

**HINSDALE TOWNSHIP  
HIGH SCHOOL DISTRICT 86**

**Program Of Studies**

**2025-2026**





# HINSDALE TOWNSHIP HIGH SCHOOL DISTRICT 86

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## HINSDALE TOWNSHIP HIGH SCHOOL DISTRICT 86

Dear District 86 Families:

The mission of Hinsdale Township High School District 86 is to empower students to pursue their ideal future by acquiring critical skills and knowledge to collaborate, create, and connect with an ever-changing world. The Program of Studies detailed in this document provides our students and families with a comprehensive offering of courses to personalize how each student can realize this goal.

The Program of Studies outlines important information including graduation requirements, opportunities in accelerated study, grading practices, and additional academic information to support the success of our students.

District 86 is constantly reviewing and evaluating the curriculum to ensure it meets the needs of our students. New courses are considered annually and regularly adopted through a comprehensive process of development and stakeholder engagement. These new courses are adopted with criteria that will be used to continually evaluate their efficacy and inform future curriculum improvement and adoption. For the 2025-2026 school year the following courses have been adopted:

- ***AP Precalculus AB & BC***
- ***Early Bird PE 9/10***

Please note that new/proposed courses will be labeled as “New Course” within the Program of Studies for ease of identification.

Please review this document during the course selection process both to inform your choices this year and to consider options for your future in District 86. Please do not hesitate to reach out to our school counselors and administration with any specific questions you may have.

Sincerely,  
Mr. Jason Markey  
Assistant Superintendent for Academics

## **Graduation Requirements**

Each student must successfully complete the following course requirements in order to graduate from Hinsdale Township High School District 86. To graduate, a student must earn **a minimum of 24.0 credits** and successfully meet the listed requirements. In order to earn a diploma in the state of Illinois, students must also comply with all state-mandated requirements for standardized testing and complete the Free Application for Federal Student Aid (FAFSA) during senior year.

<b>Graduation Requirements</b>	<b>Credit</b>
<b>English</b>  State law mandates all students earn two credits in courses designated as “intensive writing” courses. English 1 and 2 fulfill this requirement as do Foundations English and Multilingual English 1, 2, and 3.	<b>4.0</b>
<b>Mathematics</b>  One of the three credits of Mathematics must be an Algebra course and one must include Geometry content. Credits must be earned over three school years.	<b>3.0</b>
<b>Science</b>  Two years of science, no content specified. (Class of 2025 through Class of 2027) Two years of laboratory science is required. (Class of 2028)	<b>2.0</b>
<b>Social Studies</b>  World Cultures, World Studies Honors (South), or World History Honors (Central) 1.0 U.S. History, American Studies, or AP U.S. History 1.0 Civics or AP Government .5	<b>2.5</b>
<b>Elective Arts</b>  A student can select from one of seven Elective Arts areas, including all courses in Art, Business, Family & Consumer Sciences, World Languages, Music, Technology Education, or TCD. A student may only declare 1.0 credit per department/discipline to count towards this specific graduation requirement.	<b>2.0</b>
<b>Consumer Education</b>  Any one of the following courses fulfill the Consumer Education graduation requirement: <ul style="list-style-type: none"><li>● AP Macroeconomics</li><li>● AP Microeconomics</li><li>● Economics</li><li>● Exploring Family and Consumer Sciences</li><li>● Foundations Consumer Education</li><li>● Introduction to Business</li><li>● Consumer Economics</li><li>● Community-Based Instruction</li></ul>	<b>0.5</b>
<b>Physical Education/Health</b>  Health is a required course taken during sophomore year typically in tandem with one semester of Physical Education. Students have the option of enrolling in an additional semester of Physical Education during their sophomore year for an additional 0.5 credits. All students must complete state-mandated CPR and AED training through their physical education class.	<b>4.0</b>

**State-mandated graduation requirements for standardized testing: ACT (School Day)**

All 11th grade students are required to take the ACT. In order to be classified as an 11th-grade student, students must earn a minimum of 10 credits prior to entering their third year in high school. Students who begin their third year in high school with fewer than 10 credits will be classified as 10th grade students solely for the purpose of ACT testing.

**Early Graduation:** Students may be able to pursue early graduation as prescribed by the State of Illinois, if they meet District 86 graduation requirements. Interested students must initiate a thorough transcript review and credit check with their school counselor. After the transcript review, a written request for early graduation with clearly articulated rationale must be submitted by the family to the Director of Counseling for consideration.

**Course Credit:** Credit in full-year as well as semester courses is earned by semester. That is, students earn a 0.5 unit of credit for successful completion of each semester (0.25 for Service Credit). Credit is earned by successfully completing all course requirements as established by the teacher.

**Alternative Credit:** In accordance with Board Policy 6:310, District 86 does not grant credit toward graduation requirements for learning experiences completed outside of the district. No outside coursework will be approved in a content area until all of the graduation requirements within a content area are met. If an outside learning experience is approved, the student assumes responsibility for any fee, tuition, supply, or other expense. The student seeking credit is responsible for (1) providing documents or transcripts that demonstrate successful completion of the experience, and (2) taking a proficiency examination, if requested. Coursework taken outside of District 86 via these paths will not appear on the District 86 transcript unless there has been prior written approval by the Director of Counseling. Such approved coursework will appear on the high school transcript as transfer credit indicating course name, grade and credit earned. The grade is calculated into the grade-point average of the District 86 high school.

**Credit Recovery:** Junior or Senior students may be able to enroll in a section of Credit Recovery Lab (South) or Excel-erate (Central) to recover lost credits from failed courses. If interested students should speak with their school counselor and the appropriate department chairperson. Prior approval from the Director of Counseling is required to enroll in Credit Recovery Lab or Excel-erate. The recovered credit will not replace the original grade earned in the course. Recovered credits earn a new grade that is posted on student transcripts.

**Course Request Procedure:** Each spring our school works to create a schedule of classes for the following academic year that best meets the needs of our students, while still staying within the parameters of staffing requirements (i.e. number of teachers, class size, teaching schedules, state and federal mandates). We work very hard to accommodate course requests; however, due to the complexity of the scheduling process, sometimes student schedules may need to be adjusted. Course selections will be made available online through Infinite Campus in early June.

Please keep in mind that changes in course requests or class assignments will **not** be accepted for any of the following reasons:

- to accommodate a job schedule
- to change teachers
- to change lunches or classes to be with friends
- to have first or last period free
- to accommodate a change of mind

Acceptable reasons for schedule changes may include:

- computer input error
- scheduling conflicts
- failure or near failure in a second semester or year course
- failure to meet a prerequisite for a course

- Department Chair or Director of Counseling recommendation
- successful completion of a summer school class
- Change in IEP that requires a change in services
- Documented need for college for grade 12 students only

#### **Adding/Dropping Courses:**

Once a school year begins, schedule changes are permitted only if they meet one of the following conditions.

- **Dropping A Course:** Students may request to drop a course for a study hall only if they are enrolled in the maximum number of courses (seven) per semester and only after they have attended and participated in the course for five class periods. Students wishing to drop a course must first discuss it with their parents, teacher and counselor. After a parent/guardian signs the request to drop a course, the counselor and department chair will sign the request as well. A grade of “WF” will be reflected on the transcript of a student who chooses to drop a course after the fourth week of a semester. Students enrolled in yearlong courses will not be allowed to drop at the end of first semester unless it is recommended by the department.
- **Adding A Course:** Students may add a class to increase the number of attempted credits, provided that space is available and there is minimal disruption to the student’s schedule. This addition must be made by the end of the fifth school day.
- **Level Changes:** It is important that students choose their course loads very carefully, as the Master Schedule for the building is based on these selections. Typically, a student is required to stay in a course for a minimum period of time and have completed multiple assessments documenting the need for a level change before the school will consider a request to change the level of coursework. If a request to move course levels is granted, the grade as of the day of the course change will follow the student to the next class. Students should talk with their teacher or the department chair to initiate a level change request.

**Dean’s List/Honor Roll Requirements:** Grades earned in all courses, exclusive of Physical Education, Driver Education, and Staff Aide will be used to calculate a student’s grade point average (GPA) according to the following grade point system:

Grade	Weighted Grade Point (Honors/AP)	Unweighted Grade Point
<b>A</b>	6.0	5.0
<b>B</b>	5.0	4.0
<b>C</b>	4.0	3.0
<b>D</b>	2.0	2.0
<b>F or WF</b>	1.0	1.0
<b>I</b>	1.0	1.0

Dean’s List and Honor Roll designation will be determined by the following criteria:

- Dean’s List: 4.5 Weighted GPA with no grade in any course below a “C”
- Honor Roll: 4.0 Weighted GPA with no grade in any course below a “D”

Dean’s List and Honor Roll are based on semester grades. Thus, there are two Honor Rolls and Dean’s Lists per year - one each semester. Incomplete grades are not accepted, and a minimum of four (4) credit-earning courses are needed to qualify for either list.

Graduation Honors designation will be determined by the following criteria:

- Summa Cum Laude Top 2%
- Magna Cum Laude GPA 5.4 and above
- Cum Laude GPA 5.0 to 5.39

Graduation honors are calculated by weighted cumulative GPA through 1st semester of senior year.

## **Grading Practices**

In District 86, grades communicate achievement on course objectives and support meaningful student learning and growth. To this end, grades must be:

1. **Accurate:** A grading system must **accurately communicate** a student's academic ability.
2. **Actionable:** A grading system must provide a student, parent, counselor, or interventionist an indication of **what the student needs to do** to remediate, maintain, or enrich their coursework.
3. **Accountable:** A grading system must **hold students accountable** for demonstrating the knowledge, understanding, and skill required to complete each course.

### **District Grading Scale**

Scale	Grade
100 - 90	A
89 - 80	B
79 - 70	C
69 - 60	D
59 - 50	F
When a student does not submit an assignment or take an assessment, they receive an "M" (Missing), which will be calculated as a ZERO in the gradebook.	

**Incomplete Grades:** An Incomplete (I) represents work not completed by the end of the semester. Incompletes are given only in extraordinary circumstances. If the work is made up within the first two weeks of the following semester, the Incomplete will be changed to a grade or a failure. If the work is not made up by the end of the 2-week period, the grade will be changed to an "F." An Incomplete will prevent eligibility for Honor Roll.

**Class Rank:** District 86 does not maintain class rank.

**Minimum Attendance Requirement:** Section 18.8 of the School Code of Illinois requires that all students be in attendance for a minimum of 300 minutes per day, exclusive of lunch and passing time. Therefore, all students must be enrolled for at least six periods of instruction per day. Excessive absences may result in removal from class and/or a loss of credit.

**Early Dismissal / Late Arrival:** Junior and Senior students have the option of requesting a 1<sup>st</sup> period "Late Arrival" or an 8th period "Early Dismissal" if they have 6 classes. The Early Dismissal/Late Arrival should be requested in lieu of Study Hall during the course request process. Check with your School Counselor to see if you qualify.

**Early Bird Physical Education:** Students may decide to earn their Physical Education credit by enrolling in Early Bird Physical Education which meets daily from 7:00 – 7:50 a.m. All students who elect to enroll in Early Bird Physical Education and a study hall are required to attend their assigned study hall. Early Bird PE is only possible on a space-available basis.



**Physical Education Substitutions:** Per policy 6:310, a student in grades 9-12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for the reasons stated below. The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances.

1. The written request shall be approved for students in grades 11 and 12, who request to be excused for any of the following reasons:
  - a. ongoing participation in an interscholastic athletic program;
  - b. enrollment in academic classes which are required for admission to an institution of higher learning, provided that failure to take such classes will result in the pupil being denied admission to the institution of his or her choice; and
  - c. enrollment in academic classes which are required for graduation from high school, provided that failure to take such classes will result in the pupil being unable to graduate.
2. The written request shall be approved for students in grades 9 through 12, who request to be excused for any of the following reason:
  - a. ongoing participation in a marching band program for credit during football season.
3. The written request, as reviewed on a case-by-case basis, shall be approved for students in grades 9 through 12, who request to be excused for any of the following reasons:
  - a. ongoing participation in an interscholastic or extracurricular athletic program, when said participation is or is reasonably comparable to participation in a varsity level District athletic program as determined by the District; and
  - b. enrollment in Reserve Officers Training Corps (ROTC) program sponsored by the District.

In addition, students in grades 11-12 may also qualify for a Physical Education exemption in order to enroll in an academic class or classes required for admission to the college(s) or university(ies) which said student intends to apply as long as documented substantiation of the prerequisite secondary courses required for admittance to the postsecondary institution is provided. Policy 6:310 also contains provisions for students with IEPs to qualify for PE exemptions based on an IEP team decision or participation in adaptive athletic programs outside the school setting.

Students seeking an exemption need to obtain a Physical Education Exemption form in the Athletic Office and follow the procedures outlined on the form.

**Registration Requirements for New Students:** District 86 course recommendations are based upon evidence of normal progress and achievement in the student's previous school. Incoming freshmen are required to submit evidence of satisfactory completion of the 8th grade. Transcripts of credits earned and grade placement are required from the previous school for all students transferring from other secondary schools. Additionally, all students transferring from an Illinois public high school must obtain the ISBE student in good standing form from the previous school in order to register.

Parents of transfer students must present a birth certificate for the student at the time of registration. Pursuant to Hinsdale Township High School District 86 Board of Education Policy 7:50 and 7:60, every family must provide acceptable evidence of residency. One of the following documents is required for registration: a current real estate tax bill, mortgage papers, agreement of sale, or a signed lease agreement with student(s) listed as occupants. Two additional documents reflecting the current in-district address must also be presented to verify residency. Contact the registrar for more information on adequate proof of residency.

A student's grade point average (GPA) earned at a previous high school outside of District 86 will be re-calculated based on the GPA processes currently used in District 86. Transfer courses, grades earned and grade-point average will appear on the District 86 high school transcript exactly as they are titled on the sending school's transcript and will be indicated as transfer coursework. If the previous school assigned numerical grades, we will use their key to assign letter grades on the District 86 transcript. If no key is available, these courses will be recorded as "Pass" or "Fail." Transfer courses from schools outside of the United States may receive credit, but grades will be reflected as "Pass" or "Fail." A record of a health examination and immunizations at the 9th grade level is required by law. Students will not be allowed to attend school if this state requirement is not met.

**Junior High/Middle School Students:** Junior high schools that feed into District 86 (D86) unable to offer advanced coursework for their students may send their students to a designated District 86 school for those courses. In these cases, all courses, grades and credit earned will appear on the transcript and will be calculated into the GPA earned in subsequent years at a high school in D86. If the course is taken at a D86 school and the student attends the other D86 school, then the course, grades, and credit earned will appear as transfer credit. The purpose of math acceleration is to ensure that students are successful. If a student does not receive an A or B first semester, we will have a conference at the end of 1st semester. Students who do not earn an A or B may not be recommended to continue 2nd semester. If the course is taken at the D86 school the student attends, then the course, grades, and credit earned will appear as regular credit.

**Academic Interventions and Supports:** District 86 uses the “Core plus more” model to provide interventions in addition to a student’s coursework rather than restricting student elective choice(s). In District 86 all students will enroll in the “core” academic classes as required by their grade level. For students who are below grade level, we provide additional interventions. District 86 offers academic intervention to support students who are struggling to meet grade-level expectations. These programs provide targeted assistance, help students improve their skills, and provide SEL support, and/or executive functioning support. The goal is to close achievement gaps, ensure all students succeed, and ultimately improve overall academic performance. The supports at each building vary but seek to accomplish the same goals. Students who score below the 50th percentile on identified standardized assessments (ACT, SAT, MAP, etc.) may be placed in mandatory interventions. Such interventions include but are not limited to:

Hinsdale Central	Hinsdale South
<ul style="list-style-type: none"> <li>• <b>Achieve</b> - A space for students to get intensive academic and behavioral support to address gaps in executive functioning, attendance patterns, social and emotional development as well as progress toward graduation.</li> <li>• <b>Academy Guided Study Hall</b> - A guided study hall for students who need support completing work. Students' process and placement will be monitored quarterly.</li> <li>• <b>Excel-erate (Credit Recovery)</b> - A space for students to earn credit after they have previously failed a course and/or were significantly absent not having enough seat time to earn a final grade in the course. Students will complete the coursework via an online platform. This is not for initial credit.</li> <li>• <b>English &amp; Math Intervention</b> - An intervention focused on helping students fill fundamental English and/or Math gaps. This is for students who are currently earning a D or F in their course and/or who scored below the 50th percentile on identified standardized assessments (ACT, SAT, etc.). Students will be assigned to intervention for the first 25 minutes of their lunch or study hall.</li> <li>• <b>Trailblazers</b> - This is a program that provides support during the school year for students who are taking their first honors or AP class.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Academic Overtime</b> - Provides academic support after school for students who are struggling in one or more courses.</li> <li>• <b>Excel</b> - An academic support program where students meet in a structured environment to receive tutorial assistance in core academic areas. As part of the Excel curricula, students learn executive functioning skills including organization, study skills, and time management.</li> <li>• <b>Level Up</b> - Provides academic support for students who are taking their first honors/AP course.</li> <li>• <b>Excel-erate (Credit Recovery)</b> - A space for students to earn credit after they have previously failed a course and/or were significantly absent not having enough seat time to earn a final grade in the course. Students will complete the coursework via an online platform. This is not for initial credit.</li> <li>• <b>English, Math, Science, and Social Studies Intervention</b> - An intervention focused on helping students fill fundamental gaps in English, Math, Science, and/or Social Studies. Primarily focused on students currently earning a D or F in their course.</li> </ul>

**Independent Study:** Independent Study options may be provided for motivated and mature students who have exhausted the course options of a particular course or field of study. Independent Study courses are initiated on a case-by-case basis through any faculty member and are subject to the approval of the relevant department chairperson, the student's counselor, and the Assistant Principal for Curriculum & Instruction. Upon the approval of all of the aforementioned, final approval is contingent upon the workload of the teacher involved.

**Repeating Courses:** A course may be repeated only when a student has received a "D" or "F." All attempts will be recorded on a student's transcript and will be computed into the grade point average. Repeated courses will not count toward meeting graduation requirements unless a student has previously received an "F."

**Service Credits:** Students may earn .25 credit per semester by serving as a staff aide. To pursue this option, students need to speak to a staff member and their school counselor and follow the "Adding/Dropping Courses" procedure outlined in the Program of Studies.

**Multilingual Learners (ML) Program:** The District 86 ML Program offers English as a new language courses, sheltered content courses, as well as Bilingual Spanish Language Arts. Families wishing to learn more about this program can contact either their child's School Counselor, or District 86 ML Department Chair:

Ms. Treacy O'Keefe  
630-570-8235  
[tokeefe@hinsdale86.org](mailto:tokeefe@hinsdale86.org).

**R-Rated/ TV-MA Media Used in Instruction:** If R-rated/ TV-MA media will be used in instruction in any course, a list of those movies/clips/media will be made available via the school websites at the time of registration. Written permission must be obtained by a parent at the beginning of any course showing R-rated/TV-MA movies or clips from R-rated/TV-MA movies to allow students to view in whole or in part the R-rated/TV-MA movies associated with the class.

**Seal of Biliteracy:** Students who demonstrate proficiency in both English and another language may qualify to earn a Seal of Biliteracy on their transcripts. Students must earn the Seal of Biliteracy through approved testing administered and recorded by District 86. No outside testing or administration of a specific language-based test or portfolio will be accepted for the Hinsdale District 86 Seal of Biliteracy program. A state seal will be placed on student's diplomas and acknowledgment at the commencement ceremony. Families wishing to learn more about this program can contact either their child's counselor or one of the World Language Department Chairs

Ms. Sarah Lombard (Hinsdale South)  
630-468-4390  
[slombard@hinsdale86.org](mailto:slombard@hinsdale86.org)

Dr. Jennifer Lawrence (Hinsdale Central)  
630-570-8390  
[jlawrence@hinsdale86.org](mailto:jlawrence@hinsdale86.org).

**Earned Honors Credit:** District 86 started an Earned Honors Credit pilot during the 22-23 school year with four courses in the Art, CTE, and English Departments. The purpose of offering Earned Honors Credit in a course is for a student to have the opportunity to demonstrate honors-level work over the course of the semester or school year. This gives more students access to challenging coursework in areas where they may not have thought of themselves as ready or able to complete honors-level coursework.

Earned Honors Credit is the demonstration of sophistication through differentiation of assignments, resources, and assessments. The sophistication of thought, product, and choice is defined generally as the student's ability to interact with the course material at the highest levels of Bloom's Taxonomy (Evaluation and Creation) and/or Webb's Depth of Knowledge Level 4 (extended thinking). Honors Credit is earned by demonstrating added *sophistication* of the content. Earning Honors will look different in every content area. The communication of how the students will earn the honors will be explicitly stated at the beginning of the semester. It will be in the syllabus and teachers will spend class time explaining the process to students.

Earned Honors is for everyone. It is designed to be a heterogeneous group of students and every student will have the opportunity to demonstrate their mastery at the honors level. We want to remove barriers for students to explore rigor and at the same time give a traditional 'honors or AP student' the opportunity to explore more courses.

Earned Honors Credit provides a different way for students to engage in and receive credit for honors level work. These are not Honors Option courses (e.g. Music) or a traditional honors course. Courses eligible for earned honors credit, will be identified with "**Earned Honors:** Students can elect to take this course for Earned Honors Credit." in the course description.

**A note about GPA and Transcripts:**

Students have the opportunity to earn honors credit over the course of the semester. Upon successful completion of Honors coursework requirements, the student's GPA will be adjusted to reflect completion of an honors course, and the student's transcript will indicate the completion of an Honors course. Students who wish to have an honors indicator on their transcript for college applications, may wish to consider a traditional honors or AP course.

**Accelerated Programs of Study in District 86:** In alignment with Policy 6:135, the administration provides student placement recommendations for accelerated coursework based on their most recent nationally normed standardized assessment score. The administration will communicate the specific placement recommendations with students and parents during the course selection process.

**Advanced Placement (AP) Program:** Thirty Advanced Placement (AP) courses are offered in seven departments in District 86: Art, English, World Languages, Mathematics, Music, Science and Social Studies. These courses adhere to the suggested College Board course descriptions and serve as the primary vehicle to prepare students for the AP examination in May of each school year. In addition to preparing students for the AP exam, AP courses allow students to experience the pace and intensity of a college-level course while still in high school.

Although each college or university determines what AP examination grades it will accept for credit, the great majority of colleges require scores of 3 or better and award the student credit in the subject matter tested (see [www.collegeboard.com/ap/creditpolicy](http://www.collegeboard.com/ap/creditpolicy)). In some cases, no credit is given, but the student begins their program of study at an advanced level. For specific course information, please consult the AP course descriptions listed in the aforementioned academic departments.

**Dual Credit:** Loyola University, The College of DuPage, and Moraine Valley Community College award dual credit when learning experiences at the secondary level of instruction duplicate those at the post-secondary level. These programs enable students to save time and avoid duplication of material already learned in high school. Students may request a transcript from C.O.D., Loyola, or Moraine Valley Community College with these courses listed after the end of the semester. Courses eligible for dual credit will be indicated in the course description with the text “Dual Credit: This course may be offered for dual credit through [name of institution].”

*Note: Dual Credit classes are tentative agreements and are finalized with the partner institutions in the summer after the course selection, registration, and scheduling process has culminated.*

**Traveling Courses:** Some courses are only offered at one school or another. These courses are listed as “Housed at South” or “Housed at Central” in the left-hand column of the course description. Students at the non-host school would need to arrange for transportation and work with their counselor to create space for travel.

### **Career And Technical Education (CTE) Opportunities**

Hinsdale Township High School District 86 offers the following career and technical education program for all students regardless of race, color, national origin, (including those with limited English proficiency), sex or disability in grades 9-12.

**Business:** Digital Literacy 1 & 2, Introduction to Business (Earned Honors), Consumer Economics, Accounting, Accounting Honors, Marketing, Business Law 1, Business Law 1 Honors, Business Law 2, Business Law 2 Honors, Business Management, Investment Planning, Technology Support Internship, Business Work Experience, and Internship.

**Family & Consumer Sciences:** Exploring Family & Consumer Sciences, Culinary 1, Culinary 2, Baking & Pastry, Chef & Restaurant Cooking, Clothing Construction 1, Clothing Construction 2, Clothing Construction Independent Study, Fashion Merchandising, Child Care & Development, Invitation to Teach, Personal Relationships, and Interior Design & Housing.

**Technology Education:** Pre-Engineering I 1, Pre-Engineering I1 Honors, Pre-Engineering II-2, Pre-Engineering II 2 Honors, Engineering & Manufacturing, Engineering & Manufacturing Honors, Architecture & Design, Architecture & Design Honors, Engineering Capstone, Engineering Capstone Honors, Woods 1, Woods 2, Woods Capstone, and Independent Technology Project.

Persons seeking further information concerning the career and technical education offerings and specific prerequisite criteria should contact the CTE Department Chair:

John Madden (Hinsdale Central and South)  
630-570-8280  
[jmadden@hinsdale86.org](mailto:jmadden@hinsdale86.org)

**NCAA:** NCAA eligibility standards for Division 1 athletes require students meet the following criteria:

1. Complete 16 core academic courses by graduation, at least 10 of which must be completed by the beginning of the senior year:
  - a. Four years of English
  - b. Three years of mathematics
  - c. Two years of natural or physical science (one year of lab if offered by high school)
  - d. Two years of social studies
  - e. One additional year of English, mathematics, or natural or physical science
  - f. Four years of additional courses from the above departments or in additional accepted discipline such as World Languages
2. Earn a minimum 2.3 core-course GPA

*Note: NCAA approval of courses is subject to NCAA rules and interpretations through the [NCAA Eligibility Center](#). If a parent or student has specific questions about a course you should discuss this with your counselor to confirm if it is an NCAA-approved course. For NCAA Division 2 and 3 there may be different guidelines which can also be found on the NCAA Eligibility Center. The above information is subject to change and was last verified on the NCAA Eligibility Center website on September 11, 2024.*

## **Grievance Procedure and Complaint Managers**

Hinsdale Township High School District 86 does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The District has established a grievance procedure to provide a prompt, fair review of complaints alleging discrimination and harassment, including alleged violations of Title IX, which prohibits discrimination in educational programs and activities on the basis of sex.

All grievances alleging discrimination and/or harassment, including sex equity/Title IX grievances should be filed with any District Complaint Manager. The Complainant may request a Complaint Manager of the same sex. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with the parent(s)/guardian(s) of a student. The Complaint Manager shall assist the Complainant as needed.

