the cultural experiences through diverse ethnic groups. The course emphasizes the development of composition techniques, reading, and critical thinking skills. A research project with written documentation is required. Students are expected to produce documents of publication quality using contemporary technology. This course fulfills one-half credit of required English IV credit.

14301/14302 - ADVANCED COMPOSITION & RESEARCH: WORLD HUMANITIES FOR 12 - 1/2 CREDIT Seniors may choose this course for second semester. The World Humanities course provides senior students an opportunity to observe, analyze, synthesize, and evaluate world literature, allowing students to gain an understanding of historic and global diversity. Students will compare and contrast literary and artistic themes and styles while learning accepted criteria for aesthetic judgment. The course acknowledges different learning styles by allowing students hands-on experiences; opportunities to work independently as well as in small and large groups; and participation in student projects, written composition, and classroom discussion. Integrating reading, writing, literature, speaking, listening, vocabulary, library, and critical thinking skills, students read and write for a variety of purposes. A formal research project is required. This course fulfills one-half credit of required English IV credit.

14411/14412 - ADVANCED (HONORS) COMPOSITION AND RESEARCH: BRITISH LITERATURE FOR 12 – 1/2 CREDIT All seniors who take Honors Composition and Research will take this course second semester. This in-depth course traces the literary and historical trends of British Literature. Students will study the development of British Literature from the earliest Anglo-Saxon period through modern works. This course is designed for college-bound students who perform above grade level in their reading and language arts skills. Integrating reading, writing, literature, speaking, listening, vocabulary, library, and critical-thinking skills, students will read and write specifically for literary analysis purposes. A formal literary analysis research project is required. This course fulfills one-half credit of required English IV credit.

13021/13022 - ADVANCED PLACEMENT ENGLISH III FOR 11 - 12 - 1 CREDIT AP English Language and Composition AP Course Following the College Board's suggested curriculum designed to parallel college-level English courses, AP English Language and Composition courses expose students to prose written in a variety of periods, disciplines, and rhetorical contexts. These courses emphasize the interaction of authorial purpose, intended audience, and the subject at hand, and through them, students learn to develop stylistic flexibility as they write compositions covering a variety of subjects that are intended for various purposes. (Available SY 2011-.)

14021/14022 - ADVANCED PLACEMENT ENGLISH IV FOR 12 - 1 CREDIT This course is designed specifically for the student planning to take the Advanced Placement Literature and Composition test offered in early May. Critical thinking and writing skills will be emphasized through an analysis of the essay, short story, novel, poetry, and drama. **PREREQUISITE: Credits in A.P. English III or area approval.**

14721/14722 - ADVANCED PLACEMENT RESEARCH FOR 11-12 - 1 ELECTIVE CREDIT Designed by the College Board to parallel college-level courses in independent research, AP Research courses provide students with the opportunity to conduct an in-depth, mentored research project. Course topics include research methods, ethical research practices, and accessing, analyzing, and synthesizing information to address a research question. Courses culminate with an academic thesis paper and an oral defense of the research design, approach, and findings.

14621/14622 - ADVANCED PLACEMENT SEMINAR FOR 9-12 - 1 CREDIT Following the College Board's suggested curriculum designed to parallel college-level English courses, AP Seminar: English courses expose students to a variety of texts covering multiple genres, topics, and rhetorical contexts in a seminar-style setting. These courses foster students' ability to summarize and explain the salient ideas in a text by analyzing an author's perspective, rhetorical choices, and argumentative structure. Students evaluate a variety of literary, informational, and visual texts, and synthesize perspectives to develop evidence-based arguments. Students convey their findings through multiple written formats, multimedia presentations, and oral defenses.

10601/10602 - COMMUNICATION SKILLS FOR 9 - 1 CREDIT Communication Skills courses are typically individualized according to each student's condition and needs. Increasing the student's communication skills—oral expression, listening comprehension, reading, and writing—is emphasized; communication techniques in several areas (Educational, social, and vocational) are often explored.

13001/13002 - ENGLISH III FOR 11 - 1 CREDIT This course traces the development of American literature and thought from pre-Colonial times to the present through a survey of literary and technical genres, devices, and techniques representative of many diverse subcultures, eras and ideas. This course is designed for college-bound and/or career-oriented students who perform at grade level in their reading and language arts skills. Integrating reading, writing, literature, speaking, listening, vocabulary, library and critical thinking skills, students read and write for a variety of purposes. Preparation skills for college entrance exams and the ACT assessment are emphasized. A formal, research project is required.

13011/13012 - ENGLISH III (HONORS) FOR 11 – 1 CREDIT This course traces the development of American literature and thought from pre-Colonial times to the present through an in-depth analysis of literary and technical genres, devices, and techniques representative of many diverse subcultures, eras, and ideas. This course is designed for college-bound students who perform above grade level in their reading and language arts skills. Integrating reading, writing, literature, speaking, listening, vocabulary, library and critical thinking skills, students read, write, and research for the purpose of literary analysis. Preparation skills for college entrance exams and the ACT assessment are emphasized. A formal, research paper is required.

18001/18002 - JOURNALISM FOR 10-11-12 - 1 CREDIT This course enables students to understand and critically evaluate the role of media in society. Course content typically includes investigation of visual images, printed material, and audio segments as tools of information, entertainment, and communication to influence opinion; improvement of presentation and evaluative skills in relation to mass media; recognition of various techniques for delivery of a particular message; and in some cases, creation of a media product. The course may concentrate on a particular medium.

10701/10702 - LITERACY SKILLS - FOR 9 - 1 CREDIT Literacy Skills courses prepare students for success in high school and/or for postsecondary education. Course topics may vary according to the students involved, but typically include reading improvement skills, such as scanning, note-taking, and outlining; library and research skills; listening and note-taking; vocabulary skills; and test-taking skills. The courses may also include exercises designed to generate organized, logical thinking and writing.

11081/11082 - PRE-AP ENGLISH I - FOR 9 - 1 CREDIT Pre-AP English 1 prepares students for close, critical reading and analytical writing. Students learn to observe small details to arrive at an understanding of the whole and to appreciate authors' choices as they examine how language and conventions are used for both precision and style across a range of literary and nonfiction texts. As writers, students build the foundational skill of crafting complex sentences before moving to well-organized paragraphs and essays. Pre-AP courses follow College Board program requirements that lead to official authorization on Course Ledger.

11091/11092 - PRE-AP ENGLISH I (HONORS) - FOR 9 - 1 CREDIT Pre-AP English 1 prepares students for close, critical reading and analytical writing. Students learn to observe small details to arrive at an understanding of the whole and to appreciate authors' choices as they examine how language and conventions are used for both precision and style across a range of literary and nonfiction texts. As writers, students build the foundational skill of crafting complex sentences before moving to well-organized paragraphs and essays. Pre-AP courses follow College Board program requirements that lead to official authorization on Course Ledger. This course is designed for students who perform above level in their reading and language arts skills.

12081/12082 - PRE-AP ENGLISH II FOR 10 - 1 CREDIT Pre-AP English 2 Pre-AP Course Pre-AP English 2 builds on Pre-AP English 1 as students apply the routines of close observation, critical analysis, and appreciation of author's craft to a range of nonfiction and literary texts. Students develop an awareness of how poets, playwrights, novelists, and writers of nonfiction use language to serve their unique purposes. Students write analyses based on prose fiction, poetry, and arguments, and they synthesize sources to develop an original argument. Pre-AP courses follow College Board program requirements that lead to official authorization on Course Ledger.

12091/12092 - PRE-AP ENGLISH II (HONORS) FOR 10 - 1 CREDIT Pre-AP English 2 Pre-AP Course Pre-AP English 2 builds on Pre-AP English 1 as students apply the routines of close observation, critical analysis, and appreciation of author's craft to a range of nonfiction and literary texts. Students develop an awareness of how poets, playwrights, novelists, and writers of nonfiction use language to serve their unique purposes. Students write analyses based on prose fiction, poetry, and arguments, and they synthesize sources to develop an original argument. Pre-AP courses follow College Board program requirements that lead to official authorization on Course Ledger. This course is designed for students who perform above level in their reading and language arts skills.

10401/10402 - SOPHOMORE READING FOR 10 - 1 CREDIT In the Sophomore Reading course, teachers assist students in using the appropriate study skills and organizational skills needed for their content area classes. Teachers also concentrate on reading skill development based on individual student needs particularly in the areas of vocabulary, comprehension, fluency, text familiarity, writing, and test taking. By increasing students' overall reading skills, their confidence will rise. Students will be formally assessed at the beginning of the year as well as at the end of each semester.

ENGLISH COMMUNICATION ARTS & READING

Go District 205!

FAMILY AND CONSUMER SCIENCES

Program Description

Family and Consumer Sciences Education prepares all students to develop knowledge, skills, attitudes and behaviors needed for living in a diverse global society. Students will prepare for family and careers by applying decision-making skills in personal and human development through real life situations. They will engage in nutrition and wellness activities through laboratory and work site experiences. They will learn to use a variety of resources and technology to become effective consumers and responsible citizens. These enrichment opportunities will enhance their personal, family and career roles.

Program Goals

1. Personal Development - Understand decision making skills to promote physical, intellectual, emotional and social wellness.
2. Nutritional and Wellness - Understand the importance of good nutrition throughout the life cycle.
3. Resource and Technology (FCCLA) - Use a variety of resources and technological advances to enhance the quality of life, achieve personal goals and advance career choices.
4. Family Relations - Nurture human development in the family throughout the life cycle.
5. Parenting - Value responsibility for personal growth within the parenting role.
6. Life Planning - Coordinate personal and career responsibilities for the well-being of self and others.

Course Selections

Advanced Child Care
Barbering I
Barbering II
Child Care Lab
Child Development
Cosmetology I
Cosmetology II
Culinary Arts – Introduction
Culinary Arts – Intermediate*
Culinary Arts - Advanced*
Culinary Arts - Professional§
Fashion & Visual Merchandising
Intermediate Fashion Workshop: Fashion & Textile Technologies
Introduction Fashion Workshop: Fashion & Textile Technologies
Life Skills PCS1

These courses may generate community college credits for students who enroll at the college in that designated program.
§Capstone course

54201/54202 - ADVANCED CHILD CARE FOR 11-12 - 2 CREDITS This course is designed to provide the student with professional expertise in the field of child care. The units of instruction include: first aid, CPR (adult/infant), babysitting training, blood borne pathogens, food safety and sanitation, flow of food through the operation, sanitary facilities and pest management, school age child care, observation, environments for children, and importance of relationships with children and families. Students participate in Mock Interviews and volunteering in an elementary school giving instruction with Junior Achievement Curriculum. After the completion of course, the students will be eligible for certifications in the following areas: Mandated Reporter, First Aid/CPR/AED, Blood Borne Pathogens, Food Safety and Sanitation, Shaken Baby Syndrome, Sudden Infant Death Awareness and Level 1 Early Childhood Education Credential. **PREREQUISITE: C or higher in Child Care Lab or Instructor Approval.**

57201/57202 - BARBERING 101 FOR 11 - 3 CREDITS This is the first year of a two year program in Barbering. The barbering program must be approved and licensed by the Illinois Department of Financial and Professional Regulations, Division of Professional Regulation and meet all state and federal regulations. This course offers students curriculum in both theory and practice in the following areas as they relate to the practice of barber science and art: 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. **PREREQUISITE: Students have been accepted into the course through the Student Application Process.**

57301/57302 - BARBERING 102 FOR 12 - 3 CREDIT This is the second year of a two year program in Barbering. The barbering program must be approved and licensed by the Illinois Department of Financial and Professional Regulations, Division of Professional Regulation and meet all state and federal regulations. It offers advanced theoretical and practical skill development to prepare students for the barbering license exam. Training will cover at a minimum: anatomy; physiology; skin diseases; hygiene and sanitation; barber history, barber law; hair cutting and styling; shaving, shampooing, and permanent waving; massaging, bleaching, tinting, and coloring; and barber implements as they relate to the Barber, Cosmetology, Esthetics, and Nail Technology Act, as well as labor and compensations laws. Knowledge skills and activities completed Barbering I and II will help prepare students to take the licensure exam and progression to obtain the 1500 hours of study in barbering. **PREREQUISITE: Students have been accepted into the course through the Student Application Process.**

54101/54102 - CHILD CARE LAB FOR 10-11-12 - 1 CREDIT The students will gain hands-on experience working with preschool children in a learning environment. Students will learn advanced techniques for teaching preschoolers in the following areas: science, math, music, language arts, nursery rhymes, and games, dramatics and puppetry, arts and crafts, and story time. Emphasis is placed on information needed to own and operate a day care center. Areas studied are job descriptions, room arrangement, state licensing requirements, site location, types of programs, selecting toys and equipment and planning curriculum. Other areas of study include: guidance, child abuse, special needs, and job hunting.

54001/54002 - CHILD DEVELOPMENT FOR 9-10-11-12 - 1 CREDIT This course is designed to give the student a better understanding of the child's growth from conception to school age. The units of instruction include reproduction, prenatal care, physical growth of the baby through early childhood and emotional growth and personality development from early childhood to school age. Discipline and common behavior problems are explored. A limited preschool experience enables students to help guide and care for children as well as observe their behavior. This course also focuses on effective parenting skills and family living.

57001/57002 - COSMETOLOGY 101 FOR 11 - 3 CREDITS The Cosmetology program must be approved and licensed by the Illinois Department of Financial and Professional Regulations, Division of Professional Regulation and meet all state and federal regulations. Cosmetology I introduces students to the requirements to become a licensed cosmetologist. It offers students instruction in both theory and practical application in the following areas: 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. Knowledge, skills, and activities completed in this course will help prepare students for Cosmetology II, while earning hours towards licensure. **PREREQUISITE: Students have been accepted into the course through the Student Application Process.**

57101/57102 - COSMETOLOGY 102 FOR 12 - 3 CREDITS The Cosmetology program must be approved and licensed by the Illinois Department of Financial and Professional Regulations, Division of Professional Regulation and meet all state and federal regulations. Cosmetology II will build upon the knowledge and skills attained in Cosmetology I and will provide instruction, which may be a combination of classroom instruction and hands on experience in the following areas: 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. Instruction may also include instruction in nail technology, esthetics, individualized skill development, and career planning. This course offers a curriculum of advanced theoretical and practical skill development to prepare students for the cosmetology licensure examination and progression to obtain the 1500 hours of study in cosmetology. **PREREQUISITE: Students have been accepted into the course through the Student Application Process.**

56001/56002 - CULINARY ARTS - INTRODUCTION FOR 9-10-11-12 - 1 CREDIT This course includes classroom and laboratory experiences needed to develop a knowledge and understanding of culinary principles and nutrition for people of all ages. Course content encompasses food service and preparation management using the decision-making process; meeting basic needs by applying nutrition concepts; meeting health, safety, and sanitation requirements; maximizing resources when planning/preparing/preserving/serving food; applying hospitality skills; analyzing nutritional needs in relation to change; and careers in nutrition and culinary arts, including entrepreneurship investigation. Some units will include hands-on cooking experiences. Industry credentials include "Servsafe Food Handler Certification."

56101/56102 - CULINARY ARTS - INTERMEDIATE FOR 10-11-12 - 1 CREDIT. This course is designed for students interested in pursuing a career in the culinary/food service and hospitality industries. The industry-focused curriculum is aligned with the National Restaurant Association Education Foundation's ProStart curriculum. This course includes a dynamic and comprehensive curriculum and provides opportunities for students to earn Food Handler's or FSSMC Certification. The Food Service and Sanitation Managers' Certification is valid for 5 years. Students also learn to complete career preparation activities through resume preparation, career exploration, and mock interviews. The program encourages high school students to experience all aspects of operating and managing a food service establishment and build business and management skills. These skills are as vital to all other industries as they are to foodservice. Industry Certifications include Servsafe Allergen Certification. **PREREQUISITE: C or higher in Intro to Culinary Arts or Instructor Approval.**

56201/56202 - CULINARY ARTS - ADVANCED FOR 11-12 - 2 CREDITS This course is the third in the sequence for those students interested in pursuing a career in the field of Culinary Arts. It covers the creative aspects of food preparation including gourmet, regional, and international cooking. Students receive hands-on experience in preparing, catering and serving meals. Students will be given an opportunity to take the ServSafe Managers Exam and receive their FSSMC certificate. This course provides an opportunity for students to earn Dual Credit through local community colleges. **PREREQUISITE: C or higher in Intermediate Culinary Arts or Instructor Approval.**

56301/56302 - CULINARY ARTS - PROFESSIONAL FOR 11-12 - 2 CREDITS The course will offer students an in-depth cooking experience, including a capstone project. Cooking experiences will include, but not be limited to, regional and ethnic dishes, gourmet desserts, catering, and a mock-restaurant experience. At the end of the course the student will have a portfolio, which will include a pictorial recipe book, with nutritional analysis and evaluations. This course provides an opportunity for students to earn Dual Credit through local community colleges. **PREREQUISITE: Passing Advanced Culinary Arts**.

55300 - FASHION & VISUAL MERCHANDISING FOR 11-12 1 CREDIT Dual Credit Course with South Suburban Community College. In this course, students will learn the business aspects of fashion which includes the processes involved with producing raw materials, apparel and accessories, as well as the information on globalization, manufacturing technologies, branding, retailing and the retail businesses that sell fashion merchandise to the public. The course will emphasize up-to-date information on subjects such as fashion history and design, evaluating fabrics, manufacturing and distribution sources, inventory control and buying fashion goods for resale to the public. Students will also be introduced to modern visual merchandising including displays and signage to multicultural consumers, green initiatives and environmentally- aware visual design. **PREREQUISITES: C or higher in Intermediate Fashion or Instructor Approval**. **Credits Earned:** 1 high school elective credit and 3 semester hours of college credit (BUS 111 – Fashion Merchandising I)

55101/55102 - INTERMEDIATE FASHION WORKSHOP: FASHION AND TEXTILE TECHNOLOGIES FOR 10-11-12 - 1 CREDIT This course offers students an opportunity to explore and expand their knowledge of fashion, fabrics, and construction. We will explore reasons for clothes and the influences on clothing choices. Topics covered include fashion, art and design, fabrics, wardrobe planning and care, shopping and the workplace, fashions and fads, history of fashion, the fashion industry, fashion designers, and the language of fashion. Each semester course in the Fashion Workshop sequence goes into more depth with selected topics and provides more opportunities for achievement of content standards, competencies, and technical skills. Additional independent study opportunities are available. **PREREQUISITE: C or higher in Introduction to Fashion Workshop or Instructor Approval.**

55001/55002 - INTRODUCTION TO FASHION WORKSHOP: FASHION AND TEXTILE TECHNOLOGIES FOR 10-11-12 1 CREDIT This course offers students an opportunity to explore and expand their knowledge of fashion, fabrics, and construction and to study art principles and their relationship to design. Students will learn how to operate the sewing machine and serge. We will explore reasons for clothes and the influences on clothing choices. Topics covered include fashion, art and design, fabrics, wardrobe planning and care, shopping and the workplace, fashions and fads, history of fashion, the fashion industry, fashion designers, and the language of fashion. Each semester course in the Fashion Workshop sequence goes into more depth with selected topics and provides more opportunities for achievement of content standards, competencies, and technical skills.