Jodi Bryant  
Assistant Superintendent of Human Resources  
5500 South Grant Street  
Hinsdale, IL 60521  
[jbryant@hinsdale86.org](mailto:jbryant@hinsdale86.org)  
630.570.8008

Dr. Kari Smith  
Assistant Superintendent of Student Services  
5500 South Grant Street  
Hinsdale, IL 60521  
[ksmith@hinsdale86.org](mailto:ksmith@hinsdale86.org)  
630.570.8006

For information on civil rights: <https://www2.ed.gov/about/offices/list/ocr/index.html>

Inquiries regarding nondiscrimination and Title IX policies should be directed to:

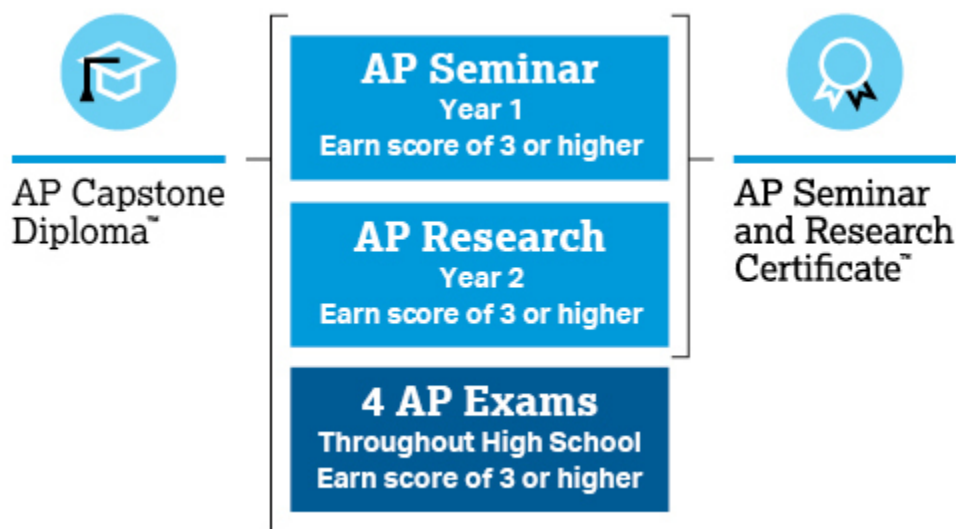
Title IX Coordinator  
Jodi Bryant  
Assistant Superintendent of Human Resources  
5500 S. Grant Street  
Hinsdale, IL 60521  
[jbryant@hinsdale86.org](mailto:jbryant@hinsdale86.org)  
630-570-8008





# AP Capstone Sequence

**Overview:** AP Capstone™ is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions. AP Capstone is comprised of two AP courses — AP Seminar and AP Research — and is designed to complement and enhance the discipline-specific study in other AP courses. The **AP Capstone Sequence** provides a way for students to earn either an AP Capstone Diploma or an AP Seminar and Research Certificate in addition to their high school diploma. If a student earns scores of 3 or higher in both AP Seminar, AP Research and four additional AP exams, a student will receive the AP Capstone Diploma. If a student does not score a 3 or higher on 4 additional AP exams but does score a 3 or higher in AP Seminar and AP Research, the student can earn an AP Seminar and Research Certificate.



## Benefits of AP Capstone:

- Fosters the research, argumentation, and communication skills that are at the core of college readiness and essential for lifelong learning.
- Provides a setting to build on the knowledge and rigorous coursework of AP in an interdisciplinary format.
- Offers students a unique opportunity to distinguish themselves from colleges and universities.

**AP Capstone Purpose:** AP Capstone was developed in response to feedback from higher education. The two AP Capstone courses, with their associated performance tasks, assessments, and application of research methodology, require students to:

- Analyze topics through multiple lenses to construct meaning or gain understanding.
- Plan and conduct a study or investigation.
- Propose solutions to real-world problems.
- Plan and produce communication in various forms.
- Collaborate to solve a problem.
- Integrate, synthesize, and make cross-curricular connections.





# AP Capstone Sequence

## COURSE INFORMATION

<b><u>AP SEMINAR</u></b> (Housed at HC)  <b>Course #</b> AX3101A/AX3102A  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	<p>A.P. Seminar engages students in cross-curricular conversations that explore the complexities of academic and real world issues by analyzing divergent perspectives. Throughout the course, students will collaborate on group research assignments, complete individual research, and present and defend their conclusions. Students must complete the written and oral portions of the AP Exam. Students who successfully complete both AP Seminar and AP Research will receive either an AP Certificate or AP Diploma depending on the number of AP courses they have completed.</p> <p><b>Prerequisite:</b> Teacher recommendation or completion of an honors-level Science, English or Social Studies course.</p>
<b><u>AP RESEARCH</u></b> (Housed at HC)  <b>Course #</b> AX4101A/AX4102A  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	<p>A.P. Research engages students in an exploration of an academic topic, problem, or issue that interests them. With the assistance of a research advisor/mentor, students design, plan, and conduct a year-long research-based investigation. Students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students must submit an academic paper and orally defend their research to the College Board for evaluation and scoring. Students who successfully complete both AP Seminar and AP Research will receive either an AP Certificate or AP Diploma depending on the number of AP courses they have completed.</p> <p><b>Prerequisite:</b> Successful completion of AP Seminar.</p>



# District 86 Academic Partnerships

## TECHNOLOGY CENTER OF DUPAGE

**Overview:** Technology Center of DuPage (TCD) prepares juniors and seniors for college and a career through 19 advanced career and technical education electives. It is operated by joint agreement among 14 member high school districts, including District #86. Students spend part of each school at the TCD campus, located at 301 S. Swift Road between North Avenue and Army Trail Road in Addison. Transportation to and from TCD is provided by District #86. Opportunities through TCD include:

- Dual credit (both high school and free, transferable college credit at the same time)
- Available industry certifications or licenses
- Career exploration and development before making important college decisions.

**For further information,** students should contact their counselor, take the TCD field trip in the fall, read the TCD program guide, or visit the TCD website ([www.tcdupage.org](http://www.tcdupage.org)) for complete information.

**Enrollment Information:** TCD offers advanced career and technical education electives for the District #86 students serious about pursuing one of the available career pathways. The focus is on college and career readiness through applied academics, workplace skill development, and work-based learning experiences, as well as identifying and preparing for the postsecondary education critical for success and advancement in the chosen career pathway. See the TCD website for program information, recommendations, college credit opportunities, available industry certifications, and course syllabi: [www.tcdupage.org](http://www.tcdupage.org)

Enrollment at TCD is available junior year, senior year, or both. Programs may be taken one or two years, unless otherwise noted. Please talk to your counselor regarding enrollment criteria, including possible course prerequisites, established by District #86.

Listed on the next page are programs offered at TCD as well as District #86 prerequisites for enrolling in the program. All TCD courses will satisfy the District #86 graduation requirement in Elective Arts. Check with your counselor for any academic credit that specific TCD programs can also fulfill. A maximum of 3.0 units of credit can be earned yearly through TCD course work. See [www.tcdupage.org](http://www.tcdupage.org) for information about each program's college credit opportunities.

<b><u>TECHNOLOGY CENTER OF DUPAGE PROGRAMS</u></b> (Housed at TCD Center in Addison)  <b>Course #</b> <i>Varies by program</i>  <b>Credit:</b> 3.0  <b>Grade Level:</b> 11-12	The requirements and objectives associated with the specific Technology Center of DuPage (TCD) programs listed on the previous page vary greatly. Students who wish to obtain further information about a particular program and/or wish to register for a TCD program must see their counselor. All students must fill out a separate TCD form with parent signature and return to their counselor.  <b>Prerequisite:</b> Teacher recommendation or completion of an honors-level Science, English or Social Studies course.
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# District 86 Academic Partnerships

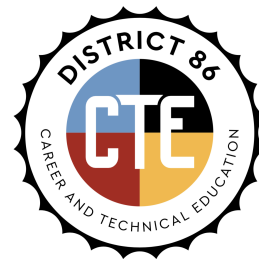
CAREER CLUSTER TCD Program(s)		
Building and Machining	Business	Communications
Construction Trades	Computer Information Systems	Graphic Communications
Manufacturing Technology	Data Entry Occupations	Multimedia & Television Production
Pre-Architectural & Pre-Engineering CAD	Office Systems Technology	
Health & Safety Services	Mechanical	Personal Services
Certified Nurse Assistant	Auto Body Repair & Refinishing	Culinary, Pastry Arts, & Hotel Management
Medical & Health Care Careers	Automotive Technology	Early Childhood Education & Care
Fire Science		Cosmetology
	Technical	
	Electronics & Computers Technology	
	Heating, Ventilation, Air Conditioning & Refrigeration	
	Network Technician	

*\*These are courses offered in the Pathway to Engineering program. Introduction to Engineering Design and Principles of Engineering are foundation courses offered for the first year. Second-year students take one specialized course and the capstone course (EDD). Please see the TCD website, [www.tcdupage.org](http://www.tcdupage.org) for further information.*



# Department of Career & Technical Education

**Mission Statement:** The mission of the District 86 CTE Department is to provide innovative and personalized learning experiences in a collaborative environment for students to achieve their goals in the real world. The CTE Department is made up of Business, Family and Consumer Sciences, and Technology Education courses.



## BUSINESS EDUCATION

### Business Education Pathway

*If students have an interest in pursuing Business as a post-secondary option, the following is a suggested pathway*

Grade Level	Accounting	Marketing	Finance	Business Management	Information Technology
<b>Freshman</b>	Intro to Business^ Digital Literacy 1 & 2	Intro to Business^ Digital Literacy 1 & 2	Intro to Business^ Digital Literacy 1 & 2	Intro to Business^ Digital Literacy 1 & 2	Intro to Business^ Digital Literacy 1 & 2
<b>Sophomore</b>	Investment Planning□ & Business Management	Business Management & Digital Literacy 1 & 2	Investment Planning□ & Business Management	Business Management & Marketing^	Business Management & Tech Support Internship^
<b>Junior</b>	Business Law 1* & Business Law 2*	Marketing ^ & Sports Marketing	Accounting*	Investment Planning□ & Business Law*	Marketing^ & Tech Support Internship^
<b>Senior</b>	Accounting*	Internship* Accounting*	Internship* Accounting *	Accounting* Tech Support Internship^	Tech Support Internship^

\*Indicates Honors Option available

^ Indicates Earned Honors Option available

□ Indicates Dual Credit Available to Students



# Department of Career & Technical Education

BUSINESS COURSE INFORMATION	
<b><u>INTRODUCTION TO BUSINESS</u></b>  <b>Course #:</b> BU1001/1002  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9-12	<p>This course gives students a background in the basic operations of business and develops an understanding of the economic role of business in our society. Major areas of study include economics, banking, credit, insurance, budgeting, consumer protection, government, entrepreneurship and taxes. Skill is developed through a wide variety of activities including computer research, projects, and classroom activities. Students who pass <b>both</b> semesters will fulfill the state mandate for Consumer Education.</p> <p><b>Earned Honors Credit:</b> Students can elect to take this course for Earned Honors Credit.</p>
<b><u>INVESTMENT PLANNING</u></b>  <b>Course #:</b> BU2103  <b>Credit:</b> 0.5  <b>Grade Level:</b> 10-12	<p>In this course students will study basic investment principles involving stocks, options, commodities, bonds, mutual funds, cryptocurrencies, and other relevant investment strategies. Students will also learn about tax information, effects of the economy on the market, government regulations of securities and on-line investing. Current issues as they relate to investing, will be discussed. Students will participate in a simulated stock market game by trading online.</p> <p><b>Dual Credit Eligible:</b> This course may also run as a Dual Credit class with College of DuPage with the possibility of 3 hours of college credit.</p>
<b><u>ACCOUNTING</u></b>  <b>Course #:</b> BU3111/3112  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	<p>This course develops a basic understanding of double-entry accounting. The accounting cycle, accounting theory, financial reports and financial analysis are included. Online accounting work papers, spreadsheets and accounting software are used to apply all accounting concepts. This course is recommended for college-bound students planning a career in accounting, finance, management or marketing.</p>
<b><u>ACCOUNTING HONORS</u></b>  <b>Course #:</b> BU3111H/3112H  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	<p>This course will prepare students for the rigor of college accounting. Students will develop an understanding of double-entry accounting. Topics covered include the following: accounting cycle, accounting systems, internal controls, journals, receivables and payables, accruals and deferrals, inventory, fixed assets and depreciation, financial statement preparation and analysis, and taxes. A computerized accounting program will be utilized, as well as spreadsheets. The core material for this course is similar to Accounting; however, more topics are covered, the pace is accelerated and expectations are higher. This course is highly recommended for motivated students planning to enter a college business program.</p>



# Department of Career & Technical Education

<b><u>MARKETING</u></b>  <b>Course #:</b> BU2203  <b>Credit:</b> 0.5  <b>Grade Level:</b> 10-12	<p>This course focuses on the activities necessary to market products, services, and ideas to consumers. Major topics include market segmentation, consumer behavior, marketing research, product planning, and advertising. Students will apply marketing concepts learned in class by researching, creating and advertising new products.</p> <p><b>Earned Honors Credit:</b> Students can elect to take this course for Earned Honors Credit.</p>
<b><u>SPORTS MARKETING</u></b>  <b>Course #:</b> BU2303  <b>Credit:</b> 0.5  <b>Grade Level:</b> 10-12	<p>This intermediate marketing course will introduce students to the exciting field of sports marketing and its role in society. Students will develop a thorough understanding of the marketing concepts and theories that apply to sports and sporting events. Course topics will include sponsorships, endorsements, licensing, event marketing and sports marketing plans. Students will plan, create, and assess sports marketing communication programs that include advertising, marketing, public relations and news media. Emerging issues in sports marketing will also be discussed.</p> <p><b>Prerequisite:</b> Marketing</p>
<b><u>BUSINESS LAW 1</u></b>  <b>Course #:</b> BU3103  <b>Credit:</b> 0.5  <b>Grade Level:</b> 10-12	<p>This course introduces students to the legal system and the law as it applies to personal and business situations which may occur in their daily lives. It also examines the court system, torts, crimes, technology and the law, contracts, family law, wills and estates. Key elements of this course are case studies, mock trials and a field trip to the courts and jails.</p>
<b><u>BUSINESS LAW 1 HONORS</u></b>  <b>Course #:</b> BU3103H  <b>Credit:</b> 0.5  <b>Grade Level:</b> 10-12	<p>The core material for this course is similar to Business Law 1; however, projects and assessments will involve more depth, complexity, and rigor. Expectations for this course are much higher and will require additional time outside of class. This course is highly recommended for motivated students planning to enter a college business program.</p>
<b><u>BUSINESS LAW 2</u></b>  <b>Course #:</b> BU3203  <b>Credit:</b> 0.5  <b>Grade Level:</b> 10-12	<p>This course examines the criminal justice system, the Supreme Court, bailments and real estate transactions, ethics and employment policies and contracts. Group discussions, case studies, guest speakers and a field trip will be utilized to present and examine these concepts. To develop a better understanding of the legal system, students will participate in a mock trial tournament throughout the semester.</p> <p><b>Prerequisite:</b> Business Law 1</p>



# Department of Career & Technical Education

<b><u>BUSINESS LAW 2 HONORS</u></b>  <b>Course #:</b> BU3203H  <b>Credit:</b> 0.5  <b>Grade Level:</b> 10-12	<p>This course examines the criminal justice system, the Supreme Court, bailments and real estate transactions, ethics and employment policies and contracts. Group discussions, case studies, guest speakers and a field trip will be utilized to present and examine these concepts. To develop a better understanding of the legal system, students will participate in a mock trial tournament throughout the semester.</p> <p><b>Prerequisite:</b> Business Law 1</p>
<b><u>BUSINESS MANAGEMENT</u></b>  <b>Course #:</b> BU2403  <b>Credit:</b> 0.5  <b>Grade Level:</b> 10-12	<p>Business Management (Entrepreneurship) is a project-based class designed to help students explore and investigate the varied world of conceiving, planning, organizing, and managing a business. Business Management will help introduce students to the challenging, exciting, and constantly changing world of operating a small business. Throughout the semester, students will be introduced to theoretical, as well as practical applications as they relate to the world of business. The intent of the course is to inform students how to achieve optimum benefits from the limited resources available to small firms and how to plan for growth and succession in a business.</p>
<b><u>CONSUMER ECONOMICS</u></b>  <b>Course #:</b> BU3303  <b>Credit:</b> 0.5  <b>Grade Level:</b> 10-12	<p>This course helps students to understand the consumer's role in a mixed economy. Students will learn about various topics that they will use their entire life. Topics of study include: money management, consumer rights and responsibilities, credit, purchasing of goods and services, making sound investment plans and preparing individual tax returns. Successful completion of this course fulfills the state mandate for Consumer Education.</p>
<b><u>CONSUMER ECONOMICS MULTILINGUAL</u></b>  <b>Course #:</b> BU3303E  <b>Credit:</b> 0.5  <b>Grade Level:</b> 9-12	<p>This course is intended for the students in the Multilingual Learner Program and that it would be open to grades 9-12. This course helps students to understand the consumer's role in a mixed economy. Students will learn about various topics that they will use their entire life. Topics of study include: money management, consumer rights and responsibilities, credit, purchasing of goods and services, making sound investment plans and preparing individual tax returns. Successful completion of this course fulfills the state mandate for Consumer Education.</p>
<b><u>INTERNSHIP</u></b>  <b>Course #:</b> BU4103  <b>Credit:</b> 0.5  <b>Grade Level:</b> 11-12	<p>This program is designed to provide students with an opportunity for career exploration in a field of their choice. Students will work with a mentor outside of the school day for 50-75 hours in their career field. It is suggested that students have their own placements, however, if assistance is needed finding a placement, students should contact an internship coordinator. Students will be expected to keep a detailed journal, write a reflection paper and discuss their experiences with a related class. Students will receive a grade for this course. An interview is required in order to be accepted in the program.</p>





# Department of Career & Technical Education

<b><u>INTERNSHIP HONORS</u></b>  <b>Course #:</b> BU4103H  <b>Credit:</b> 0.5  <b>Grade Level:</b> 11-12	<p>This program is designed to provide students with an opportunity for career exploration in a field of their choice. Students will work with a mentor outside of the school day for 60-75 hours in their career field. Students at the honors level will need to find their own placements, however, if assistance is needed finding a placement, students should contact an internship coordinator. Students will be expected to keep a detailed journal, write a research paper, and discuss their experiences with a related class. An interview is required in order to be accepted in the program.</p>
<b><u>BUSINESS WORK EXPERIENCE (BWE)</u></b>  <b>Course #:</b> BU4001/4002  <b>Credit:</b> 1.0  <b>Grade Level:</b> 11-12	<p>Business Work Experiences provides the student with <b>paid</b> business experience related to their career goals. Students are employed in local businesses from a minimum of 15 hours to a maximum of 25 hours per week for which they receive monetary compensation. A wide variety of experience is available in fields such as apparel and accessories, automotive, food distribution, food service, hotel and tourism, general merchandise retailing, and various office related careers, including banking, accounting, and administrative assistant positions. This work experience program prepares students for further study or a career in marketing, retailing, management, finance, accounting, or administrative office positions. Students are selected by application and interview with emphasis on factors including reliability, integrity, and career goal. It is the student's responsibility to make travel arrangements to and from the job. Scheduling Note: The course is scheduled during the 8th Period to enable students to arrive at their workplace on time.</p>
<b><u>TECH SUPPORT INTERNSHIP (TSI)</u></b>  <b>Course #:</b> BU3001/3002  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9-12	<p>The Technology Support Internship (TSI) course is a hands-on study of technology integration in an educational context. Students will gain real-world technical and customer service experience by providing direct support to students in a 1:1 environment. Students will learn how to troubleshoot and/or repair hardware, software, and network problems while gaining experience with ticketing software, inventory management and related customer service workflows. The course also provides students with the opportunity to pursue an independent learning pathway and potential professional certifications in one of four areas: Application, Innovation, Design, and Entrepreneurship.</p> <p><b>Earned Honors Credit:</b> Students can elect to take this course for Earned Honors Credit.</p>
<b><u>DIGITAL LITERACY 1</u></b>  <b>Course #:</b> BU1103  <b>Credit:</b> 0.5  <b>Grade Level:</b> 9-12	<p>This course is an introduction to using an electronic device to be a good digital citizen as well as develop the ability to use technology responsibly. The curriculum is organized using an online management system to teach students how to become online learners. The evolving curriculum in this course matches the rapid changes of technology in the world. Upon completion of this course, students will be able to identify the benefits and risks of sharing online, explore the legal and ethical dimensions of respecting creative work, determine source reliability and understand why technology and their personal digital footprint are important forces in our society. Students will master the basics of Google Docs, Slides, Drawings, and Forms. Students will learn about appropriate and effective communication for a variety of purposes and audiences.</p>





# Department of Career & Technical Education

<b><u>DIGITAL LITERACY 2</u></b>  <b>Course #:</b> BU1203  <b>Credit:</b> 0.5  <b>Grade Level:</b> 9-12	<p>In this one-semester project-based course, students will continue to expand their knowledge of digital technology. Students will master the advanced features of Google Docs, Drawings, and Forms by designing promotional materials and professional documents. Using the curriculum from Computer Science Discoveries, an introductory computer science course, students will create authentic artifacts and learn the basics of programming and coding. Students will also explore how technology supports business in the fields of Sports and Entertainment Marketing, Hospitality Management, Accounting and Finance. Students will become well versed in Excel. Students will design a website, record a podcast, create a blog, and develop videos on a topic of their choice. Digital Literacy 1 recommended.</p>
<b><u>PRE-VOCATIONAL TRAINING</u></b>  <b>Course #:</b> SE5001/SE5002  <b>Credit:</b> 0.5  <b>Grade Level:</b> 9-12	<p>The goal of this course is to provide students with an opportunity to engage in practical hands-on experience within the school building. Students will develop job responsibility, initiative, and positive employer-employee relationships. Emphasis will be placed on hands-on in school job training and entry level workplace skill development which may include: following a schedule, time management, efficiency, problem solving, responsibility, work etiquette, following directions and communicating with coworkers and supervisors. This course can be taken multiple times with teacher approval. Pass/Incomplete grades are issued for this course. Curriculum in this course is a modification of the grade level standards but is in alignment with the Illinois Learning Standards.</p> <p><b>Prerequisite:</b> IEP Team Recommendation</p>
<b><u>VOCATIONAL TRAINING</u></b>  <b>Course #:</b> SE6001/SE6002  <b>Credit:</b> 0.5  <b>Grade Level:</b> 9-12	<p>The goal of this course is to provide students with an opportunity to engage in practical hands-on experience in their community. Students will develop job responsibility, initiative, and positive employer-employee relationships. Emphasis will be placed on hands-on job training and entry level workplace skill development which may include: following a schedule, time management, efficiency, problem solving, responsibility, work etiquette, following directions and communicating with coworkers and supervisors. Students are evaluated cooperatively by the employer and teacher on a quarterly basis. Pass/Fail grades are issued for this course. This course can be taken multiple times with teacher approval. Pass/Incomplete grades are issued for this course. Curriculum in this course is a modification of the grade level standards but is in alignment with the Illinois Learning Standards.</p> <p><b>Prerequisite:</b> IEP Team Recommendation</p>



# Department of Career & Technical Education

## FAMILY AND CONSUMER SCIENCES

<b>Family &amp; Consumer Sciences Pathway</b> <i>If students have an interest in pursuing F.A.C.S as a post-secondary option, the following are suggested pathways.</i>	
Areas of Interest/Pathway	Course Offerings
<b>Culinary</b>	Exploring Family & Consumer Sciences Culinary 1 <input type="checkbox"/> Culinary 2^ Baking and Pastry Chef and Restaurant
<b>Interior Design</b>	Exploring Family & Consumer Sciences Interior Design and Housing*
<b>Fashion</b>	Exploring Family & Consumer Sciences Fashion Merchandising <input type="checkbox"/> Clothing Construction 1 <input type="checkbox"/> Clothing Construction 2 Clothing Construction Independent Study
<b>Teaching &amp; Education</b>	Exploring Family & Consumer Sciences Child Care and Development^ Invitation to Teaching * <input type="checkbox"/>
<b>Family Living</b>	Personal Relationships Single Survival

\*Indicates Honors Option available

^ Indicates Earned Honors Option available

☐ Indicates Dual Credit Available to Students

### COURSE INFORMATION

#### **EXPLORING FAMILY & CONSUMER SCIENCES**

**Course #:** FC1001/1002

**Credit:** 1.0  
(0.5 Elective Arts,  
Consumer Education,  
0.5 )

**Grade Level:** 9-12

This survey class introduces the student to all areas of Family & Consumer Sciences: consumer economics, culinary, sewing, design, and human development. Projects and practical hands-on applications actively involve the students. This course will prepare students for future semester courses in Family & Consumer Sciences. Successful completion of this course fulfills the ISBE's Consumer Education requirement for graduation. Students must complete the entire year to receive consumer education credit.



# Department of Career & Technical Education

CULINARY	
<b><u>CULINARY 1</u></b>  <b>Course #:</b> FC1103  <b>Credit:</b> 0.5  <b>Grade Level:</b> 9-12	<p>Culinary 1 is designed to teach basic food preparation skills utilizing various types of culinary equipment and a range of preparation and cooking techniques. The following areas of study are covered in this course: measuring, knife skills, cooking methods, nutrition and various culinary specific units. Lab periods provide practical experiences in time management, equipment use, food preparation skills and serving meals. While this course provides personal enrichment, it may also serve as a foundation for further training to culinary arts. Suggested follow-up courses: Culinary 2, Baking &amp; Pastry, and/or Chef &amp; Restaurant.</p> <p><b>Dual Credit Eligible:</b> This course may also run as a Dual Credit class with College of DuPage with the possibility of 1 hour of college credit.</p>
<b><u>CULINARY 2</u></b>  <b>Course #:</b> FC2003  <b>Credit:</b> 0.5  <b>Grade Level:</b> 9-12	<p>This course, a continuation of Culinary 1, provides training in advanced techniques of food preparation. Students prepare a variety of recipes, while enriching their personal culinary skills. Units of study include pasta, pastries, sauces and main dishes. This course serves as a foundation for further training in culinary arts. Suggested follow-up courses: Chef &amp; Restaurant and/or Baking &amp; Pastry.</p> <p><b>Earned Honors Credit:</b> Students can elect to take this course for Earned Honors Credit.</p> <p><b>Prerequisite:</b> Culinary 1</p>
<b><u>BAKING &amp; PASTRY</u></b>  <b>Course #:</b> FC2223  <b>Credit:</b> 0.5  <b>GradeLevel:</b> 9-12	<p>This course provides focused training in the culinary field of European baking techniques. Focus will be on ingredients, preparation methods and finishing techniques. Units will include sanitation, metric measuring, breads, pastries and display techniques. This course is designed for personal skill development as well as a base for further culinary training. Students are encouraged, but not required, to take Culinary 2 prior to this course. Suggested follow-up course: Chef &amp; Restaurant and/or Culinary 2</p> <p><b>Prerequisite:</b> Culinary 1</p>
<b><u>CHEF &amp; RESTAURANT</u></b>  <b>Course #:</b> FC3003  <b>Credit:</b> 0.5  <b>Grade Level:</b> 10-12	<p>This course is designed for students curious about hospitality related careers and/or careers in the culinary industry. Students will operate culinary businesses through various aspects of food service including front of the house and back of the house job tasks. They will apply culinary knowledge such as knife skills, cooking methods, and baking and pastry skills as they prepare, plate and serve gourmet meals in this fast paced, real world work environment. Activities include menu selection, recipe testing, cost analysis, table settings, meal preparation, meal service and commercial safety and sanitation techniques. Students are encouraged to take either Culinary 2 and/or Baking &amp; Pastries prior to this course.</p> <p><b>Prerequisite:</b> Culinary 1</p>



# Department of Career & Technical Education

<b><u>FOUNDATIONS CULINARY</u></b>  <b>Course #:</b> SE0023  <b>Credit:</b> 0.5  <b>Grade Level:</b> 9-12	<p>This course explores foundational cooking skills and concepts that can be applied in daily life. An emphasis will be placed on safety, sanitation, reading a recipe, proper selection and use of culinary equipment, independent meal preparation and nutritionally sound food choices. Foundations of Cooking is designed to meet the needs of students with a variety of physical, cognitive, or social needs. Lab work will focus on organization and teamwork. In addition, the course offers a smaller class size to make appropriate individualized instruction. This course can be taken multiple times with teacher approval. Pass/Incomplete grades are issued for this course. Curriculum in this course is a modification of the grade level standards but is in alignment with the Illinois Learning Standards.</p> <p><b>Prerequisite:</b> IEP Team Recommendation</p>
<b>FAMILY LIVING</b>	
<b><u>SINGLE SURVIVAL</u></b>  <b>Course #:</b> FC3103  <b>Credit:</b> 0.5  <b>Grade Level:</b> 11-12	<p>Will you need to know how to find an apartment, evaluate job offers, balance a budget, and provide for your own needs to be successful after you graduate? Whether you are heading away to college or into the workforce, today's young adults need these skills more than ever! Brush up on your career development, money management, personal safety and security, nutrition, home improvement skills and more! Each unit covered addresses the needs of young adults to research and evaluate the choices they will be making as they leave high school. Suggested follow-up course: Personal Relationships.</p>
<b><u>PERSONAL RELATIONSHIPS</u></b>  <b>Course #:</b> FC3203  <b>Credit:</b> 0.5  <b>Grade Level:</b> 11-12	<p>This course is designed for upperclassmen wanting to grow on an intrapersonal and interpersonal level as they begin young adulthood. The Personal Relationship course focuses on the application of sociology and psychology concepts to a students' personal life. Students will learn skills on how to make mature decisions, understand how healthy relationships evolve, and how to cope during stressful times. Areas of study include: personality development, family relationships, crisis in the family, communication skills, and future relationships and family. Areas of career interest for students include social work, counseling, education, health field and psychology. Suggested follow-up course: Single Survival</p>
<b><u>SOCIAL COMMUNICATION</u></b>  <b>Course #:</b> SE1861/1862  <b>Credit:</b>  <b>Grade Level:</b>	<p>This class is for students who require direct instruction in the area of social pragmatic language. The class focuses on explicitly teaching social and emotional vocabulary, problem solving, conversation skills, and other pertinent skills aimed at helping students communicate effectively and appropriately with others. The goal is for students to increase their ability to develop relationships, take another's perspective, increase problem solving capabilities, and understand how our body is connected to communication and personal relationships with others. This course is co-facilitated with related service providers.</p> <p><b>Prerequisite:</b> IEP Team Recommendation</p>