82001/82002 - LIFE SKILLS PCS1 FOR 9-10-11-12 - 3 CREDITS A nine-week course designed to equip *alternative school placed* students for reintegration in District 205 home schools. Lessons and activities will use a variety of innovative, research-based techniques to provide students with practical, hands-on experiences. The course provides foundational skill sets, knowledge, and attitudes necessary for success in high school, post-secondary settings, and for independent living. The course focuses on three key areas: independent living, college readiness, and career exploration. Major components include learning strategies, college and career research, interviewing skills, and inventories that reflect students' interests and strengths. Specific skills developed include personal values, decision making, goal setting, and problem solving.

WORLD LANGUAGE/ENGLISH LANGUAGE LEARNERS (ELL)

Program Description

World Language students and English Language Learners (ELLs) will acquire language skills and concepts which include listening, speaking, reading, writing, grammar and culture. Problem-solving and critical thinking skills are enhanced through the manipulation of grammar, translation, the acquisition of idiomatic expressions, and by comparing and contrasting languages. The learning of these skills reinforces the Illinois State Goals for Language Arts. Sensory and aesthetic appreciation is developed through the study of literature, theater, music and art. Social perspective is further enhanced through the study of history and geography. Enrichment opportunities beyond the classroom experience are provided. Students develop social and technological skills which promote interaction, tolerance, and awareness of our global community. Students who continue to study at the advanced levels develop language proficiency that increases their employment opportunities. As effective communicators in a second language, students become more self-confident in their own language. The District 205 World Language/ELL Department follows the guidelines set forth by the State, universities, professional organizations and oral proficiency guidelines established by national organizations.

Program Goals

1. Understand how the learned skills of listening, speaking, writing and reading are used in communicative activities.
2. Understand the relationship between the target and native language.
3. Appreciate the art/history/literature/culture of the target language.
4. Understand the need for global awareness and multi-cultural cooperation.

Course Selections

Advanced Placement French
Advanced Placement Spanish
Chinese I, II, III
ELL For Newcomers
English AS A NEW LANGUAGE I, II, III
ESL Tutorial
French I, II, III, IV
Spanish I, II, III, IV
Spanish for Native Speakers I, II

A-1521 - ADVANCED PLACEMENT FRENCH FOR 12 - 1 CREDIT This course offers French language study in greater depth and detail to improve listening via increased aural training, speaking with facility in a variety of forums, reading a wide variety of materials and genres, and writing with greater accuracy, precision and clarity. Study habits necessary for college coursework and improvement of writing and problem-solving techniques will be emphasized. **PREREQUISITE: Student must demonstrate sufficient proficiency via assessment.**

48521/48522 - ADVANCED PLACEMENT SPANISH FOR 12 - 1 CREDIT This course offers Spanish language study in greater depth and detail to improve listening via increased aural training, speaking with facility in a variety of forums, reading a variety of materials and genres, and writing with greater accuracy, precision and clarity. Study habits for college coursework and improvement of writing and problem-solving techniques will be emphasized. **PREREQUISITE: Students must demonstrate proficiency via OIC assessment.**

46401/46402 - CHINESE I FOR 9-10-11-12 - 1 CREDIT This course introduces students to the four basic skills of the Chinese (Mandarin) language: speaking, listening, reading and writing. Students will explore Chinese culture as well as develop an understanding of different ways of life. Students will also learn how to make visual characters, as well as write in Pinyin.

46501/46502 - CHINESE II FOR 9-10-11-12 - 1 CREDIT This course is designed to further develop the four basic skills of language learning - listening, speaking, reading, and writing, with greater emphasis, however, on reading and writing the Chinese language. The second year continues the study of the Chinese world—its customs and traditions. **PREREQUISITE: Chinese I or demonstrate proficiency via assessment.**

46601/46602 - CHINESE III FOR 10-11-12 - 1 CREDIT The aims of Chinese I and II will be continued in the four basic skills with greater emphasis on reading and writing. The course includes a review of basic grammar and an introduction to more complex sentence structures. There will be a transition from repetitive patterns of speech to more independent patterns of thought. Students will reinforce written skills by means of original compositions in the Chinese language and research projects, written and oral. Supplementary readings of intermediate difficulty will enrich the students' vocabulary and knowledge of Chinese literature and culture. This course leads to initial preparation for the Chinese Language Advanced Placement Test, which will be taken in Chinese IV. **PREREQUISITE: Pass Chinese II with a "C" or better.**

80501/80502 - ELL FOR NEWCOMERS 9-10-11-12 - 1 CREDIT
The ELL Newcomers Class is designed to provide a supportive and engaging learning environment for individuals who are new to the English language. This course is specifically tailored to meet the unique needs of students who have recently arrived in an English-speaking environment and have limited proficiency in English.

80101/80102 - ENGLISH AS A NEW LANGUAGE (ELL) I FOR 9-10-11-12 - 1 CREDIT This course is designed to meet the needs of non-English speaking students. Emphasis will be placed on developing listening, understanding, speaking, reading and writing skills to enable students to function in their content area classes as well as in the English speaking environment outside of the school. Credit earned in this course applies to the English graduation requirement. **PREREQUISITE: The student's composite proficiency level is less than 4.8 and/or a literacy composite proficiency level less than 4.2 (W-APT, ACCESS), which is the criterion for limited-English language proficiency (LEP) in Illinois. The school district has the discretion of using additional indicators to determine whether the student is eligible for services. The ELL Coordinator will coordinate with the Area Instructional Leader for placement and scheduling.**

80201/80202 - ENGLISH AS A NEW LANGUAGE (ELL) II FOR 9-10-11-12 - 1 CREDIT This course will stress the skills of listening, understanding, and speaking English taught in ESL I. More emphasis is placed on reading and writing because, after ESL II, the student is mainstreamed into regular English classes. The student will read short stories and novels; write paragraphs, compositions, and book reports; and write a short library research report. Credit in this course applies to the English graduation requirement. **PREREQUISITE: The student's composite proficiency level is less than 4.8 and/or a literacy composite proficiency level less than 4.2 (W-APT, ACCESS), which is the criterion for limited-English language proficiency (LEP) in Illinois. The school district has the discretion of using additional indicators to determine whether the student is eligible for services. The ELL Coordinator will coordinate with the Area Instructional Leader for placement and scheduling.**

80301/80302 - ENGLISH AS A NEW LANGUAGE (ELL) III / ENGLISH III FOR 9-10-11-12 - 1 CREDIT This course is designed to meet the needs of the limited-English proficient (LEP) students in the English as a New Language (ELL) Program. Students build on listening, speaking, reading, and writing skills taught in ELL II, to enable them to function in content classes as well as in the English speaking environment outside of school. Credit in this course applies to the English graduation requirement. **PREREQUISITE: The student's composite proficiency level is less than 4.8 and/or a literacy composite proficiency level less than 4.2 (W-APT, ACCESS), which is the criterion for limited-English language proficiency (LEP) in Illinois. The school district has the discretion of using additional indicators to determine whether the student is eligible for services. The ELL Coordinator will coordinate with the Area Instructional Leader for placement and scheduling.**

80001/80002 - ESL TUTORIAL FOR 9-10-11-12 - 1 CREDIT This course is designed to provide the limited-English proficient (LEP) students enrolled in the school's English As A New Language (ELL) Program with bilingual assistance and/or other ELL intervention that will help them be successful in their content area classes. Credit earned in this course applies to the credits required for graduation. **PREREQUISITE: The student's composite proficiency level is less than 4.8 and/or a literacy composite proficiency level less than 4.2 (W-APT, ACCESS), which is the criterion for limited-English language proficiency (LEP) in Illinois. The school district has the discretion of using additional indicators to determine whether the student is eligible for services. The ELL Coordinator will coordinate with the Area Instructional Leader for placement and scheduling.**

47101/47102 - FRENCH I FOR 9-10-11-12 - 1 CREDIT This course introduces students to the four basic skills of the French language: speaking, understanding, reading and writing. Students will explore a variety of French-speaking cultures as well as develop an understanding of different ways of life.

47201/47202 - FRENCH II FOR 9-10-11-12 - 1 CREDIT This course is designed to develop further the four basic skills: listening comprehension, speaking, reading and writing, with greater emphasis on reading and writing. Cultural awareness is expanded beyond textbook content. **PREREQUISITE: French I or demonstrate proficiency via assessment.**

47311/47312 - FRENCH III FOR 10-11-12 - 1 CREDIT The aims of French I and II will be continued in the four basic skills with greater emphasis on reading and writing. The course includes a review of basic grammar and an introduction to more complex sentence structures. There will be a transition from repetitive patterns of speech to more independent patterns of thought. Students will reinforce written skills by means of original compositions in the French language and research projects, written and oral. Supplementary readings of intermediate difficulty will enrich the students' vocabulary and knowledge of French literature and culture. **PREREQUISITE: Pass French II with a "C" or better.**

47411/474121 - FRENCH IV FOR 11-12 - 1 CREDIT This course continues the goals of the preceding courses for reading, writing, speaking and comprehension. Cultural sensitivity is enhanced through readings and other activities. Research and special projects are included. **PREREQUISITE: Pass French III with a "C" or better.**

48101/48102 - SPANISH I FOR 9-10-11-12 - 1 CREDIT This course introduces students to the four basic skills of the Spanish language: speaking, understanding, reading and writing. Students will explore a variety of Spanish-speaking cultures as well as develop an understanding of different ways of life.

48201/48202 - SPANISH II FOR 9-10-11-12 - 1 CREDIT This course is designed to further develop the four basic skills of language learning - listening, speaking, reading, and writing, with greater emphasis, however, on reading and writing the Spanish language. The second year continues the study of the Spanish-speaking world—its customs and traditions. **PREREQUISITE Spanish I or demonstrate proficiency via assessment.**

48311/48312 - SPANISH III FOR 10-11-12 - 1 CREDIT Goals of Spanish I and II are continued with greater emphasis on reading and writing skills. The course includes a review of basic grammar and an introduction to more complex sentence structure. There will be a transition from repetitive patterns of speech to more independent patterns of thought and expression. Students will reinforce writing skills by means of original compositions in the Spanish language and research projects, written or oral. Supplementary readings of intermediate difficulty will enrich the students' vocabulary and knowledge of literature and culture are required. **PREREQUISITE: Pass Spanish II with a "C" or better.**

48411/48412 - SPANISH IV FOR 11-12 - 1 CREDIT This course continues the goals of the preceding courses: reading, writing, speaking and listening. Cultural sensitivity will be enhanced through reading and other class activities. Research and special projects are required. **PREREQUISITE: Pass Spanish III with a "C" or better.**

80601/80602 - SPANISH FOR NATIVE SPEAKERS I 9-10-11-12 - 1 CREDIT
Spanish for Native Speakers courses prepare native and heritage speakers to communicate in Spanish in all modes. These courses reinforce and expand students' skills to interpret (read, listen, view) and present (speak, write) information at the same level as they exchange (speak and listen; read and write) information, concepts, and ideas on a variety of topics. Spanish for Native Speakers courses advance students' understanding of the relationships among the products, practices, and perspectives of the cultures included in the Spanish-speaking world.

80701/80702 - SPANISH FOR NATIVE SPEAKERS II 9-10-11-12 - 1 CREDIT
Spanish for Native Speakers courses prepare native and heritage speakers to communicate in Spanish in all modes. These courses reinforce and expand students' skills to interpret (read, listen, view) and present (speak, write) information at the same level as they exchange (speak and listen; read and write) information, concepts, and ideas on a variety of topics. Spanish for Native Speakers courses advance students' understanding of the relationships among the products, practices, and perspectives of the cultures included in the Spanish-speaking world. **PREREQUISITE: It is highly recommended that the student completes the benchmark for Spanish for Spanish Speakers I.**

MATHEMATICS

Program Description
Mathematics is a language used to identify, describe, and investigate patterns and problems of everyday life.

The District 205 Mathematics program provides all students with the opportunity to become productive members of today's technological society. Through the concepts of measurement, estimation, data analysis, geometric relations and algebra, the program develops mathematical problem solving, computational and communication skills. Lifelong learning, the making of mathematical connections, and developing an appreciation for mathematics is promoted. We use a dynamic, multifaceted approach that includes use of the latest technology, manipulatives, and remediation.

The District 205 Mathematics Program follows the guidelines set forth by universities, the State of Illinois, professional organizations, the NCTM Standards, National Common Core Standards, and School District 205.

Program Goals
1. Number Concepts and Skills - Understand numbers.
2. Measurement - Extend the understanding of the process of measurement.
3. Algebraic Concepts and Skills - Know algebraic concepts and methods.
4. Geometric Concepts and Skills - Know geometric concepts and methods.
5. Data Collection and Analysis - Understand methods of data collection and analysis.
6. Mathematics as Problem Solving - Know problem solving strategies.
7. Mathematical Connections - Understand connections among mathematical topics and between math and other disciplines.
8. Technology - Understand the uses of technological tools that facilitate mathematical learning.
9. Mathematics as Reasoning - Understand logical reasoning.
10. Mathematics as Communication - Know mathematical language and symbolism.

Course Selections
Advanced Placement Calculus (AB)
Advanced Placement Pre-Calculus
Advanced Placement Statistics
College Preparatory Mathematics
Enrichment for Mathematics I
Enrichment for Mathematics II
Financial Algebra
Mathematics I 08 (Honors)
Mathematics I
Mathematics I (Honors)
Mathematics II
Mathematics II (Honors)
Mathematics III
Mathematics III (Honors)
Pre-Algebra with Elective
Pre-Algebra
Statistics
Trigonometry & College Algebra (Honors)

The following courses may be offered for Credit Recovery: Algebra I, Algebra II, Geometry

24421/24422 - ADVANCED PLACEMENT CALCULUS (AB) FOR 11-12 - 1 CREDIT This course consists of the study of differentiation and integration of algebraic and transcendental functions with associated applications. Special emphasis is placed on limits and relating the graphical, numerical and analytical representations. This course prepares the student for the Calculus AB Advanced Placement Exam and

follows the curriculum recommended by the College Board. Students in this course are expected to complete the AP Exam during the scheduled time period in May. Successful completion of the examination provides college credit at most universities. The use of a graphing calculator is required. This item may be rented in the bursar's office/bookstore. **PREREQUISITES: It is highly recommended that students complete the benchmark requirements for Mathematics I 08 (Honors) or Mathematics I (Honors), Mathematics II (Honors), Trigonometry & College Algebra (Honors) or Mathematics III Honors, and AP Pre-Calculus. Students taking this course will complete the AP Examination in Calculus. This course will be equivalent to a college course in Calculus and will be intensive. It is highly recommended that the student has a "B" or higher in the prerequisite courses before taking this course.**

24321/24322 - ADVANCED PLACEMENT PRE-CALCULUS FOR 11-12 - 1 CREDIT AP® Pre-Calculus is a two-semester series that bridges into advanced mathematics courses such as college Calculus or AP® Calculus. students will explore polynomial, rational, exponential, logarithmic, and trigonometric functions, you'll find out how equations become art and describe the world around us. In AP® Precalculus, students will learn what is needed to enter exciting fields such as medicine, pharmaceutical engineering, forensic sciences, economics, mechanical engineering, structural engineering, and computer software engineering. This course will assume mastery of concepts in Mathematics II Honors and Mathematics III Honors. As part of this course, students are expected to watch explanation videos, take notes on key concepts, solve practice problems, and analyze and correct errors. **PREREQUISITES: It is highly recommended that students complete the benchmark requirements for Honors Mathematics I Honors, Mathematics II Honors, and Mathematics III Honors before taking this course. Students taking this course will complete the AP Examination in Pre-Calculus. This course will be equivalent to a college course in Pre-Calculus and will be intensive. It is highly recommended that the student has a "B" or higher in the prerequisite courses before taking this course.**

A-1347 - ADVANCED PLACEMENT STATISTICS FOR 11-12 - 1 CREDIT AP Statistics is the high school equivalent of a one semester, introductory college statistics course. In this course, students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students design, administer, and tabulate results from surveys and experiments. Probability and simulations aid students in constructing models for chance phenomena. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. Students use a TI-83/84 graphing calculator, Fathom and Minitab statistical software output, and Web-based java applets to investigate statistical concepts. To develop effective statistical communication skills, students are required to prepare frequent written and oral analyses of real data. The use of a graphing calculator is required. This item may be rented in the bursar's office/bookstore. **PREREQUISITES: It is highly recommended that students complete the benchmark requirements for Mathematics I, Mathematics II, Mathematics III before taking this course. Students taking this course will complete the AP Examination in Statistics. This course will be equivalent to a college course in Statistics and will be intensive. It is highly recommended that the student has a "B" or higher in the prerequisite courses before taking this course.**

25001/25002 - COLLEGE PREPARATORY MATHEMATICS FOR 12 ONLY – 1 CREDIT
This course is designed to prepare and transition students directly into college and career pathways requiring general education college level competencies in quantitative literacy, data analysis, statistics and problem solving. The competencies within each domain should include, but are not limited to, numeracy (operation sense, estimation, measurement, quantitative reasoning, basic statistics, and mathematical summaries), application based on algebraic topics, and functions and modeling. This course features four units of instruction and a capstone project. The units of study are Personal Finance, Statistics & Predictions in Everyday Life, Analyzing and Optimizing our World, and Math in Decision Making. Students will learn about relevant financial skills with prior mathematical concepts. They will use data and Statistics to explain and predict events in daily life; describe and plan for their physical world using mathematical ideas and properties; and further analyze various decision-making processes; modeling of data; basic financial logistics and safety-related decisions; and use network models for making informed decisions.

The capstone project is Starting a Business. Students will research and create their own business plans to present to potential investors including budgets, design of office space, and future expansion efforts. To successfully earn transitional math credit a student must receive a year end final grade of C (70% or better) and have demonstrated that competencies for the course were met. Students earning a final grade of D will only receive a high school math credit. **PREREQUISITES: Student must be a senior. Students must have met the state required 3 math credits (preferred, but not required Mathematics I, Mathematics II, and Mathematics III) for graduation by the end of this course to receive the notation on transcript for IL community colleges and select 4-year colleges.**

21401/21402 - ENRICHMENT FOR MATHEMATICS I FOR 9-10-11-12 - 1 CREDIT This course is designed to help students experience better success in Mathematics I by working to strengthen the student's skill level of the Standards for Mathematical Practice. Students will be introduced to future Mathematics I content and remediate skills from CCMSS for 8th grade. The course has an emphasis on building a student's capacity to take ownership over their own learning by focusing on study skills specific to success in math classes. Students will set goals and establish a pathway for achieving those goals. Students enrolled in Enrichment for Mathematics I must also enroll in Mathematics I.

22401/22402 - ENRICHMENT FOR MATHEMATICS II FOR 9-10-11-12 - 1 CREDIT This course is designed to help students experience better success in Mathematics II by working to strengthen the student's skill level of the Standards for Mathematical Practice. Students will be introduced to future Mathematics II content and remediate skills from CCMSS for 8th grade and Mathematics I. The course has an emphasis on building a student's capacity to take ownership over their own learning by focusing on study skills specific to success in math classes. Students will set goals and establish a pathway for achieving those goals. Students enrolled in Enrichment for Mathematics II must also enroll in Math II.

24001/24002 - FINANCIAL ALGEBRA FOR 11-12 - 1 CREDIT This course is designed to train students to be excellent consumers in the economy. Students will review math computation skills and will learn concepts that will allow them to be increasingly successful with their personal and business finances. These skills include managing money and managing expenses. Students will look at personal costs associated with vehicles, housing, and insurance. There will also be opportunities to examine business costs such as services, utilities, accounting, depreciation, pricing, stocks, and bonds. Students may be assigned specific projects, which will be tailored to the specific House in which they are enrolled. Each student in this course is required to have a scientific calculator. The student is expected to bring this scientific calculator to class each day. The student can check the instructor's syllabus if he/she has any questions regarding the purchase of a calculator. **PREREQUISITES: It is highly recommended that students complete the benchmark requirements for Mathematics I, Mathematics II, and Mathematics III before taking this course.**

20411/20412 - MATHEMATICS I HONORS 08 FOR 8 - 1 CREDIT The fundamental purpose of Mathematics I Honors is to formalize and extend the mathematics that students learned in the middle grades. Each unit deepens and extends understanding of linear relationships by contrasting them with exponential phenomena and by applying linear models to data that exhibit a linear trend. Mathematics 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This honors level course will focus deeper on each of these concepts. This course can grant progression to Mathematics II Honors Freshman year. **PREREQUISITE: Placement test(s) and area criteria.**

21301/21302 - MATHEMATICS I FOR 9-10-11-12 - 1 CREDIT This course is a required course (2 semesters) that is designed to formalize and extend the mathematics that students learned in the middle grades. Integrated Math I topics include recognizing and developing patterns using tables, graphs and equations. Mathematical modeling is stressed as a methodology for approaching the solution to problems. Students will explore operations on algebraic expressions, and apply mathematical properties to algebraic equations. Students will problem solve using equations, graphs and tables and investigate linear relationships, including comparing and contrasting options and decision-making using algebraic models. Reinforcement of topics

from two-dimensional Geometry is integrated into this curriculum. This includes applications from the areas of area and perimeter, the Pythagorean Theorem and its applications, as well as geometric proportion. Finally, introductory instruction in the area of statistics is provided to reinforce mathematical modeling. Technology will be used to introduce and expand upon the areas of study listed above. **PREREQUISITE: Placement test(s) and area criteria.**

21311/21312 - MATHEMATICS I HONORS FOR 9-10 - 1 CREDIT The fundamental purpose of Mathematics I Honors is to formalize and extend the mathematics that students learned in the middle grades. Each unit deepens and extends understanding of linear relationships by contrasting them with exponential phenomena and by applying linear models to data that exhibit a linear trend. Mathematics 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This honors level course will focus deeper on each of these concepts. **PREREQUISITE: Placement test(s) and area criteria.**

22301/22302 - MATHEMATICS II FOR 9-10-11-12 - 1 CREDIT This course is a required course (2 semesters) that focuses on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Secondary Mathematics I. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course. **PREREQUISITE: It is highly recommended that students complete the benchmark requirements for Mathematics I before taking this course.**

22311/22312 - MATHEMATICS II HONORS FOR 10-11-12 - 1 CREDIT The fundamental purpose of Mathematics II Honors is to formalize and extend the mathematics learned in Mathematics I. Each unit deepens and extends the understanding of quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Secondary Mathematics I. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course. The course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This honors level course will focus deeper on each of these concepts. **PREREQUISITE: It is highly recommended that students complete the benchmark requirements for Mathematics I Honors with a "B" or higher before taking this course.**

23201/23202 - MATHEMATICS III FOR 9-10-11-12 - 1 CREDIT This course is for students to pull together and apply the accumulation of learning that they have from their previous courses. Students add to their catalog of function types to include polynomial, rational, logarithmic, and trigonometric. They expand their understanding of right triangle trigonometry to include circular trigonometry and general triangles. They apply methods from probability and statistics to draw inferences and conclusions from data. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. **PREREQUISITE: It is highly recommended that students complete the benchmark requirements for Mathematics II before taking this course.**

23211/23212 - MATHEMATICS III HONORS FOR 10-11-12 - 1 CREDIT The fundamental purpose of Mathematics III Honors is to formalize and extend the mathematics learned in Math I and Math II. Students deepen and add to their catalog of function types to include polynomial, rational, logarithmic, and trigonometric. They expand their understanding of right triangle trigonometry to include circular trigonometry and general triangles. They apply methods from probability and statistics to draw inferences and conclusions from data. And, finally, students bring together all of their experience with functions and geometry to create models

and solve contextual problems. The course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This honors level course will focus deeper on each of these concepts. **PREREQUISITE: It is highly recommended that students complete the benchmark requirements for Mathematics II Honors with a "B" or higher before taking this course.**

20201/20202 - 20301/20302 - PRE-ALGEBRA WITH ELECTIVE FOR 9 - 1 CREDIT, 1 CREDIT ELECTIVE CREDIT This double-period course utilizes the research-based Carnegie Learning Bridge to Algebra curriculum to build students' understanding of the core concepts and foundational skills necessary to be successful in Algebra I and Geometry. The course covers the following concepts and topics: The Number System; Factors and Fractions; Operations with Rational Numbers; Ratio, Proportionality, and Percent; Foundations of Algebra; Expressions, Equations, and Exponents; and Showing Relationships with Graphs. **PREREQUISITE: Placement test(s) and area criteria.**

20201/20202 - PRE-ALGEBRA FOR 9 - 1 CREDIT This is a single-period course that utilizes the research-based Carnegie Learning Bridge to Algebra curriculum to build students' understanding of the core concepts and foundational skills necessary to be successful in Algebra I and Geometry. The course covers the following concepts and topics: The Number System; Factors and Fractions; Operations with Rational Numbers; Ratio, Proportionality, and Percent; Foundations of Algebra; Expressions, Equations, and Exponents; and Showing Relationships with Graphs. **PREREQUISITE: Placement test(s) and area criteria.**

24101/24102 - STATISTICS FOR 11-12 - 1 CREDIT This course is designed to train students how to create studies, collect and analyze data, and interpret results along with the study of probability and statistical inference. Exposure to real data can aid personal development and decision-making, as well as give students concrete examples of how statistics plays a role in their lives today. Students will learn that the ability to critically evaluate data is an important life skill because data influences every part of their lives. This introductory statistics course will allow students the opportunity to gain sound intuition in developing their understanding of the concepts of quantitative, as well as qualitative literacy. This course is highly recommended for Health and Human Service students who are considering college work in the medical field, social and behavioral sciences, and/or criminal justice. The use of a graphing calculator is required. This item may be rented in the bursar's office/bookstore. **PREREQUISITES: It is highly recommended that students complete the benchmark requirements for Mathematics I, Mathematics II, and Mathematics III before taking this course.**

24211/24212 - TRIGONOMETRY & COLLEGE ALGEBRA (HONORS) FOR 11-12 - 1 CREDIT Trigonometry is presented from an analytic and computational viewpoint. Topics include graphs of trigonometric functions, solving triangles, verifying identities, solving equations and addressing practical applications. College Algebra topics include theory of equations, the study of transcendental functions.. This course is highly recommended for students, who will be selecting a major in college that requires more than one math course. **PREREQUISITES: It is highly recommended that students complete the benchmark requirements for Mathematics I, Mathematics II, and Mathematics III before taking this course with a "B" or higher in the prerequisite courses before taking this course.**

MUSIC

Program Description

In keeping with community, state and national expectations the District 205 Music Program shall provide the opportunity for all students to become an active, focused, and disciplined learner through the study of music. Students will experience and create elements of music that transcend printed words and musical notations. Through the use of vocal and instrumental solos and ensembles, students will attain skills that are necessary for success in the world of work.

These skills include:

- developing a sense of commitment
- working cooperatively with others
- developing individual creativity
- strengthening mathematical concepts
- encouraging emotional awareness
- developing poise
- encouraging, developing and reinforcing the value of self-discipline

Through music, students realize and appreciate the artistic and multicultural world that powerfully contributes to the social and spiritual dynamic of our educational community.

Program Goals

1. Become active learners through the study of music.
2. Understand how elements of music transcend words.
3. Appreciate a variety of musical styles
4. Realize multicultural experiences through music.
5. Apply the discipline skills of music to the world of work.

Course Selections

Advanced Placement Music Theory
Beginning Band
Chorale IV
Intermediate Choir III
Junior-Varsity Band
Men's Ensemble
Percussion Ensemble
Symphonic Band
Symphonic Band Honors
Varsity Band
Women's Ensemble

A-1777 - ADVANCED PLACEMENT MUSIC THEORY FOR 11-12 - 1 ELECTIVE CREDIT AP Music Theory is a 1 credit elective course giving the student an extensive background in the harmonic materials of music in the style of the 17th, 18th and 19th centuries, culminating with the opportunity to receive college credit through taking the AP Music Theory Exam in May. In addition to studying the harmonic materials of music, students will develop and hone their ear-training skills in melodic, harmonic dictation, and sight-singing. Students will develop piano keyboard skills, and use computer technology as available. Much of the work of this course is programmed, individualized instruction or project oriented. **PREREQUISITES: Symphonic Band, or Symphonic Band Honors, or Chorale IV, or Chorale IV Honors, or Audition.**

49001/49002 - BEGINNING BAND FOR 9-10-11-12 - 1 CREDIT
Membership in Beginning Band is open to any student who has a desire to learn to play an instrument. Most instruments are furnished by the school for a small rental fee. No audition is required to become a member of Beginning Band. Here is an opportunity for any instrumentalist to learn to read music. Pianists are also invited to join.

R-1773 - CHORALE IV FOR 10-11-12 - 1 CREDIT This is the advanced choir. Students are admitted upon teacher recommendation or audition. Students will sign a grade contract based on the following requirements: 1) concert/recital requirements and 2) book/video reports. Students will sing and study a wide variety of advanced choral literature, theory, and sight-singing. Written and aural assessments are given on a regular basis. Students will also be assessed in vocal quartets. Students are required to participate in the I.H.S.A. Solo-Ensemble contest. Extra rehearsals and performances/competitions are more frequent. Students are required to participate in these co-curricular events. In addition, students may prepare for the I.M.E.A. audition and perform in a student recital.

R-1771 - INTERMEDIATE(Choir) III FOR 10-11-12 - 1 CREDIT This is the intermediate choir. Students are admitted upon teacher recommendation or audition. Students will sign a course contract on the following requirements: 1) Pre-concert co-curricular rehearsals, 2) Theory/sight singing workbook completion and 3) Concerts/competitions. Students will sing and study a wide variety of intermediate choral literature, theory, and sight singing. Written and aural assessments are given on a regular basis. Students will also be assessed in vocal quartets. Extra rehearsals and performances/competitions are more frequent than the beginning level. Students are required to participate in these co-curricular events.

49101/49102 - JUNIOR-VARSITY BAND FOR 9-10-11-12 - 1 CREDIT This band is a training group for students who wish to become more proficient on their respective instruments, and, in turn, to earn a place in either the Varsity Band or the Symphonic Band. This group appears in several performances during the school year, and selected members may be permitted to perform with the Marching Band. **PREREQUISITE: Audition.**

49801/49802 - MEN'S ENSEMBLE FOR 9-10-11-12 - 1 CREDIT This is a beginning level choir, open to all male students. This course teaches correct posture, proper breath control, healthy use of the singing voice, music reading skills, and performance etiquette. Written and aural assessments are given on a regular basis. Extra rehearsals and performances/competitions after school are required. Performance attire includes a white shirt, black dress pants, black socks, and black dress shoes.

49401/49402 - PERCUSSION ENSEMBLE FOR 9-10-11-12 - 1 CREDIT Percussion Ensemble is a class designed to promote and develop musical performance on various percussion instruments. Including but not limited to snare drum, drum set, timpani, marimba, and percussion instruments from other cultures. The students will study and apply percussion performance concepts, to several different styles of music, from classical to music of native origin. The class is open for beginning, to advanced students.

49301/49302 - SYMPHONIC BAND FOR 9-10-11-12 - 1 CREDIT Members of this organization are highly proficient instrumental musicians. The Symphonic Band performs at all home football and basketball games and in several concerts and parades during the school year. This band also makes a performance tour. Symphonic band may include formal class sessions beyond the traditional school day. **PREREQUISITE: Audition**.

49311/49312 - SYMPHONIC BAND HONORS FOR 10-11-12 - 1 CREDIT Members of this organization are the most highly proficient instrumental musicians in school. The Symphonic Band performs at all home football and basketball games and in several concerts and parades during the school year. Members must participate in the I.H.S.A. Solo and Ensemble festival and the I.M.E.A. District auditions. Symphonic Band may include formal class sessions beyond the traditional school day. **PREREQUISITE: Audition with director to include sight reading and the performance of the state I.M.E.A. scales in two minutes or less with 100% accuracy.**

49201/49202 - VARSITY BAND FOR 9-10-11-12 - 1 CREDIT Members of this organization are proficient instrumental musicians. This band performs with the Symphonic Band at all school football games, basketball games and parades. It may appear as a separate organization, however, at all concerts. Selected members of this group may also accompany the Symphonic Band on its tour. Varsity Band may include formal class sessions beyond the traditional school day. **PREREQUISITE: Audition**.

49701/49702 - WOMEN'S ENSEMBLE FOR 9-10-11-12 - 1 CREDIT This is a beginning level choir, open to all female students. This course teaches correct posture, proper breath control, healthy use of the singing voice, music reading skills, and performance etiquette. Written and aural assessments are given on a regular basis. Extra rehearsals and performances/competitions after school are required. Performance attire includes a white top with sleeves, black skirt, flesh colored stockings, and black dress shoes.

PERFORMANCE AND COMMUNICATION ARTS

Program Description

In keeping with community, state, and national expectations, students in the Performance and Communication Arts Program experience a wide range of creative opportunities through speech, radio/TV, media-technology, theater courses and co-curricular activities. Students participate in creative activities involving intrapersonal, interpersonal, and mass communication which encourage them to become critical thinkers and effective communicators. Through researching, networking, listening, speaking, scripting, staging, designing, constructing, and video-audio taping/editing, the students experience application, synthesis, and evaluation of the Performance and Communication Arts. These courses and co-curricular experiences provide students with the foundation and the training for effective leadership, aesthetic decision making, team playing and inspired lifelong learning in today's media-driven global society.

Program Goals

1. Understand the process, elements and tools that are used to create and perform multiple and varied works of communication art in our modern world.
2. Understand the value of using collaboration in the artistic and technological creation of communication art.
3. Recognize the relationship between Performance and Communication Arts and the world in which we live, work and study.
4. Understand self and community awareness through the creative communication processes.
5. Understand the evaluative processes used to form critical responses to works of communication.
6. Understand the value of participation in co-curricular and internship programs aligned to Perform and Communication Arts.

Course Selections

Intro to Media Production
Introduction to Theatre Arts
Journalism
Media Production
Speech I
Speech I (Honors)
Speech II
Theater Production
Yearbook

STUDENTS MUST TAKE EITHER R-1103-1 SPEECH I OR A-1105-1 Honors SPEECH I FOR THE GRADUATION REQUIREMENT.

15101/15102 - INTRODUCTION TO MEDIA PRODUCTION FOR 10-11-12 - 1 CREDIT This course is designed for students who have an interest in or are seeking a major concentration in a mass media related field in the House of Arts and Communication. This survey course is designed for students who have an interest in a technology driven curriculum and who plan to pursue a career in a media related field. The students work on a variety of projects that stress different types of script writing and hands-on experience with audio engineering, cinematography, and an introduction to digital media. Student participation includes creating, writing, producing, engineering, directing, and performing in multiple media production formats.

R-1119 - INTRODUCTION TO THEATER FOR 10-11-12 - 1 CREDIT Introduction to Theatre is one of the two courses needed to declare theater performance as a concentration in the House of Arts and Communication. This course is designed to furnish the student with a general background of the performing arts including history, acting, directing, costuming, playwriting, and applying theatrical makeup. Activities in the course enable the student to relate life experiences to those of characters in plays as well as to provide a foundation for the student interested in continuing his or her work in education, community, and/or professional theater.

18001/18002 - JOURNALISM FOR 10-11-12 - 1 CREDIT This course focuses on the basic skills necessary for writing news stories, feature articles, and editorials. The student gains practical experience in production of a high school newspaper. Students who take this course may apply for staff positions on the school newspaper. The students also receive individual instruction and practical experience in all phases of newspaper work by producing the school newspaper. They edit, copy and/or proofread; write headlines, news, editorials, features, and sports stories; interview people; make up pages; sell advertising; and provide photographs and artwork. Proficiency in grammar, spelling and composition skills is recommended. This course does not fulfill the English requirement but provides 1 elective credit.