# Department of Career & Technical Education

FASHION	
<b><u>CLOTHING CONSTRUCTION 1</u></b>  <b>Course #:</b> FC1203  <b>Credit:</b> 0.5  <b>Grade Level:</b> 9-12	<p>This course is for students interested in sewing for practical purposes, personal enjoyment and/or to develop skills to be used in careers related to clothing construction, fashion merchandising, design and retail. Students will complete individual projects. Garment construction projects will increase in difficulty as students attain skills through the use of various technologies. Sequencing of the course includes basic sewing machine techniques, fabric and pattern selection, interpreting pattern instructions, construction techniques (darts, zippers, hems, buttons, applying interfacing, etc.). Suggested follow-up courses: Clothing Construction 2 or Fashion Merchandising &amp; Design.</p> <p><b>Dual Credit Eligible:</b> This course may also run as a Dual Credit class with College of DuPage with the possibility of 3 hours of college credit.</p>
<b><u>CLOTHING CONSTRUCTION 2</u></b>  <b>Course #:</b> FC1303  <b>Credit:</b> 0.5  <b>Grade Level:</b> 9-12	<p>This course focuses on advanced sewing techniques with various projects chosen by the student and approved by the instructor. Areas of study may include textile arts, tailoring, formalwear, serging techniques and fashion design. Each project incorporates new clothing construction skills based on student preferences and abilities. Suggested follow-up class: Fashion Merchandising &amp; Design. Suggested follow-up courses: Fashion Merchandising &amp; Design or Clothing Construction Independent Study.</p> <p><b>Prerequisite:</b> Clothing Construction 1</p>
<b><u>CLOTHING CONSTRUCTION INDEPENDENT STUDY</u></b>  <b>Course #:</b> FC1213  <b>Credit:</b> 0.5  <b>Grade Level:</b> 10-12	<p>This course is a continuation of Clothing Construction 2 and focuses on advanced construction techniques through individually selected projects approved by the instructor. Students will be guided through various areas of study that may include repurposing a ready-to-wear garment, formal wear, original embroidery design, fully lined jacket or coat, and fashion design through draping on a dress form. Seniors who enroll in this course may choose to create a senior quilt for one of their projects. While this course provides personal enrichment, it may also serve as a foundation for further training in a fashion related field. This course may be repeated with subsequent projects that continually incorporate new design techniques and sewing construction skills. Suggested follow-up courses: Fashion Merchandising &amp; Design or second enrollment in Clothing Construction Independent Study.</p> <p><b>Prerequisite:</b> Clothing Construction 2</p>



# Department of Career & Technical Education

<b><u>FASHION MERCHANDISING &amp; DESIGN</u></b>  <b>Course #:</b> FC3303  <b>Credit:</b> 0.5  <b>Grade Level:</b> 9-12	<p>This course is designed to allow students to explore and understand the various aspects of the fashion industry. Areas of study include the evolution of fashion, fashion trends and design, advertising, merchandising, and retail functions. Creative projects involving fashion design/sketching and visual displays. This course serves as a foundation for further training in fashion related occupations, as well as provides opportunities for personal enrichment. Suggested follow-up course: Clothing Construction.</p> <p><b>Dual Credit Eligible:</b> This course may also run as a Dual Credit class with College of DuPage with the possibility of 3 hours of college credit.</p>
<b>INTERIOR DESIGN</b>	
<b><u>INTERIOR DESIGN &amp; HOUSING</u></b>  <b>Course #:</b> FC3403  <b>Credit:</b> 0.5  <b>Grade Level:</b> 10-12	<p>This course is meant to introduce students to the area of residential designs, space planning and home decor. Students will learn how to identify housing styles and their details throughout American history. A hands-on creative approach will take place when the course content focuses on the elements and principles of design, allowing students to showcase their artistic and original decorative ideas on visual design boards. Students will spend a large portion of the class utilizing technology in the interior design fields by using computer aided drafting for projects and a cumulative student designed and decorated home. It is recommended that students have computer technology skills when enrolling in this course.</p>
<b><u>INTERIOR DESIGN &amp; HOUSING HONORS</u></b>  <b>Course #:</b> FC3403H  <b>Credit:</b> 0.5  <b>Level:</b> 10-12	<p>The core material for this course is similar to Interior Design and Housing; however, projects and assessments will involve more depth, complexity, and rigor. Expectations for this course are college level and will require additional reading and research outside of class. This course is recommended for highly motivated students interested in interior design or related fields.</p>
<b>TEACHING</b>	
<b><u>CHILD CARE &amp; DEVELOPMENT</u></b>  <b>Course #:</b> FC2333  <b>Credit:</b> 0.5  <b>Level:</b> 10-12	<p>This course is designed for students who enjoy working with, or plan to work with, children. Areas of study include family planning, pregnancy and childbirth, child development from newborn through early childhood, and preparing learning activities for our preschool practicum. Students will teach and observe children in our Preschool Lab as an integral part of the program. This course helps prepare students for careers in child-related fields, including teaching. Suggested follow-up course: Invitation to Teaching.</p> <p><b>Earned Honors Credit:</b> Students can elect to take this course for Earned Honors Credit.</p>





# Department of Career & Technical Education

<b><u>INVITATION TO TEACHING</u></b>  <b>Course #:</b> FC4003  <b>Credit:</b> 1.0 (one semester-two class periods)  <b>Level:</b> 12	<p>This course offers a teaching internship, enabling students to work under the supervision of certified preschool, elementary and middle school staff. Once placed, the students will spend four days each week at their assigned schools to assist, observe and teach young children. Teaching responsibilities include journaling, observing, creating a visual display, as well as creating and teaching lessons. Classroom study is focused on related issues in education including meeting the needs of a diverse student population, classroom management technology within the classroom, and current topics in education. Highly recommended for anyone pursuing a career working with children in any capacity. Acceptance into the program is based on application, staff feedback, academic standing, attendance and demonstration of character. Students who have previously completed Child Care &amp; Development will be given preference. Applications will be available through your Guidance Counselor prior to registration. Course may be repeated both semesters.</p> <p><b>Dual Credit Eligible:</b> This course may also run as a Dual Credit class with College of DuPage with the possibility of 3 hours of college credit.</p>
<b><u>INVITATION TO TEACHING HONORS</u></b>  <b>Course #:</b> FC4003H  <b>Credit:</b> 1.0 (one semester- two class periods)  <b>Level:</b> 12	<p>The core curriculum for this course is similar to Invitation to Teach Course; however, projects and assessments will involve more depth, complexity, and rigor. Expectations for this course are college level and will require additional time outside of class. This course is recommended for highly motivated students interested in education or related fields. Acceptance into the program is based on application, staff feedback, academic standing, attendance and demonstration of character. Students who have previously completed Child Care &amp; Development will be given preference. Applications will be available through your Guidance Counselor prior to registration. Course may be repeated both semesters.</p> <p><b>Dual Credit Eligible:</b> This course may also run as a Dual Credit class with College of DuPage with the possibility of 3 hours of college credit.</p>
<b><u>FOUNDATIONS OF COOKING AIDE</u></b>  <b>Course #:</b> FC1111/1112  <b>Credit:</b> 0.5  <b>Grade Level:</b> 10-12	<p>The Foundations Cooking Aide position is offered to those who are interested in working with students with a variety of physical, cognitive, and social needs. As an aide the students serve as role models in social norms and appropriate lab behavior. Acceptance into the program is based on application, academic standing, attendance and demonstration of character. Application may be picked up in the Family and Consumer Sciences Office prior to registration with counselors. Priority will be given to those students interested in a career in education.</p> <p><b>Prerequisite:</b> Exploring Family &amp; Consumer Sciences or Culinary 1, application, and department chair approval.</p>



# Department of Career & Technical Education

## TECHNOLOGY EDUCATION

<b>Technology Education Pathways</b> <i>If students have an interest in pursuing Technology Education as a post-secondary option, the following is a suggested pathway</i>			
Level	STEM Pathway	Architecture & Construction Pathway	Graphic Communications & Information Technology Pathway
<b>Beginner Course</b> Courses: 0.5 or 1.0 Credits	Pre-Engineering 1 * <input type="checkbox"/> & Pre-Engineering 2 * <input type="checkbox"/>	Woods 1 (0.5 Credit)  OR Geometry in Construction (1.0 Credit)	Graphic Communications 1 <input type="checkbox"/> & Digital Video Production
<b>Intermediate Course</b> Courses: 1.0 Credits	Engineering and Manufacturing *	Woods 2	Graphic Communications 2*
<b>Advanced Level Course</b> Courses: 1.0 Credits	Architecture & Design*	Architecture & Design*	
<b>Capstone Course</b> Courses: 1.0 Credits	Engineering Capstone*	Woods Capstone	Graphic Communications Capstone*

\*Indicates Honors Option available  
☐ Indicates Dual Credit Available to Students





# Department of Career & Technical Education

COURSE INFORMATION	
Engineering and Manufacturing Program	
<b><u>PRE-ENGINEERING 1</u></b>  <b>Course #:</b> TE1003  <b>Credit:</b> 0.5  <b>Grade Level:</b> 9-12	<p>This introductory course to computer-aided design covers practical drafting and problem-solving skills. Most work will be done on the computers using AutoCAD by Autodesk through the introduction of two and three-dimensional problems. Some manual sketching will be introduced during the drawing process.</p> <p><b>Dual Credit Eligible</b> - This course may also run as a Dual Credit class with Moraine Valley Community College with the possibility of 4 hours of college credit.</p>
<b><u>PRE-ENGINEERING 1 HONORS</u></b>  <b>Course #:</b> TE1003H  <b>Credit:</b> 0.5  <b>Grade Level:</b> 9-12	<p>Pre-Engineering 1 with honors option is recommended for the highly motivated student, especially those interested in pursuing a career in the field of Engineering. This course to computer aided design covers practical drafting and problem-solving skills. Students will be introduced to industry standard Autodesk products for two and three-dimensional problems. It is a hands-on course, which covers information on a basic level to understand the concepts and commands necessary to create, edit, and plot drawings.</p> <p><b>Dual Credit Eligible</b> - This course may also run as a Dual Credit class with Moraine Valley Community College with the possibility of 4 hours of college credit.</p>
<b><u>PRE-ENGINEERING 2</u></b>  <b>Course #:</b> TE1103  <b>Credit:</b> 0.5  <b>Grade Level:</b> 9-12	<p>This follow-up course to Pre-Engineering 1 will enable students to develop more advanced techniques in computer aided design through three-dimensional modeling problems and more advanced two-dimensional drawing and dimensioning. The course will further explore Science, Technology, Engineering and Mathematics (S.T.E.M.) related content and provide the student with a strong background in STEM principles. AutoCAD will be used for most of this course.</p> <p><b>Prerequisite:</b> Pre-Engineering 1.</p> <p><b>Dual Credit Eligible</b> - This course may also run as a Dual Credit class with Moraine Valley Community College with the possibility of 3 hours of college credit.</p>
<b><u>PRE-ENGINEERING 2 HONORS</u></b>  <b>Course #:</b> 1103H  <b>Credit:</b> 0.5  <b>Grade Level:</b> 9-12	<p>Pre-Engineering 2 with honors option enables a student to develop more advanced techniques in computer aided design through an in-depth study of two- and three-dimensional modeling, drawing and dimensioning problems. Students will develop a presentation of an engineering field they are interested in. NCAA approved course</p> <p><b>Prerequisite:</b> Pre-Engineering 1</p> <p><b>Dual Credit Eligible</b> - This course may also run as a Dual Credit class with Moraine Valley Community College with the possibility of 3 hours of college credit.</p>



# Department of Career & Technical Education

<b><u>ENGINEERING &amp; MANUFACTURING</u></b>  <b>Course #:</b> TE2101/2102  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	<p>The goal of the Engineering &amp; Manufacturing course is to expand the student's knowledge in the following areas: computer software usage, manufacturing processes, engineering and design, application of acquired knowledge in making production drawings, and career opportunities in a variety of engineering fields. This course continues exploration of Science, Technology, Engineering and Mathematics (S.T.E.M.) related content. Engineering design projects will enable students to make the necessary connections between the STEM disciplines and the world around them. Students in this class will be expected to work at an accelerated pace on individual projects and some small group work. Students will be instructed on proper techniques using Autodesk Inventor to create 3D models. Using Inventor, students will create a model race car that demonstrates the power of this software package. A series of problems which require model construction is also part of the curriculum, including the use of 3D printing technology (rapid prototyping). Robotics topics will also be covered in this course. During the semester, each student will create an individual portfolio of work.</p> <p><b>Prerequisite:</b> Pre-Engineering 2</p> <p><b>Dual Credit Eligible</b> - This course may also run as a Dual Credit class with Moraine Valley Community College with the possibility of 3 hours of college credit.</p>
<b><u>ENGINEERING &amp; MANUFACTURING HONORS</u></b>  <b>Course #:</b> TE2101H/2102H  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	<p>The core material for this course is similar to the Engineering &amp; Design course; however, projects and assessments will involve more depth, complexity, and rigor. Expectations for this course are much higher and will require additional time outside of class. This course is highly recommended for motivated students planning to enter a college engineering program.</p> <p><b>Prerequisite:</b> Pre-Engineering 2</p> <p><b>Dual Credit Eligible</b> - This course may also run as a Dual Credit class with Moraine Valley Community College with the possibility of 3 hours of college credit.</p>
<b><u>ARCHITECTURE &amp; DESIGN</u></b>  <b>Course #:</b> TE3101/3102  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	<p>Students will learn how to design and draw a complete set of architectural drawings necessary to construct a residential home. The student will apply Science, Technology, Engineering and Mathematics (S.T.E.M.) concepts to design and print a professional set of blueprints. Room planning, flow patterns, design concepts, floor plans, construction details, elevations, and presentation drawings will be completed during the first semester. The second half of the course will be dedicated to modeling their modified first semester designs. Information related to home construction, home building, building cost, permits and home buying will be explored and discussed.</p> <p><b>Prerequisite:</b> Pre-Engineering 2</p>



# Department of Career & Technical Education

<b><u>ARCHITECTURE &amp; DESIGN HONORS</u></b>  <b>Course #:</b> TE3101H/3102H  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	<p>The core material for this course utilizes the content of Architecture &amp; Design; however, projects and assessments will involve more depth, complexity, and rigor. Expectations for this course are much higher and will require additional time outside of class. This course is highly recommended for motivated students planning to enter a college architectural engineering or construction management program.</p> <p><b>Prerequisite:</b> Pre-Engineering 2</p>
<b><u>ENGINEERING CAPSTONE</u></b>  <b>Course #:</b> TE4101/4102  <b>Credit:</b> 1.0  <b>Grade Level:</b> 12	<p>This is the Capstone Course in the Engineering &amp; Architecture program that will help prepare students for college and career readiness. Students will have additional challenges as they are introduced to several 3D modeling software programs. Students will be required to use the skills learned in both their engineering and architectural graphics courses as they make the transition from 2D drawings to 3D. Science, Technology, Engineering and Mathematics (S.T.E.M.) concepts will be integrated through the use of various project-based activities. Students will explore industry specific software programs, while developing 3D models and animating them. Students will use 3D digitizer technology for reverse engineering applications to accurately reproduce parts. They will also use 3D print technology (rapid prototyping) to generate models for visual inspection and functional testing. More in depth robotic principles will be applied to solve problems with a programmable robot. An electronic portfolio will record all work completed during the school year. Students will leave the class with various 3D models and projects they produced.</p> <p><b>Prerequisite:</b> Engineering &amp; Manufacturing <u>OR</u> Architecture &amp; Design.</p>
<b><u>ENGINEERING CAPSTONE HONORS</u></b>  <b>Course #:</b> TE4101H/4102H  <b>Credit:</b> 1.0  <b>Grade Level:</b> 12	<p>The core material for this course is similar to course, however, projects and assessments will involve more depth, complexity, and rigor. Expectations for this course are much higher and will require additional time outside of class. This course is highly recommended for motivated students planning to enter a college engineering program.</p> <p><b>Prerequisite:</b> Engineering &amp; Manufacturing <u>OR</u> Architecture &amp; Design</p>
<b><u>GRAPHIC COMMUNICATIONS 1</u></b>  <b>Course #:</b> TE1303  <b>Credit:</b> 0.5  <b>Grade Level:</b> 9-12	<p>Graphic Communications 1 will be devoted to an in-depth study of graphic design, photo editing, digital illustrations, and screen print technology. Projects include photo retouching, designing and developing animated graphic ads, and creating advertising brochures using Adobe software such as Illustrator, InDesign, and Photoshop,. This course is highly recommended for students interested in college majors related to Entrepreneurship, Business, Marketing, Graphic Design, and Graphic Communications.</p> <p><b>Dual Credit Eligible</b> - This course may also run as a Dual Credit class with Moraine Valley Community College with the possibility of 3 hours of college credit.</p>



# Department of Career & Technical Education

GRAPHIC COMMUNICATIONS PROGRAM	
<b><u>GRAPHIC COMMUNICATIONS 2 HONORS</u></b>  <b>Course #:</b> TE2301H/2302H  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	<p>This course is an in-depth study of Adobe Photoshop, Illustrator, and InDesign building upon skills learned in Graphic Communications 1. Students will create designs appropriate for digital printing applications. Students will also have an opportunity to learn Game Design skill and theory. Employment and career opportunities in the field of graphic design will be discussed.</p> <p><b>Prerequisite:</b> Graphic Communications I.</p>
<b><u>GRAPHIC COMMUNICATIONS CAPSTONE</u></b>  <b>Course #:</b> TE2401/2402  <b>Credit:</b> 1.0  <b>Grade level:</b>	<p>This student-centered Capstone Course is designed for those who wish to apply the skills learned in their study of Graphic Communications more deeply to real world projects. Students will focus on several areas of personal interest and develop real world products in a client-project manager arrangement. The outcome of this course is a comprehensive electronic portfolio for use in many college and university admission processes.</p> <p><b>Prerequisite:</b> Graphic Communications 1 &amp; 2</p>
<b><u>DIGITAL VIDEO PRODUCTION</u></b>  <b>Course #:</b> TE1223  <b>Credit:</b> 0.5  <b>Grade Level:</b> 9-12	<p>Digital Video Production (DVP) will give students an introduction to the basic techniques used to create professional short films and other digital media using their own smartphones. Classwork will include viewing and discussion examples as well as practical instruction in video production from concept through shooting and editing. Class sessions will include training on smartphone camera and gimbal operation, and digital editing using industry-standard software. Students will learn through practical projects and will direct and produce their own audiovisual products.</p>



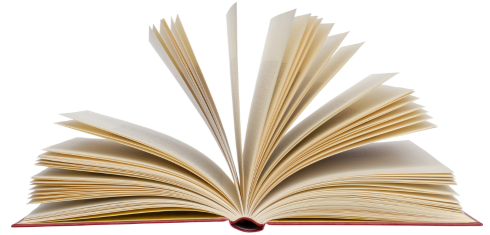
# Department of Career & Technical Education

WOODS PROGRAM	
<b><u>GEOMETRY IN CONSTRUCTION</u></b>  <b>Course#</b> TE1401/TE1402  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9-12	Geometry in Construction is an interdisciplinary course that merges Geometry and Construction/Woodworking skills. Students will utilize hands-on skills while incorporating geometry concepts to a variety of student led projects. All topics in Geometry (MA2201/MA2202) are addressed in this course. These topics include: Properties of lines, angles, triangles, polygons, and circles. Special attention is given to concepts of congruence, perpendicularity, parallelism, area, similarity, coordinate geometry, and probability. The Standards of Mathematical Practice will be emphasized throughout. This course covers all necessary plane geometry concepts and will prepare students to enter an Algebra 2 Trigonometry course the following year. Students will gain hands-on experiences in construction methods with additional emphasis on teamwork, problem-solving, and critical thinking. This course will be taught in a two-period block where students earn credit for Geometry and Elective Arts. Students are required to enroll in both periods, both semesters. <i>A graphing calculator is a required supply for this course. Must complete the entire year to fulfill the ISBE Algebra I and Geometry graduation requirement. Must also be paired with (Course #MA2201/MA2202).</i> <b>Prerequisite:</b> Algebra 1
<b><u>WOODS 1</u></b>  <b>Course #:</b> TE1203  <b>Credit:</b> 0.5  <b>Grade Level:</b> 9-12	This one semester, introductory course to modern woodworking will allow students to help plan, design, and create at least three assigned wood projects using various types of wood and incorporating student choice. In addition, students will develop and practice safety in a wood shop laboratory.
<b><u>WOODS 2</u></b>  <b>Course #:</b> TE2201/2202  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	This follow-up course to Woods 1 will allow students to further their knowledge of woodworking by planning and building more advanced projects while utilizing CNC programming to create projects. In addition, students will use more technical set-ups to build projects that are assigned while also allowing for student choice.  <b>Prerequisite:</b> Woods 1
<b><u>WOODS CAPSTONE</u></b>  <b>Course #:</b> TE3201/3202  <b>Credit:</b> 1.0  <b>Grade Level:</b> 11-12	This is an advanced woodworking course utilizing all of the information from Woods I and II. Students will design, plan and build a project of their own, consistent with their abilities, interest, and time. In addition, students will have the opportunity to design and build projects for Hinsdale Central High School.  <b>Prerequisite:</b> Woods 2



# Department of English

**Mission Statement:** In the District 86 English Department, we strive to build safe and inclusive communities of learners who value diverse perspectives. Our students will graduate from our English classrooms able to communicate in writing and in speaking, with both passion and civility; to read a variety of texts accurately, for pleasure and with purpose; to appreciate the beauty and power of language; and to research with a critical eye. Our students should see reading and writing as ways to discover more about themselves and their worlds. We provide equitable opportunities to prepare students for college, careers, citizenship, and personal growth.



ENGLISH COURSE SEQUENCE INFORMATION		
Freshman	Sophomore	Juniors & Seniors
Academic Reading 1 English 1 English 1 Honors	Academic Reading 2 English 2 English 2 Honors	AP Literature and Composition AP Language and Composition Creative Writing Rhetoric: The Art of Persuasion *True Stories: Creative Nonfiction Black American Literature Literature in Film *Psychology in Literature World Literature Speech and Communication Literature of Science, Technology, and the Individual Women's Literature
ELECTIVES		
Acting 1 *Acting 2 *Advanced Acting *Journalism: Newswriting and Reporting *Journalism: Newsmagazine *Journalism: Yearbook		

*\*Earned Honors Credit*





# Department of English

FRESHMAN COURSE INFORMATION	
<b><u>ACADEMIC READING 1</u></b>  <b>Course #:</b> EN1901/EN1902  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9	<p>Academic Reading 1 is designed for ninth-grade students whose test scores and past classroom performance demonstrate that they would benefit from direct instruction in reading, writing and vocabulary. Students will complete diagnostic tests in several skill areas at both the beginning and end of the school year to track their growth. The curriculum is comprised of units that address skills of expert readers, including determining main and supporting ideas, developing a variety of vocabulary strategies, and building fluency. Academic Reading students are simultaneously enrolled in this course and English 1. Students who demonstrate adequate growth can exit the course at the semester with Department Chair approval.</p> <p><b>Prerequisite:</b> Department Chair approval.</p>
<b><u>ENGLISH 1</u></b>  <b>Course #:</b> EN1501/ EN1502  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9	<p>English 1 builds upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and includes the four aspects of language use: reading, writing, speaking, and listening. This course introduces and defines various genres of literature, with writing often linked to reading selections. Research skills, source identification, development of search strategies, and attribution are all taught in conjunction with the library staff. Grammar usage is emphasized. Consistent, thoughtful class participation is expected of all students. This course satisfies the ISBE graduation requirement for "intensive writing" and Computer Literacy.</p> <p><b>Prerequisite:</b> Incoming freshman eligibility is based on multiple sources of information, including standardized test scores and recommendation of 8th grade instructor.</p>
<b><u>ENGLISH 1</u></b>  <b>Course #:</b> SE7101/SE7102  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9	<p>English 1 builds upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and includes the four aspects of language use: reading, writing, speaking, and listening. This course introduces and defines various genres of literature, with writing exercises often linked to reading selections. Curriculum in this course is a modification of the grade level standards but is in alignment with the Illinois Learning Standards. This course satisfies the ISBE graduation requirement for "intensive writing" and Computer Literacy.</p> <p><b>Prerequisite:</b> IEP Team Recommendation</p>



# Department of English

<b><u>ENGLISH 1 HONORS</u></b>  <b>Course #:</b> EN1501H/EN1502H  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9	<p>English 1 Honors builds upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and includes the four aspects of language use: reading, writing, speaking, and listening. This course introduces various genres of literature, with writing often linked to reading selections. Discussion, in-depth analysis, and written assignments accompany these readings. Consistent, thoughtful class participation is expected of all students. Research skills, source identification, development of search strategies, and attribution are all taught in conjunction with the library staff. This course satisfies the ISBE graduation requirement for "intensive writing" and Computer Literacy.</p> <p><b>Prerequisite:</b> Incoming freshman eligibility is based on multiple sources of information, including standardized test scores and recommendation of 8th grade instructor.</p>
<b>SOPHOMORE COURSE INFORMATION</b>	
<b><u>ACADEMIC READING 2</u></b>  <b>Course #:</b> EN2901/EN2902  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10	<p>Academic Reading 2 is designed for tenth-grade students who were identified during their freshman year as likely to benefit from direct reading and writing instruction and supplemental in-school language arts instruction and support. Guided by multiple diagnostic assessments and a review of student data, teachers target specific student needs while utilizing engaging, purposeful, research-based practices. Student progress is monitored regularly to ensure that students are receiving the best instruction for their specific needs. Academic Reading 2 students are simultaneously enrolled in this course and English 2.</p> <p><b>Prerequisite:</b> Department Chair approval.</p>
<b><u>ENGLISH 2</u></b>  <b>Course #:</b> EN2501/EN2502  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10	<p>English 2 builds upon the 9th-grade English curriculum to develop higher levels of sophistication in student reading, writing, grammar usage, vocabulary acquisition, discussion, and research skills. Through the study of various genres of literature, students can improve their comprehension and develop the skills to determine the author's intent and to recognize the techniques used by the author to deliver a message. Consistent, thoughtful class participation is expected of all students. This course satisfies the ISBE graduation requirement for "intensive writing."</p> <p><b>Prerequisite:</b> English 1.</p>





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<b><u>ENGLISH 2</u></b>  <b>Course #:</b> SE7201/SE7202  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10	<p>English 2 offers a balanced focus on composition and literature. Students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature, students can improve their comprehension and develop the skills to determine the author's intent and theme and to recognize the techniques used by the author to deliver his or her message. Curriculum in this course is a modification of the grade level standards but is in alignment with the Illinois Learning Standards. This course satisfies the ISBE graduation requirement for "intensive writing."</p> <p><b>Prerequisite:</b> IEP Team Recommendation</p>
<b><u>ENGLISH 2 HONORS</u></b>  <b>Course #:</b> EN2501H/ EN2502H  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10	<p>This course, for the superior academic sophomore student, builds upon the 9th-grade English curriculum to develop higher levels of sophistication in student reading, writing, grammar usage, vocabulary acquisition, discussion, and research skills. Through the study of various genres of literature, students can improve their comprehension and develop the skills to determine the author's intent and to recognize the techniques used by the author to deliver a message. Consistent, thoughtful class participation is expected of all students. This course satisfies the ISBE graduation requirement for "intensive writing."</p> <p><b>Prerequisite:</b> English 1 or English 1 Honors and Department Chair approval.</p>
<b>JUNIOR &amp; SENIOR COURSE INFORMATION</b>	
<b><u>ENGLISH 3</u></b>  <b>Course #:</b> SE7301/SE7302  <b>Credit:</b> 1.0  <b>Grade Level:</b> 11	<p>English 3 continues to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses. Curriculum in this course is a modification of the grade level standards but is in alignment with the Illinois Learning Standards. This course satisfies the ISBE graduation requirement for "intensive writing."</p> <p><b>Prerequisite:</b> IEP Team Recommendation</p>



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<b><u>ENGLISH 4</u></b>  <b>Course #:</b> SE7401/SE7402  <b>Credit:</b> 1.0  <b>Grade Level:</b> 12	English 4 continues to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses. Curriculum in this course is a modification of the grade level standards but is in alignment with the Illinois Learning Standards. This course satisfies the ISBE graduation requirement for "intensive writing."  <b>Prerequisite:</b> IEP Team Recommendation
<b><u>READING</u></b>  <b>Course #:</b> SE7021/SE7022  <b>Credit:</b> 1.0  <b>Level:</b> 9-12	Reading is a structured environment where students receive an intervention to address reading deficits. The focus of the course is to increase fluency, comprehension and vocabulary using a research based curriculum. This course may be taken multiple times with teacher approval. Curriculum in this course is a modification of the grade level standards but is in alignment with the Illinois Learning Standards.  <b>Prerequisite:</b> IEP Team Recommendation
<b>JUNIOR &amp; SENIOR CORE WRITING COURSES</b>	
<b><u>RHETORIC: THE ART OF PERSUASION</u></b>  <b>Course #:</b> EN3203  <b>Credit:</b> 0.5  <b>Grade Level:</b> 11-12	Rhetoric focuses on students' writing skills and develops their ability to compose different types of papers for a range of purposes and audiences. Although Rhetoric may present some opportunities for creative writing, its focus usually remains on nonfiction, scholarly, or formal writing.
<b><u>TELLING TRUE STORIES: CREATIVE NONFICTION</u></b>  <b>Course #:</b> EN3223  <b>Credit:</b> 0.5  <b>Grade Level:</b> 11-12	This course explores what creative nonfiction is, examining a variety of nonfiction works— personal essays, reviews, profiles, and narrative journalism—to better understand the different styles and approaches writers bring to the true stories they tell. Focusing on voice, details, perspective, and language, students read and analyze mentor writing and apply their growing awareness of craft to their own writing.  <b>Earned Honors Credit:</b> Students can elect to take this course for Earned Honors Credit.