15201/15202 - MEDIA PRODUCTION FOR 11-12 - 1 CREDIT This course is highly recommended for advanced studies in digital media. Students are required to produce independent media projects including podcasts, webcasts, and digital video productions. These projects foster specialization of student interest and encourage students to investigate more creative and expansive uses of the digital realm. Students are also required to create media productions for various college and scholarship competitions. **PREREQUISITE: Intro to Media Production and instructor/House Leadership approval. Courses in this Tech Prep sequence may generate dual credit at South Suburban College for students who complete the dual credit application and earn an "A" or "B" in the course.**

15000 - SPEECH I FOR 9-10-11-12 - 1/2 CREDIT Required for entry into the House of Arts and Communication and a requirement for graduation, Speech I is designed to prepare students to become more effective communicators in high school, in their post-graduate endeavors, and in everyday society. It emphasizes the improvement of skills in speaking, listening, and critical thinking. Topics include communication theory, interpersonal and intrapersonal communication, public speaking, library and media research, information analysis, outlining, career orientation, social skills, processes of group interaction, and an introduction to literary analysis and performance. All activities emphasize the development of self-esteem. The career speech for the required Senior Project is a component of this course. **It is strongly advised that this course be taken the Freshman or Sophomore year, but it may be taken in the Junior and Senior year.**

15010 - SPEECH I HONORS FOR 9-10 - 1/2 CREDIT This course is offered to students who perform above grade level in their reading and language arts skills. It, too, is required for entry into the House of Fine Arts and Communication and a requirement for graduation. This course is designed to prepare students to become more effective communicators in high school, in their postgraduate work and in everyday society by improving relevant skills in speaking, listening, and critical thinking. Topics include communication theory, interpersonal and intrapersonal communication, public speaking, library and media research, information analysis, outlining, career orientation, social skills, processes of group interaction and an introduction to literary analysis and performance. It will also include an introduction to policy and/or value debate. Although many of the topics are similar to our regular speech I classes, the Honors student will be required to work at a more analytical, in-depth and accelerated level. It is strongly advised that this course should be taken as a Freshman or Sophomore.

A-1109 - SPEECH II FOR 11-12 - 1 CREDIT Speech II students are encouraged to go beyond their own basic speaking skills by preparing, practicing, and presenting projects that enhance the types of communication necessary to succeed in human relations, careers, continuing education, and in some cases, competitive speaking. The course focuses on intellectual and critical thinking skills. Students develop dynamic communication skills and poise through carefully guided practicums. This course is for the student who wants more guided practice in communication. It is also recommended as a cross-over course for those who seek a major in Broadcast/Journalism. **PREREQUISITE: Pass Speech I with a "C" or better and instructor/House Leadership approval.**

16101/16102 - THEATER PRODUCTION FOR 10, 11, 12 - 1 CREDIT Theatre Production is one of the two courses needed to declare theater performance as a concentration in the House of Fine Arts and Communication. This course is designed for the student who desires to participate in all aspects of theater production. By participating in at least two of the course's theatrical productions, the student receives practical application in all areas of production including acting, directing, and the management of technical aspects and business procedures.

19001/19002 - YEARBOOK FOR 11-12 - 1 CREDIT This course emphasizes the preparation and publication of the school yearbook. Students receive instruction in planning page layouts, the use of photographic equipment, writing and editing copy, and business management. Staff members are selected on the basis of interest, talents, and the ability to assume responsibility. This course does not fulfill the English requirement but provides 1 elective credit.

SCIENCE

Program Description

The Science Program will provide opportunities for students to acquire and communicate concepts and basic vocabulary of biological, physical, and environmental sciences. Students will apply the processes, techniques, methods, equipment, and available technology of science to solve everyday problems in an increasingly technological world.

Students will use the scientific method to develop the critical thinking and problem-solving skills required to conduct research and make responsible decisions and ethical judgments in our society and environment.

Program Goals

1. Experience the richness of knowing about and understanding the natural world.
2. Understand and value the impact of science on the individual, society, technology, and the environment.
3. Understand that science impacts personal decisions concerning well-being, ethics and careers.
4. Understand and communicate the concepts and basic vocabulary of science.
5. Understand the process and importance of acquiring, managing, and using information in science.
6. Understand science as a human endeavor which spans time and culture through interdisciplinary studies

Course Selections

Advanced Placement Biology
Advanced Placement Chemistry
Advanced Placement Environmental Science
Advanced Placement Physics
Anatomy & Physiology (Honors)
Earth Science
Environmental Science
Forensic Science
Horticulture I
Horticulture II
Intro to Biophysics (Honors)
Nanoscience I
Pharmacy Technology Program
Physics I
Physics I (Honors)
PLTW – Biomedical Innovation (Honors)
PLTW – Human Body Systems
PLTW - Principles of Biomedical Sciences
PLTW – Medical Interventions (Honors)
Pre-Advanced Placement Biology I
Pre-Advanced Placement Biology I (Honors)
Pre-Advanced Placement Chemistry I
Pre-Advanced Placement Chemistry I (Honors)

Biology, Chemistry and Physics are required courses for all students. All freshmen take Biology, all sophomores take Chemistry and all juniors take Physics.

A-1219 - ADVANCED PLACEMENT BIOLOGY FOR 11-12 - 2 CREDITS The AP Biology course is designed to be the equivalent of a college introductory biology course. The AP curriculum, which is set by the AP Biology Development Committee, includes molecules and cells (25%), heredity and evolution (25%) and organisms and population (50%). Students entering this course must be highly motivated and willing to do significant work outside of the classroom. The extended period class includes twelve standard laboratory experiments that must be completed prior to May of each year when AP Examinations are given. Lectures are an important part of the course, but a variety of instructional approaches including modeling, research, problem solving and cooperative groups will be used. Use of technology is an integral part of the course. **PREREQUISITES: Biology and Chemistry. Recommendation from a science teacher may be required.**

34521/34522 - ADVANCED PLACEMENT CHEMISTRY FOR 11-12 - 1 CREDIT This is a rigorous college-level course intended for those students who have acquired the maturity to work in an independent manner. The course involves a special research project and emphasizes independent laboratory work. Introductory concepts and principles of chemistry are reviewed, while such topics as stoichiometry, atomic theory, equilibrium, reaction rates, electrochemistry, oxidation-reduction reactions, chemical kinetics, nuclear

chemistry, organic chemistry, and qualitative and quantitative analysis are studied. **PREREQUISITE AND RECOMMENDATION: "C" or above in Chemistry I. Pre-Pharmacy Technology Program (SSC).** Four organizations are participating in a college and career readiness partnership to provide opportunities for high school students to enter careers within the Pharmacy Profession as Pharmacy Technicians and Pharmacists. The organizations are D205, SSC, CSU, and an employer, CVS Pharmacy (CVS). D205 students between their Sophomore and Junior year will be interviewed by District 205 Pre-Pharmacy Program Staff and accepted into a program initiated at CSU that will offer four weeks of STEM (Science, Technology, Engineering and Math) education enrichment. The following year, between their Junior and Senior high school years, students will again be offered more advanced enrichment in STEM education at CSU; this time offering some STEM with a greater emphasis on pharmacy. After this four-week enrichment program, the students will then enroll in the Pharmacy Math course at SSC for the fall and the Pharmacy Technician Orientation course in the spring semester. The students must concurrently enroll in a District 205 AP Chemistry course during their Senior year of high school. D205 students may enroll in AP Chemistry and concurrently enroll in the SSC Pharmacy Technology courses without participating in the CSU/STEM Summer Enrichment Program. However, they will not be eligible to apply for employment through the CSU, District 205, SSC, and CVS Partnership Pre-Pharmacy Program. Those students must seek employment at CVS and all other pharmacies through their own initiatives.

35121/35122 - ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE FOR 11-12 - 2 CREDITS The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. Unlike most other college introductory-level science courses, environmental science is offered from a wide variety of areas, including geology, biology, environmental studies, environmental science, chemistry, and geography. Special emphasis is placed on providing students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The AP Environmental Science course is a rigorous science course that stresses scientific principles and analysis, and includes a strong laboratory and field component. It is intended to enable students to undertake, as first-year college students, a more advanced study of topics in environmental science, or alternatively, to fulfill a basic requirement for laboratory science and thus free time for taking other courses. This course prepares students to take the Advanced Placement Environmental Science examination in May and the opportunity to earn college credits. The AP Environmental Science course is an excellent option for any interested student who has completed one year of biology and one year of chemistry. Due to the quantitative analysis that is required in the course, students should also have taken at least one year of algebra. Also desirable (but not necessary) is a course in earth science. Because of the prerequisites, AP Environmental Science will usually be taken in either the junior or senior year. Experience has shown that the most successful students in AP courses are those who are both well prepared and highly motivated. Because many high school students express interest in the environment and environmental issues, it is expected that this may provide an incentive for students (some of whom might otherwise not take an AP science course) to enroll in AP Environmental Science. **PREREQUISITES: Biology, Chemistry, and Algebra I with grade of "C" or better recommended. Students earn 2 credits of academic credit.**

A-1245 - ADVANCED PLACEMENT PHYSICS FOR 11-12 - 1 CREDIT This course allows the student to investigate in depth the topics introduced in Physics I. Additional topics such as friction, angular motion, torque, electricity, magnetism, energy conversion, and modern physics are presented. Each student is expected to complete an in-depth investigation and to present a formal report of his findings. **RECOMMENDATION: Physics I recommended.**

34411/34412 - ANATOMY AND PHYSIOLOGY HONORS FOR 11-12 - I CREDIT This course is designed for students who plan to enter health-related careers. The organization and function of the major systems of the human body form the course content. Class work involves advanced level text materials, lecture-discussion, demonstrations, guest speakers and laboratory investigations. **PREREQUISITES: Biology and Chemistry I with a "C" or better in each course.**

SCIENCE

5001/35002 - EARTH SCIENCE FOR 11-12 - 1 CREDIT This is an elective course for all students who have successfully completed both environmental science and biology. It is designed to provide a solid foundation in the Earth and Space science for the student who is naturally curious about the physical materials and processes that have created the earth. Anyone interested in meteorology, astronomy or geology will be challenged by this interdisciplinary approach. Special topics include: plate tectonics, earthquakes, volcanism, worldwide glaciation, topographic mapping, solar system astronomy, life cycles of stars, weather prediction, hurricanes and tornadoes. Earth science supports the trend toward interdisciplinary curriculum since it combines concepts from all of the major sciences in an effort to understand the natural world in an organized way. **This is an elective course for juniors and seniors only.**

35101/35102 - ENVIRONMENTAL SCIENCE FOR 10-11-12 - 1 CREDIT Ecology/Environmental science is an elective course for students who have one year of previous science credit. It is organized into three broad areas consisting of natural interactions in the environment (ecology), human impact on natural systems, and political and economic forces that affect the environment. Students will have experience in environmental issue investigation, data-based decision making, and action plans concerning real-life environmental problems. **PREREQUISITE: Biology**

35201/35202 - FORENSIC SCIENCE FOR 11-12 - 1 CREDIT Goals/Skills Developed: This crime scene investigation laboratory course involves scientific investigations including DNA fingerprinting, hair identification, forensic anthropology, blood and its use in crime detection. Skills will be developed in microscopy, chromatography, comparative analysis, spot tests, qualitative analysis, mass comparisons, density analysis, and other qualitative and quantitative examinations. Deductive reasoning will be utilized to communicate results, analyses, and conclusions. **This course cannot be taken in lieu of the required Science sequence. PREREQUISITES: Biology, Chemistry highly recommended.**

35301/35302 - HORTICULTURE I FOR 11-12 - 1 CREDIT Horticulture I includes the art of cultivating and using plants for agriculture and for the pleasure of mankind. Topics included in this course are: 1) job opportunities and career planning; 2) plant identification; 3) plant propagation; 4) landscape planning and maintenance; 5) care and maintenance of house plants and floral crops; 6) floral design (making corsages and other various flower arrangements); 7) greenhouse operation and management; 8) horticultural mechanics and sales and turf management. Activities include growing and caring for a variety of plants in a greenhouse, outdoor work in landscaping, floral design projects, films, lectures, field trips and guest speakers. This course is designed to develop employable skills in ornamental horticulture. Students will be charged an additional fee for the cost of materials. Students achieving an "A" or "B" grade for both semesters can earn college credit through the Tech Prep College Articulation Agreement.

R-1223 - HORTICULTURE II FOR 12 - 1 CREDIT This course is designed to provide students with advanced study in floriculture and the landscape industry. Students will use technology for advanced design work in landscaping, plant identification, plant production and custom floral design. Class activities will include learning how to set up and operate a small business in order to develop employment skills for a career in the floriculture or landscape industry. Students will be charged an additional fee for the cost of materials. Students achieving an "A" or "B" grade for both semesters can earn college credit through the Tech Prep College Articulation Agreement. **PREREQUISITE: Horticulture I.**

34311/34312 - INTRO TO BIOPHYSICS H FOR 11-12 – 1 CREDIT - Program is a rigorous college two semester sequence of courses with preparatory introduction to fundamental principles of life sciences and their association with physics. It incorporates introductory concepts of physics into the basic phenomena associated with the biological functions. The subjects to be covered include: Biological structures and their relation to Biophysics (Honors); physical principles and methods in Biology; biomaterials and autonomous agents (sometimes referred to as self-healing materials), physical aspects of structure and functionalities of biomolecules, physical principles of bioenergy conversion; physical processes of bio-transport, and biophysics of nerves. The Biophysics Program of instruction is aligned with CCSS and NGSS.

A-1255 - NANOSCIENCE I H FOR 11-12 – 1 CREDIT - The Nanoscience Program is a two-course sequence of rigorous college level courses providing instruction and training in Nanoscience and Nanotechnology. D205 in partnership with SSC and CSU, will provide students with opportunities to study the field of Nanotechnology, the capability to observe and manipulate systems at the molecular or atomic scale that is affecting all traditional sciences. The Nano-Program will provide an introduction to the history, tools, materials, current and emerging applications of Nanotechnology. This program is targeted at students interested in pursuing careers within the biomedical, health, and nanotechnical sciences. The program is focused on assisting students in developing and/or enhancing their college and career readiness skills. The program is also aligned with the CCSS, College and Career Readiness Standards, and NGSS. D205 students receive dual credit (high school and college transfer credit) through enrollment in the Nanoscience Program courses.

33001/33002 - PHYSICS I FOR 10-11-12 - 1 CREDIT This course is a student-centered course that concentrates on a systematic understanding of fundamental physics and physical processes. A strong emphasis is placed on analytical thinking through problem solving. Discussions, demonstrations, lectures, reading, writing, laboratories, projects, and classroom presentations are used to develop a quantitative scientific approach to understanding our physical world. Physics requires students to think, both creatively and conceptually. In addition, students will learn to develop skills in leadership, collaboration and scientific inquiry. **PREREQUISITES: One algebra credit and one science credit.**

33011/33012 - PHYSICS I HONORS FOR 10-11-12 - 1 CREDIT This advanced course will develop the conceptual foundations in Physics I and add mathematical structure to help broaden student understanding. A more in-depth look at physics concepts will prepare students for future Advanced Placement studies as well as to take a full range of other physics courses. The course is organized around the following themes: mechanics (forces, matter, energy, motion) and the application of those principles including the study of heat, gas behavior, sound, light, electricity and magnetism. The course emphasizes the importance of both individual and collective problem solving strategies. Laboratory investigations will be an integral part of the course. **PREREQUISITES: "C" or better in geometry and a previous science course.**

SCIENCE

R-1287 - PLTW–BIOMEDICAL INNOVATION FOR 11-12 - 1 CREDIT In this capstone course, students apply their knowledge and skills to answer questions or to solve problems related to the biomedical sciences. Students will design innovative solutions for the health challenges of the 21st century. **PREREQUISITE: PLTW Medical Interventions with a "C" or better.**

R-1283 - PLTW–HUMAN BODY SYSTEMS FOR 10-12 - 1 CREDIT This course will engage students in the study of the processes, structures and interactions of human body systems. Important biomedical concepts in the course include communication, transport of substances, locomotion, metabolic processes, identity, and protection. The central theme will focus on how the body systems work together to maintain homeostasis and good health. The systems will be studied as "parts of a whole," working together to keep the amazing human machine functioning at an optimal level. Students will design experiments, investigate the structures and functions of body systems, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary actions, and respiratory operation. Exploring science in action, students will work through interesting real-world cases and often play the role of biomedical professionals to solve medical mysteries. **PREREQUISITE: PLTW Principles of Biomedical Sciences with a "C" or better..**

R-1285 - PLTW–MEDICAL INTERVENTIONS HONORS FOR 11-12 - 1 CREDIT Students investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. These interventions are showcased across the generations of the family and provide a look at the past, present and future of biomedical science. **PREREQUISITE: PLTW Human Body Systems with a "C" or better.**

34301/34302 - PLTW - PRINCIPLES OF BIOMEDICAL SCIENCES FOR 12 - 1 CREDIT This course provides an introduction to the biomedical sciences through exciting "hands-on" projects and problems. Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life. Key biological concepts including: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease are embedded in the curriculum. Engineering principles including: the design process, feedback loops, fluid dynamics, and the relationship of structure to function are incorporated in the curriculum where appropriate. The course is designed to provide an overview of all the courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses. **PREREQUISITE: It is highly suggested that students complete Biology and Chemistry with a "C" or better.**

31081/31082 - PRE-ADVANCED PLACEMENT BIOLOGY I FOR 9-1 CREDIT 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.The Pre-AP science areas of focus are vertically aligned to the science practices embedded in high school and college courses, including AP. This gives students multiple opportunities to think and work like scientists as they develop and strengthen these disciplinary reasoning skills throughout their education in the sciences.

31091/31092 - PRE-ADVANCED PLACEMENT BIOLOGY I HONORS FOR 9-1 CREDIT Honors Pre-AP Biology is designed for students with above grade level reading, writing and mathematical skills. Through scientific inquiry, students are expected to participate and to conduct research (literature and laboratory) on a variety of biological topics. The Honors Pre-AP Biology students' areas of focus are an emphasis on analytical reading and writing, strategic use of mathematics, and attention to modeling.

32081/32082 - PRE-ADVANCED PLACEMENT CHEMISTRY I FOR 10-1 CREDIT Pre-AP Chemistry, students develop a deep conceptual understanding of matter and energy at the molecular level as they learn to explain their macroscopic observations using particulate-level reasoning. As students engage in grade-level content, they utilize scientific reasoning skills needed to analyze the natural world—and to succeed in future science and social science courses in high school and college.

32091-32092 - PRE-ADVANCED PLACEMENT CHEMISTRY I (HONORS) FOR 10-1 CREDIT The Pre-AP science areas of focus are vertically aligned to the science practices embedded in high school and college courses, including AP. This gives students multiple opportunities to think and work like scientists as they develop and strengthen these disciplinary reasoning skills throughout their education in the sciences. These big ideas are addressed across all units: Structure and Properties, Energy, and Transformations. This course provides a solid foundation in chemistry for students who have been academically successful and who intend to pursue either a science or a non-science major in college. A completed research project is required.

SOCIAL STUDIES

Program Description

The social studies program helps students to analyze how individual behavior is shaped by heredity, the past, government, groups, culture, geography, and the economy, and is designed to help students understand, deal with, and direct these forces. The program focuses on the role of the individual as a community member, the responsibilities of citizenship, and cultural awareness. The program helps individuals to develop answers to the following questions:

1. Who am I?
2. What does it mean to be a member of a community?
3. To what communities do I belong?
4. What does it mean to be a member of the world community?

Program Goals

1. Culture — Appreciate the concept of cultural diversity and have knowledge of how culture and cultural systems function.
2. Time, Continuity, and Change — Understand the ways human beings view themselves and their world in and over time.
3. People, Places, and Environments — Demonstrate a knowledge of the interaction of people, places, and environment.
4. Individual Development, Identity, and Personality — Understand individual identity, development, and personality.
5. Individuals, Groups, and Institutions — Appreciate interactions among individuals, groups, and institutions.
6. Power, Authority, and Governance — Understand how people create and change structures of power, authority, and governance.
7. Production, Distribution, and Consumption — Understand how people organize for the production, distribution, and consumption of goods and services.
8. Science, Technology, and Society — Understand relationships among science, technology, and society.
9. Global Connections — Understand global connections and interdependence among world societies.
10. Civic Ideals and Practices — Understand the ideals, principles, and practices of citizenship in our society.

Course Selections

Advanced Placement Psychology
Advanced Placement United States Government and Politics
Advanced Placement United States History
Advanced Placement World Film Studies
African American History
American Law
Ancient World History
Ancient World History (Honors)
AVID 9
AVID 10
AVID 11
AVID 12
Civics
Economics
Economics (Honors)
Global Issues and Society
History of Latin America and Its People
Psychology (Honors)
Sociology
The Problems of Philosophy
United States History
United States History (Honors)

43721/43722 - ADVANCED PLACEMENT PSYCHOLOGY FOR 11-12 - 1 CREDIT Psychology is the study of the mind and behavior. The discipline embraces all aspects of the human experience—from the functions of the brain to the actions of nations, from child development to care for the aged. The Advanced Placement program offers a course and exam in psychology to qualified students who wish to complete studies in secondary school equivalent to an introductory college course in Psychology. The exam presumes at least one semester of college-level preparation which this course will fulfill. The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within Psychology. They also learn about the ethics and methods psychologists use in their science and practice. Summer reading will be required as preparation for the course.

44721/44722 - ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS COURSE DESCRIPTION FOR 12 - 1 CREDIT The College Board goals and topics for AP United States Government and Politics are the focus of this survey course. It is a rigorous and intensive study of not only the functions of our government, but the theories, ideas, beliefs, and perspectives that shape it. This course operates on a college level to prepare students to successfully achieve college credit through an acceptable score on the AP exam for United States Government and Politics given in May. **PREREQUISITES: Senior status *and* placement by counselor. Length: Full Year Elective**

43021/43022 - ADVANCED PLACEMENT UNITED STATES HISTORY FOR 10-11-12 - 1 CREDIT This course is designed for the university-bound junior or senior who plans to take the Advanced Placement American History Test in May. This course is offered in lieu of the traditional U.S. History class. The course offers a traditional rigorous approach to U.S. History. The standards for the course are established with the National College Board. The AP Test includes the colonial period through the present. The course will be offered to qualified students who have not already taken U.S. History. **PREREQUISITE: Recommendations from previous Social Studies and English teachers, recommendation of instructor where appropriate, parental approval and counselor recommendation.**

A-1191 - ADVANCED PLACEMENT WORLD HISTORY FOR 12 - 1 SOCIAL STUDIES CREDIT AP World History is a rigorous, college-level course designed to explore human history from 8000 B.C.E. to the present. We will emphasize the development of analytical and writing skills necessary for success on a collegiate level. To this end, the course devotes considerable time to the critical evaluation of primary and secondary sources, analysis of historiography (The principles, theories, or methodology of scholarly historical research and presentation) and inquiry into global connections that have shaped our present world. A special emphasis will be given to preparation for the National AP Exam, including historical writing through essay and document-based questions (DBQ) as well as objective evaluations. **PREREQUISITES: Senior status *and* placement by counselor. Full Year Elective**

44101/44102 - AFRICAN-AMERICAN HISTORY FOR 11-12 - 1 CREDIT This course is an introductory survey of the history and culture of African Americans and an examination of their philosophical and intellectual traditions. In the course, students are introduced to the West African origins of African Americans, slavery, emancipation, historical individuals, legal cases, civil rights movement and contemporary issues are addressed by using interdisciplinary approaches of their socio-cultural development in the American context, and an investigation of their contributions to the development of United States history and culture are examined. This course addresses Illinois State Goals 14, 15, 16 and 17 for Social Studies.

44401/44402 - AMERICAN LAW FOR 11-12 - 1 CREDIT This course covers criminal law, torts (legal wrongs against the person), real property (including landlord and tenant), contracts, consumer law, domestic relations (marriage, divorce, adoption) and individual rights (constitutional law). The format of the course includes case studies, role-playing, simulation, mock trials, and guest speakers.

41000 - ANCIENT WORLD HISTORY FOR 9 - 1/2 CREDIT The course emphasizes world history and geography through a historical approach. Significant historical time periods are covered in this course from the early river valley civilizations through the middle ages. Some of the major issues that will be covered include migrations, religions, traditions, the family, change, the future, the arts, the roles of men and women, geographic location, map reading, relationships among places and physical geography. A gradual, controlled teacher directed pace is utilized. Placement is based on entrance criteria.

41010 - ANCIENT WORLD HISTORY HONORS FOR 9 - 1/2 CREDIT The course emphasizes world history and geography through a historical approach. Significant historical time periods are covered in this course from the early river valley civilizations through the middle ages. Some of the major issues that will be covered include migrations, religions, traditions, the family, change, the future, the arts, the roles of men and women, geographic location, map reading, relationships among places and physical geography. A gradual, controlled teacher directed pace is utilized. Placement is based on entrance criteria.

40101/40102 - AVID 9 FOR 9- 1 CREDIT Advancement Via Individual Determination 9 is the first year of a four-year college- and career-readiness system that is dedicated to helping students become successful in both their secondary and post-secondary lives and leaders in their community. The core strategies of the AVID system are writing, inquiry, collaboration, organization and reading (WICOR), along with study skills, Socratic-style tutorial sessions, and college and career field experiences such as in- and out-of-state college visit, job site tours, and career-based seminars. COREQUISITE: Students are required to concurrently enroll in a rigorous curriculum to include advanced courses such as honors, Advanced Placement (AP), and International Baccalaureate (IB) a la carte. **PREREQUISITE: See the building's AVID Coordinator or AVID Counselor for details.**

SOCIAL STUDIES

0201/40202 - AVID 10 FOR 10 - 1 CREDIT Advancement Via Individual Determination 10 is the second year of a four-year college- and career-readiness system that is dedicated to helping students become successful in both their secondary and post-secondary lives and leaders in their community. The core strategies of the AVID system are writing, inquiry, collaboration, organization and reading (WICOR), along with study skills, Socratic-style tutorial sessions, and college and career field experiences such as in- and out-of-state college visit, job site tours, and career-based seminars. COREQUISITE: Students are required to concurrently enroll in a rigorous curriculum to include advanced courses such as honors, Advanced Placement (AP), and International Baccalaureate (IB) a la carte. **PREREQUISITE: See the building's AVID Coordinator or AVID Counselor for details.**

40301/40302 - AVID 11 FOR 11 - 1 CREDIT Advancement Via Individual Determination 10 is the third year of a four-year college- and career-readiness system that is dedicated to helping students become successful in both their secondary and post-secondary lives and leaders in their community. The core strategies of the AVID system are writing, inquiry, collaboration, organization and reading (WICOR), along with study skills, Socratic-style tutorial sessions, and college and career field experiences such as in- and out-of-state college visit, job site tours, and career-based seminars. COREQUISITE: Students are required to concurrently enroll in a rigorous curriculum to include advanced courses such as honors, Advanced Placement (AP), and International Baccalaureate (IB) a la carte. **PREREQUISITE: See the building's AVID Coordinator or AVID Counselor for details.**

40401/40402 - AVID 12 FOR 12 - 1 CREDIT Advancement Via Individual Determination 12 is the fourth year of a four-year college- and career-readiness system that is dedicated to helping students become successful in both their secondary and post-secondary lives and leaders in their community. The core strategies of the AVID system are writing, inquiry, collaboration, organization and reading (WICOR), along with study skills, Socratic-style tutorial sessions, and college and career field experiences such as in- and out-of-state college visit, job site tours, and career-based seminars. COREQUISITE: Students are required to concurrently enroll in a rigorous curriculum to include advanced courses such as honors, Advanced Placement (AP), and International Baccalaureate (IB) a la carte. **PREREQUISITE: See the building's AVID Coordinator or AVID Counselor for details.**

44000 - CIVICS FOR 12 - 1/2 CREDIT Civics is a course that is designed to increase student understanding of the American political system. Students in this course will learn about the origins of the American government, the rights and responsibilities of citizens in a democracy, and the role of government in a representative democracy. Course topics include our political party system, the Constitution, current issues in politics, and the various levels of goafricanvernment (local, state, and federal). This course requires a state mandated service-learning project and the United States and Illinois Constitution Exam. **This is a required course.**

42000 - ECONOMICS FOR 10 - 1/2 CREDIT Economics is designed to meet goals under Illinois State Learning Standard 15. The Economics material is introductory in nature and will give students a sampling of many different economic concepts. Economics is the study of how the goods and services we want are produced and distributed among us, as well as how our scarce productive resources are used to satisfy human wants. Upon completion of this portion of the course students will need to gain a fundamental understanding of these concepts as well as their roles within our economic system as a consumer and within the larger global picture. **This is a required course.**

42010 - ECONOMICS HONORS FOR 10 - 1/2 CREDIT In this course students will examine the concepts of economics in America. Economic concepts will include micro and macro economics and international trade. This course includes consumer education topics required by state law. Pre Advanced Placement course work is accelerated and includes abstract analysis and individual/group research. Honors Economics is intended to prepare students for Advanced Placement courses.

44301/44302 - GLOBAL ISSUES AND SOCIETY FOR 11-12 - 1 CREDIT Global Issues and Society is a course addressing the contemporary global concerns of the 21st Century. This course is designed to be exciting and thought provoking. Students in this course will learn about the modern world and be prepared to formulate their own ideas and opinions regarding how to deal with complex global issues. This course emphasizes problems as they affect society and the individual. Areas covered will be selected from such topics as introduction to the study of social problems, problem solving, decision making, crime and violence, conflict, nationalism, peacemaking, human rights, natural resources and the environment, overpopulation, education, foreign affairs, unemployment, sex roles, prejudice and discrimination, poverty, and personal survival and alienation. Active class involvement will be expected of each student.

44201/44202 - HISTORY OF LATIN AMERICA AND ITS PEOPLE FOR 10-12 - 1 CREDIT This course is a survey of the history and culture of Latin America from ancient history to the present. Political, economic, social, and cultural factors will be considered, as well as the interaction between Latin America and the larger society. It will include an examination of the following topics: Ancient civilization, the European conquest, the growth and consolidation of Spanish and Portuguese colonies, race and slavery, regional unrest and revolt, the independence movements, the emergence of Latin American republics, revolution, U.S. and Latin American politics, and 20th century Latin cultural movements. Additional focus will be directed to the role of religion, popular culture, national identity, and migration.

43711/43712 - PSYCHOLOGY HONORS FOR 11-12 - 1 CREDIT This course attempts to help the individual student enhance their ability to understand, predict and control their own behavior and the behavior of others. This course is particularly valuable as a college preparatory course but is also suitable for non-college bound students. Special projects and course work will focus on topics such as physiology of behavior, learning, motivation, personality, and maladjustment behavior.

44501/44502 - SOCIOLOGY FOR 11-12 - 1 CREDIT In this course students will examine the social structure of our society, social interaction amongst individuals and groups, and the major social institutions in America. Students will be exposed to these concepts through the study of culture, socialization, stratification, and social problems that affect our society and shape our history. Coursework will include research and discussion on the topics listed above. This course addresses Illinois State Goals 16 and 18 for Social Studies.

A-1145 - THE PROBLEMS OF PHILOSOPHY FOR 12 - 1 CREDIT Students will examine traditional and contemporary philosophical problems by reading words of major contributors of western philosophy. The emphasis will be on discussion of the materials read. This course is highly recommended for students taking AP English because this course's content is a part of the AP English exam.

R-0170 - UNITED STATES GOVERNMENT FOR 11-12 - ½ CREDIT This course will provide students with knowledge of Illinois and United States Government that will enable them to participate effectively in civic life in America. Students will examine fundamental constitutional principles; the organization of government at the federal, state, and local level; the rights and responsibilities of citizenship; the policy-making process; political parties and elections; comparative government and foreign policy; and the American economic system.

44601/44602 - WORLD FILM STUDIES FOR 11-12 - 1 CREDIT World Film studies is a survey of classic and modern world films in the following genres: comedy, drama, action/adventure, film noir, musical, science fiction/fantasy, horror/suspense, documentary, expressionism and western. The course will include a study of silent, black and white, and foreign language films. This study will include not only the critiquing of direction and production, and the reviewing and critiquing of current films, but also the application of technology for film production. **PREREQUISITES: Mastery in English I and English II and in Ancient World History and Economics.** This course does not fulfill either the English or Social Studies requirements but provides 1 elective credit in either English or Social Studies.

43001/43002 - UNITED STATES HISTORY FOR 10-11-12 - 1 CREDIT The course begins with an overview of U.S. history prior to the 1900's. State requirements for the Federal and State constitutions will be addressed. Students will learn about cultural, social, political, economic and technological developments from 1900-1930 during the first term. Second term will address these same issues from 1930 to the present. Study skills, reading, writing and reasoning skills are also emphasized in this course. **This is a required course.**

43011/43012 - UNITED STATES HISTORY HONORS FOR 10-11-12 - 1 CREDIT The course begins with an overview of U.S. history prior to the 1900's. State requirements for the Federal and State constitutions will be addressed. Students will learn about cultural, social, political, economic and technological developments from 1900-1930 during the first term. Second term will address these same issues from 1930 to the present. Study skills, reading, writing and reasoning skills are also emphasized in this course.

CRIMINAL JUSTICE SYSTEM (SSC) Students are concurrently enrolled in D205's American Law (AL) and Forensic Science (FS) Courses at TR and Criminal Justice System Courses at SSC. SSC offers a wide range of curricula to assist students interested in pursuing careers in law and law enforcement, social work, public administration and policy, and government. Students earn D205 high school credit toward meeting graduation requirements through enrollment in the AL/FS courses and 6 hours of college transfer credit through enrollment in their CJS courses.

SPECIAL PROGRAMS

The Special Programs Department of Thornton Township High Schools District 205 serves young adults between the ages of 14-22 whose identified deficits and educational needs meet the eligibility criteria regulated by state and federal mandates.

The special programs department provides services for students with specific learning disabilities, emotional disabilities, speech/language impairments, autism, intellectual disabilities, other health impairments, hearing impairments, vision impairments, and physical impairments.

CO-TEACHING

Program Description

The **Co-Teaching Model** is used to provide support to students that need modification/accommodations in the regular education setting. Students are placed in co-taught classes based on their individual needs. The co-taught classes are offered for students with any disability to provide the extra support that is needed in their area of deficit.

Course Selections

English III C/T
English IV C/T
Financial Algebra C/T
Mathematics I C/T
Mathematics II C/T
Mathematics III C/T
Pre-Algebra C/T
Pre-AP English I C/T
Pre-AP English II C/T
Reading Foundations C/T
Sophomore Reading C/T

13001/13002 - ENGLISH III C/T FOR 11 - 1 CREDIT This course traces the development of American literature and thought from pre-Colonial times to the present through a survey of literary and technical genres, devices, and techniques representative of many diverse subcultures, eras and ideas. This course is designed for college-bound and/or career-oriented students who perform at grade level in their reading and language arts skills. Integrating reading, writing, literature, speaking, listening, vocabulary, library and critical thinking skills, students read and write for a variety of purposes. Preparation skills for college entrance exams and the Prairie State assessment are emphasized. A formal, research project is required, as well as an annotated bibliography for the Senior Project.

14201/14202 - ENGLISH IV C/T FOR 12 - 1 CREDIT This course focuses on research skills essential for students entering the workplace or post-secondary studies. It is designed to develop stylistic maturity in writing by using a wide-ranging vocabulary, a variety of sentence structures, logical organization, etc. This course allows students to become more critical readers, thinkers, and writers as they become intellectually engaged. Students will learn how to incorporate research into their writing for a variety of purposes.

62601/62602 - FINANCIAL ALGEBRA C/T FOR 12 - 1 CREDIT This course is designed to train students to be excellent consumers in the economy. Students will review math computation skills and will learn concepts which will allow them to be increasingly successful with their personal and business finances. These skills include managing money and managing expenses. Students will look at personal costs associated with vehicles, housing, and insurance. There will also be opportunities to examine business costs such as services, utilities, accounting, depreciation, pricing, stocks, and bonds. Students may be assigned specific projects, which will be tailored to the specific House in which they are enrolled. Each student in this course is required to have a scientific calculator. The student is expected to bring this scientific calculator to class each day. You can check the instructor's syllabus, if you have any questions regarding the purchase of a calculator.

21301/21302 - MATHEMATICS I FOR 9-10-11-12 C/T- 1 CREDIT This course is a required course (2 semesters) that is designed to formalize and extend the mathematics that students learned in the middle grades. Integrated Math I topics include recognizing and developing patterns using tables, graphs and equations. Mathematical modeling is stressed as a methodology for approaching the solution to problems. Students will explore operations on algebraic expressions, and apply mathematical properties to algebraic equations. Students will problem solve using equations, graphs and tables and investigate linear relationships, including comparing and contrasting options and decision-making using algebraic models. Reinforcement of topics from two-dimensional Geometry is integrated into this curriculum. This includes applications from the areas of area and perimeter, the Pythagorean Theorem and its applications, as well as geometric proportion. Finally, introductory instruction in the area of statistics is provided to reinforce mathematical modeling. Technology will be used to introduce and expand upon the areas of study listed above.

22301/22302 - MATHEMATICS II FOR 9-10-11-12 C/T 1 CREDIT This course is a required course (2 semesters) that focuses on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Secondary Mathematics I. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course.

23201/23202 - MATHEMATICS III FOR 9-10-11-12 - C/T 1 CREDIT This course is for students to pull together and apply the accumulation of learning that they have from their previous courses. Students add to their catalog of function types to include polynomial, rational, logarithmic, and trigonometric. They expand their understanding of right triangle trigonometry to include circular trigonometry and general triangles. They apply methods from probability and statistics to draw inferences and conclusions from data. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems.