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<b><u>CREATIVE WRITING</u></b>  <b>Course #:</b> EN3243  <b>Credit:</b> 0.5  Grade Level: 10-12	Creative Writing courses offer students the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. The emphasis of the courses is on writing; however, students may study exemplary representations and authors to obtain a fuller appreciation of the form and craft. Although most creative writing classes cover several expressive forms, others concentrate exclusively on one particular form (such as poetry or playwriting).
<b>JUNIOR &amp; SENIOR CORE LITERATURE COURSES</b>	
<b><u>PSYCHOLOGY IN LITERATURE</u></b>  <b>Course #:</b> EN3023  <b>Credit:</b> 0.5  <b>Grade Level:</b> 11-12	<p>This course looks at the ways in which human psychology is reflected in literature and the ways literature instructs readers about human psychology. Through reading, discussing, and writing about texts with particularly rich psychological content, students explore and learn to appreciate the many intersections between literature and psychology, including issues related to mental health, human development, and personality. Various genres are studied.</p> <p><b>Earned Honors Credit:</b> Students can elect to take this course for Earned Honors Credit.</p>
<b><u>WORLD LITERATURE</u></b>  <b>Course #:</b> EN3043  <b>Credit:</b> 0.5  <b>Grade Level:</b> 11-12	World Literature explores representative literature selections from ancient and/or modern times from countries around the world. Students improve their critical-thinking skills as they comprehend the diversity of literary traditions and the influences of those traditions. Oral discussion is an integral part of literature courses, and written compositions are often required.
<b><u>BLACK AMERICAN LITERATURE</u></b>  <b>Course #:</b> EN3063  <b>Credit:</b> 0.5  <b>Grade Level:</b> 11-12	This course explores the African-American experience as reflected in the literature and oral tradition of the community, from the earliest days of our nation to current writers and thinkers. The course will explore not only traditional literary genres such as fiction, poetry, drama, and essays, but also consider areas of film, music, and art as well. Students will study the wide span of the African-American experience from narratives of the enslaved to current rap music.



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<p><b><u>FILM AND LITERATURE</u></b></p> <p><b>Course #:</b> EN3083</p> <p><b>Credit:</b> 0.5</p> <p><b>Grade level:</b> 11-12</p>	<p>Film and Literature presents an opportunity for students to discover, critique, and appreciate movies. This is an exciting course where students learn to see movies like a film critic, and create highly interactive, media/technology based projects to express their ideas about cinema. Students are encouraged to pursue their own movie interests as they are exposed to significant cultural and ideological movements in film history. Significant emphasis will be placed on learning the technical components of movies (editing, shot types, angles, etc.) as understanding this film grammar is the foundation of film analysis. Students will not only be asked to think about <i>how</i> a movie was made, but also <i>why</i> a movie was made. Written expression and graded discussion are the primary ways students will demonstrate their understanding of the technical, aesthetic, and rhetorical components that make movies effective. Some outside of class viewing is required.</p> <p>Although not all movies are shown in their entirety, written permission must be obtained by a parent at the beginning of this course to allow for students to view the R-rated movies associated with this class. At the time of registration, if R-rated movies are to be utilized in whole or in part, a list of these movies will be available through the English Department and online.</p>
<p><b><u>WOMEN'S LITERATURE</u></b></p> <p><b>Course #:</b> EN3163</p> <p><b>Credit:</b> 0.5</p> <p><b>Grade Level:</b> 11-12</p>	<p>This course begins by asking the question "What is Women's Literature?" and proceeds through a variety of readings -- stories, poems, memoirs, essays, films -- in an attempt to expose students to the variety of women's lives and concerns as represented in literature. The readings will challenge students to engage with various perspectives and think critically about cultural assumptions and viewpoints.</p>
<p><b><u>LITERATURE OF SCIENCE, TECHNOLOGY &amp; THE INDIVIDUAL</u></b></p> <p><b>Course #:</b> EN3103</p> <p><b>Credit:</b> 0.5</p> <p><b>Grade Level:</b> 11-12</p>	<p>In this course, students will explore literature as a response to scientific and technological change. The course features literary works from a variety of genres and text types that interpret and critique changes happening in the present, and imagine the changes that might occur in the future. Through close reading of the texts assigned and engagement with a set of core themes, students will consider how literature depicts, predicts, critiques, and reimagines major scientific and technological developments.</p>
<p><b>JUNIOR &amp; SENIOR CORE LITERATURE/WRITING COURSES</b></p>	
<p><b><u>AP LANGUAGE AND COMPOSITION</u></b></p> <p><b>Course #:</b> EN3501A, EN3502A</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 11-12</p>	<p>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.</p>



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<b><u>AP LITERATURE AND COMPOSITION</u></b>  <b>Course #:</b> EN4501A/ EN4502A  <b>Credit:</b> 1.0  <b>Grade Level:</b> 11-12	Following the College Board's suggested curriculum designed to parallel college-level English courses, AP English Literature and Composition courses enable students to develop critical standards for evaluating literature. Students study the language, character, action, and theme in works of recognized literary merit; enrich their understanding of connotation, metaphor, irony, syntax, and tone; and write compositions of their own (including literary analysis, exposition, argument, narrative, and creative writing).
<b>JUNIOR &amp; SENIOR CORE COMMUNICATION COURSES</b>	
<b><u>SPEECH AND COMMUNICATION</u></b>  <b>Course #:</b> EN3403  <b>Credit:</b> 0.5  <b>Grade Level:</b> 11-12	Thoughtful, eloquent, and effective communication is key to success. This course helps students become more confident and organized speakers, writers, and presenters. The course teaches listening skills, the ability to give and receive tactful and constructive feedback, and includes instruction in research and presentation. Students speak and write daily.
<b>ELECTIVE COURSES</b>	
<b><u>JOURNALISM: NEWSWRITING AND REPORTING</u></b>  <b>Course #:</b> EN4721/EN4722  <b>Credit:</b> 0.5  <b>Grade Level:</b> 10-11	<p>This course introduces students to the fundamentals of journalism. Emphasis is placed on interviewing, writing, editing, and understanding the audience.. Units of study include responsibilities and ethics, interviewing, news writing, feature writing, Associated Press style, and page design. The culminating activity is a magazine prospectus, which will include a feature story spread. This course is intended as a practical application of newspaper/newsmagazine news gathering and writing techniques, not as an analysis of the media. This course will give students the skills necessary to become critical consumers and producers of digital media, and can also serve to prepare students for Journalism: Newsmagazine or Journalism: Yearbook</p> <p><b>Earned Honors Credit:</b> Students can elect to take this course for Earned Honors Credit.</p>



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<p><b><u>JOURNALISM:</u></b> <b><u>NEWSMAGAZINE</u></b></p> <p><b>Course #:</b> EN4741/EN4742</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 11-12</p>	<p>Students in this class are print and/or online content contributors and editors and will be responsible for all content on the school news website or print edition. This full-year course offers an in-depth exploration of journalism including learning how to write multiple source articles, using research techniques, writing editorials and commentaries, and creating multimedia stories. Students will understand student press rights, court decisions, ethical decision making, and using social media to promote articles. Techniques in newspaper and web design, and creating audio, video and infographics to produce both the print and/or online versions of the paper will be covered. Students should be prepared to spend out-of-class time working on the site as interviews, writing, photography and videography often take place outside the class period. Journalism 2 may be repeated for credit with the consent of the instructor and Department Chair.</p> <p><b>Earned Honors Credit:</b> Students can elect to take this course for Earned Honors Credit.</p>
<p><b><u>JOURNALISM:</u></b> <b><u>YEARBOOK</u></b></p> <p><b>Course #:</b> EN4761H/ EN4762H</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 11-12</p>	<p>Journalism Yearbook is a writing and production course for students interested in designing a yearbook. The classroom portion of the course emphasizes the mechanics of strong, journalistic writing, strategies for effective communication, digital photography, and graphic design. Researching and interviewing are also covered as students prepare to write stories for the school yearbook. The student should have above average writing skills. Additional work outside of class is required; the outside assignments may focus on writing, photography, page-layout skills, and the business aspect of the yearbook. Students will also be part of the extra-curricular yearbook activity and must take the course to be eligible for an editor position. Journalism may be repeated for credit with consent of the instructor and department chairperson.</p> <p><b>Earned Honors Credit:</b> Students can elect to take this course for Earned Honors Credit.</p>
<p><b><u>ACTING 1</u></b></p> <p><b>Course #:</b> EN4773</p> <p><b>Credit:</b> 0.5</p> <p><b>Grade Level:</b> 9-12</p>	<p>This course introduces students to basic acting techniques and general knowledge of the theater. Activities include improvisation, concentration exercises, ensemble-building, character analysis and development, play-reading, monologue preparation, and scene preparation.</p>



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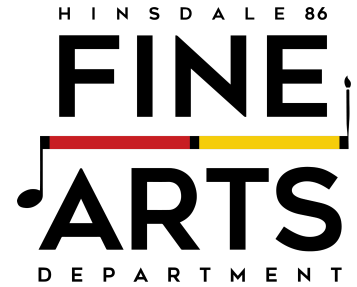
<b><u>ACTING 2</u></b> <b>Course #:</b> EN4783 <b>Credit:</b> 0.5 <b>Grade Level:</b> 9-12	<p>This course allows students to expand on their acting skills and expertise while focusing mainly on the physical aspects of performance. Activities include monologues, scene work, improvisation, impersonation, and the creation of original characters. Students should be prepared to explore the many ways in which action, movement, or specific physical choices influence character development.</p> <p><b>Prerequisite:</b> Acting 1</p> <p><b>Earned Honors Credit:</b> Students can elect to take this course for Earned Honors Credit.</p>
<b><u>ADVANCED ACTING</u></b> <b>Course #:</b> EN4793 <b>Credit:</b> 0.5 <b>Grade Level:</b> 10-12	<p>Advanced Acting is a performance-oriented course that gives the student concentrated training in developing various acting styles and performance techniques. In addition, students advance their study of the art of characterization through the development of bodily movement and vocal expression. Students are individually graded on their progress in learning and applying skills through class performance as they relate to the various dramatic forms. Included are field trips to see plays representative of the style studied and a final audience-invited performance.</p> <p><b>Prerequisite:</b> Acting 2 or Dept. Chairperson approval</p> <p><b>Earned Honors Credit:</b> Students can elect to take this course for Earned Honors Credit.</p>














# Department of Fine Arts

**Mission Statement:** Hinsdale District 86 Fine Arts Department engages student creativity, critical thinking, collaboration, artistic expression, and culturally responsive exploration to foster a lifelong appreciation of the visual and performing arts.



## ART COURSE SEQUENCE

								
<b>Beginner Level</b> Courses: 0.5 credits	Exploring Visual Art	Ceramics 1	Drawing & Painting 1	Photography 1	Digital Imaging & Graphic Design 1	Glass & Metalsmithing 1	Animation & Video Art 1	
<b>Intermediate Level</b> Courses: 0.5 credits		Ceramics 2	Drawing & Painting 2	Photography 2	Digital Imaging & Graphic Design 2	Glass & Metalsmithing 2		
<b>Advanced Level</b> Courses: 0.5 credits		Ceramics 3	Drawing & Painting 3	Photography 3	Digital Imaging & Graphic Design 3	Glass & Metalsmithing 3		
<b>Advanced Placement Level</b> Courses: 1.0 credits, can be repeated		AP 3-D Art and Design	AP 2-D Art & Design/AP Drawing	AP 2-D Art & Design (Photography)	AP 2-D Art & Design/AP Drawing	AP 3-D Art and Design		AP Art History

## ART COURSE INFORMATION

### ANIMATION & VIDEO ART

**Course #:** AR1603

**Credit:** 0.5

**Grade Level:** 9-12

No experience required - This is a beginner level course in District 86 that introduces the student to the growing world of animation and video art. In this foundation-level course, students will express their visual creativity through drawing, storytelling, and other visual mediums. Motion graphics, character design, and video editing will also be explored in this class. Techniques of animation are taught and enable students to produce their own animated film shorts. Students will also have hands-on experience using the latest versions of Adobe animation software as well as iPads, ProCreate, and drawing tablets.



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<b><u>EXPLORING VISUAL ART</u></b>  <b>Course #:</b> AR1503  <b>Credit:</b> 0.5  <b>Grade Level:</b> 9-12	<p>No experience required - This is an enjoyable beginning level art class in District 86. You can be successful even if you have always said, "I cannot draw!" Students will explore what types of art and artists are currently trending and contemporary in the world around us. Gaining an understanding of visual art that surrounds us is as important as the music you listen to or the books you read. Expand your knowledge and have fun trying your hand at some basic art techniques that are used in today's art making. Students will get to explore materials including paint markers, spray paint, collage, camera phones, internet images, drawing tablets and various other studio art supplies.</p> <p><b>Earned Honors Credit:</b> Students can elect to take this course for Earned Honors Credit.</p>
<b><u>DRAWING &amp; PAINTING 1</u></b>  <b>Course # :</b> AR1203  <b>Credit:</b> 0.5  <b>Grade Level:</b> 9-12	<p>This is the beginner studio art class in District 86, and is the foundation for students who are interested in trying a variety of drawing and painting mediums and projects. All future classes will build on the concepts and processes that are discovered in this class. Students will create roughly 4-6 of their own drawings and paintings based on common explorations in art including; portraiture, landscape, and still life, etc.</p>
<b><u>DRAWING &amp; PAINTING 2</u></b>  <b>Course #:</b> AR2203  <b>Credit:</b> 0.5  <b>Grade Level:</b> 9-12	<p>This is the intermediate studio art class in District 86. Students who enjoyed Drawing &amp; Painting 1 will build on the processes learned and materials used in the introductory class. In this class, students will continue to work with both familiar and unfamiliar drawing and painting materials as they complete more complex artworks. Projects in this class will give the students more choices in subject matter.</p> <p><b>Prerequisite:</b> Drawing &amp; Painting 1</p> <p><b>Earned Honors Credit:</b> Students can elect to take this course for Earned Honors Credit.</p>
<b><u>DRAWING &amp; PAINTING 3</u></b>  <b>Course #:</b> AR3303  <b>Credit:</b> 0.5  <b>Grade Level:</b> 10-12	<p>This is the advanced studio art class in District 86. Students must complete Drawing &amp; Painting 2 to have a complete understanding of what is required in this class. Students will create a body of artwork based on a personal exploration of a central theme or idea. This body of work represents the results of rigorous research, planning, self-assessment, and problem solving. Each student is required to create a reference sketchbook that demonstrates multiple explorations of their chosen media. The work produced in this course will focus on conceptual ideas, craftsmanship, and connection to theme. The work may be used as part of the AP portfolio. <i>(Course may be repeated)</i></p> <p><b>Prerequisite:</b> Drawing &amp; Painting 2</p> <p><b>Earned Honors Credit:</b> Students can elect to take this course for Earned Honors Credit.</p>



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<b><u>DIGITAL IMAGING &amp; GRAPHIC DESIGN 1</u></b>  <b>Course #:</b> AR1303  <b>Credit:</b> 0.5  <b>Grade Level:</b> 9-12	<p>This is the beginner computer art class in District 86. This course introduces students to Adobe Photoshop and Adobe Illustrator. Through step-by-step tutorials in Adobe Photoshop, students will have the opportunity to experience the basic techniques of photo-collaging and photo-manipulation. Additionally, students will have the opportunity to use Adobe Illustrator as a tool for experiencing the world of graphic design. Students will have the opportunity during the second half of the course to design various items such as logos, labels, posters, stickers and much more.</p>
<b><u>DIGITAL IMAGING &amp; GRAPHIC DESIGN 2</u></b>  <b>Course #:</b> AR2303  <b>Credit:</b> 0.5  <b>Grade Level:</b> 9-12	<p>This is the intermediate computer art class in District 86. Students who enjoyed Digital Imaging &amp; Graphic Design 1 will have the opportunity to experience more exciting Adobe Photoshop techniques and Adobe Illustrator processes. The first part of this course will continue to explore digital art options while the second part of the course will explore more advanced graphic design opportunities. Students will have the opportunity to experience current graphic designers working in the world today and understand their style of design. Students will also have the opportunity to experiment with Wacom digital illustration tablets.</p> <p><b>Prerequisite:</b> Digital Imaging &amp; Graphic Design 1</p> <p><b>Earned Honors Credit:</b> Students can elect to take this course for Earned Honors Credit.</p>
<b><u>DIGITAL IMAGING &amp; GRAPHIC DESIGN 3</u></b>  <b>Course #:</b> AR3203  <b>Credit:</b> 0.5  <b>Grade Level:</b> 10-12	<p>This is the advanced computer art class in District 86. Students must complete Digital Imaging &amp; Graphic Design 2 to have a complete understanding of what is required in this class. While exploring more advanced digital art processes, students will develop a body of work that is suitable for a portfolio. This body of work represents the results of rigorous research, planning, self-assessment, and problem-solving. Students will develop their own thematic focus for their work while additionally developing their own style of graphic design. Each student is required to create a reference sketchbook that demonstrates multiple explorations of their chosen ideas. The work produced in this course may be used as part of the A.P Art Studio Course. (<i>Course may be repeated</i>)</p> <p><b>Prerequisite:</b> Digital Imaging &amp; Graphic Design 2</p> <p><b>Earned Honors Credit:</b> Students can elect to take this course for Earned Honors Credit.</p>
<b><u>CERAMICS 1</u></b>  <b>Course #:</b> AR1003  <b>Credit:</b> 0.5  <b>Grade Level:</b> 9-12	<p>Students will get a little messy (in a good way) during Ceramics 1 as they explore the basic techniques for making things out of clay. Students will create projects by hand building, wheel throwing, and glazing. Projects will be functional and/or sculptural. Students will make mugs, bowls, representational sculptures, and other functional items. Throughout the semesters students will learn all about the history of ceramics and also about contemporary artists that are creating in the field.</p>



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<b><u>CERAMICS 2</u></b>  <b>Course #:</b> AR2003  <b>Credit:</b> 0.5  <b>Grade Level:</b> 9-12	<p>If you loved making things out of clay in Ceramics 1, then this class is for you! In Ceramics 2, students will advance their skills, and create more complex works out of clay. Students develop their pottery skills by working on the wheel, experimenting with new hand-building processes and different types of clay. Projects will explore a variety of themes. Students will be able to guide their explorations to their goals and interests.</p> <p><b>Prerequisite:</b> Ceramics 1</p> <p><b>Earned Honors Credit:</b> Students can elect to take this course for Earned Honors Credit.</p>
<b><u>CERAMICS 3</u></b>  <b>Course #:</b> AR3003  <b>Credit:</b> 0.5  <b>Grade Level:</b> 10-12	<p>Ceramics 3 is geared towards the serious, more experienced and highly motivated ceramics student. Students will complete projects with incorporated themes and explore artistic expression. The projects will also use advanced techniques learned in Ceramics 1 &amp; 2. Students will work with the teacher to develop goals for the semester and then advance their ceramics skills in various areas of interest. (<i>Course may be repeated</i>)</p> <p><b>Prerequisite:</b> Ceramics 2</p> <p><b>Earned Honors Credit:</b> Students can elect to take this course for Earned Honors Credit.</p>
<b><u>GLASS &amp; METALSMITHING 1</u></b>  <b>Course #:</b> AR1103  <b>Credit:</b> 0.5  <b>Grade Level:</b> 9-12	<p>Glass &amp; Metalsmithing 1 is a dynamic and fun class. This class will introduce students to the basics of metalsmithing and glass to create small sculptures and wearable objects. The metalsmithing process includes: sawing, torch soldering, riveting, wire working, and stone setting. Glass processes include: fusing, slumping, enameling and torch working. Students will learn how these skills are applied in the contemporary fields associated with these techniques.</p>
<b><u>GLASS &amp; METALSMITHING 2</u></b>  <b>Course #:</b> AR2103  <b>Credit:</b> 0.5  <b>Grade Level:</b> 9-12	<p>Students will delve deeper into experimentation with metalsmithing and glass processes, and begin to incorporate more complex processes into their artwork. Students will creatively explore how to express their unique style through their sculptural artworks. Higher level metalsmithing and glass processes will be incorporated into the basic processes learned in Glass &amp; Metalsmithing 1. Later in the semester students will be able to explore concepts and processes at an advanced level based on their goals.</p> <p><b>Prerequisite:</b> Glass &amp; Metalsmithing 1</p> <p><b>Earned Honors Credit:</b> Students can elect to take this course for Earned Honors Credit.</p>



# Department of Fine Arts

<b><u>GLASS &amp; METALSMITHING 3</u></b>  <b>Course #:</b> AR3103  <b>Credit:</b> 0.5  <b>Grade Level:</b> 10-12	<p>Glass &amp; Metals 3 is geared towards the serious, more experienced and highly motivated metals student. Students will complete projects with incorporated themes while exploring artistic expression. Projects will combine complex techniques and allow students to explore their preferred media in depth. The projects will advance techniques learned in Metals &amp; Glass 1 and 2. (<i>Course may be repeated</i>)</p> <p><b>Prerequisite:</b> Glass &amp; Metalsmithing 2</p> <p><b>Earned Honors Credit:</b> Students can elect to take this course for Earned Honors Credit.</p>
<b><u>PHOTOGRAPHY 1</u></b>  <b>Course #:</b> AR1403  <b>Credit:</b> 0.5  <b>Grade Level:</b> 9-12	<p>This is the beginning photo class in District 86. Change the way you look at the world. Use traditional film cameras and digital cameras to understand how to communicate your ideas visually. Students will also develop and print black and white film in an actual darkroom. Composition, class evaluation and assessments help students to develop a strong photographic portfolio. <i>Photographic equipment and supplies will be provided along with cameras for students who do not have access to a Single Lens Reflex (SLR) camera.</i></p>
<b><u>PHOTOGRAPHY 2</u></b>  <b>Course #:</b> AR2403  <b>Credit:</b> 0.5  <b>Grade Level:</b> 9-12	<p>This is the intermediate photography class in District 86. Students who loved photo 1 will enjoy capturing more photographic images in photo 2. Students can experiment with traditional and digital photographic techniques. Do you want a career in photojournalism, advertising photography, portrait photography or fine art photography? Create, communicate and evaluate your images as you develop your photographic portfolio and blog online. <i>Photographic equipment and supplies will be provided along with cameras for students who do not have access to a Single Lens Reflex (SLR) camera.</i></p> <p><b>Prerequisite:</b> Photography 1</p> <p><b>Earned Honors Credit:</b> Students can elect to take this course for Earned Honors Credit.</p>
<b><u>PHOTOGRAPHY 3</u></b>  <b>Course #:</b> AR3403  <b>Credit:</b> 0.5  <b>Grade Level:</b> 10-12	<p>This is the advanced photography class in District 86. Students must complete Photo 2 to have a complete understanding of what is required in this class. Expand your knowledge and skills to create artistic photographs with your own personal style. An individual course of study will be arranged between student and teacher at the beginning of the semester. Students will organize their images into a photographic portfolio that will be submitted for portfolio competition. <i>Photographic equipment and supplies will be provided along with cameras for students who do not have access to a Single Lens Reflex (SLR) camera.</i></p> <p><b>Prerequisite:</b> Photography 2</p> <p><b>Earned Honors Credit:</b> Students can elect to take this course for Earned Honors Credit.</p>





# Department of Fine Arts

<b><u>AP ART HISTORY</u></b>  <b>Course #:</b> AR4501A/AR4502A  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	Dive into a captivating journey through 250 iconic works of art that define the essence of global cultures and artistic traditions. Taught in collegiate style, students will unlock the stories behind masterpieces from every corner of the world, honing their ability to analyze, critique, and connect diverse artistic expressions. More than just memorizing images, students develop critical thinking skills that transcend the classroom, giving students a deeper understanding of art's impact on society and history. Students take several field trips to renowned museums in Chicago where students will experience the real-world context of the works.
<b><u>AP STUDIO ART (2D)</u></b>  <b>Course #:</b> AR4201A/AR4202A  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	<p>This is the college level AP studio art class in District 86. Students must complete Drawing &amp; Painting 3 or Digital Imaging &amp; Graphic Design 3 in order to be experienced enough to submit their portfolio of work to the AP College Board. Students complete a series of 15 thematic artworks in their Sustained Investigation in addition to various exploration pieces that build up and support that sustained investigation. This class culminates with a digitally submitted AP test as well as a physical gallery style art show put on by the entire class just before the submission date at the end of the semester. The AP program requires more time and commitment than typical high school art courses. The student enrolling in the course should be highly motivated, serious, self-directed and willing to work. (<i>Course may be repeated</i>)</p> <p><b>Prerequisite:</b> Drawing &amp; Painting 3 or Digital Imaging &amp; Graphic Design 3</p>
<b><u>AP STUDIO ART (3D)</u></b>  <b>Course #:</b> AR4301A/AR4302A  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	<p>This is the college level AP 3D art class. Students must complete three levels of a 3D course, and one of the three other 3D art classes (Ceramics or Jewelry) in order to be experienced enough to submit their portfolio of work to the AP College Board. Students complete a series of 15 thematic artworks in their Sustained Investigation in addition to various exploration pieces that build up and support that sustained investigation. This class culminates with a digitally submitted AP test as well as a physical gallery style art show put on by the entire class just before the submission date at the end of the semester. Students will select the theme and art media based on their interests and media expertise. The AP program requires more time and commitment than typical high school art courses. Therefore, the student enrolling in the course should be highly motivated, serious, self-directed and willing to work. (<i>Course may be repeated</i>)</p> <p><b>Prerequisite:</b> Ceramics 3 or Glass &amp; Metalsmithing 3</p>