20201/20202 - PRE-ALGEBRA FOR 9 – 1 CREDIT, 1 CREDIT ELECTIVE CREDIT This double-period course utilizes the research-based Ramp Up to Algebra curriculum to build students' understanding of the core concepts and foundational skills necessary to be successful in Algebra I and Geometry. The course covers the following concepts and topics: The Number System; Factors and Fractions; Ratio and Proportionality; Foundations of Algebra; Expressions, Equations, and Exponents; and Showing Relationships with Graphs.

11081/11082 - Pre-AP ENGLISH I C/T FOR 9 - 1 CREDIT This course introduces the elements of fiction through the study of short stories and novels. The essay and short biography forms are studied as models for the teaching of writing. The course emphasizes the writing process to develop the basic skills needed for correct writing and critical thinking. Major areas of study include reading, library skills, critical thinking skills, and vocabulary development. This course is designed for students who have met entry level reading and writing requirements. An Independent Research Project is required. This course fulfills one unit of required English credit.

12081/12082 - Pre-AP ENGLISH II C/T FOR 10 - 1 CREDIT Integrating reading, writing, literature, speaking, listening, vocabulary, library skills, and critical thinking skills, students read and write for a variety of purposes. Using thematic units and incorporating engaged learning strategies, students analyze what they read and apply it in their own writing. Students will read, understand, and appreciate a variety of literary and technical genres representative of many cultures, eras, and ideas. This course is designed for students who perform at grade level in their reading and language arts skills because the genres are studied in depth. An Independent Research Project is required.

10401/10402 - SOPHOMORE READING C/T FOR 10 – 1 CREDIT In the Sophomore Reading course, teachers assist students in using the appropriate study skills and organizational skills needed for their content area classes. Teachers also concentrate on reading skill development based on individual student needs particularly in the areas of vocabulary, comprehension, fluency, text familiarity, writing, and test taking. By increasing students' overall reading skills, their confidence will rise. Students will be formally assessed at the beginning of the year as well as at the end of each semester.

AUTISM (AUT)

Program Description

The autism program offers a variety of supports depending on student needs. Some students with autism are serviced in a self-contained setting with the support of a classroom teacher, speech/language pathologist, and occupational therapist. Other students with autism receive services through the variety of programs offered.

Program Goals

1. Academics: The student will maintain and/or further develop functional/functional academic or academic skills in the areas of reading, writing, math, and communication across the programs five domains, and when appropriate, in mainstream classes.
2. Personal and Social Growth: The student will develop an understanding of one's self in relation to others, which will maximize his/her ability to interact and function within the programs five domains.
3. Living Skills: The student will develop, maintain and/or raise his/her level of independence to interact and function in daily living skills within the home, community, and in recreation/leisure activities.
4. Vocational: The student will learn and use appropriate work related skills and behaviors in order to obtain and/or retain employment.
5. Transition: The student will actively participate in transition activities to aide them in transitioning into adult life.
6. Communication: The speech pathologist will offer intense language based activities and instruction to address the individual communication needs of each student.
7. Therapy: The occupational therapist will offer services to address the individual sensory needs of each student in the classroom.

Course Selections

Functional Communication Skills
Functional Living Skills
Functional Vocational Skills
Adaptive PE

R-001971 - FUNCTIONAL COMMUNICATION SKILLS FOR 9-10-11-12 - 1 CREDIT This course will assist students to develop their reading, writing, speaking, and listening skills. In addition, students develop their daily math skills in the areas of number identification, number concepts and their applications, problem solving, measurement, money and time. Emphasis will be on functional skills related to the students' immediate and long-term needs both in school and within their family and community.

R-001973 - FUNCTIONAL LIVING SKILLS FOR 9-10-11-12 - 1 CREDIT This course emphasizes those skills that will assist students to function as independently as possible in the following areas: 1.) Self-care; 2.) Domestic responsibilities; 3.) Personal safety in the home and community; 4.) First Aid; 5.) Health; 6.) Human Sexuality; 7.) Community skills; and 8.) Recreation.

R-001975 - FUNCTIONAL VOCATIONAL SKILLS FOR 9-10-11-12 - 1 CREDIT This five-stage career program will assist students in learning the basic skills needed for employment. Through testing, task analysis, skill training, and on-the-job training, and on-the-job experiences, students will develop their employability skills.

51491/51492 - ADAPTIVE PE FOR 9-10-11-12 1 CREDIT Students work at their own pace and concentrate on individual goals set up by the student, teacher, and perhaps, physician. Students may be recommended to enter adaptive physical education at any time.

COMMUNICATION DEVELOPMENT PROGRAM:

Program Description

The Communication Development (CD) Program serves students who have deficiencies in language development which interfere with their educational progress and social development. The CD program challenges special education students to grow in academic skills through the use of intensive learning strategies while focusing on improving communication and social skills. Students learn, through interdisciplinary units, to work cooperatively with others, to make quality decisions, and to live independently in tomorrow's technological world.

Program Goals

1. Develop skills to communicate effectively.
2. Develop skills to work cooperatively with others.
3. Understand strategies for making quality decisions and solve problems.
4. Understand technology and techniques needed for independent living.

Course Selections

CD English I	CD Science I
CD English II	CD Science II
CD Math I	English III/IV LVCI
CD Math II	Personal Growth LD
CD Math III	Personal Growth CD

R-001930 - CD ENGLISH I FOR 9 - 1 CREDIT This course focuses on the writing process to develop basic skills needed for written communication. Reading, writing, listening and speaking skills are also an integral part of this course.

R-001944 - CD ENGLISH II FOR 10 - 1 CREDIT Integrating reading, writing, literature, speaking, listening, vocabulary, library skills, and critical thinking skills, students read and write for a variety of purposes. Using thematic units and incorporating engaged learning strategies, students analyze what they read and apply it in their own writing. Students will read, understand, and appreciate a variety of literary and technical genres representative of many cultures, eras, and ideas.

71101/71102 - CD MATH 1 FOR 9 - 1 CREDIT The course covers the following concepts and topics: The Number System; Factors and Fractions; Ratio and Proportionality; Foundations of Algebra; Expressions, Equations, and Exponents; and Showing Relationships with Graphs.

R-001943 - CD MATH II FOR 10 - 1 CREDIT The course covers the following concepts and topics: The Number System; Factors and Fractions; Ratio and Proportionality: Foundations of Algebra; Expressions, Equations, and Exponents; and Showing Relationships with Graphs.

71401/71402 - CD MATH III FOR 11-12 1 CREDIT This course provides an up-to-date development of algebraic concepts while continuing to develop and improve arithmetic and number sense skills. A variety of strategies and approaches are used to provide the student with multiple representations of the concepts. Arithmetic skills are a necessary skill and will be addressed daily through direct instruction techniques. Equations, inequalities, polynomials, relations, and functions are used as essential tools of algebra. Problem solving skills are stressed.

R-001933 - CD SCIENCE I FOR 9-10 - 1 CREDIT Biology regular level is a balance of traditional and modern science. Students are provided a rich experience through broad concepts applicable to all living systems. The course is organized around the following concepts: 1. Cell structure and function, 2. Evolution and its relationship to phyla, 3. Energy requirements to support organization, 4. Behavior and ecology of organisms, 5. Heredity, and 6. Scientific Methodology.

R-001935 - CD SCIENCE II FOR 11-12 - 1 CREDIT Laboratory work, lecture-discussions, and other class procedures are carefully structured to form the framework upon which chemical concepts, theories, and principles are based. Broad topics in this course include energy and chemical reactions, metric system, gas laws, stoichiometry; periodic laws; and atoms and their structures. Highly involved in these topics are equation writing, problem solving and experimentation. This course provides a solid foundation in chemistry.

R-001936 - ENGLISH III/IV LVC FOR 10-11 - 1 CREDIT Integrating reading, writing, literature, speaking, listening, vocabulary, library and critical thinking skills, students read and write for a variety of purposes. This course focuses on basic English skills, simple grammar, vocabulary development and usage. Improving study habits, speaking, and reading skills are also an important part of this course. Students write compositions and use word processing and technical genres, devices, and techniques representative of many diverse subcultures, eras and ideas.

72701/72702 - LD PERSONAL GROWTH FOR 11-12 - 1 CREDIT This course consists of a behavioral, language, and vocational component. It focuses on group and individual behavioral and social communication concerns. Topics of study include self-esteem, interpersonal relationships, and problem solving which are presented in thematic units. The speech/language pathologist, school psychologist, and CD teacher will work with the students through a team approach.

72801/72802 - PERSONAL GROWTH CD FOR 9-10 - 1 CREDIT This course consists of a behavioral, language, and vocational component. It focuses on group and individual behavioral and social communication concerns. Topics of study include self-esteem, interpersonal relationships, and problem solving which are presented in thematic units. The speech/language pathologist, school psychologist, and CD teacher will work with the students through a team approach.

EMOTIONALLY DISTURBED:

Program Description

The ED program provides structure, behavioral modifications, and emotional support for students with emotional and behavioral challenges.

The Emotionally Disturbed Program follows both the state and federal rules and regulations and the state approved ECHO Joint Agreement Special Education policies and procedures. The Emotionally Disturbed program also considers recommendations and data set forth by the Council for Children with Emotional Disturbances, local assessment reports, and School District 205.

Program Goals

1. Evaluate assumptions about themselves, other people, school, and life outside of school.
2. Understand the importance of setting goals and the role of education in the achievement of these goals.
3. Learn intra and interpersonal skills (social skills, communication skills).
4. Learn nonviolent conflict resolution techniques and the importance of these techniques in the school environment.
5. Develop an understanding of the basic human needs that drive behavior and cultivate socially acceptable ways to meet these needs.
6. Learn to predict and control outcomes.
7. Understand how to initiate, build, and maintain meaningful relationships.
8. Develop academic skills and competencies.
9. Develop employability skills and competencies.
10. Develop the skills necessary to be successfully mainstreamed or declassified.

Course Selections

English LVE
Math LVE
Personal Growth & Development LVE
Reading LVE
Science LVE
Social Studies LVE

70001/70002 - ENGLISH LVE FOR 9-10-11-12 - 1 CREDIT This course is designed to develop the student's knowledge of the English language through his writing and the writing of others. Composition skills, such as paragraph development and the writing of expository, narrative, and descriptive themes, are stressed. Literature is also examined.

70101/70102 - MATH LVE FOR 9-10-11-12 - 1 CREDIT This course builds students' understanding of the core concepts and foundational skills necessary to be successful in future math classes. The course covers the following concepts and topics: The Number System; Factors and Fractions; Ratio and Proportionality; Foundations of Algebra; Expressions, Equations, and Exponents; and Showing Relationships with Graphs.

72901/72902 - PERSONAL GROWTH AND DEVELOPMENT LVE FOR 9-10-11-12 - 1 CREDIT This course focuses on group and individual behavioral concerns. Skills developed include self-control, decision-making, interpersonal communication, self-esteem, as well as specifically selected student goals. Placement is by multidisciplinary staffing.

R-002008 - READING LVE FOR 9-10-11-12 - 1 CREDIT This course concentrates on reading skill development based on individual student needs particularly in the areas of vocabulary, comprehension, fluency, text familiarity, writing, and test taking.

70201/70202 - SCIENCE LVE FOR 9-10-11-12 - 1 CREDIT Students are provided a rich experience through broad concepts applicable to all living systems. The course is organized around the following concepts: 1. Cell structure and function, 2. Evolution and its relationship to phyla, 3. Energy requirements to support organization, 4. Behavior and ecology of organisms, 5. Heredity, and 6. Scientific Methodology.

70301/70302 - SOCIAL STUDIES LVE FOR 9-10-11-12 - 1 CREDIT Students will learn about cultural, social, political, economic and technological developments from 1900-present. Study skills, reading, writing and reasoning skills are also emphasized in this course.

INTELLECTUAL DISABILITY (ID):

Program Description

The ID program of Thornton Township District 205 serves young adults between the ages of 14 and 21, who exhibit mild to severe delays in the areas of cognition, communication, socialization, and adaptive behavior. Students with intellectual disabilities either receive services through functional classes or a self-contained setting. Functional classes address basic academic concepts for use in everyday life. The self-contained setting provides students the instruction and support to increase their daily living, communication, and vocational skills.

The ID students will demonstrate skills in the following areas:

1. Functional Academics
2. Personal and Social Growth
3. Vocational Training
4. Living Skills
5. Transition

The ID students will be involved in an inclusive model that utilizes classroom teachers, regular and adaptive physical education teachers, speech-language pathologists, physical therapists, occupational therapists, vision and/or hearing itinerants, nurses, social workers, psychologists, and other professionals to meet the social/personal, functional academics, vocational, living skills, and transition needs of the student.

Parents/guardians are considered vital to the success in planning the individual student's program, as well as his/her transition upon completion of his/her high school career.

Program Goals

1. Academics: The student will maintain and/or further develop functional academic or academic skills in the areas of reading, writing, math, and communication across the programs five domains, and when appropriate, in mainstream classes.
2. Personal and Social Growth: The student will develop an understanding of one's self in relation to others, which will maximize his/her ability to interact and function within the programs five domains.
3. Living Skills: The student will develop, maintain and/or raise his/her level of independence to interact and function in daily living skills within the home, community, and in recreation/leisure activities.
4. Vocational: The student will learn and use appropriate work related skills and behaviors in order to obtain and/or retain employment.
5. Transition: The student will actively participate in transition activities into adult life.

Course Selections

Functional Health	Functional Personal Growth I
Functional Ed Tech and Career	Functional Personal Growth II
Functional FACS I	Functional Science I
Functional FACS II	Functional Science II
Functional Language Arts I	Functional Science III
Functional Language Arts II	Functional Social Studies I
Functional Language Arts III	Functional Social Studies II
Functional Language Arts IV	Functional Social Studies III
Functional Math I	Functional Vocational Skills I
Functional Math II	Functional Vocational Skills II
Functional Math III	Functional Work
Functional Math IV	Functional Vocational Work

R-001914 - FUNCTIONAL HEALTH FOR 9-10 - 1 CREDIT This course is designed to instill sound personal health knowledge useful to self and others with regard to mood modifiers such as drugs, personal health, nutrition, safety, mental health and development, consumer education, and the prevention and control of diseases.

75100 - FUNCTIONAL ED TECH AND CAREER FOR 9-10 – 1/2 CREDIT The course focuses on the teaching of the proper use of spreadsheets (Excel), word processing (Word) and presentation software (PowerPoint) as they apply to future educational experiences and careers. The course involves an introduction to computer history, hardware, and software applications, Internet research techniques and the application of these skills to projects. Students will explore careers of their choice.

76201/76202 - FUNCTIONAL FACS I FOR 9-10 1 CREDIT This course is designed to prepare all students to develop knowledge, skills, attitudes and behaviors needed for living in a diverse global society. Students will prepare for post-high school endeavors by applying decision making skills in personal and human development through real life situations. They will engage in nutrition and wellness activities as well as other life skills.

76501/76502 - FUNCTIONAL FACS II FOR 11-12 1 CREDIT Students will continue to develop the skills that were introduced in Functional FACS I as well as participate in more advanced culinary and vocational experiences.

74201/74202 - FUNCTIONAL LANGUAGE ARTS I FOR 9 - 1 CREDIT This course will assist students to develop their reading, speaking, listening, grammar, writing, and research skills. Emphasis in this course will be on functional skills related to the students' immediate and long-term needs both in school and within their family and community.

74301/74302 - FUNCTIONAL LANGUAGE ARTS II FOR 10 - 1 CREDIT This course builds on the skills of Functional Language Arts I. Students will continue to improve reading proficiency and expand their vocabulary. They will learn to pre-write, mind-map, write a five paragraph essay, edit and revise.

74401/74402 - FUNCTIONAL LANGUAGE ARTS III FOR 11 – 1 CREDIT This course builds on the skills of Functional Language Arts II. Students will explore different genres of literature. Emphasis in this course will be on functional skills related to the students' immediate and long-term needs both in school and within their family and community.

74501/74502 - FUNCTIONAL LANGUAGE ARTS IV FOR 12 – 1 CREDIT This course builds on the skills of Functional Language Arts III. Students will learn how to complete research for a research paper. This course will continue to improve reading proficiency and expand their vocabulary.

74601/74602 - FUNCTIONAL MATH I FOR 9 - 1 CREDIT The course includes the following phases of mathematics: whole and fractional numbers, equations, ratios, and proportions, prime and composite numbers, the decimal system and place values, percentages, study of money usage, telling time, calendar study and measurements.

74801/74802 - FUNCTIONAL MATH II FOR 10 - 1 CREDIT This course builds on the skills learned in Math I. The students will develop daily life math skills in the areas of number identification, number concepts and their applications, problem solving, measurement, money, and time. These concepts will be made applicable to life experiences through individual and group activities, assignments and projects. Emphasis will be placed on researching careers, participating in interviews, reading and understanding job ads, filling out applications, and using the decision making process to choose a job that is best suited to each.

74901/74902 - FUNCTIONAL MATH III FOR 11 1 CREDIT This course provides a continuance of fundamental math skills built in previous functional math courses (numbers and operations, measurement, and estimation) and higher order math skills related to geometry and problem solving. Emphasis will be placed on applying these skills to real world situations.

75001/75002 - FUNCTIONAL MATH IV FOR 12 1 CREDIT A continuance of the fundamental math skills built in previous functional math courses (numbers and operations, measurement, and estimation), and higher order math skills related to data analysis, probability, spatial sense and problem solving. Emphasis will be placed on applying these skills to real world situations.

77101/77102 - FUNCTIONAL PERSONAL GROWTH I FOR 9-10 - 1 CREDIT This course focuses on group and individual behavioral concerns. Skills developed include self-control, decision-making, interpersonal communication, self-esteem, as well as specifically selected student goals.

77201/77202 - FUNCTIONAL PERSONAL GROWTH II FOR 11-12 - 1 CREDIT This course focuses on group and individual behavioral concerns. Skills developed include personal development, getting along with others, family relationships, decision making, and making choices.

75301/75302 - FUNCTIONAL SCIENCE I FOR 9 - 1 CREDIT This course will assist students with exploring and studying animals, plants, and the human body. They will investigate their environment and interrelationships between all animals including man.

75401/75402 - FUNCTIONAL SCIENCE II FOR 10 - 1 CREDIT This course builds on the skills learned in part Functional Science I. Students will learn to identify the properties of bacteria, fungi, activities animals need to survive, to identify the eight systems of the human body, the structure of the human body, sexual and asexual reproduction, understand infectious diseases and how to prevent them. Students will develop good health habits, and understand heredity and how it relates to them and their future children.