# Department of Fine Arts

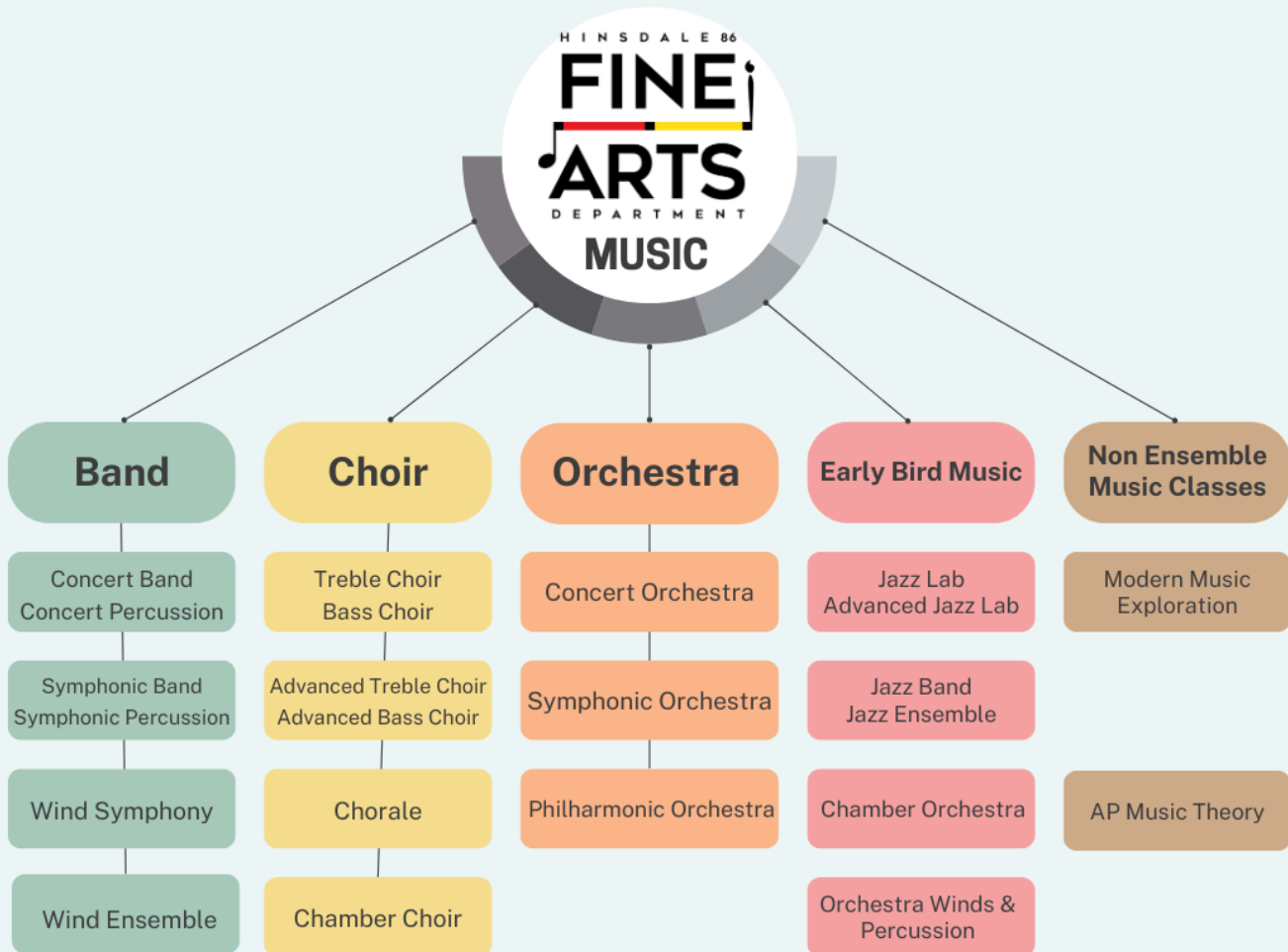
<p><b><u>AP STUDIO ART (PHOTOGRAPHY)</u></b></p> <p><b>Course #:</b> AR4101A/AR4102A</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 10, 11, 12</p>	<p>This is the college level AP photography class in District 86. Students must complete Photo 3 in order to be experienced enough to submit their portfolio of work to the AP College Board. Students complete a series of 15 thematic artworks in their Sustained Investigation in addition to various exploration pieces that build up and support that sustained investigation. This class culminates with a digitally submitted AP test as well as a physical gallery style art show put on by the entire class just before the submission date at the end of the semester. The AP program requires more time and commitment than typical high school art courses. Therefore, the student enrolling in the course should be highly motivated, serious, self-directed and willing to work. (<i>Course may be repeated</i>)</p> <p><b>Prerequisite:</b> Photography 3</p>
<p><b><u>FOUNDATIONS ART</u></b></p> <p><b>Course :</b> SE0013</p> <p><b>Credit:</b> 0.5</p> <p><b>Grade Level:</b> 9-12</p>	<p>This course aims to provide daily art instruction that enhances creativity and offers opportunities for exploration with various forms of art and mediums. Instruction focuses on incorporation of tools and processes that enhance motor skills and support sensory needs through a combination of small and large group work. Foundations of Art is designed to meet the needs of students with a variety of physical, cognitive, or social needs. All projects are individualized and modifications are provided for activities. This course offers a smaller class size to make appropriate individualized instruction possible. Peer supports are utilized to support the development of social interaction skills. This course can be taken multiple times with teacher approval. Pass/Incomplete grades are issued for this course. Curriculum in this course is a modification of the grade level standards but is in alignment with the Illinois Learning Standards.</p> <p><b>Prerequisite:</b> IEP Team Recommendation</p>





# Department of Fine Arts

## MUSIC COURSE SEQUENCE



## Hinsdale Township High School District 86 Music Honors

Honors-level study is available to students enrolled in any music department course.

- To enroll in the Honors section of your performance music class you must sign up by mid-September and complete the requirements below. Students who do not register by the deadline will be placed in the regular section of their performance music class.
- Students must audition with the director.
- All private lessons, performances, and leadership verifications will be submitted online through the music department website.
- All activities used to receive Honors Credit must occur between the published first and last days of the school year.
- Any alterations to the Honors Credit plan will be considered on an individual basis and must be approved by your director in advance.



# Department of Fine Arts

I. Individual Instruction	II. Solo Performance	III. Ensemble Participation	IV. Music Service	V. Written Projects
REQUIRED:	CHOOSE 1:	CHOOSE 2 :	CHOOSE 1:	CHOOSE 1:
<p>(a) Receive regular, weekly private instruction with a professional musician, or at least 210 minutes each quarter, throughout the entire school year. This requirement is waived for students taking a second music class for honors.</p>	<p>(a) Perform an appropriate solo at the Solo &amp; Ensemble Festival.</p> <p>(b) Perform a solo in a performance setting like a private lesson studio recital or church service.</p> <p>(c) Enroll in a non-credit bearing supplemental music experience course.</p>	<p>(a) Participate in the ILMEA District 1 auditions process.</p> <p>(b) Perform in an extracurricular ensemble.</p> <p>(c) Perform at five home game performances.</p> <p>(d) Perform in an ensemble outside of school like a community orchestra or church choir.</p>	<p>(a) Be a Section Leader or a member of the Student Staff.</p> <p>(b) Complete a music department project, like sorting music, organizing uniforms, or cleaning up after a performance.</p> <p>(c) Serve in a leadership role in another school or community organization. A signed verification form is required.</p> <p>(d) Perform an additional solo at an Honors Recital</p>	<p>(a) Write a research paper on a director-approved musical topic.</p> <p>(b) Compose or arrange a written piece of music. This project requires pre-approval from your director.</p>

## NON-ENSEMBLE COURSE DESCRIPTIONS

### **MODERN MUSIC EXPLORATION (MME)**

**Course #:**  
MU1601/MU1602

**Credit:** 0.5  
**Grade Level:** 9-12

Modern Music Exploration is a multi-tiered class that focuses on many aspects of music. The class is designed for students with no previous musical experience. Students will experience learning popular instruments such as guitar and piano. Additionally, they will try their hand at composing music, using modern recording software. Finally, students will explore popular music genres of present and past that come from a variety of cultures.



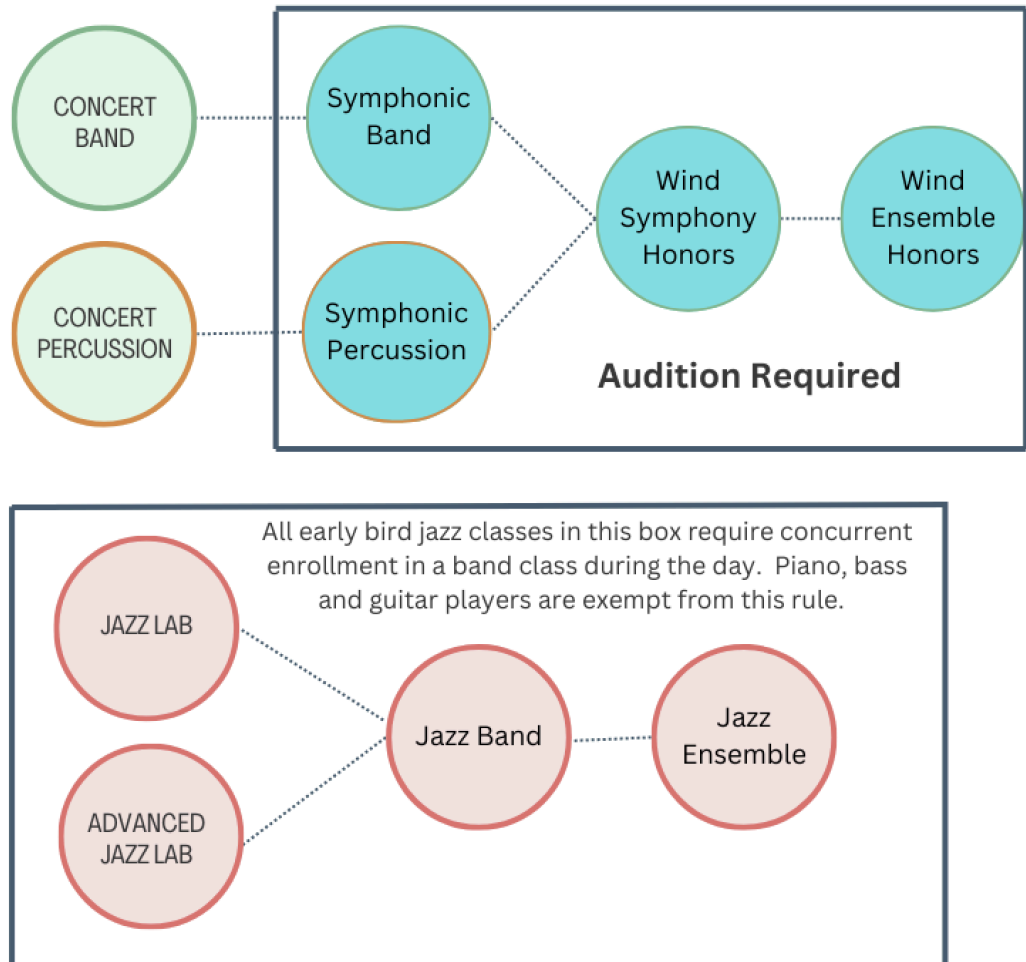
# Department of Fine Arts

<p><b><u>AP MUSIC THEORY</u></b></p> <p><b>Course #:</b> MU4001A/ MU4002A</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 10-12</p>	<p>AP Music Theory prepares music students for the Music Theory AP Examination through the study of musical elements and techniques including notation, scales and modes, intervals, chords, non-harmonic tones, cadences, ear training, sight singing, melody, form, and composition. Success on the AP Exam can result in college credit.</p> <p><b>Prerequisite:</b> Teacher Approval</p>
<p><b><u>FOUNDATIONS MUSIC</u></b></p> <p><b>Course #:</b> SE0033</p> <p><b>Credit:</b> 0.5</p> <p><b>Level:</b> 9-12</p>	<p>This course aims to provide daily music instruction that enhances creativity and offers opportunities for exploration with various forms of music and art. Instruction focuses on incorporation of tools and processes that enhance motor skills and support sensory needs through a combination of small and large group work. Foundations of Music is designed to meet the needs of students with a variety of physical, cognitive, or social needs. All projects are individualized and modifications are provided for activities. This course offers a smaller class size to make appropriate individualized instruction possible. Peer supports are utilized to support the development of social interaction skills. This course can be taken multiple times with teacher approval. Pass/Incomplete grades are issued for this course. Curriculum in this course is a modification of the grade level standards but is in alignment with the Illinois Learning Standards.</p> <p><b>Prerequisite:</b> IEP team Recommendation</p>



# Department of Fine Arts

## BAND COURSE SEQUENCE



### INFORMATION FOR ALL BAND CLASSES

Students enrolled in the Hinsdale District 86 Bands perform at home games, local parades, pep rallies, formal concerts, and other community events. Band classes improve musicianship, develop technique, and provide performance opportunities featuring a variety of musical styles and ensemble settings. Every band course is an academic class that meets during a class period and also requires occasional rehearsals and performances outside the school day; however, students are encouraged to participate in other advanced academic classes, athletics, and activities. Opportunities for student leadership, overnight travel, and extracurricular performing are available. All band classes can be repeated each year for credit and are open to students in every grade. All students in band courses combine to perform as part of the Marching Band and Pep Band and are eligible for an Athletic Waiver from the Physical Education requirement. Students must be enrolled in one of the band classes to participate in jazz classes, orchestra wind and percussion sections, and other extracurricular band activities. The music department page of the school website has the link to the most current information about the respective band programs, auditions, and honors credit requirements.



# Department of Fine Arts

Questions may be emailed to the band directors: Mr. Matt Kurinsky, at [mkurinsk@hinsdale86.org](mailto:mkurinsk@hinsdale86.org) or Ms. Grace Adduci [gadduci@hinsdale86.org](mailto:gadduci@hinsdale86.org) for Hinsdale Central and Mr. Matthew Goeke at [mgoeke@hinsdale86.org](mailto:mgoeke@hinsdale86.org) for Hinsdale South.

## BAND COURSE DESCRIPTIONS

### **CONCERT BAND**

**Course #:**  
MU1001/MU1002

**Credit:** 1.0

**Grade Level:** 9-12

Concert Band is a full year course which meets daily for Fine Arts credit. Concert Band is open to all woodwind and brass players without an audition and the course may be repeated. Students will study the fundamentals of individual performance proficiency, and overall musicianship through a comprehensive curriculum. Students will participate in 3-5 performances during the year and attendance is expected. Private lessons are encouraged.

### **SYMPHONIC BAND**

**Course #:**  
MU2001/MU2002

**Credit:** 1.0

**Grade Level:** 9-12

Symphonic Band is a full year course which meets daily for Fine Arts credit and students are placed in Symphonic Band following a scheduled audition. Students will study the fundamentals of individual performance proficiency, and overall musicianship through a comprehensive curriculum. Students will participate in 3-5 performances during the year and attendance is expected. Private lessons are encouraged.

**Prerequisite:** Audition

### **WIND SYMPHONY HONORS**

**Course #:**  
MU3001/MU3002

**Credit:** 1.0

**Grade Level:** 9-12

Wind Symphony is a full year course which meets daily for Fine Arts credit and is open to all wind & percussion players. Students are placed in Wind Symphony following a scheduled audition and the course may be repeated. Students will study the fundamentals of individual performance proficiency, and overall musicianship through a comprehensive curriculum. Students will participate in 3-5 performances during the year and attendance is expected. Private lessons are encouraged.

**Prerequisite:** Audition

### **WIND ENSEMBLE HONORS**

(HC Only)

**Course #:**  
MU4001H/MU4002H

**Credit:** 1.0

**Level:** 9-12

Wind Ensemble is a full year course which meets daily for Fine Arts credit and is open to all wind & percussion players. Students are placed in Wind Ensemble following a scheduled audition and the course may be repeated. Students will study the fundamentals of individual performance proficiency, and overall musicianship through a comprehensive curriculum. Students will participate in 3-5 performances during the year and attendance is expected. Private lessons are encouraged.

**Prerequisite:** Audition



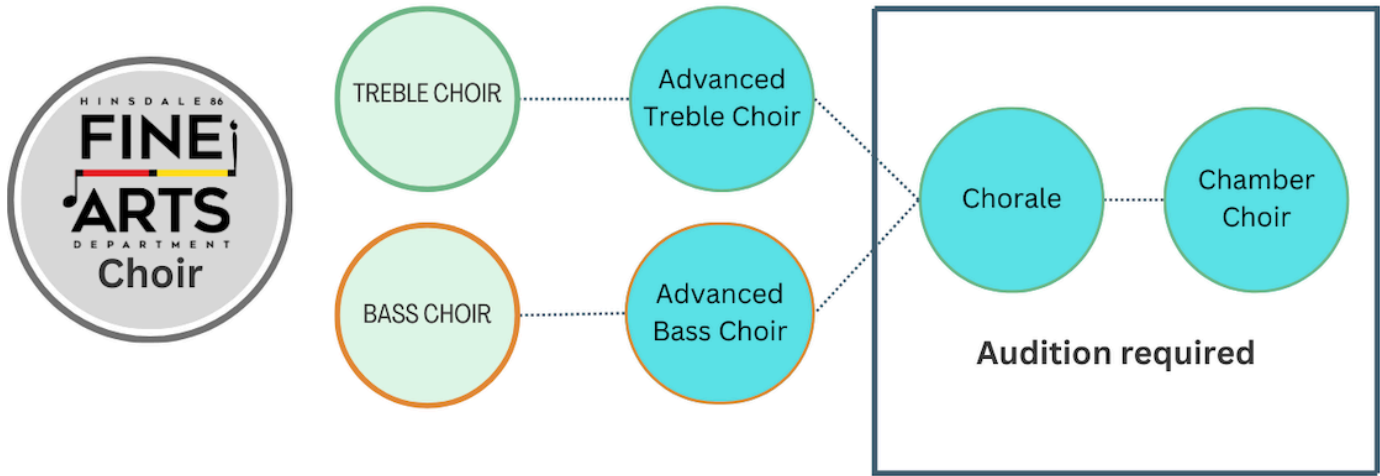
# Department of Fine Arts

<b><u>JAZZ LAB</u></b>  Course #: MU1201/MU1202  Credit: 0.5  Grade Level: 9-12	Jazz Lab is an entry level course for instrumental and vocal music students interested in performing jazz music in a variety of styles while developing improvisation skills in a traditional combo setting. Jazz Lab is a full year class meeting on alternating mornings during early bird (0 Hour).  <b>Prerequisite:</b> Concurrent band enrollment
<b><u>ADVANCED JAZZ LAB</u></b>  Course #: MU2201/MU2202  Credit: 0.5  Grade Level: 10-12	Advanced Jazz Lab is an advanced level course for instrumental and vocal music students interested in performing contemporary music in a variety of styles while developing improvisation skills. Students will be grouped into traditional jazz combo settings according to ability and instrumentation. Advanced Jazz Lab is a full year class meeting on alternating mornings during early bird (0 Hour).  <b>Prerequisite:</b> Concurrent band enrollment, completion of Jazz Lab.
<b><u>JAZZ BAND</u></b>  Course #: MU1301/MU1302  Credit: 0.5  Grade Level: 9-12	Jazz Band is a full year class meeting on alternating mornings during early bird (0 Hour). Enrolled students will study a variety of jazz styles, and develop an understanding of basic music theory and improvisation in the traditional big band setting.  <b>Prerequisite:</b> Audition and concurrent band enrollment
<b><u>JAZZ ENSEMBLE</u></b>  Course #: MU2301/MU2302  Credit: 0.5  Grade Level: 9-12	Jazz Ensemble is a full year class meeting on alternating mornings during early bird (0 Hour). Enrolled students will study a variety of jazz styles, and develop an understanding of advanced music theory and improvisation in the traditional big band setting.  <b>Prerequisite:</b> Audition and concurrent band enrollment



# Department of Fine Arts

## CHOIR COURSE SEQUENCE



## CHOIR COURSE DESCRIPTIONS

### TREBLE CHOIR

**Course #:**  
MU1501/MU1502

**Credit:** 1.0

**Grade Level:** 9-12

Teaches and examines basic vocal techniques, practice and performance of choral music, sight singing and theory. A variety of choral music will be practiced and performed.

Intended for all 9<sup>th</sup> grade treble voices & first-year singers. Students earning honors credit in music classes may be required to take individual lessons with a private teacher for a minimum of 210 minutes each quarter.

### BASS CHOIR

**Course #:**  
MU1511/MU1512

**Credit:** 1.0

**GradeLevel:** 9-12

Teaches and examines basic vocal techniques, practice and performance of choral music, sight singing and theory. A variety of choral music will be practiced and performed.

Intended for 9<sup>th</sup> and 10<sup>th</sup> grade bass voices & first-year singers. Students earning honor credit in music classes may be required to take individual lessons with a private teacher for a minimum of 210 minutes each quarter.





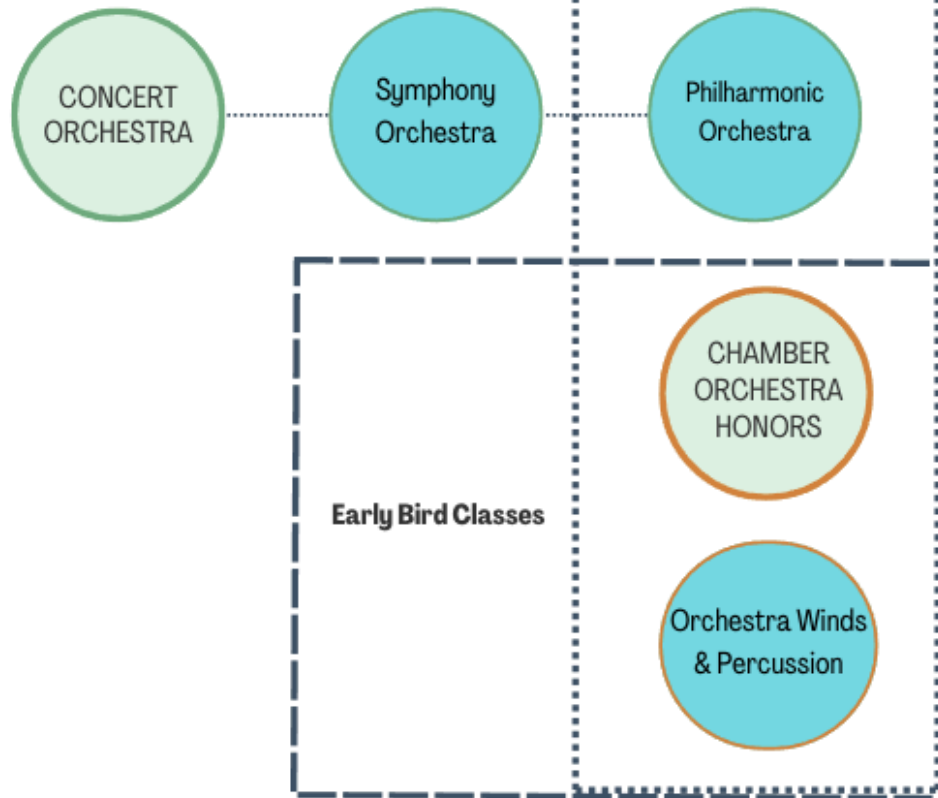
# Department of Fine Arts

<b><u>ADVANCED TREBLE CHOIR</u></b>  <b>Course #:</b> MU2501/MU2502  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	<p>Level two of vocal techniques for treble voices. A variety of mixed choir choral literature is practiced and performed. Continued study of sight singing and theory.</p> <p>May be repeated for credit. Students earning honor credit in music classes may be required to take individual lessons with a private teacher for a minimum of 210 minutes each quarter.</p> <p><b>Prerequisite:</b> Director Approval</p>
<b><u>ADVANCED BASS CHOIR</u></b>  <b>Course #:</b> MU2511/MU2512  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	<p>Level two of vocal techniques for bass voices. A variety of mixed choir choral literature is practiced and performed. Continued study of sight singing and theory.</p> <p>May be repeated for credit. Students earning honor credit in music classes may be required to take individual lessons with a private teacher for a minimum of 210 minutes each quarter.</p> <p><b>Prerequisite:</b> Director Approval</p>
<b><u>CHORALE</u></b>  <b>Course #:</b> MU3501/MU3502  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	<p>An advanced level of vocal technique for treble voices, sight singing and theory. This advanced choral group practices and performs a variety of music. Extra performances or rehearsals may be scheduled</p> <p>May be repeated for credit. Students earning honor credit in music classes may be required to take individual lessons with a private teacher for a minimum of 210 minutes each quarter.</p> <p><b>Prerequisite:</b> Director Approval &amp; Audition</p>
<b><u>CHAMBER CHOIR</u></b>  <b>Course #:</b> MU4501/MU4502  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	<p>An advanced group with a high level of musicianship, vocal technique, sight singing and theory skills. A large variety of musical styles will be practiced and performed. This ensemble performs frequently outside of the school day for community events.</p> <p>May be repeated for credit. Students earning honor credit in music classes may be required to take individual lessons with a private teacher for a minimum of 210 minutes each quarter.</p> <p><b>Prerequisite:</b> Director Approval &amp; Audition</p>



# Department of Fine Arts

## ORCHESTRA COURSE SEQUENCE



## ORCHESTRA COURSE DESCRIPTIONS

### CONCERT ORCHESTRA

**Course #:**  
MU1401/MU1402

**Credit:** 1.0

**Grade Level:** 9

Concert Orchestra is a class designed for all incoming freshmen string players. The class is centered on refining fundamental string techniques, introducing basic music theory, reinforcing effective rehearsal and practice habits, and performing level-appropriate string literature. Concert orchestra performs a variety of concerts throughout the year as well as participates in Solo and Ensemble Festival.

A musical instrument is required for this course. Students earning honors credit in music classes may be required to take individual lessons with a private teacher for a minimum of 210 minutes each quarter.



# Department of Fine Arts

<b><u>SYMPHONY ORCHESTRA</u></b>  <b>Course #:</b> MU2401/MU2402  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	<p>Symphony Orchestra is a class designed for sophomore, junior, and senior string players seeking to further improve their performance and understanding of orchestral repertoire. The class is centered on introducing advanced-level string techniques, intermediate-level music theory, and performing level-appropriate string and full orchestra repertoire. The string section of Symphony Orchestra may combine with Orchestra Winds &amp; Percussion players to create a full orchestra experience. Symphony Orchestra members perform in a variety of concerts throughout the year as well as at the Solo and Ensemble Festival.</p> <p>May be repeated for credit. A musical instrument is required for this course. Students earning honors credit in music classes may be required to take individual lessons with a private teacher for a minimum of 210 minutes each quarter.</p> <p><b>Prerequisite:</b> Audition</p>
<b><u>PHILHARMONIC ORCHESTRA</u></b>  <b>Course #:</b> MU3401/MU3402  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	<p>Philharmonic Orchestra is a class designed for advanced sophomore, junior, and senior players seeking to perform advanced orchestral literature. The class is centered around developing a deeper understanding of orchestral playing and covers advanced topics such as orchestral bowing, becoming a section leader, effective leading and following, and many others. It is assumed that students in this class already have achieved a high level of string technique through private instruction and chamber playing. The string section of Philharmonic Orchestra may combine with Wind Ensemble members to perform high level full orchestra repertoire. Philharmonic Orchestra members perform in a variety of concerts throughout the year as well as at the Solo and Ensemble Festival.</p> <p>May be repeated for credit. A musical instrument is required for this course. Students earning honors credit in music classes may be required to take individual lessons with a private teacher for a minimum of 210 minutes each quarter.</p> <p><b>Prerequisite:</b> Director Approval &amp; Audition</p>
<b><u>CHAMBER ORCHESTRA HONORS</u></b>  <b>Course #:</b> MU4401/MU4402  <b>Credit:</b> 0.5  <b>Grade Level:</b> 9-12	<p>Chamber Orchestra is an early bird class designed for advanced freshman, sophomore, junior, and senior string players interested in performing advanced chamber string repertoire. The class focuses on developing chamber playing skills as students will perform in large chamber groups, quartets, trios, and duets. The class meets every other day on a rotating AB weekly schedule.</p> <p>May be repeated for credit. A musical instrument is required for this course.</p> <p><b>Prerequisite:</b> Director Approval &amp; Audition.</p>



# Department of Fine Arts

## **ORCHESTRA WINDS & PERCUSSION HONORS**

### **Course #:**

MU4411/MU4412

### **Credit:** 0.5

### **Level:** 9-12

Woodwind, brass, and percussion players may, through placement audition, be selected for Orchestra Winds & Percussion Honors. This is an ensemble of advanced wind and percussion players who will rehearse every other day as an Early Bird class. These players make up the Philharmonic and Symphony Orchestras Wind and Percussion sections.