75501/75502 - FUNCTIONAL SCIENCE III FOR 11 – 1 CREDIT This course will build on the skills learned in Functional Science II. It is organized into three broad areas consisting of natural interactions in the environment, human impact on natural systems, and political and economic forces that affect the environment. Students will have experience in environmental issue investigation, data-based decision making, and action plans concerning real-life environmental problems.

75701/75702 - FUNCTIONAL SOCIAL STUDIES I FOR 9 1 CREDIT This course will assist students to develop their socialization potential and understanding of their community and others around the world. Socialization growth will help the students develop dependability, friendships, self-confidence, and adaptability to a variety of life situations. Understanding what a community is, as well as, how to use the services available to them. Current events will extend to community awareness.

75801/75802 - FUNCTIONAL SOCIAL STUDIES II FOR 10 1 CREDIT This course will build on skills learned in Social Studies I. Students will learn about and understand political systems, economics, history, geography, and social systems. Students will develop skills in mapping, examining and creating timelines, analyzing world events such as wars, the depression, the Civil Rights Movement, and predict the future of technology and how it will impact their lives. Additionally, students will learn about the U.S. and Illinois Constitution, and the election process.

75901/75902 - FUNCTIONAL SOCIAL STUDIES III FOR 11 – 1 CREDIT This course will build on skills learned in Social Studies II. This course emphasizes world history and geography through a historical approach. Significant historical time periods are covered in this course. This course will also analyze current events and how they impact the student's lives.

R-001978 - FUNCTIONAL VOCATIONAL SKILLS I FOR 9-10 - 1 CREDIT This course builds on skills related to the workplace. Students will learn to research current jobs in fields in which they have interest. Students will take an interest inventory to aid them in their career interests.

R–001979 - FUNCTIONAL VOCATIONAL SKILLS II FOR 11-12 - 1 CREDIT This course builds on the skills of Functional Vocational I. Students will learn job interviewing skills. Students will also go into in-depth research on various careers, such as salary, benefits, education, etc.

76601/76602 - FUNCTIONAL WORK FOR 10-11-12 - 1 CREDIT This course focuses on employment within the school. Students will learn to hold and maintain a job within the school setting. Students will also seek employment in the community with the assistance of a job coach.

76701/76702 - FUNCTIONAL VOCATIONAL WORK FOR 10-11-12 - 1 CREDIT Students will apply, interview, and learn skills that will assist him/her with fulfilling the job tasks assigned. Students will learn to take public transportation, they will learn to start and maintain savings and checking accounts, and how to create and balance a budget.

LEARNING DISABLED:

Program Description

The LD Program of District 205 services adolescents diagnosed with a specific learning disability. Although every child with learning disabilities is unique, there are some prevailing characteristics. Primary characteristics include academic and language difficulties. Metacognitive deficits, social skills deficits, attention disorders, memory problems and motor problems are other common distinguishing features of children with learning disabilities. This program provides our students with the skills needed to compensate for these differences by adapting the classroom environments, materials, teacher presentations and time demands. This description is based on research and references from "Learning Disabled Students" a publication of National Association of School Psychologists.

Program Goals

1. Develop reading skills.
2. Develop mathematical skills.
3. Develop communication skills.
4. Develop critical thinking skills.
5. Understand and develop social skills.
6. Develop organizational skills.
7. Develop study and test taking skills.
8. Develop memory strategies.
9. Develop an awareness of the skills necessary for success in the 21st Century.

SPECIAL PROGRAMS

Course Selections

Economics LVL
Environmental Science LVL
English III LVL
English IV LVL
Financial Algebra LVL
Mathematics I LVL
Mathematics II LVL
Mathematics III LVL
Pre- AP Biology LVL
Pre- AP Chemistry LVL
Pre-AP English I LVL
Pre-AP English II LVL
Pre-AP World History and Geography LVL
Skills LVL
U.S. History LVL

Other LD courses may be offered as the need arises at each individual building.

69600 - ECONOMICS LVL FOR 10 - 1/2 CREDIT This introductory economics course will give students a sampling of many different economic concepts. Economics is the study of how the goods and services we want are produced and distributed among us, as well as how our scarce productive resources are used to satisfy human wants. Upon completion of this portion of the course students will need to gain a fundamental understanding of these concepts as well as their roles within our economic system as a consumer and within the larger global picture.

69201/69202 - ENVIRONMENTAL SCIENCE LVL FOR 11-12 - 1 CREDIT Environmental science is an elective course for students who have one year of previous science credit. It is organized into three broad areas consisting of natural interactions in the environment, human impact on natural systems, and political and economic forces that affect the environment. Students will have experience in environmental issue investigation, data-based decision making, and action plans concerning real-life environmental problems.

67201/67202 - ENGLISH III LVL FOR 11 - 1 CREDIT Emphasis is placed on improving writing skills, reading thematic units and novels in American literature, and reinforcing study habits and reading skills.

67601/67602 - ENGLISH IV LVL FOR 12 - 1 CREDIT Emphasis is placed on the writing of the paragraph, reading thematic units and novels in world literature, and improving study habits and reading skills. English skills necessary for obtaining a job are stressed.

68501/68502 - FINANCIAL ALGEBRA LVL FOR 12 - 1 CREDIT This course is designed to train students to be excellent consumers in the economy. Students will review math computation skills and will learn concepts which will allow them to be increasingly successful with their personal and business finances. These skills include managing money and managing expenses. Students will look at personal costs associated with vehicles, housing, and insurance. There will also be opportunities to examine business costs such as services, utilities, accounting, depreciation, pricing, stocks, and bonds. Students may be assigned specific projects, which will be tailored to the specific House in which they are enrolled. Each student in this course is required to have a scientific calculator. The student is expected to bring this scientific calculator to class each day. You can check the instructor's syllabus, if you have any questions regarding the purchase of a calculator.

65501/65502 - MATHEMATICS I FOR 9-10-11-12 LVL- 1 CREDIT This course is a required course (2 semesters) that is designed to formalize and extend the mathematics that students learned in the middle grades. Integrated Math I topics include recognizing and developing patterns using tables, graphs and equations. Mathematical modeling is stressed as a methodology for approaching the solution to problems. Students will explore operations on algebraic expressions, and apply mathematical properties to algebraic equations. Students will problem solve using equations, graphs and tables and investigate linear relationships, including comparing and contrasting options and decision-making using algebraic models. Reinforcement of topics from two-dimensional Geometry is integrated into this curriculum. This includes applications from the areas of area and perimeter, the Pythagorean Theorem and its applications, as well as geometric proportion. Finally, introductory instruction in the area of statistics is provided to reinforce mathematical modeling. Technology will be used to introduce and expand upon the areas of study listed above.

65701/65702 - MATHEMATICS II FOR 9-10-11-12 LVL 1 CREDIT This course is a required course (2 semesters) that focuses on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Secondary Mathematics I. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course.

70501/70502 - MATHEMATICS III FOR 9-10-11-12 - LVL 1 CREDIT This course is for students to pull together and apply the accumulation of learning that they have from their previous courses. Students add to their catalog of function types to include polynomial, rational, logarithmic, and trigonometric. They expand their understanding of right triangle trigonometry to include circular trigonometry and general triangles. They apply methods from probability and statistics to draw inferences and conclusions from data. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems.

688811/68882 - Pre-AP BIOLOGY LVL FOR 9 - 1 CREDIT Biology regular level is a balance of traditional and modern science. Students are provided a rich experience through broad concepts applicable to all living systems. The course is organized around the following concepts: 1. Cell structure and function, 2. Evolution and its relationship to phyla, 3. Energy requirements to support organization, 4. Behavior and ecology of organisms, 5. Heredity, and 6. Scientific Methodology. Technology and considerable laboratory investigations aid students in their understanding of the concepts. During laboratory investigations students will practice workplace skills, and strong emphasis is placed on laboratory safety.

69081/69082 - Pre-AP CHEMISTRY LVL FOR 10 - 1 CREDIT Laboratory work, lecture-discussions, and other class procedures are carefully structured to form the framework upon which chemical concepts, theories, and principles are based. Broad topics in this course include energy and chemical reactions, metric system, gas laws, stoichiometry; periodic laws; and atoms and their structures. Highly involved in these topics are equation writing, problem solving and experimentation. This course provides a solid foundation in chemistry.

66781/66782 - Pre-AP ENGLISH I LVL FOR 9 - 1 CREDIT A concentrated effort is placed on the writing process to develop the basic skills needed for correct writing and critical thinking. Improvement in reading skills, in critical thinking skills, and the development of vocabulary are also major areas of study.

66981/66982 - Pre-AP ENGLISH II LVL FOR 10 - 1 CREDIT This course reinforces skills taught in English I. The course includes short stories, mythology, novels, grammar, and writing skills. The students also concentrate on the mastery-of the basic elements of composition such as vocabulary, punctuation, sentence structure, paragraph, and theme unity.

69480 - Pre-AP WORLD HISTORY AND GEOGRAPHY LVL FOR 9 - 1/2 CREDIT This course emphasizes world history and geography through a historical approach. Significant historical time periods are covered in this course from the early river valley civilizations through the middle ages. Some of the major issues that will be covered include migrations, religions, traditions, the family, change, the future, the arts, the roles of men and women, geographic location, map reading, relationships among places and physical geography.

72001/72002 - SKILLS LVL FOR 9-10-11-12 - 1 CREDIT This course is designed to help students with diagnosed learning difficulties to compensate for and/or remediate specific learning disabilities. The course also deals with strengthening learning skills and abilities, such as: reading, math, written language, spelling, visual and auditory memory and processing, fine motor and gross motor, as well as communication, skills and pre-vocational.

69801/69802 - U.S. HISTORY LVL FOR 11-12 - 1 CREDIT This is a survey course of U.S. History adapted to the needs of the students. The U.S. Constitution, American flag, voting procedures, and the Declaration of Independence test is administered in connection with this course to meet state requirements.

TECHNOLOGY EDUCATION PROGRAM

Program Description

The Technology Education Program prepares all students for careers as well as continuing education in areas, such as: management, industry, engineering, technical services and construction. Students develop critical thinking, effective communication and team building skills for a rapidly changing technological world. Students engage in academic and technical skills in an interdisciplinary, application based environment. Through practice and application, students incorporate values and ethics acceptable to society and the world of work. The Technology Education Program follows recommendations as set forth by the U.S. Secretary Labor's Commission on Achieving Necessary Skills (SCANS), Common Core Standards, South Suburban Career Development System (CDS), American Vocational Association and Illinois Industrial Technology Education Association.

Program Goals

1. Understand the concepts and principles that affect the aesthetic values of workmanship and quality.
2. Understand the interrelationship of communication skills needed for successful employment.
3. Know how to interact and assume responsibilities of productive citizenship.
4. Understand the social, economics, environmental implications, and applications of technology.
5. Use a variety of technological resources to enhance employability and the quality of life.
6. Know how ethical judgments about technology affect social issues.
7. Understand how choices relate to a safe and healthy lifestyle.
8. Know appropriate work habits that relate to the world of work.
9. Understand the relationships of individual characteristics, career opportunities and the need for lifelong learning in a changing work environment.

Course Selections

Auto Service Technology I & II
Auto Technology I
Auto Technology II
CCNA Discovery Mod 1
CCNA Discovery Mod 2
Civil Air Patrol I
Civil Air Patrol II
Civil Air Patrol III
Civil Air Patrol IV
Computer Aided Design I*
Computer Aided Design II - Mechanical*
Computer Aided Design III – Architecture*
Construction Technology
Electricity I
Electricity II
Information Technology Essentials
Navistar - Introduction to Truck & Diesel Technology
Navistar - Intermediate Truck & Diesel Technology
Navistar - Advanced Truck and Diesel Technology
Project Lead the Way-Introduction to Engineering Design
Project Lead the Way – Principles of Engineering
Project Lead the Way – Digital Electronics
Project Lead the Way – Civil Engineering and Architecture
Precision Manufacturing-Basic Tools I
Precision Manufacturing-Basic Tools II
Precision Manufacturing-Basic Tools III
Woods II Pre-Construction
Woods Technology I

*These courses may generate community college credits for students who enroll at the college in designated programs.

37201/37202 - AUTO SERVICE TECHNOLOGY FOR 11-12 - 2 CREDITS This is a double period class. Students may take this course for 2 years resulting in the accumulation of 4 credits. This course is designed to prepare students for entrance into the automotive repair trade as a general mechanic's apprentice; however, related occupations will also be included as an instructional credit. Activities included in the shop are service and repair work on engines, the cooling system, electrical system, drum and disk brakes, standard and automatic transmissions, suspension and exhaust systems. Courses in this sequence may generate community college credits for a student who enrolls at the college in a designated Community College. **PREREQUISITE: "C" or better (or Instructor approval) in Auto Technology I.**

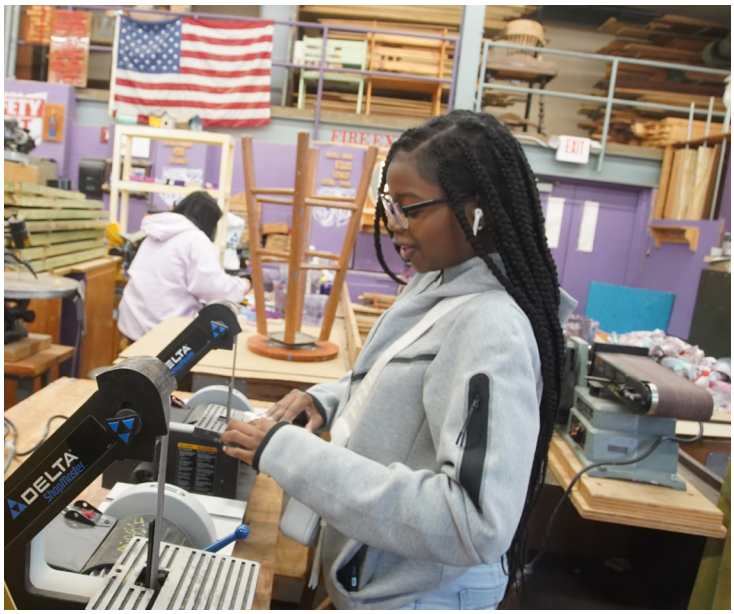
37001/37002 - AUTO TECHNOLOGY I FOR 9-10-11-12 - 1 CREDIT This is an exploratory course designed to give the student an overview of automotive maintenance. The course will acquaint all students with the operation, maintenance and service of the systems of the modern automobile, through classroom and laboratory activities. This course is designed to give students an in-depth study of internal combustion engines, emission controls, electrical systems, automobile chassis, brake systems, drive trains, steering mechanisms, and basic auto body maintenance. Students must receive a passing grade in this course to continue in the sequence.

37101/37102 - AUTO TECHNOLOGY II FOR 10-11-12 - 1 CREDIT This course is designed to give students an in-depth study in the field of auto mechanics. This course is primarily for students interested in an automotive repair career. The course of study provides instruction in all facets of auto mechanics with greater emphasis on diagnosis, service and repair. **PREREQUISITE: Passing grade in Auto Technology I.**

R-1617 - CCNA DISCOVERY MOD 1 – FOR 10-11-12 - 2 CREDITS The Cisco CCNA Discover curriculum is primarily designed for Cisco Networking Academy students who are seeking entry-level information and communication technology skills. The course is one of two modules to prepare students in networking theory, practical hands-on experience, and network design for small office and home office (SOHO). After completion of the second module, Working at a Small-to-Medium Business - CIS 198, the student has the option to take the Cisco CCENT certification exam which certifies the practical skill required for entry-level positions and to continue with the Cisco CCNA Exploration level certification modules. **PRE-REQUISITES: MIS 101 Computer Applications & Literacy or instructor's approval and/or concurrently.**

R-1619 - CCNA DISCOVERY MOD 2 – FOR 11-12 - 2 CREDITS This course is the second module of the Cisco CCNA Discovery curriculum which prepares the students to advance his or her skill set and work for a Small-to-Medium Business or Internet Service Provider. Students will cover configuration of Cisco network routers and data switches, advance routing protocols, IP telephone, access control list and switched enterprise networks. The student has the option to take the Cisco Certified Entry Networking Technician (CCENT) certification exam, which certifies the practical skills required for entry-level positions and/or continue with the Cisco CCNA Exploration levels 3 & 4 certification modules. **PRE-REQUISITE: CIS 197 – Cisco CCNA Discovery Module 1**

40501/40502 - CIVIL AIR PATROL I FOR 9-10 –2 CREDIT (1 P.E. CREDIT & 1 ELECTIVE CREDIT) This introductory course, Civil Air Patrol (CAP) and Aircraft Owners and Pilots Association (AOPA), will provide the foundation for advanced exploration in flying and unmanned aircraft systems. With a Technology, Engineering and Mathematics (STEM) focus students will learn about engineering practices, problem-solving, innovations, and technological developments. Students will also learn about the wide variety of rewarding careers available. Introductory to drones, material taught leading to Part 107 drone pilot certification. Students will have a component of learning military customs and courtesies, health and physical fitness, and drills and ceremonies. The importance of physical fitness in maintaining good health. Fitness, wellness, and good nutrition are necessary to perform as a citizen and a leader. The physical fitness (training) will be assessed, and students will earn physical education credit. Training may consist of stretching, running, calisthenics, and other activities. Students MUST complete each semester of this interdisciplinary course in order to receive credit.