May be repeated for credit. A musical instrument is required for this course.

**Prerequisite:** Director Approval & Audition, Concurrent registration in a band class



# Department of Mathematics

**Mission Statement:** The mission of the District 86 Mathematics Department is to empower our students to investigate, understand, and critique the world. Students will develop the quantitative literacy and critical thinking processes they need for professional opportunities and productive citizenship. We are committed to providing an equitable, rigorous, and supportive curriculum that actively engages students in constructing and applying mathematical concepts.

## Foundational Courses

Algebra 1 lays the foundation for future mathematics and computer science courses. Students will analyze mathematical relationships to connect and communicate mathematical ideas. A graphing calculator is needed for this and all future mathematics courses. A full year of Algebra 1 is a graduation requirement.

Algebra 1

Algebra 1 + Algebraic  
Reinforcement

Algebra &  
Geometry Honors

## Post Algebra 1 Courses

Two additional years of mathematics beyond Algebra 1 are required for graduation. One class must have Geometry content. The variation of these courses support students' college and career readiness in the core curriculum.

Integrated Algebra  
& Geometry Honors

Geometry

Geometry  
Honors

Geometry in  
Construction

Algebra 2  
Trigonometry

Algebra 2  
Trig. Honors

Geometry  
Algebra 2 Block

## Additional Math Offerings Beyond Algebra 2

### Precalculus/Calculus

Students whose interests (high school or post-secondary) are in STEM areas will benefit from additional courses which build on Algebra 2 concepts and emphasize analytic reasoning.

AP Precalculus  
BC

AP Precalculus  
AB

Precalculus

AP Calculus  
BC

AP Calculus  
AB

Intro to  
Calculus

Multivariable  
Calculus Honors

Math Topics  
Honors

### Quantitative Reasoning & Computers

Students whose interests (high school or post-secondary) are in STEM areas will benefit from additional courses which build on Algebra 2 concepts and emphasize analytic reasoning.

AP  
Statistics

Intro to  
Statistics 1

College  
Prep Math

Mathematical  
Modeling

Intro to  
Statistics 2

AP Computer  
Science Principles

AP Computer  
Science A

Computer Science  
Topics Honors

*\*Please refer to course descriptions for prerequisites for all math courses*



# Department of Mathematics

MATH COURSE INFORMATION	
FOUNDATIONAL COURSE OPTIONS	
<b><u>ALGEBRA 1</u></b>  <b>Course #:</b> MA1101, MA1102  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9-12	<p>Algebra 1 is the first course in high school mathematics. It focuses on solving equations and inequalities, as well as representing and interpreting statistical data. Linear and quadratic functions, as well as their real world applications are major themes of the course. The Standards of Mathematical Practice will be emphasized throughout. Mastery of basic arithmetic skills as well as pre-algebra topics from CC8 are prerequisites for this course. <i>A graphing calculator is a required supply for this course. Must complete the entire year to fulfill the ISBE Algebra I graduation requirement.</i></p>
<b><u>ALGEBRA 1 MULTILINGUAL</u></b>  <b>Course #:</b> MA1101E, MA1102E  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9-12	<p>This course is intended for students in the Multilingual Learners program. Algebra 1 is the first course in high school mathematics. It focuses on solving equations and inequalities, as well as representing and interpreting statistical data. Linear and quadratic functions, as well as their real world applications are major themes of the course. The Standards of Mathematical Practice will be emphasized throughout. Mastery of basic arithmetic skills as well as pre-algebra topics from CC8 are prerequisites for this course. <i>A graphing calculator is a required supply for this course. Must complete the entire year to fulfill the ISBE Algebra I graduation requirement.</i></p> <p><b>Prerequisite:</b> Incoming freshman eligibility is based upon test scores, middle school consultation and ML coordinator approval</p>
<b><u>ALGEBRA 1</u></b>  <b>Course #:</b> SE6101/SE6102  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9-12	<p>Algebra 1 is the first course in high school mathematics. It focuses on solving equations and inequalities, as well as representing and interpreting statistical data. Linear and quadratic functions, as well as their real world applications are major themes of the course. The Standards of Mathematical Practice will be emphasized throughout. Curriculum in this course is a modification of the grade level standards but is in alignment with the Illinois Learning Standards. <i>Must complete the entire year to fulfill the ISBE Algebra I graduation requirement.</i></p> <p><b>Prerequisite:</b> IEP Team recommendation</p>
<b><u>ALGEBRAIC REINFORCEMENT</u></b>  <b>Course #:</b> MA1001, MA1002  <b>Credit:</b> 0.5  <b>Grade Level:</b> 9-12	<p>This course supports Algebra 1 students by providing them strategies and mathematical models that will help increase confidence in mathematics. It is for students with growth opportunities in mathematics as identified by the MAP test. Students will have a personalized learning experience that includes a variety of instructional strategies, problem solving tasks, and practice with remedial skills. This class focuses on key foundational concepts that enable students to make connections while learning to think algebraically and is intended to be taken concurrently with Algebra 1.</p>



# Department of Mathematics

<p><b><u>ALGEBRA AND GEOMETRY HONORS</u></b></p> <p><b>Course #:</b> MA1501H, MA1502H</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 9</p>	<p>This course is designed for students who have a mastery level of solving linear equations and linear functions. It is a fast-paced course that will allow students to complete Algebra 1 and Geometry in one year. A major emphasis will be placed on the integration of algebra and geometry skills and concepts. <i>A graphing calculator is a required supply for this course. Must complete the entire year to fulfill the ISBE Algebra I and Geometry graduation requirement.</i></p> <p><b>Prerequisite:</b> Teacher Recommendation and Department Chair Approval</p>
<p><b>POST ALGEBRA 1 COURSE OPTIONS</b></p>	
<p><b><u>INTEGRATED ALGEBRA AND GEOMETRY HONORS</u></b></p> <p><b>Course #:</b> MA1121H, MA1122H</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 9</p>	<p>This honors course explores Algebra 1 and Geometry topics in greater depth than regular Algebra 1. Students who are successful in this course should be well prepared to continue in our honors and AP sequence. <i>A graphing calculator is a required supply for this course. Must complete the entire year to fulfill the ISBE Algebra I and Geometry graduation requirement.</i></p> <p><b>Prerequisite:</b> Algebra 1 and Geometry</p>
<p><b><u>GEOMETRY</u></b></p> <p><b>Course #:</b> MA2101, MA2102</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 9-12</p>	<p>Geometry is the second course in high school mathematics. It focuses on the use of algebra in reinforcing plane geometry concepts. Properties of lines, angles, triangles, polygons, and circles are studied. Special attention is given to concepts of congruence, perpendicularity, parallelism, area, similarity, coordinate geometry, and probability. The Standards of Mathematical Practice will be emphasized throughout. Mastery of solving equations and graphing lines are prerequisites for this course. <i>A graphing calculator is a required supply for this course. Must complete the entire year to fulfill the ISBE Geometry graduation requirement.</i></p> <p><b>Prerequisite:</b> Algebra 1</p>
<p><b><u>GEOMETRY MULTILINGUAL</u></b></p> <p><b>Course #:</b> MA2101E, MA2102E</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 9-12</p>	<p>This course is intended for students in the Multilingual Learners program. Geometry is the second course in high school mathematics. It focuses on the use of algebra in reinforcing plane geometry concepts. Properties of lines, angles, triangles, polygons, and circles are studied. Special attention is given to concepts of congruence, perpendicularity, parallelism, area, similarity, coordinate geometry, and probability. The Standards of Mathematical Practice will be emphasized throughout. Mastery of solving equations and graphing lines are prerequisites for this course. <i>A graphing calculator is a required supply for this course. Must complete the entire year to fulfill the ISBE Geometry graduation requirement.</i></p> <p><b>Prerequisite:</b> Eligibility is based on completion of Algebra 1 and ML coordinator approval.</p>





# Department of Mathematics

<b><u>GEOMETRY</u></b>  <b>Course #:</b> SE6201/SE6202  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	<p>Geometry is the second course in high school mathematics. It focuses on the use of algebra in reinforcing plane geometry concepts. Properties of lines, angles, triangles, polygons, and circles are studied. Special attention is given to concepts of congruence, perpendicularity, parallelism, area, similarity, coordinate geometry, and probability. The Standards of Mathematical Practice will be emphasized throughout. Curriculum in this course is a modification of the grade level standards but is in alignment with the Illinois Learning Standards. <i>Must complete the entire year to fulfill the ISBE Geometry graduation requirement.</i></p> <p><b>Prerequisite:</b> IEP Team Recommendation</p>
<b><u>GEOMETRY HONORS</u></b>  <b>Course #:</b> MA2101H, MA2102H  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9-10	<p>Geometry Honors is designed for the superior mathematics student with a strong foundation in Algebra. The course addresses the same topics included in Geometry, but with more depth. This course provides an in-depth study of Euclidean geometry. Particular attention is given to the nature of mathematical systems, logic, and deductive and inductive proofs. Students are expected to exercise their creative capacities, and apply their knowledge to different situations. <i>A graphing calculator is a required supply for this course. Must complete the entire year to fulfill the ISBE Geometry graduation requirement.</i></p> <p><b>Prerequisite:</b> Algebra 1</p>
<b><u>GEOMETRY IN CONSTRUCTION</u></b>  <b>Course #:</b> MA2201, MA2202  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9-12	<p>Geometry in Construction is an interdisciplinary course that merges Geometry and Construction/Woodworking skills. Students will utilize hands-on skills while incorporating geometry concepts to a variety of student led projects. All topics in Geometry (MA2201/MA2202) are addressed in this course. These topics include: Properties of lines, angles, triangles, polygons, and circles. Special attention is given to concepts of congruence, perpendicularity, parallelism, area, similarity, coordinate geometry, and probability. The Standards of Mathematical Practice will be emphasized throughout. This course covers all necessary plane geometry concepts and will prepare students to enter an Algebra 2 Trigonometry course the following year. Students will gain hands-on experiences in construction methods with additional emphasis on teamwork, problem-solving, and critical thinking. This course will be taught in a two-period block where students earn credit for Geometry and Elective Arts. Students are required to enroll in both periods, both semesters. <i>A graphing calculator is a required supply for this course. Must complete the entire year to fulfill the ISBE Algebra I and Geometry graduation requirement.</i></p> <p><b>Prerequisite:</b> Algebra 1, must also be paired with Course # TE1401, TE1402.</p>



# Department of Mathematics

<b><u>GEOMETRY BLOCK</u></b>  <b>Course #:</b> MA2181  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	This course has the same curriculum as Geometry #MA2101, # MA2102 but is taught in a single semester, two periods daily. <i>A graphing calculator is a required supply for this course.</i> <i>Must complete the full semester to fulfill the ISBE Geometry graduation requirement.</i>  <b>Prerequisite:</b> Algebra 1
<b><u>ALGEBRA 2 TRIGONOMETRY</u></b>  <b>Course #:</b> MA3101, MA3102  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	Algebra 2 is the third course in high school mathematics. It introduces the complex number system and non-linear function families: polynomial, exponential, logarithmic, radical, and rational functions. Functions are applied to trigonometry, and a foundation of inferential statistics is provided so students can explore these topics in future math elective courses. The Standards of Mathematical Practice will be emphasized throughout. Mastery of solving equations and graphing lines are prerequisites for this course. <i>A graphing calculator is required in this course.</i>  <b>Prerequisite:</b> Algebra 1 and Geometry
<b><u>ALGEBRA 2 TRIGONOMETRY</u></b>  <b>Course #:</b> SE6301/SE6302  <b>Credit:</b> 1.0  <b>Grade Level:</b> 11-12	Algebra 2 is the third course in high school mathematics. It introduces the complex number system and nonlinear function families: polynomial, exponential, logarithmic, radical, and rational functions. Functions are applied to trigonometry, and a foundation of inferential statistics is provided so students can explore these topics in future math elective courses. The Standards of Mathematical Practice will be emphasized throughout. Curriculum in this course is a modification of the grade level standards but is in alignment with the Illinois Learning Standards.  <b>Prerequisite:</b> IEP Team Recommendation
<b><u>ALGEBRA 2 TRIGONOMETRY MULTILINGUAL</u></b>  <b>Course #:</b> MA3101E, MA3102E  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	This course is intended for students in the Multilingual Learners program. Algebra 2 is the third course in high school mathematics. It introduces the complex number system and non-linear function families: polynomial, exponential, logarithmic, radical, and rational functions. Functions are applied to trigonometry, and a foundation of inferential statistics is provided so students can explore these topics in future math elective courses. The Standards of Mathematical Practice will be emphasized throughout. Mastery of solving equations and graphing lines are prerequisites for this course. <i>A graphing calculator is required in this course.</i>  <b>Prerequisite:</b> Eligibility is based on Algebra 1 and Geometry completion, and ML coordinator approval.



# Department of Mathematics

<p><b><u>ALGEBRA 2 TRIGONOMETRY BLOCK</u></b></p> <p><b>Course #:</b> MA2182</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 10-12</p>	<p>This course has the same curriculum as Algebra 2 Trigonometry #MA3101 &amp; MA310, but is taught in a single semester, two periods daily. <i>A graphing calculator is a required supply for this course.</i></p> <p><b>Prerequisite:</b> Algebra 1 and Geometry</p>
<p><b><u>ALGEBRA 2 TRIGONOMETRY HONORS</u></b></p> <p><b>Course #:</b> MA3101H, MA3102H</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 10-12</p>	<p>This course deals with the topics of Algebra II / Trigonometry in more depth, emphasizing the function approach and applications. Particular attention will be given to the nature of a mathematical system. Students are expected to be capable of creative problem solving and individual study. This is a college-preparatory course. <i>A graphing calculator is required for this course.</i></p> <p><b>Prerequisite:</b> Algebra 1 and Geometry</p>
<p><b>PRECALCULUS/CALCULUS COURSE OPTIONS</b></p>	
<p><b><u>PRECALCULUS</u></b></p> <p><b>Course #:</b> MA4101, MA4102</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 9-12</p>	<p>This course is a study of functions and their applications, and expands on the material studied in Algebra 2 Trigonometry. Areas of study include: real and complex numbers and functions (polynomial, exponential, logarithmic and trigonometric), conics, parametric equations, and polar coordinates. It is recommended for students who are preparing to enter a technical or semi-technical profession, or planning to study Calculus. <i>A graphing calculator is required in this course.</i></p> <p><b>Prerequisite:</b> Algebra 2 Trigonometry</p>
<p><b><u>NEW! AP PRECALCULUS AB</u></b></p> <p><b>Course #:</b> MA4111A, MA4112A</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 9-12</p>	<p><b>NEW COURSE FOR 25-26:</b> This course centers on functions modeling dynamic phenomena and is designed for students planning to study AP Calculus AB. A heavy emphasis on the analysis of functions which includes polynomial, rational, exponential, logarithmic, trigonometric, and polar functions. Other topics include solving equations, manipulating expressions, and modeling functions in context. A graphing calculator is required. AP Precalculus AB is a pilot through the 29-30 school year.</p> <p><b>Prerequisite:</b> Algebra 2 Trigonometry</p>



# Department of Mathematics

<p><b><u>NEW! AP PRECALCULUS BC</u></b></p> <p><b>Course #:</b> MA4121A, MA4122A</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 9-12</p>	<p><b>NEW COURSE FOR 25-26:</b> This course centers on functions modeling dynamic phenomena and is designed for students planning to study AP Calculus BC. A heavy emphasis is placed on the analysis of functions which include polynomial, rational, exponential, logarithmic, trigonometric, polar, parametric, and vectors. Other topics include solving equations, manipulating expressions, modeling functions in context, sequences, series, and limits. A graphing calculator is required. AP Precalculus BC is a pilot through the 29-30 school year.</p> <p><b>Prerequisite:</b> Algebra 2 Trigonometry</p>
<p><b><u>INTRODUCTION TO CALCULUS</u></b></p> <p><b>Course #:</b> MA4203</p> <p><b>Credit:</b> 0.5</p> <p><b>Grade Level:</b> 12</p>	<p>The Introduction to Calculus course is designed to provide students an opportunity to extend and synthesize their previous math coursework through an introduction to the fundamental concepts of calculus. Students will build on their knowledge of functions and rates of change to develop an understanding of derivatives through the use of limits. Applications that model real-life scenarios through a data-driven approach will be used to connect to fields including business, finance, liberal arts, economics, and the social sciences. This course will also introduce students to the concepts of antiderivatives and integrals through accumulation functions and the Fundamental Theorem. <i>A graphing calculator is required in this course.</i></p> <p><b>Prerequisite:</b> Precalculus</p>
<p><b><u>ADVANCED PLACEMENT CALCULUS AB</u></b></p> <p><b>Course #:</b> MA4211A, MA4212A</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 10-12</p>	<p>AP Calculus AB emphasizes conceptual understandings through manual and technological applications of the derivatives and integrals of algebraic, trigonometric, exponential and logarithmic functions, and relations. A graphing calculator is required for this course. <i>A graphing calculator is required in this course.</i></p> <p><b>Prerequisite:</b> Precalculus</p>
<p><b><u>ADVANCED PLACEMENT CALCULUS BC</u></b></p> <p><b>Course #:</b> MA4221A, MA4222A</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 9-12</p>	<p>AP Calculus BC provides an in-depth study of the topics described in Calculus AB, as well as calculus of two dimensional vectors, polar functions, parametric curves, and infinite series. <i>A graphing calculator is required for this course.</i></p> <p><b>Prerequisite:</b> Precalculus</p>



# Department of Mathematics

<p><b><u>MATH TOPICS HONORS</u></b></p> <p><b>Course #:</b> MA4601H, MA4602H</p> <p><b>Credit:</b> 0.5/1.0</p> <p><b>Grade Level:</b> 10-12</p>	<p>Math Topics is for students who have completed Advanced Placement Calculus BC and/or Advanced Placement Statistics and would like to continue their studies of topics in Advanced Calculus, Linear Algebra or Advanced Statistics. Students must find a sponsoring teacher in order to sign up for this course. This course may be taken for a full year or just one semester. <i>A graphing calculator with advanced statistics capabilities is required in this course.</i></p> <p><b>Prerequisite:</b> AP Calculus BC or Department Chair Approval</p>
<p><b><u>MULTIVARIABLE CALCULUS</u></b></p> <p><b>Course #:</b> MA4611H, MA4612H</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 10-12</p>	<p>Multivariable Calculus provides students with advanced study in mathematics. First semester topics include Fourier Series, geometry of space, vector functions and multiple derivatives. Second semester topics include vector calculus and multiple integrals, including cylindrical and spherical coordinates. Line and surface integrals are covered in detail, as are the Fundamental Theorem of Calculus for line integrals, Green's Theorem, Divergence Theorem, and Stokes' Theorem. <i>A graphing calculator with advanced statistics capabilities is required in this course.</i></p> <p><b>Prerequisite:</b> AP Calculus BC</p>
<p><b>QUANTITATIVE REASONING &amp; COMPUTERS COURSE OPTIONS</b></p>	
<p><b><u>ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES</u></b></p> <p><b>Course #:</b> MA4311A, MA4312A</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 9-12</p>	<p>This course is an entry level AP course which presents concepts and computational thinking practices that are central to the computer science discipline. It provides an introduction to the rapidly expanding field of computer technology while focusing on using technology in creative, meaningful ways.</p> <p><b>Prerequisite:</b> Algebra 1</p>



# Department of Mathematics

<p><b><u>ADVANCED PLACEMENT COMPUTER SCIENCE A</u></b></p> <p><b>Course #:</b> MA4321A, MA4322A</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 9-12</p>	<p>The Computer Science A AP College Board curriculum guidelines are followed in this course. The emphasis of this course is to prepare students for the AP Exam and future programming courses. Programming concepts including variables, constants, expressions, conditionals, arrays, ArrayLists, iteration, functions, and object oriented programming using classes are covered. An emphasis is placed on problem solving. Additionally, programming methodology and design, pre-defined and abstract data types, sorting, data structures, and algorithms related to data structures are discussed. Applications of computing, a working knowledge of hardware and software systems, and the ethical and social implications of computing are examined. The programming language is JAVA.</p> <p><b>Prerequisite:</b> Algebra 2 Trigonometry</p>
<p><b><u>COMPUTER SCIENCE TOPICS HONORS</u></b></p> <p><b>Course #:</b> MA4331H, MA4332H</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 10-12</p>	<p>Computer Science Topics reviews and builds upon the concepts taught in the AP Computer Science A course. The primary emphasis of the course is on data structures algorithms using the JAVA programming language. Stacks, queues, linked lists, trees, heaps, hash tables, sets, maps, and graphs are covered in great detail. Following the data structures unit, students learn a second programming language. GUI's, advanced sorting algorithms, and cell phone applications are explored. Students have the opportunity to complete an independent study project at the conclusion of the course.</p> <p><b>Prerequisite:</b> AP Computer Science A</p>
<p><b><u>COLLEGE PREPARATORY MATH TM002</u></b></p> <p><b>Course #:</b> MA4401, MA4402</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 12</p>	<p>This course is designed to review and reinforce algebraic concepts necessary for success in a college credit bearing math course. It focuses topics on mathematical modeling and aims to help students prepare for collegiate level problem solving and mathematical thinking. This course was collaboratively developed with the DuPage County High Schools and the College of DuPage. Successful completion of this course guarantees placement in a college credit bearing math course at College of DuPage. <i>A graphing calculator is required for this course.</i></p> <p><b>Prerequisite:</b> 3 years of high school math completed</p>
<p><b><u>MATHEMATICAL MODELING</u></b></p> <p><b>Course #:</b> MA4413</p> <p><b>Credit:</b> 0.5</p> <p><b>Grade Level:</b> 12</p>	<p>This course is an introduction to mathematical modeling based on the use of data, patterns, and functions to investigate and explore real-world phenomena. Linear, exponential, logarithmic, sinusoidal and polynomial models are examined and are applied to real-world data. Throughout the course, computational tools are used to implement, critique, and validate these models. Students are expected to draw conclusions from the modeling process and communicate their findings.</p> <p><b>Prerequisite:</b> Algebra 2 Trigonometry</p>





# Department of Mathematics

<b><u>ADVANCED PLACEMENT STATISTICS</u></b>  <b>Course #:</b> MA4501A, MA4502A  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	Advanced Placement Statistics will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. It will emphasize sound statistical thinking rather than routine procedures. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. <i>A graphing calculator with advanced statistics capabilities is required in this course.</i>  <b>Prerequisite:</b> Algebra 2 Trigonometry
<b><u>INTRODUCTION TO STATISTICS 1</u></b>  <b>Course #:</b> MA4513  <b>Credit:</b> .5  <b>Grade Level:</b> 11-12	This course focuses on the major themes of introductory statistics. It will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from categorical and quantitative data. Additional topics of probability, sampling, and statistical inference are addressed. <i>A graphing calculator with advanced statistics capabilities is required.</i>  <b>Prerequisite:</b> Algebra 2 Trigonometry
<b><u>INTRODUCTION TO STATISTICS 2</u></b>  <b>Course #:</b> MA4503  <b>Credit:</b> .5  <b>Grade Level:</b> 11-12	This course continues to address the major themes of introductory statistics. It will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from categorical and quantitative data. Additional topics of probability, sampling, and statistical inference are addressed. <i>A graphing calculator with advanced statistics capabilities is required.</i>  <b>Prerequisite:</b> Introduction to Stats 1
<b><u>CONSUMER MATH</u></b>  <b>Course #:</b> SE1981/SE1982  <b>Credit:</b> 1.0  <b>Grade Levels:</b> 9-12	Students enrolled in this course focus on applying consumer skills to real world opportunities through math concepts. Students learn life skills with budgeting, consumer economics, banking skills, and money management. Curriculum in this course is a modification of the grade level standards but is aligned to the Illinois Learning Standards.  <b>Prerequisite:</b> IEP team Recommendation





# Department of Multilingual Learning

**Mission Statement:** At D86, we are committed to empowering our Multilingual Learners (ML) to achieve academic excellence, celebrate cultural diversity, and thrive as global citizens. It is our mission to foster an inclusive and equitable environment with compassion and high expectations where Multilingual Learners can flourish academically and socially, embracing their unique linguistic and cultural backgrounds.

In order to fulfill the mission, the Multilingual program offers academic classes in English. These goals for the three levels of Multilingual English classes are designed to address the specific needs and developmental stages of Multilingual Learners as they progress in their English language proficiency and academic journey. Each level builds upon the previous one, ultimately equipping students with the skills, knowledge, and confidence they need to succeed in both their academic pursuits and their role as global citizens.

The department also offers Resources for all Multilinguals, as well as a Bilingual Spanish Language Arts for our native Spanish speaking students. Multilingual teachers consult and collaborate with the English department on curriculum alignment, and assessment in order to transition students successfully into the mainstream English classes. As students adjust academically and socially, they transition with support into the full general education curriculum and the school community.



MULTILINGUAL COURSE OFFERINGS	
Multilingual English 1, 2, 3	Based on ACCESS scores
Spanish Language Arts	For Bilingual Spanish students
Sheltered courses in the following: Math, Science, Social Studies, PHD, CTE	See the corresponding course descriptions in the corresponding department section within the program of study.



# Department of Multilingual Learning

## MULTILINGUAL COURSE INFORMATION

### **MULTILINGUAL ENGLISH 1**

**Course #** ML1001/1002

**Credit:** 2.0  
(1 English credit + 1  
general graduation credit)

**Grade Level:** 9-12

#### **Level 1: Beginning English Curriculum Goals**

- **Listening Comprehension:** Students will demonstrate the ability to understand and respond to simple spoken English, including basic classroom instructions and everyday conversations.
- **Basic Reading Skills:** Students will develop foundational reading skills by recognizing and understanding simple, high-frequency English words and phrases.
- **Oral Communication:** Students will engage in basic English conversations, expressing their needs, preferences, and personal information.
- **Writing Fundamentals:** Students will practice writing simple sentences and short paragraphs using basic English vocabulary and sentence structures.
- **Cultural Awareness:** Students will gain an introductory understanding of English-speaking cultures, customs, and social norms.

**Prerequisite:** Multilingual Department Chair approval.

### **MULTILINGUAL ENGLISH 2**

**Course #** ML2001/ 2002

**Credit:** 1.0

**Grade Level:** 9-12

#### **Level 2: Intermediate English Curriculum Goals**

- **Academic Reading Proficiency:** Students will comprehend and analyze grade-appropriate texts, including fiction, non-fiction, and academic materials, by identifying main ideas, supporting details, and literary elements.
- **Effective Communication:** Students will engage in conversations and discussions on various topics, express opinions, and ask questions using appropriate vocabulary and grammar.
- **Expository Writing:** Students will compose clear and coherent essays, reports, and responses, demonstrating the ability to organize ideas, provide evidence, and use appropriate academic language.
- **Critical Thinking:** Students will develop critical thinking skills by analyzing and evaluating information from different sources, making inferences, and drawing conclusions.
- **Cultural Competency:** Students will explore cultural diversity and develop intercultural communication skills, fostering an appreciation for various cultures within English-speaking communities.

**Prerequisite:** Multilingual Department Chair approval.



# Department of Multilingual Learning

<p><b><u>MULTILINGUAL ENGLISH 3</u></b></p> <p><b>Course #</b> ML3001/3002</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 9-12</p>	<p><b>Level 3: Advanced English Curriculum Goals</b></p> <ul style="list-style-type: none"><li>• Advanced Reading and Analysis: Students will analyze and critique complex literary and informational texts, demonstrating the ability to evaluate themes, author's purpose, and literary devices.</li><li>• Advanced Communication Skills: Students will engage in sophisticated discussions, debates, and presentations, expressing ideas persuasively and demonstrating a high level of fluency.</li><li>• Advanced Writing Proficiency: Students will produce well-structured essays, research papers, and creative pieces, incorporating advanced vocabulary, research skills, and rhetorical strategies.</li><li>• Research and Information Literacy: Students will conduct independent research, evaluate sources, and cite evidence accurately in accordance with academic standards.</li><li>• Global Awareness: Students will explore global issues and their impact, fostering a broader understanding of international perspectives and global citizenship.</li></ul> <p><b>Prerequisite:</b> Multilingual Department Chair approval.</p>
<p><b><u>MULTILINGUAL RESOURCE</u></b></p> <p><b>Course #</b> ML4001/4002</p> <p><b>Credit:</b> 0.5</p> <p><b>Grade Level:</b> 9-12</p>	<p>This resource is designed to 1) help students maintain satisfactory achievement levels in their regular classes; 2) encourage conversational English; 3) accelerate the development of vocabulary understanding, reading comprehension, and writing skills in the English language; and 4) facilitate cultural adjustment.</p> <p><b>Prerequisite:</b> Multilingual Department Chair approval.</p>
<p><b><u>SPANISH LANGUAGE ARTS</u></b></p> <p><b>Course #</b> WL5001E, WL5002E</p> <p><b>Credit:</b> 1.0 (World Language Credit)</p> <p><b>Grade Level:</b> 9-12</p>	<p>Spanish Language Arts is a course specifically for native Spanish-speaking students. The purpose of the course is for students to build upon their oral, written, and literacy skills in Spanish to transfer and advance these skills as students learn English. This course also includes instruction in the history and culture of Spanish-speaking territories in the United States and other countries. This is a part of the Transitional Bilingual Program.</p> <p><b>Prerequisite:</b> Multilingual Department Chair approval.</p>



# Department of Physical Education

**Mission Statement:** We strive to develop students who thrive physically, mentally, socially, and emotionally by cultivating vitality in order to pursue their life goals both passionately and successfully. We provide a sequential curriculum by which students apply the skills and knowledge necessary to confidently lead a safe, healthy, and active lifestyle.



PHYSICAL EDUCATION COURSE SEQUENCE INFORMATION		
Freshman	Sophomore	Juniors & Seniors
Freshmen Physical Education Early Bird PE 9/10	Sophomore Physical Education Health Education Early Bird PE 9/10	Adaptive PE Adaptive PE Peer Leaders Aquatics Early Bird PE Early Bird Strength & Conditioning Group Exercise & Self-Defense Fitness Strength & Conditioning Lifetime Activities Tumbling Outdoor Education Lifeguarding CPR/AED Driver Education Introduction to Sports Medicine

PHYSICAL EDUCATION COURSE INFORMATION	
<b><u>ADAPTIVE PHYSICAL EDUCATION COURSE</u></b>  <b>Course #:</b> PE1001 & PE1002  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9-12	Adaptive PE offers an alternative PE option for students. Adaptive PE is designed to meet the needs of students with a variety of physical, cognitive, or social-emotional needs. This course is intended to give the learner the skills necessary for a lifetime of recreation, sport experience, physical fitness and health. In addition, this course offers a smaller class size to make individualized instruction more appropriate. Our program also utilizes a peer mentor program. The peer mentors help in the gym, hallways, and serve as role models for our students. This course can be taken multiple times with teacher approval. Pass/Incomplete grades are issued for this course. Curriculum in this course is a modification of the grade level standards but is in alignment with the Illinois Learning Standards. Students who take sufficient semesters of Adaptive PE and have the Department Chair and/or Director's approval will satisfy the Illinois state requirement for Health.  <b>Prerequisite:</b> IEP Team Recommendation



# Department of Physical Education

## FRESHMAN COURSES

### **FRESHMAN PHYSICAL EDUCATION**

**Course #:**  
PE1301 & PE1302

**Credit:** 1.0

**Grade Level:** 9

Students' entry level experiences in the program consist of participation in a full-year core of activities that focus on the physical development and improvement of fitness concept knowledge. Students will participate in a variety of team and individual sports and activities to meet the learning outcomes of the course. Students will also engage in the freshmen LifeSkills curriculum which aligns with the Illinois state SEL Learning Standards. Along with this curriculum students will have the opportunity to collaborate with the school's Link Crew peer leadership program to acclimate students to the high school experience.

### **NEW! EB PHYSICAL EDUCATION 9/10**

**Course #:**  
PE3301 & PE 3302

**Credit:** 1.0

**Grade Level:** 9-10

This physical education course runs from 7:00 AM to 7:50 AM. This course is designed to engage students in health and wellness activities. Activities include fitness-related exercises, team sports, and individual sports. May be repeated.

*This course is taken during early bird.*

## SOPHOMORE COURSES

### **SOPHOMORE PHYSICAL EDUCATION**

**Course #:** PE2303

**Credit:** 0.5

**Grade Level:** 10

Students will participate in a minimum of one semester of team/individual physical education activities. The curriculum will focus on the physical development and improvement of students' personal fitness and content knowledge. The activities are sequentially planned as a continuation of the Freshmen Physical Education curriculum.

### **NEW! EB PHYSICAL EDUCATION 9/10**

**Course #:**  
PE3301 OR PE 3302

**Credit:** 0.5

**Grade Level:** 9-10

Students will participate in a minimum of one semester of team/individual physical education activities during early bird. Students will be scheduled into their Health course between periods 1-8. This physical education course runs from 7:00 AM to 7:50 AM. This course is designed to engage students in health and wellness activities. Activities include fitness-related exercises, team sports, and individual sports. May be repeated.

*This course is taken during early bird.*



# Department of Physical Education

<b><u>HEALTH EDUCATION</u></b>  <b>Course #:</b> PE2753  <b>Credit:</b> 0.5 (Included in student's G.P.A.)  <b>Grade Level:</b> 10-12	The goal of this course is to promote and develop positive attitudes and behaviors related to the overall wellness of students. Students are taught how to access valid health information and health-promoting products and services. The students will also learn how to analyze the influence of culture, media, technology and other factors on health. Topics of study within the Health Education program include: Introduction to Wellness, Alcohol, Tobacco and other Drugs, Nutrition and Fitness, Communicable and Noncommunicable Diseases, and Human Reproduction. Instruction on Anabolic Steroids will be covered in the Alcohol, Tobacco, and Other Drugs unit per the Illinois State Mandate 105 ILCS 5/27-23.3. The curriculum is aligned with District 86 program goals, Illinois and National Health Education Standards, and Illinois State Standards for Social/Emotional Learning. <b>REQUIRED FOR GRADUATION.</b> This course should be taken in tandem with Sophomore Physical Education.
<b><u>HEALTH EDUCATION MULTILINGUAL</u></b>  <b>Course #:</b> PE2753E  <b>Credit:</b> 0.5 (Included in student's G.P.A.)  <b>Grade Level:</b> 10-12	The goal of this course is to promote and develop positive attitudes and behaviors related to the overall wellness of Hinsdale Central students. Students are taught how to access valid health information and health-promoting products and services. The students will also learn how to analyze the influence of culture, media, technology and other factors on health. Topics of study within the Health Education program include: Introduction to Wellness, Alcohol, Tobacco and other Drugs, Nutrition and Fitness, Communicable and Noncommunicable Diseases, and Human Reproduction. The curriculum is aligned with District 86 program goals, Illinois and National Health Education Standards, and Illinois State Standards for Social/Emotional Learning. Content is designed to meet the needs of Multilingual Learners. <b>REQUIRED FOR GRADUATION.</b> This course should be taken in tandem with Physical Education during the sophomore year. This course alternates years to accommodate the greatest number of students.  <b>Prerequisite:</b> Approval of Multilingual Coordinator Required
<b><u>HEALTH</u></b>  <b>Course #:</b> SE7003  <b>Credit:</b> 0.5 (Included in student's G.P.A.)  <b>Grade level:</b> 10-12	The goal of this course is to promote and develop positive attitudes and behaviors related to the overall wellness of students. Students are taught how to access valid health information and health-promoting products and services. The students will also learn how to analyze the influence of culture, media, technology and other factors on health. Topics of study within the Health Education program include: Introduction to Wellness, Alcohol, Tobacco and other Drugs, Nutrition and Fitness, Communicable and Non-communicable Diseases, and Human Reproduction. Curriculum in this course is a modification of the Illinois and National Health Education Standards, and Illinois State Standards for Social/Emotional Learning.  <b>Prerequisite:</b> IEP Team Recommendation





# Department of Physical Education

JUNIORS & SENIORS COURSES	
<b><u>ADAPTIVE PE LEADER</u></b>  <b>Course #:</b> PE3101 & PE3102  <b>Credit:</b> 0.5  <b>Grade Level:</b> 11-12	<p>The Adaptive Physical Education Leader class is offered to juniors and seniors who are interested in working with students with a variety of physical, cognitive, and social needs. As a “peer buddy” students are encouraged to serve as role models in the class (wear PE attire and participate daily, model appropriate behavior, etc.). This class will swim during both semesters. Daily attendance is required.</p> <p><b>Prerequisite:</b> Application from PE office and Departmental Approval. Priority will be given to those students interested in a career in education. This course may be repeated.</p>
<b><u>GROUP EXERCISE &amp; SELF-DEFENSE</u></b>  <b>Course #:</b> PE2551 & PE2552  <b>Credit:</b> 0.5  <b>Grade Level:</b> 11-12	<p>This class introduces students to components of cardiovascular activity through aerobic movements. Students will also address the principles of muscular strength and endurance through the use of free weights and toning exercises. Core workouts, yoga, Pilates, and fitness dance are introduced as part of this class as methods for students to increase flexibility, strength and balance. Students will be introduced to the R.A.D Self-Defense System which will provide students with an experience in basic self-defense skills. (May be repeated).</p>
<b><u>AQUATICS</u></b>  <b>Course #:</b> PE2201 & PE2202  <b>Credit:</b> 0.5  <b>Grade Level:</b> 11-12	<p>This course provides students the opportunity to engage in sports and activities designed for the aquatic environment. The Learning Target for the course includes swim stroke development, aerobic fitness, and biomechanic analysis of the four competitive swimming strokes, as well as starts and turns. Water safety habits, basic lifeguarding skills, water aerobics, dry land exercises, and weight training specific to aquatic activity will also be introduced. Recommended for prospective triathletes and swimmers (May be repeated).</p>
<b><u>STRENGTH AND CONDITIONING</u></b>  <b>Course #:</b> PE2601 & PE2602  <b>Credit:</b> 0.5  <b>Grade Level:</b> 11-12	<p>Gain knowledge and understanding of weight training theory, advanced weight training practices, sport specific weight training techniques and proper nutritional practices. Initiate and develop weight training programs. Improve muscular strength and endurance. May be repeated.</p> <p><i>10th Grade students may take it as an elective, not as sophomore PE credit.</i></p>
<b><u>EB STRENGTH AND CONDITIONING</u></b>  <b>Course #:</b> PE2611 & PE2612  <b>Credit:</b> 0.5  <b>Grade Level:</b> 11-12	<p>Gain knowledge and understanding of weight training theory, advanced weight training practices, sport specific weight training techniques and proper nutritional practices. Initiate and develop weight training programs. Improve muscular strength and endurance. May be repeated.</p> <p><i>This course is taken during early bird. 10th Grade students may take it as an elective, not as sophomore PE credit.</i></p>





# Department of Physical Education

<b><u>EB PHYSICAL EDUCATION</u></b>  <b>Course #:</b> PE2371 & PE2372  <b>Credit:</b> 0.5  <b>Grade Level:</b> 11-12	<p>This physical education course runs from 7AM to 7:50 AM. This course is designed to engage students in activities that address health and wellness. Activities include fitness related exercises, team sports and individual sports. May be repeated.</p> <p><i>This course is taken during early bird. 10th Grade students may take it as an elective, not as sophomore PE credit,</i></p>
<b><u>LIFEGUARD/CPR/FIRST AID</u></b>  <b>Course #:</b> PE2211 & PE2212  <b>Credit:</b> 0.5  <b>Grade Level:</b> 11-12	<p>Meets American Red Cross Lifesaving Certification, Cardiopulmonary Resuscitation Certification and Standard First Aid Certification. Students must be able to swim 500 yards non-stop to enroll. No student may use a Physical Education exemption in this class and receive Red Cross certification or recertification. May be repeated.</p> <p><i>10th grade students may take it as an elective, not as sophomore PE credit.</i></p> <p><b>Prerequisite:</b> Must be able to Swim 500 yards continuously.</p>
<b><u>FITNESS</u></b>  <b>Course #:</b> PE2451 & PE2452  <b>Credit:</b> 0.5  <b>Grade Level:</b> 11-12	<p>Students will engage in teacher directed workouts and have the experience of designing and implementing an individualized conditioning program. Fitness principles and skills relating to cardiovascular endurance, muscular strength, muscular endurance, and flexibility will be incorporated. Equipment orientation includes cardiovascular machines, proper weight training techniques and strategies. May be repeated.</p>
<b><u>LIFETIME ACTIVITIES</u></b>  <b>Course #:</b> PE2351 & PE2352  <b>Credit:</b> 0.5  <b>Grade Level:</b> 11-12	<p>Students will participate in activities related to racquet sports and some team activities. Students may participate in golf, tennis, badminton, pickleball, archery, ping pong, eclipse ball, aquatic development, and spike ball. May be repeated.</p>
<b><u>TEAM GAMES</u></b>  <b>Course #:</b> PE2401 & PE2402  <b>Credit:</b> 0.5  <b>Grade Level:</b> 11-12	<p>Students will participate in team sports and activities that may include volleyball, basketball, softball, flickerball, navy football, kickball, lacrosse, hockey, tchoukball, soccer, spike ball, water games, and other team oriented games that students can participate in for a lifetime. May be repeated.</p>

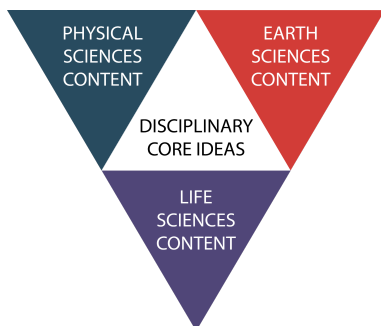


# Department of Physical Education

<b><u>OUTDOOR EDUCATION</u></b>  <b>Course #:</b> PE2621 & PE2622  <b>Credit:</b> 0.5  <b>Grade Level:</b> 11-12	This course is aimed at acquiring and developing a range of skills and knowledge related to lifelong outdoor activity. Units of study will include group dynamics and team building, kayaking and boating, archery, fishing, navigation and non-traditional outdoor sports/activities. The course will meet in the pool and some units may require active participation in the water. May be repeated.
<b><u>TUMBLING</u></b>  <b>Course #:</b> PE2481 & PE2482  <b>Credit:</b> 0.5  <b>Grade Level:</b> 11-12	Tumbling class focuses on developing the strength, flexibility, and techniques necessary to learn how to safely tumble. Fundamental skills and strength will be taught through progressions with emphasis on form. May be repeated.
<b><u>DRIVER EDUCATION</u></b>  <b>Course #:</b> PE1801 & PE1802  <b>Credit:</b> 0.5  \$350.00 Course Fee \$20.00 Permit fee required by the State	<p>Driver Education, though an elective course, is required in order to obtain a state driver's license prior to the age of 18. Driver Education will follow state mandates on the number of classroom instruction and in car training. Student schedules must allow for one period per day during one semester in order to complete course requirements. Students' class time will be divided between behind the wheel instruction with a certified instructor for 24 class periods (6 hours of daylight driving) and 30 hours of classroom instruction. In addition, students will get classroom instruction on distracted driving as a major safety concern per the Illinois State Mandate 105-ILCS 5/27-24.8 Any incoming freshman can enroll in Driver Education as long as he/she turns 15 years of age prior to the start of the semester. If you turn 15 years of age prior to the start of the semester, you are eligible to enroll in Driver Education. Students enrolled in Driver Education will receive two grades at the end of the semester: one for the classroom phase, and one for the behind-the-wheel phase. Upon successful completion of the Driver Education Cooperative Testing program, students will be eligible for their license without need for further examination by the Illinois Secretary of State Office.</p> <p><b>Prerequisite:</b> Students enrolling in Driver Education must be passing eight semester classes within the two most recent semesters of attendance. Only classes used to determine a student's GPA will be allowed to meet this requirement. Freshmen 2nd semester if 15 years of age</p>
<b><u>INTRODUCTION TO SPORTS MEDICINE</u></b> <b>Course #:</b> PE3523 & PE3524  <b>Credit:</b> 0.5 (General credit only; not for elective arts. Included in student's G.P.A.)  <b>Grade Level:</b> 11-12	<p>The goal of this course is to help students become more knowledgeable and proficient in the following areas: principles and practices of athletic training; anatomy, physiology, injury recognition, treatment and rehabilitation as they relate to sports and leisure activities. This course also provides valuable hands-on experience and is highly recommended for those students who are interested in careers in nursing, medicine, athletic training, physical therapy, or coaching.</p> <p><b>Prerequisite:</b> Successful completion of Health Education or approval of Department Chair</p>



# Department of Science



**Mission Statement:** The mission of the District 86 Science Department is to increase student exposure to and interest in the core sciences through a strategic and coherent science program that aligns courses with college and career opportunities while addressing social-emotional considerations for students and parents.

COURSE SEQUENCE INFORMATION				
Pathway	Freshman	Sophomore	Junior	Senior (may be concurrent earlier if prerequisites are met)
<b>PCB</b> This pathway includes core courses with Earth Science applications, therefore meets most Illinois State Learning Standards within three years	Physics 9 ---- OR ---- Physics Honors 9	Chemistry 10 ---- OR ---- Chemistry Honors 10	Biology 11 ---- OR ---- AP Biology	<b>PCB only:</b> Earth Science Capstone  <b>Bio-First only:</b> MAGO Physics AP Physics 1
<b>Biology-First</b> This pathway meets most Illinois State Learning standards within four years if the four core courses are taken (Biology, Earth Science, Chemistry, Physics)	Biology ---- OR ---- Biology Honors	MAGO / Earth Science Honors ---- OR ---- Chemistry / Chemistry Honors	MAGO / Earth Science Honors ---- OR ---- Chemistry / Chemistry Honors --- OR --- Physics / AP Physics 1	<b>Either pathway:</b> Anatomy & Physiology Earth Science Honors AP Biology AP Chemistry AP Environmental Science AP Physics C AP Physics C-M

*MAGO (Meteorology/Astronomy/Geology/Oceanography) is a regular-level Earth Science course; Earth Science Honors is housed at (HC).*



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SCIENCE COURSE INFORMATION	
PCB PATHWAY COURSES	
<b><u>PHYSICS 9 (PCB)</u></b>  <b>Course #:</b> SC1101/1102  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9	<p>This course is the first course in the PCB pathway. This course covers the skills and content of a first year physics course within the context of the Earth and its place in the Universe. Topics include science practices, waves, Big Bang, motion, plate tectonics, forces, energy, momentum, seasons and climate.</p> <p><b>Prerequisite:</b> Concurrent enrollment in Algebra 1.</p>
<b><u>PHYSICS</u></b>  <b>Course #:</b> SE8101/SE8102  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9-12	<p>This course covers the skills and content of a first year physics course within the context of the Earth and its place in the Universe. Topics include science practices, waves, Big Bang, motion, plate tectonics, forces, energy, momentum, seasons and climate. Curriculum in this course is a modification of the grade level standards but is aligned to the Illinois Learning Standards.</p> <p><b>Prerequisite:</b> IEP Team Recommendation</p>
<b><u>PHYSICS 9 HONORS (PCB)</u></b>  <b>Course #:</b> SC1101H/1102H  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9	<p>This course is the first course in the PCB pathway at the honors-level. This course covers similar topics as Physics 9, but at a deeper level and an accelerated pace. This course requires mastery of Algebra I and strong math critical thinking skills.</p> <p><b>Prerequisite:</b> Successful completion of Algebra 1 and concurrent enrollment in Geometry or higher.</p>
<b><u>CHEMISTRY</u></b>  <b>Course #:</b> SE8301/8302  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	<p>Chemistry courses involve studying the composition, properties, and reactions of substances. Traditional chemistry topics are covered and include atomic structure, nuclear chemistry, matter and the periodic table, molecular geometry, stoichiometry, bonding, thermodynamics, gases, and chemical equations. Curriculum in this course is a modification of the grade level standards but is aligned to the Illinois Learning Standards.</p> <p><b>Prerequisite:</b> IEP Team Recommendation</p>



# Department of Science

<b><u>CHEMISTRY 10 (PCB)</u></b>  <b>Course #:</b> SC2201/2202  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10	<p>This course is the second course in the PCB pathway. This course covers the skills and content of a first-year Chemistry course within the context of Earth Systems. Topics include: Big Bang and the origin of elements, atomic structure, chemical reactions and their role in Earth processes, bonding, chemistry topics applied to environmental issues, stoichiometry, thermodynamics and equilibrium.</p> <p><b>Prerequisite:</b> Completion of 9th grade Physics, completion of Algebra 1 or higher and teacher recommendation.</p>
<b><u>CHEMISTRY 10 HONORS (PCB)</u></b>  <b>Course #:</b> SC2201H/2202H  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10	<p>This course is the second course in the PCB pathway at the honors-level. This course covers similar topics as Chemistry 10 but at a deeper level and an accelerated pace. This course requires strong math and critical thinking skills.</p> <p><b>Prerequisite:</b> Successful completion of 9th grade Physics, completion of Algebra 1 or higher, and/or teacher recommendation.</p>
<b><u>BIOLOGY</u></b>  <b>Course #:</b> SE8201/8202  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9-12	<p>This course covers the skills and content of a first-year Biology course. Topics include: Ecology, Evolution, Genetics, Molecular Biology and Energetics. Dissections or alternative projects may be incorporated in this course. Reading comprehension is an important component of this curriculum. Curriculum in this course is a modification of the grade level standards but is aligned to the Illinois Learning Standards.</p> <p><b>Prerequisite:</b> IEP Team Recommendation</p>
<b><u>BIOLOGY 11 (PCB)</u></b>  <b>Course #:</b> SC3301/3302  <b>Credit:</b> 1.0  <b>Grade Level:</b> 11	<p>This course is the third course in the PCB pathway. This course covers the skills and content of a first-year Biology course, within the context of Earth Systems. Topics include: Ecology, Evolution, Energetics, Genetics, Molecular Biology, and Human's Impact on Earth. Dissections or alternative projects may be incorporated in this course. Reading comprehension is an important component of this curriculum..</p> <p><b>Prerequisite:</b> Completion of Chemistry 10; Teacher recommendation.</p>



# Department of Science

<p><b><u>AP BIOLOGY</u></b></p> <p><b>Course #:</b> SC3301A/3302A</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 11-12</p>	<p>This course is the third course in the PCB pathway or an elective course in the Biology-First pathway. This course follows the College Board's Advanced Placement curriculum and parallels two semesters of college-level biology course work. Topics include energetics, biochemistry, cellular biology, molecular biology, ecology, and population biology. Dissections or alternative projects may be incorporated in this course. This course is rigorous and fast paced, and high-level reading and note taking are required. Students are expected to take the AP exam.</p> <p><b>Prerequisite:</b> Students who started in 9th grade Physics may take AP Biology in 11th grade as their first biology course. Students who started in Biology need three years of science (can be concurrent), including a year of chemistry, to enroll in this course. Teacher recommendation.</p>
<p><b><u>EARTH SCIENCE CAPSTONE</u></b></p> <p><b>Course #:</b> SC4421/4422</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 12</p>	<p>This course is offered as an option for a fourth course in the PCB pathway. This course is a culminating science course that will include topics such as Earth's history, human interaction with the Earth, current environmental issues, astronomy and a research project.</p> <p><b>Prerequisite:</b> Three years of high school science including Physics 9/9H, Chemistry 10/10H and Biology 11. This course is NOT open to anyone who has taken MAGO or Earth Science Honors. Teacher recommendation.</p>
<p><b>BIOLOGY-FIRST PATHWAY COURSES</b></p>	
<p><b><u>BIOLOGY</u></b></p> <p><b>Course #:</b> SC1301/1302</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 9</p>	<p>This course is the first course in the Biology-First pathway. This course covers the skills and content of a first-year Biology course. Topics include: Ecology, Evolution, Genetics, Molecular Biology and Energetics. Dissections or alternative projects may be incorporated in this course. Reading comprehension is an important component of this curriculum.</p> <p><b>Prerequisite:</b> Incoming freshman eligibility is based upon test scores, middle school consultation and departmental approval.</p>
<p><b><u>BIOLOGY</u></b></p> <p><b>Course #:</b> SE8201/8202</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 9-12</p>	<p>This course covers the skills and content of a first-year Biology course. Topics include: Ecology, Evolution, Genetics, Molecular Biology and Energetics. Dissections or alternative projects may be incorporated in this course. Reading comprehension is an important component of this curriculum. Curriculum in this course is a modification of the grade level standards but is aligned to the Illinois Learning Standards.</p> <p><b>Prerequisite:</b> IEP Team Recommendation</p>





# Department of Science

<b><u>BIOLOGY MULTILINGUAL</u></b>  <b>Course #:</b> SC1301E/1302E  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9-12	<p>This course is intended for students in the Multilingual Learners program. This course covers the skills and content of a first-year Biology course. Topics include: Ecology, Evolution, Genetics, Molecular Biology and Energetics. Dissections or alternative projects may be incorporated in this course. Reading comprehension is an important component of this curriculum. Curriculum in this course is a modification of the grade level standards but is aligned to the Illinois Learning Standards.</p> <p><b>Prerequisite:</b> Multilingual coordinator approval.</p>
<b><u>BIOLOGY HONORS</u></b>  <b>Course #:</b> SC1301H/1302H  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9	<p>This course is the first course in the Biology-First pathway at the honors-level. This course covers similar topics as Biology but at a deeper level and an accelerated pace. Dissections or alternative projects may be incorporated in this course. This course requires strong reading and critical thinking skills.</p> <p><b>Prerequisite:</b> Incoming freshman eligibility is based upon test scores, middle school consultation and departmental approval.</p>
<b><u>CHEMISTRY</u></b>  <b>Course #:</b> SC2251/2252  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	<p>This course is in the Biology-First pathway. Chemistry courses involve studying the composition, properties, and reactions of substances. Traditional chemistry topics are covered and include atomic structure, nuclear chemistry, matter and the periodic table, molecular geometry, stoichiometry, bonding, thermodynamics, gasses, and chemical equations. Students must have a strong grasp of Algebra.</p> <p><b>Prerequisite:</b> Completion of Algebra 1 or higher and teacher recommendation. This course is open to students who have completed freshman biology.</p>
<b><u>CHEMISTRY</u></b>  <b>Course #:</b> SE8301/8302  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	<p>Chemistry courses involve studying the composition, properties, and reactions of substances. Traditional chemistry topics are covered and include atomic structure, nuclear chemistry, matter and the periodic table, molecular geometry, stoichiometry, bonding, thermodynamics, gases, and chemical equations. Curriculum in this course is a modification of the grade level standards but is aligned to the Illinois Learning Standards.</p> <p><b>Prerequisite:</b> IEP Team Recommendation</p>
<b><u>CHEMISTRY HONORS</u></b>  <b>Course #:</b> SC2251H/2252H  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	<p>This course is in the Biology-First pathway at the honors-level. This course covers similar topics as in Chemistry, but at a deeper level and at an accelerated pace, requiring strong math skills and increased student independence.</p> <p><b>Prerequisite:</b> Completion of Algebra I and teacher recommendation which will be based on a high level of ability in science, mathematics, and reading. This course is open to students who have completed freshman biology.</p>