40601/40602 - CIVIL AIR PATROL II FOR 9-10 – 2 CREDIT (1 P.E. CREDIT & 1 ELECTIVE CREDIT) In this second course, Civil Air Patrol, (CAP) and Aircraft Owners and Pilots Association (AOPA) students will learn primary aircraft and Unmanned Aircraft System (UAS) structures and their major components, principles of flight, and fundamental physical laws affecting flight. With a Technology, Engineering and Mathematics (STEM) focus students will learn about basic aerodynamics and the forces that act on aircraft in flight. This course will also introduce the main systems found on large and small airplanes and UAS. Secondary stage to drones, material taught leading to Part 107 drone pilot certification. Students will continue lessons in military customs and courtesies, health and physical fitness, and drills and ceremonies. The physical fitness (training) will be assessed, and students will earn physical education credit. Training may consist of stretching, running, calisthenics, and other activities. Students MUST complete each semester of this interdisciplinary course in order to receive credit. **PREREQUISITE: Pass CIVIL AIR PATROL I with a "C" or better.**

40701/40702 - CIVIL AIR PATROL III FOR 11-12 – 1 CREDIT
In this course, Civil Air Patrol (CAP) and Aircraft Owners and Pilots Association (AOPA) students will learn advanced aircraft and Unmanned Aircraft System (UAS) structures and their major components, additional principles of flight, and advanced physical laws affecting flight. With a Technology, Engineering and Mathematics (STEM) focus students will learn about advanced aerodynamics and the forces that act on aircraft in flight. Pilot Training courses prepare students to become pilots by participating in flight training, ground school, and simulator instruction. Topics covered include preflight operations; flight maneuvering with reference to ground objects; flying at critically slow air speeds and recovering from stalls; takeoffs and landings; controlling and maneuvering an aircraft; cross country flying; night flying; and emergency operation. Advance stage to drones, material taught leading to Part 107 drone pilot certification. First Aid and CPR, as well as FEMA certification. Other course content may include meteorology, aerodynamics, navigation, physiology, and airfield and flight environments. Students MUST complete each semester of this interdisciplinary course to receive credit. **PREREQUISITE: Pass CIVIL AIR PATROL II with a "C" or better.**

40801/40802 - CIVIL AIR PATROL IV FOR 12 – 1 CREDIT
In this course, Civil Air Patrol (CAP) and Aircraft Owners and Pilots Association (AOPA) students will learn advanced aircraft and Unmanned Aircraft System (UAS) structures and their major components, additional principles of flight, and advanced physical laws affecting flight. With a Technology, Engineering and Mathematics (STEM) focus students will learn about advanced aerodynamics and the forces that act on aircraft in flight. Transportation, Distribution, and Logistics Workplace Experience Transportation, provide students with work experience in fields related to the Transportation, Distribution, and Logistics cluster. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). Workplace Experience taught by an approved WBL educator-coordinator. Student-led Enterprises; School-based Enterprises; Immersion Supervised Technology Experiences; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships. Advance stage to drones, material taught leading to Part 107 drone pilot certification Students MUST complete each semester of this interdisciplinary course to receive credit. **PREREQUISITE: Pass CIVIL AIR PATROL III with a "C" or better.**

38001/38002 - COMPUTER AIDED DESIGN I FOR 9-10-11-12 - 1 CREDIT This is an exploratory course designed to give the students an overview and the basic drawing techniques used in industry. Using AutoCAD software students will learn basic computer drawing skills to create 2D and 3D engineering drawings. The course will give students employable skills and techniques used in an engineering design office. Topics include 2D flat drawings, multi-views, dimensioning, and computer 3D modeling. Students who are interested in 3D computer graphics will learn skills and concepts that are similar to 3D computer graphic programs used to make movies and video grams towards the end of the year. **RECOMMENDATIONS: CAD I should be taken by students interested in careers in engineering, architecture, 3D computer graphics, manufacturing, construction, math, science, or as a technician in one of these areas. Courses in this sequence may generate dual credit at South Suburban College for students who complete the dual credit application and earn an "A" or "B" in the course.**

38101/38102 - COMPUTER AIDED DESIGN - MECHANICAL II FOR 9-10-11-12 - 1 CREDIT Students will continue to expand their computer engineering 2D and 3D drawing skills. Students will be introduced to an industry-based program (Inventor). Topics include advanced multi-views, dimensioning, sections, assemblies, 3D drawings, and machining terminology. Students will also use Inventor software along with AutoCAD. RECOMMENDATIONS: This course should be taken by students interested in careers in engineering, manufacturing or a technician in one of these areas. Courses in this sequence may generate dual credit at South Suburban College for students who complete the dual credit application and earn an "A" or "B" in the course. **PREREQUISITE: Successful completion of Computer Aided Design I.**

R-1645 - COMPUTER AIDED DESIGN III - ARCHITECTURE FOR 9-10-11-12 - 1 CREDIT Through the use of the computer, this course will give students a general knowledge of drawing house designs. Students will create a set of working drawings emulating those used in industry for home construction. Students will design their home using industry-based *Revit,* a 3D program application. Students who are interested in structural/civil or electrical/mechanical building engineering should take this course. Areas covered include: room design, floor plan design, door and window specifications, and elevation design. **RECOMMENDATIONS: This course should be taken by students interested in careers in architecture, interior design, structural/civil or electrical/mechanical building engineering, and construction trades. RECOMMENDATION: Successful completion of CAD I or Introduction to Engineering. Courses in this sequence may generate dual credit at South Suburban College for students who complete the dual credit application and earn an "A" or "B" in the course.**

R-1629 - CONSTRUCTION TECHNOLOGY FOR 11-12 - 2 CREDITS Students will receive instruction and training in exterior framing, door and window installation, roofing, siding, painting, masonry and cement work. Interior activities will include installation of electrical and plumbing fixtures, insulation, drywall, stairs, trim, cabinets, painting, wall and floor covering. This is a skill level course which may be taken for 2 years and acquire 4 credits. Courses in this Tech Prep sequence may generate community college credits for a student who enrolls at the college in a designated Tech Prep Degree Program. This course will be taught at South Suburban College. **PREREQUISITE: Pre-Construction with a grade of C or better.**

39401/39402 - ELECTRICITY I For 10-11-12 -1 CREDIT Beginning Electricity—course provides a survey of the theory and practical activity based learning that exposes students to the skills and qualities of a skilled electrical tradesperson. Upon completion of the course, students will have practical knowledge in electrical terminology, equipment, installation of electrical systems and practical experience in the skills needed for careers in the electrical field. This course typically includes AC and DC circuits, safety, and the National Electrical Code and may cover such skills as those involved in building circuits, wiring residential, installing lighting, power circuits, and cables. This course will strengthen and reinforce technical math skills, problem solving, and goal accomplishment will be emphasized**. PREREQUISITE: C or better in Math I or instructor approval.**

39301/39302 - ELECTRICITY II For 11-12 — (1 Credit) This course is designed to provide students with instruction and training in areas that prepare them to enter the electrical trades including construction and maintenance. Areas of instruction include electrical theory, circuit design and operation, the national electrical code, blueprint reading, construction blueprint interpretation, and test equipment usage. Students plan and organize wiring tasks and gain practical experience by wiring mock-ups and trainers. Students become familiar with tools, materials, and methods used in residential wiring. Students troubleshoot circuits for faulty operation and make repairs. Specific studies include AC and DC theory, series and parallel circuits, motor and generator theory, motor controls, lighting and appliance wiring, low voltage wiring, and testing and repair. Students will master the fundamentals of electrical theory and applied mathematics in preparation of entering an apprenticeship, trades program or related field. **PREREQUISITE: C or better in Electricity I or instructor approval.**

R- 1615 - INFORMATION TECHNOLOGY ESSENTIALS FOR 10-11 - 1 CREDIT This course introduces the basic computer skills needed to prepare for Cisco Networking Academy. Students will also acquire skills in utilizing database software necessary to succeed in the CISCO program.

37301/37302 - NAVISTAR - INTRODUCTION TO TRUCK AND DIESEL TECHNOLOGY FOR 10 - 2 CREDITS In the first semester the student learns component function and operation of a medium duty inline six cylinder diesel engine through engine disassembly, critical part measurement and inspection, reassembly, and culminating with the starting and running of the engine. The second semester covers truck preventative maintenance tasks as well as exposure to all other technical areas of the vehicle.

37401/37402 - NAVISTAR - INTERMEDIATE TRUCK AND DIESEL TECHNOLOGY FOR 11 - 3 CREDITS During the first semester, students learn component function and operation of a medium duty V-8 diesel engine. They completely disassemble, measure critical parts, reassemble, start and run the engine. They learn the engine electronic control system and the function of each sensor that controls engine performance. They learn how to perform engine diagnostics. In the second semester, they are challenged with more involved lab activities regarding vehicle steering, suspension, brakes, and preventative maintenance tasks. **Summer Internship** During the summer following successful completion of this course, qualified** students are given an opportunity to participate in *real world* job experiences in an internship assignment in the local community.
PREREQUISITE: Students must pass Introduction to Truck and Diesel Technology. **Guidelines and qualifications must be met in order to participate in the cooperative education experience.

37501/37502 - NAVISTAR - ADVANCED TRUCK AND DIESEL TECHNOLOGY FOR 12 - 3 CREDITS During the first semester, the students complete more challenging tasks in areas of transmission and differential overhaul, drive shaft and clutch replacement, engine performance computer based diagnostics, HVAC maintenance, etc. During the second Semester, students receive basic *hands-on* training in the inspection and safety of forklift operation, as well as testing and inspection of hydraulic systems. Qualified** students supplement academic and technical education with an industry Cooperative Education experience at a participating company which can lead to opportunities for permanent employment. **PREREQUISITE: Students must pass Intermediate Truck and Diesel Technology. **Guidelines and qualifications must be met in order to participate in the Workbased Learning Experience.**

38301/38302 - PROJECT LEAD THE WAY - INTRODUCTION TO ENGINEERING DESIGN FOR 9-10 - 1 CREDIT HONORS Credit is available. PLTW-IED is a course that teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed, and communicated using solid modeling computer design software. This is the first course in a series of three for students interested in the field of engineering. **PREREQUISITE: It is highly suggested that students exhibit strong at-level skills such as in Mathematics, reading and writing in order to be successful in this pre-engineering course.**

38401/38402 - PROJECT LEAD THE WAY – PRINCIPLES OF ENGINEERING FOR 10-11-12 - 1 CREDIT HONORS Credit is available. PLTW-POE is a course that helps students to understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes helps students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. Principles, theories and recurring themes important to a student's educational development within the field of engineering will be emphasized. This course will be a mix of hands-on and academic activities. Activities within the class include research activities, case studies, team projects, and discussions. **PREREQUISITE: Introduction to Engineering Design. It is highly suggested that students exhibit strong at-level skills such as in Mathematics, reading and writing in order to be successful in this pre-engineering course.**

38501/38502 - PROJECT LEAD THE WAY – DIGITAL ELECTRONICS FOR 11-12 - 1 CREDIT HONORS Credit is available. PLTW-DE is a course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. This course also includes topics that are concerned with social and political consequences of technological change. This is the third class in a series of three for students interested in the field of engineering. **PREREQUISITE: Students must have a C or better in PLTW – Principles of Engineering.**

R-1658 - PROJECT LEAD THE WAY – CIVIL ENGINEERING AND ARCHITECTURE for 11-12 - 1 CREDIT HONORS Credit is available. PLTW-CEA is a course that provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state-of-the-art software to solve real world problems and communicate solutions through hands-on activities. This course covers the topics of: Roles of Civil Engineers and Architects, Project Planning, Building Design, and Project Documentation and Presentation. **PREREQUISITE: Students must have a "C" or better in PLTW courses of Introduction to Engineering, Principles of Engineering.**

37201/37202 - AUTO SERVICE TECHNOLOGY FOR 11-12 - 2 CREDITS This is a double period class. Students may take this course for 2 years resulting in the accumulation of 4 credits. This course is designed to prepare students for entrance into the automotive repair trade as a general mechanic's apprentice; however, related occupations will also be included as an instructional credit. Activities included in the shop are service and repair work on engines, the cooling system, electrical system, drum and disk brakes, standard and automatic transmissions, suspension and exhaust systems. Courses in this sequence may generate community college credits for a student who enrolls at the college in a designated Community College. **PREREQUISITE: "C" or better (or Instructor approval) in Auto Technology I.**

39001/39002 - PRECISION MANUFACTURING BASIC TOOLS FOR 10-11-12 - 1 CREDIT Beginning Machining courses enable students to create metal parts using various machine tools and equipment. Course content may include interpreting specifications for machines using blueprints, sketches, or descriptions of parts and preparing and using lathes, milling machines, shapers, and grinders with skill, safety, and precision. Possible industry certifications may include OSHA 10, NC3 certification, Precision Measurement Level I. **PREREQUISITES: C or better in Math I. or with Division Leader/ teacher approval.**

39101/39102 - PRECISION MANUFACTURING BASIC TOOLS II For 11-12 - 1 CREDIT This course introduces students to the basic mechanical and technical skills common to most fields in the fabrication of metal parts in support of other manufacturing activities. Topics include shop safety, hand and power tool use, the operation and maintenance of precision metal working equipment, precision measurement, quality control, exploring the manufacturing process, instrumentation, and blueprint reading. Possible industry certifications may include HAAS Machining Certificate, and Precision Measurement Level II. **PREREQUISITES: C or better in Precision Manufacturing, C or better in Math II and/or Division Leader/teacher approval.**

39201/39202 - PRECISION MANUFACTURING/BASIC TOOLS III FOR 11-12 - 1 CREDIT This course builds on the skills and concepts introduced in Machine Shop Technology I. Additional skill-building activities include automated manufacturing; the use of end mills, surface grinders, and drill presses; and basic welding procedures. Possible industry certifications may include TMA Machining Certification, Precision Measurement Level III. Potential Dual Credit opportunity with TMA. **Guidelines and qualifications must be met in order to participate in the Work based Learning Experience. **PREREQUISITES: C or better in Precision Manufacturing II, C or better in Math III and/or Division Leader/teacher approval.**

36101/36102 - WOODS II PRE-CONSTRUCTION FOR 10-11-12 - 1 CREDIT Students will build on previously learned skills from Woods Technology. Through hands-on participation students will learn more about the complex aspects of home construction. **PREREQUISITE: Passing grade in Woods Technology I.**

36001/36002 - WOODS TECHNOLOGY I FOR 9-10-11-12 - 1 CREDIT This is an entry level course designed to give the student an overview of the materials, hand tools, hand power tools, fasteners, joints, finishes, abrasives, power machine tools, computer aided manufacturing, safety and careers associated with the woodworking industries. The student will be exposed to the construction industry through units on the following: carpentry, portable power hand tools, framing, roofing, siding, painting, masonry, electrical, plumbing, drywall, stairs, trim, cabinets, and insulation will be emphasized. Models and scaled structures will be built by the students. This course is intended for anyone who is interested in the field of construction.

VISUAL ARTS

Program Description

Visual Arts is the universal language of symbols used in investigating and expressing one's individual perceptions of the world. District 205 provides opportunities for our students to develop skills relevant to the production of visual arts while introducing career opportunities. The Visual Arts program meets local, state and national goals for our diverse population while fostering interdisciplinary critical thinking. Through the use of creative problem solving in the areas of drawing, painting, and design, all students will have opportunities to appreciate the artistic, multicultural, and technological influences contributing to our society and school community.

Program Goals

Visual Characteristics: Students will understand the unique characteristics of the visual arts as well as understand the principle sensory, formal, and expressive qualities of the visual arts.

- **History:** Students will understand the importance of significant works in visual arts from major historical periods and their reflection of society, culture, and civilizations both past and present.
- **Techniques:** Students will implement various processes and tools required in the creation of artistic projects.
- **Performance Skills:** Students will create artwork based on the knowledge of the visual arts.
- **Work Ethic:** Students will handle all tools, supplies, and create work with diligence and care by practicing proper maintenance and proper storage.
- **Problem Solving:** Students will understand the process of creating original solutions to complex problems.
- **Interdisciplinary:** Students will make connections and understand the synergy between the arts and other disciplines.

Course Selections

Ceramics
Drawing
Digital Imaging
Introduction to Art
Jewelry
Painting
Visual Design

Course Descriptions

45401/445402 - CERAMICS FOR 9-10-11-12 - 1 CREDIT This course is an introduction to the medium of clay. The student begins with basic techniques, which may include pinch construction, coil construction, slab construction, as well as sculpture. The students will use these hand-building techniques to create projects throughout the semester. Students will explore decorative techniques, as well as glazing. Historical contributions will also be related to various projects and techniques. Wheel throwing may also be introduced.

45201/45202 - DRAWING FOR 10-11-12 - 1 CREDIT With acquired skill and knowledge from Intro to Art, this course will now explore a more in-depth view of drawing media with emphasis on originality and a creative approach to projects. Media that may be covered include: pencil, ink, scratchboard, charcoal, colored pencil, and pastel. The course may not be taken concurrently with Intro to Art. Transfer students should complete a portfolio review by department. **PREREQUISITE: Must have already passed Intro to Art with a "C" or better.**

05251A000 - DIGITAL IMAGING FOR 10-11-12- 1 CREDIT Digital Imaging courses explore the creative and conceptual aspects of designing and producing digital imagery, graphics, and photography. Students study the techniques, genres, and styles from multiple mediums and forms. Topics may include aesthetic meaning, appreciation and analysis; composing, capturing, processing, and programming of imagery and graphical information; their transmission, distribution, and marketing; and contextual, cultural and historical aspects and considerations. Students will work digitally through the use of software programs like Adobe Photoshop and Adobe Illustrator. **PREREQUISITE: Must have passed Introduction to Art with a "C" or better.**

45101/45102 - INTRODUCTION TO ART FOR 9-10-11-12 - 1 CREDIT This course must be taken as a prerequisite to all other art courses. Intro to Art has been designed to provide an introduction and foundation to the Visual Arts. The course exposes the student to a variety of media while covering the topics involved with the Elements of Arts. This course focuses on media, which may include: pencil, ink, scratchboard, colored pencil, pastel, watercolor, and acrylic paint, and airbrush.

R-1727 - JEWELRY FOR 11-12 - 1 CREDIT This course explores the design and creation of jewelry. Working from original designs, students will learn basic metal working processes, which may include: sawing, filling, soldering, polishing, and casting. Design techniques and craftsmanship are stressed.

45301/45302 - PAINTING FOR 11-12 - 1 CREDIT Painting continues to build on previous skills and knowledge learned, and will now explore painting mediums with emphasis on personal development and style. Various painting mediums and movements will be covered. Transfer students should complete a portfolio review by department. **PREREQUISITE: Must have already passed Drawing with a "C" or better.**

45701/45702 - VISUAL DESIGN FOR 10-12 - 1 CREDIT This course is for students who are interested in the business-oriented study of digital media. Topics that may be covered include: the Principles of Art, Commercial Art, Graphic Design, Digital Art, Photography, Advertising, Illustration, Product Design. Students will be working digitally through the use of Adobe Photoshop and Adobe Illustrator. Transfer students should have similar coursework as evidenced by their transcript. **PREREQUISITE: Must have already passed Introduction to Art and Business and Career Technology with a "C" or better.**

THORNTON TOWNSHIP

District 205 High Schools

Vision STATEMENT

Building an exemplary high-quality organization that produces major gains in student achievement and prepares all students to be productive citizens in a global society

Mission STATEMENT

To develop productive citizens who are enrolled, enlisted or employed at the completion of high school

Core VALUES

Empathy, Trust, Pride, Responsiveness, High Expectations with High Support, Integrity, Commitment to Excellence, Innovation, and Collaboration

PEACE CENTER

THORNTON TOWNSHIP, DISTRICT 205

OUTLOOK ACADEMY

DISTRICT205.NET