# Department of Science

<b><u>METEOROLOGY &amp; ASTRONOMY MULTILINGUAL</u></b>  <b>Course #:</b> SC3401E  <b>Credit:</b> 0.5  <b>Grade Level:</b> 9-12	<p>This course is intended for students in the Multilingual Learners program. This Earth Science course offers insight into the environment on Earth and the Earth's environment in space. Topics include history of Earth as it relates to meteorology and astronomy. Curriculum in this course is a modification of the grade level standards but is aligned to the Illinois Learning Standards.</p> <p><b>Prerequisite:</b> Multilingual coordinator approval.</p>
<b><u>METEOROLOGY &amp; ASTRONOMY</u></b>  <b>Course #:</b> SC3401  <b>Credit:</b> 0.5  <b>Grade Level:</b> 10-12	<p>This course is in the Biology-First pathway. This Earth Science course offers insight into the environment on Earth and the Earth's environment in space. Topics include history of Earth as it relates to meteorology and astronomy.</p> <p><b>Prerequisite:</b> At least one year of high school science and teacher recommendation. This course is open to students who have completed freshman biology.</p>
<b><u>GEOLOGY &amp; OCEANOGRAPHY MULTILINGUAL</u></b>  <b>Course #:</b> SC3402E  <b>Credit:</b> 0.5  <b>Grade Level:</b> 10-12	<p>This course is intended for students in the Multilingual Learners program. This Earth Science course offers insight into the environment on Earth and the Earth's environment in space. Topics include history of the Earth as it relates to geology and oceanography. Curriculum in this course is a modification of the grade level standards but is aligned to the Illinois Learning Standards.</p> <p><b>Prerequisite:</b> Multilingual coordinator approval.</p>
<b><u>GEOLOGY &amp; OCEANOGRAPHY</u></b>  <b>Course #:</b> SC3402  <b>Credit:</b> 0.5  <b>Grade Level:</b> 10-12	<p>This course is in the Biology-First pathway. This Earth Science course offers insight into the environment on Earth and the Earth's environment in space. Topics include history of the Earth as it relates to geology and oceanography.</p> <p><b>Prerequisite:</b> At least one year of high school science and teacher recommendation. This course is open to students who have completed freshman biology.</p>
<b><u>EARTH SCIENCE HONORS</u></b>  <b>Course #:</b> SC2451H/2452H  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	<p>Earth Science Honors covers similar topics as Meteorology/Astronomy and Geology/Oceanography, but at a deeper level and at an accelerated pace, requiring strong reading and math skills and increased student independence. This course is housed at Central High School.</p> <p><b>Prerequisite:</b> High ability in science, mathematics, reading and teacher recommendation.</p> <p><b>Dual Credit Eligible:</b> Students enrolled in this course will be eligible to earn one semester of dual credit through College of DuPage.</p>



# Department of Science

<b><u>PHYSICS</u></b>  <b>Course #:</b> SE8101/SE8102  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9-12	<p>This course covers the skills and content of a first year physics course within the context of the Earth and its place in the Universe. Topics include science practices, waves, Big Bang, motion, plate tectonics, forces, energy, momentum, seasons and climate. Curriculum in this course is a modification of the grade level standards but is aligned to the Illinois Learning Standards.</p> <p><b>Prerequisite:</b> IEP Team Recommendation</p>
<b><u>PHYSICS</u></b>  <b>Course #:</b> SC3101/3102  <b>Credit:</b> 1.0  <b>Grade Level:</b> 11-12	<p>This course is in the Biology-First pathway. This course involves the study of the forces and laws of nature affecting matter, such as motion, momentum, energy, waves, circular motion, and electrostatics. A strong grasp of math is required.</p> <p><b>Prerequisites:</b> Concurrent enrollment in Algebra 2/Trigonometry or higher; Teacher recommendation. This course is open to students who have completed freshman biology.</p>
<b><u>AP PHYSICS 1</u></b>  <b>Course #:</b> SC3101A/3102A  <b>Credit:</b> 1.0  <b>Grade Level:</b> 11-12	<p>This first-year physics course is in the Biology-First pathway at the honors-level. This year-long course follows the College Board's Advanced Placement curriculum and parallels the first semester of algebra-based, college-level physics course work. Topics include kinematics, dynamics, circular motion, gravitation, energy momentum, simple harmonic motion, torque, and rotational motion. This course emphasizes high-level problem-solving. Students are expected to take the AP exam.</p> <p><b>Prerequisites:</b> Successful completion of Algebra 2/Trigonometry and teacher recommendation that will be based upon high level ability in science, mathematics and reading. This course is open to students who have completed freshman biology.</p>
<b>ADDITIONAL SENIOR ELECTIVE SCIENCE COURSES</b>	
<b><u>ANATOMY AND PHYSIOLOGY</u></b>  <b>Course #:</b> SC4511/4512  <b>Credit:</b> 1.0  <b>Grade Level:</b> 11-12	<p>This course develops students' understanding of the workings of the human body. Topics include cells, tissues, and functional systems such as the skeletal, muscular, circulatory, respiratory, digestive, reproductive, and nervous systems. Dissections are required and play an important role in the learning process of this course, and careers in health-related fields are emphasized. Reading and memorization are key skills required for this course.</p> <p><b>Prerequisite:</b> Successful completion of three years of science; Concurrent enrollment in third year of science is permitted; Teacher recommendation.</p>



# Department of Science

<b><u>EARTH SCIENCE HONORS</u></b>  <b>Course #:</b> SC2451H/2452H  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	<p>Earth Science Honors covers similar topics as Meteorology/Astronomy and Geology/Oceanography, but at a deeper level and at an accelerated pace, requiring strong reading and math skills and increased student independence. This course is housed at Central High School.</p> <p><b>Prerequisite:</b> High ability in science, mathematics, reading and teacher recommendation.</p> <p><b>Dual Credit Eligible:</b> Students enrolled in this course will be eligible to earn one semester of dual credit through College of DuPage.</p>
<b><u>AP BIOLOGY</u></b>  <b>Course #:</b> SC3301A/3302A  <b>Credit:</b> 1.0  <b>Grade Level:</b> 11-12	<p>This course is the third course in the PCB pathway or an elective course in the Biology-First pathway. This course follows the College Board's Advanced Placement curriculum and parallels two semesters of college-level biology course work. Topics include energetics, biochemistry, cellular biology, molecular biology, ecology, and population biology. Dissections or alternative projects may be incorporated in this course. This course is rigorous and fast paced, and high-level reading and note taking are required. Students are expected to take the AP exam.</p> <p><b>Prerequisite:</b> Students who started in 9th grade Physics may take AP Biology in 11th grade as their first biology course. Students who started in Biology need three years of science (can be concurrent), including a year of chemistry, to enroll in this course. Teacher recommendation.</p>
<b><u>AP CHEMISTRY</u></b>  <b>Course #:</b> SC4201A/4202A  <b>Credit:</b> 1.0  <b>Grade Level:</b> 11-12	<p>This second-year chemistry course follows the College Board's Advanced Placement curriculum and parallels two semesters of college-level chemistry course work. Topics include atomic structure and properties, chemical reactions, kinetics, thermodynamics, equilibrium, acids and bases, and applications of thermodynamics. This course is rigorous and fast paced, and emphasizes high-level problem solving. Students are expected to take the AP exam.</p> <p><b>Prerequisite:</b> Three years of science, including a year of Chemistry and a year of Physics and teacher recommendation. Concurrent enrollment in a third year of science is permitted.</p>
<b><u>AP ENVIRONMENTAL SCIENCE</u></b>  <b>Course #:</b> SC4401A/4402A  <b>Credit:</b> 1.0  <b>Grade Level:</b> 11-12	<p>This year-long course follows the College Board's Advanced Placement curriculum and parallels one semester of college-level environmental course work. Students explore the interrelationships of the natural world, identify and analyze environmental problems, evaluate the relative risks associated with the problems, and examine alternative solutions for resolving and/or preventing them. High-level reading and note taking are required. Students are expected to participate in course field trips and take the AP exam in early May.</p> <p><b>Prerequisite:</b> Successful completion of three years of science and teacher recommendation; Concurrent enrollment in a third year of science is permitted.</p>



# Department of Science

<p><b><u>AP PHYSICS C-M</u></b></p> <p><b>Course #:</b> SC4111A/4112A</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 11-12</p>	<p>This second-year physics course follows the College Board's Advanced Placement curriculum and parallels the first semester of AP Physics C, which is an in-depth investigation into calculus-based mechanics. This course is rigorous. Students are expected to take the Mechanics AP exam in early May.</p> <p><b>Prerequisite:</b> Concurrent with Honors Precalculus or AP Calculus AB or higher. Three years of science, including a year of Physics and teacher recommendation. Concurrent enrollment in a third year of science is permitted.</p>
<p><b><u>AP PHYSICS C</u></b></p> <p><b>Course #:</b> SC4101A/4102A</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade level:</b> 11-12</p>	<p>This second-year physics course follows the College Board's Advanced Placement curriculum and parallels two semesters of calculus-based, college-level physics course work. Topics include in-depth investigations into mechanics, electricity, and magnetism. This course is rigorous and fast paced, and emphasizes high-level problem-solving. Students are expected to take the AP exam.</p> <p><b>Prerequisite:</b> Concurrent enrollment in Calculus or higher. Three years of science, including a year of Physics and teacher recommendation. Concurrent enrollment in a third year of science is permitted.</p>



# Department of Social Studies

**Mission Statement:** The District 86 Social Studies program believes in supporting and challenging our students to grow personally, intellectually, and civically by providing a curriculum that reflects student identities and nurtures critical thinking, mindful inquiry, clear communication, and informed action. In order to create a more equitable world, we strive to prepare our students to engage in a rapidly changing and diverse society by encouraging students to empathize with others and to understand multiple perspectives.

SOCIAL STUDIES COURSE SEQUENCE INFORMATION		
Grade Level	Regular	Honors/AP
<b>Freshman</b>	World Cultures (1.0)	World Studies Honors (1.0) - South World History Honors (1.0) - Central
<b>Sophomore</b>	Civics* (0.5) <b>Electives:</b> <ul style="list-style-type: none"> <li>Global Issues (0.5)</li> <li>Economics □ (0.5)</li> <li>Criminal Law (0.5)</li> <li>Psychology 1 (0.5)- South</li> <li>Psychology 2 (0.5)- South</li> <li>American Diversity (0.5)- South</li> <li>Philosophy and Ethics (0.5)- South</li> <li>African American History (0.5)- Central</li> <li>Western Civilization (0.5)- Central</li> <li>East Asian Studies (0.5)- Central</li> </ul>	Electives: <ul style="list-style-type: none"> <li>AP European History (1.0)</li> <li>AP Psychology (1.0)- South</li> <li>AP Seminar (1.0)- Central</li> </ul>
<b>Junior</b>	US History ∞ (1.0)	AP US History ∞ (1.0)
<b>Junior/Senior</b>	<b>Electives:</b> <ul style="list-style-type: none"> <li>Global Issues (0.5)</li> <li>Economics □ (0.5)</li> <li>Criminal Law (0.5)</li> <li>Psychology 1 (0.5)</li> <li>Sociology (0.5)</li> <li>Psychology 2 (0.5)- South</li> <li>American Diversity (0.5)- South</li> <li>Philosophy and Ethics (0.5)- South</li> <li>African American History (0.5)- Central</li> <li>Western Civilization (0.5)- Central</li> <li>East Asian Studies (0.5)- Central</li> </ul>	AP Government and Politics* (0.5) Electives: <ul style="list-style-type: none"> <li>AP Microeconomic □ (0.5)</li> <li>AP Macroeconomics □ (0.5)</li> <li>AP Psychology (1.0)</li> <li>Philosophy Honors (0.5)- Central</li> <li>AP Seminar (1.0)- Central</li> </ul>
*Fulfills IL state Civics Requirement, ∞ Fulfills IL state US History Requirement, □ Fulfills D86 Consumer Education Requirement		
<b>All students are required to take:</b> <ul style="list-style-type: none"> <li>1.0 Credit - World Cultures or World Studies (HS)/ World History (HC) Honors</li> <li>1.0 Credit - US History or AP US History</li> <li>0.5 Credit - Civics or AP US Government and Politics</li> </ul>		



# Department of Social Studies

COURSE INFORMATION	
FRESHMAN COURSE OPTIONS	
<b><u>WORLD CULTURES</u></b>  <b>Course #:</b> SS1001/SS1002  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9	<p>An examination of global history, geography, economics, culture, government and contemporary concerns. Development of reading, writing, thinking, and communication skills are emphasized. Extensive use of maps, primary and secondary sources, and reading strategies.</p> <p>This course fulfills the ISBE Computer Literacy requirement.</p>
<b><u>WORLD CULTURES</u></b>  <b>Course #:</b> SE5101/SE5102  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9-12	<p>An examination of global history, geography, economics, culture, government and contemporary concerns. Development of reading, writing, thinking, and communication skills are emphasized. Extensive use of maps, primary and secondary sources, and reading strategies. Curriculum in this course is a modification of the grade level standards but is in alignment with the Illinois Social Studies Standards.</p> <p><b>Prerequisite:</b> IEP team Recommendation</p>
<b><u>WORLD CULTURES</u></b> <b><u>MULTILINGUAL</u></b>  <b>Course #:</b> SS1031E/SS1032E  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9-11	<p>This course is designed to meet the needs of Multilingual Learners. An examination of global history, geography, economics, culture, government and contemporary concerns. Development of reading, writing, thinking, and communication skills are emphasized. Extensive use of maps, primary and secondary sources, and reading strategies.</p> <p>This course fulfills the ISBE Computer Literacy requirement.</p>
<b><u>WORLD HISTORY</u></b> <b><u>HONORS</u></b> (HC ONLY)  <b>Course #:</b> SS1851H/SS1852H  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9	<p>This course surveys broadly, chronologically, and topically, the chief features of various civilizations, cultures, nations, and major concepts throughout world history. The historical development of Eastern and Western civilizations are explored. Core material is organized around a textbook; however, extensive supplemental reading is required. Students will be challenged with a variety of assessments including tests, papers, speeches, debates, presentations, and cooperative learning activities.</p> <p>This course fulfills the ISBE Computer Literacy requirement.</p>





# Department of Social Studies

<b><u>WORLD STUDIES HONORS</u></b> (HS ONLY)  <b>Course #:</b> SS1951H/SS1952H  <b>Credit:</b> 1.0 <b>Grade Level:</b> 9	<p>An in-depth study of important episodes in World History from Renaissance to modern times. The historical development of modern problems is emphasized. Extensive supplemental reading is required. Development of writing skills is an important goal of this course.</p> <p>This course fulfills the ISBE Computer Literacy requirement.</p>
<b>US HISTORY REQUIREMENT COURSE OPTIONS</b>	
<b><u>U.S. HISTORY</u></b>  <b>Course #:</b> SS3001/SS3002  <b>Credit:</b> 1.0  <b>Grade Level:</b> 11	<p>Juniors are required to pass U.S. History or AP U.S. History.</p> <p>Students practice critical inquiry into the past in relation to the present. The course explores the major events, personalities and issues which have played a part in the evolution of the American democratic republic. Students are evaluated on written projects, tests, and class participation. A key component of this class is practice and performance by each student in creating an effective Document Based Essay.</p>
<b><u>US HISTORY</u></b>  <b>Course #:</b> SE5201/SE5202  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9-12	<p>Students practice critical inquiry into the past in relation to the present. The course explores the major events, personalities and issues which have played a part in the evolution of the American democratic republic. Students are evaluated on written projects, tests, and class participation. A key component of this class is practice and performance by each student in creating an effective Document Based Essay. Curriculum in this course is a modification of the grade level standards but is in alignment with the Illinois Social Studies Standards.</p> <p><b>Prerequisite:</b> IEP Team Recommendation</p>
<b><u>U.S. HISTORY MULTILINGUAL</u></b>  <b>Course #:</b> SS3031E/SS3032E  <b>Credit:</b> 1.0  <b>Grade Level:</b> 11, 12	<p>This course is designed to meet the needs of Multilingual Learners. Students practice critical inquiry into the past in relation to the present. The course explores the major events, personalities and issues which have played a part in the evolution of the American democratic republic. Students are evaluated on written projects, tests, and class participation. A key component of this class is practice and performance by each student in creating an effective Document Based Essay.</p>





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<b><u>AP U.S. HISTORY</u></b>  <b>Course #:</b> SS3001A/SS3002A  <b>Credit:</b> 1.0  <b>Grade Level:</b> 11	<p>Juniors are required to pass U.S. History or AP U.S. History.</p> <p>AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.</p> <p>Students enrolling in AP US History may not be able to drop to regular U.S. History in the same school year.</p>
<b>CIVICS REQUIREMENT COURSE OPTIONS</b>	
<b><u>CIVICS</u></b>  <b>Course #:</b> SS2013  <b>Credit:</b> 0.5  <b>Level:</b> 10-12	<p>An action-focused analysis of government and politics in the United States. Students learn to interpret American politics through a curriculum focused on political beliefs and behaviors, the US Constitution, and the three branches of government. The course includes instruction on government institutions, discussion of current and controversial issues, service learning, and simulations of democratic processes.</p> <p>This course fulfills the Illinois requirement of one semester of civics education, as well as the mandated study of the U.S. and Illinois Constitution.</p>
<b><u>CIVICS</u></b>  <b>Course #:</b> SE7303  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9-12	<p>An action-focused analysis of government and politics in the United States. Students learn to interpret American politics through a curriculum focused on political beliefs and behaviors, the US Constitution, and the three branches of government. The course includes instruction on government institutions, discussion of current and controversial issues, service learning, and simulations of democratic processes. Curriculum in this course is a modification of the grade level standards but is in alignment with the Illinois Social Studies Standards.</p> <p>This course fulfills the Illinois requirement of one semester of civics education, as well as the mandated study of the US and Illinois Constitution.</p> <p><b>Prerequisite:</b> IEP Team Recommendation</p>



# Department of Social Studies

<b><u>CIVICS MULTILINGUAL</u></b>  <b>Course #:</b> SS2033E  <b>Credit:</b> 0.5  <b>Grade Level:</b> 11-12	<p>This course is designed to meet the needs of Multilingual Learners. An action-focused analysis of government and politics in the United States. Students learn to interpret American politics through a curriculum focused on political beliefs and behaviors, the US Constitution, and the three branches of government. The course includes instruction on government institutions, discussion of current and controversial issues, service learning, and simulations of democratic processes.</p> <p>This course fulfills the Illinois requirement of one semester of civics education, as well as the mandated study of the US and Illinois Constitution.</p>
<b><u>AP US GOVERNMENT &amp; POLITICS</u></b>  <b>Course #:</b> SS4413A  <b>Credit:</b> 0.5  <b>Grade Level:</b> 11, 12	<p>AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.</p> <p>This course fulfills the Illinois requirement of one semester of civics education, as well as the mandated study of the US and Illinois Constitution.</p>
<b>SOCIAL STUDIES ELECTIVE COURSE OPTIONS</b>	
<b><u>AMERICAN DIVERSITY AND MULTICULTURAL STUDIES</u></b> (HS ONLY)  <b>Course #:</b> SS2253  <b>Credit:</b> .5  <b>Grade Level:</b> 10-12	<p>This course includes the study of United States history from the perspectives of race, religion, gender, ethnicity, and class. Topics will include understanding the diverse demographic that is "The American People," and an in-depth examination of some of the major racial and ethnic groups that have come together to form the American experience. Beyond racial and ethnic identities, the course will examine socio-economic identities and emerging new conversations around sexuality and gender identity.</p>
<b><u>AP EUROPEAN HISTORY</u></b>  <b>Course #:</b> SS4001A/SS4002A  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	<p>AP European History traces the political, social, economic, intellectual, and cultural development of European Civilization from the Renaissance to the present. Focus will be placed on the development of college level reading and writing skills. Students will learn to use and evaluate primary sources, write critical essays, and analyze historical interpretations.</p>



# Department of Social Studies

<b><u>AP MACROECONOMICS</u></b>  <b>Course #:</b> SS4123A  <b>Credit:</b> 0.5  <b>Grade Level:</b> 11-12	<p>AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.</p> <p>This course fulfills the state mandate for consumer education.</p>
<b><u>AP MICROECONOMICS</u></b>  <b>Course #:</b> SS4223A  <b>Credit:</b> 0.5  <b>Grade Level:</b> 11-12	<p>AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.</p> <p>This course fulfills the state mandate for consumer education.</p>
<b><u>AP PSYCHOLOGY</u></b>  <b>Course #:</b> SS4301A/SS4302A  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12 South 11-12 Central	<p>AP Psychology explores the ideas, theories, and methods of the scientific study of behavior and mental processes. You'll examine the concepts of psychology through reading and discussion and you'll analyze data from psychological research studies (College Board).</p>
<b><u>AFRICAN AMERICAN HISTORY</u></b> (HC ONLY)  <b>Course #:</b> SS2553  <b>Credit:</b> 0.5  <b>Grade Level:</b> 10-12	<p>African American History focuses on the unique contributions that slaves from Africa, and their descendents, have made toward the cultural and historical legacy of our nation. Topics of study will include the changing legal and social definitions of race in America, the efforts of African Americans to resist servitude, emancipation and its aftermath, the Harlem/Chicago Renaissance, the Civil Rights movement, and contemporary issues facing African Americans. Students will examine historical sources, with a special focus on the art and music created by African Americans. Assessments will include an oral history project, debates, creative projects, essays, and exams.</p>
<b><u>CRIMINAL LAW</u></b>  <b>Course #:</b> SS4503  <b>Credit:</b> 0.5  <b>Level:</b> 10-12	<p>An introductory legal course which examines many elements of the criminal legal system, including criminal legal responsibility, offenses, defenses, punishment, and sentencing. Students in this course will develop verbal and written skills necessary for criminal legal practice. In addition to using contemporary legal cases, a wide variety of teaching methods are used including mock trials, mock jury simulations, and videos.</p>



# Department of Social Studies

<b><u>EAST ASIAN STUDIES</u></b> (HC ONLY)  <b>Course #:</b> SS2653  <b>Credit:</b> 0.5  <b>Level:</b> 10-12	East Asian Studies will examine the history and culture of China, Japan, and Korea. Possible topics of study include the Samurai code of Bushido, the emergence of Japan as a colonial power, comparing American and Japanese accounts of WWII, the division of Korea, the development of nuclear weapons by North Korea, and the emergence of China as a 21st century global superpower. The course is project, writing, and discussion oriented. Students will be challenged to avoid ethnocentrism and to understand these civilizations from the perspective of the people who came from them.
<b><u>ECONOMICS</u></b>  <b>Course #:</b> SS2353  <b>Credit:</b> 0.5  <b>Grade Level:</b> 10-12	Should the government raise the minimum wage? Is globalization and free trade good for America? How can I retire as a millionaire? Learn the answers to these questions and more through this highly interactive class. In Economics, you will read articles and watch videos that help you discuss and debate critical issues in microeconomics, macroeconomics and personal finance. You will demonstrate your learning through projects, presentations, writing blog/discussion posts and quizzes. The course meets your consumer economics requirement while helping you think more critically about the world and how you can change it.  This course fulfills the state mandate for consumer education.
<b><u>GLOBAL ISSUES</u></b>  <b>Course #:</b> SS2453  <b>Credit:</b> 0.5  <b>Grade Level:</b> 10-12	Global Issues examines several major contemporary political, social, and diplomatic dilemmas of the 21st century. After tracing the historical roots of contemporary issues, students will analyze and evaluate each issue from a variety of perspectives. Possible topics include the proliferation of nuclear weapons, human rights and genocide, democracy and dissent, the future of the Middle East, the "war on terror," U.S. foreign policy since Vietnam, and major domestic challenges. Active student participation on a daily basis and developing written and oral arguments are major components of a student's grade.
<b><u>PHILOSOPHY &amp; ETHICS</u></b> (HS ONLY)  <b>Course #:</b> SS2853  <b>Credit:</b> 0.5  <b>Grade Level:</b> 10-12	Philosophy and Ethics will offer interested and intellectually curious students the opportunity to reflect on fundamental questions related to the human condition, such as the basis of knowledge, ethical theories and issues, artificial intelligence, free will versus determinism, and the meaning of evil and suffering. The goal of the course is to raise important issues that will spur students to further inquiry, study, and application in their own lives. Much of the class will involve reading, discussion, and writing. Students will be expected to read carefully, write critically, and participate in class discussion.



# Department of Social Studies

<b><u>PHILOSOPHY HONORS</u></b> (HC ONLY)  <b>Course #:</b> SS4853H  <b>Credit:</b> 0.5  <b>Level:</b> 11, 12	Philosophy Honors will offer interested and intellectually curious students the opportunity to reflect on the big questions of the human condition, such as knowledge, ethics, artificial intelligence, free will versus determinism, rational proofs for the existence of God, and the meaning of evil and suffering. The goal of the course will not be to cover a group of philosophers, but to raise important issues that will spur students to further inquiry, study, and application in their own lives. The class relies on discussion, demonstrations, debates, films, and reflection on assigned texts. Philosophy is an honors level course.
<b><u>PSYCHOLOGY 1</u></b>  <b>Course #:</b> SS4603  <b>Credit:</b> 0.5  <b>Grade Level:</b> 10-12 South 11-12 Central	An introduction to the principles of human behavior, including learning, human development, altered states, memory, sensation and perception, and abnormal psychology. Some typical activities include discussions, experiments, readings, and a variety of audio-visual materials. Much importance is placed on classroom discussion.
<b><u>PSYCHOLOGY 2</u></b> (HS ONLY)  <b>Course #:</b> SS2952  <b>Credit:</b> 0.5  <b>Grade Level:</b> 10-12	An inquiry based course focused on student selected topics in psychology. Students will engage in extensive psychological research, and will present findings. Content is selected on individual, small group, and whole class levels.  <b>Prerequisite:</b> Psychology 1 or AP Psychology
<b><u>SOCIOLOGY</u></b>  <b>Course #:</b> SS4803  <b>Credit:</b> 0.5  <b>Grade Level:</b> 11-12	Sociology is the study of how groups affect human behavior. In this course we will examine the principles of sociology and apply them to current problems that face American society. The course focuses on developing students' viewpoints and insights on problems facing American society through small group and class discussions.
<b><u>WESTERN CIVILIZATION</u></b> (HC ONLY)  <b>Course #:</b> SS2153  <b>Credit:</b> 0.5  <b>Grade Level:</b> 10-12	Western Civilization is a survey of the history of Western Civilization beginning with the influence of Greece and Rome, and ending in the early twentieth century. Students will explore the historical trends, events, and ideas that have come to shape society today.



# Department of Special Education

**Mission Statement:** *The mission of the District 86 Special Education Department is to foster an equitable and accessible educational environment. By working collaboratively with students, parents, staff, and the community, we will provide curricula and instruction to ensure students will self-advocate and achieve goals in post-secondary education, employment, training, and independent living.*



**Special  
Education**

*Learning knows no bounds.*

## SPECIAL EDUCATION COURSE INFORMATION

### **STRATEGIES 9/10**

**Course #:**

SE1881/1882

**Credit:** 0.5

**Grade Level:** 9-10

Strategies is a structured environment where students can receive assistance in accessing the general education and special education curriculum as well as work on identified IEP goal areas. In addition students will also receive instruction on executive functioning skills such as organization, time management and test preparation. Students may also seek out departmental support/resources, schedule guidance appointments, related services, and make up tests/quizzes. A final component of this class is to continue the process of post-secondary planning. This course can be taken multiple times.

**Prerequisite:** IEP Team Recommendation

### **STRATEGIES 11/12**

**Course #:**

SE1891/1892

**Credit:** 0.5

**Grade Level:** 11-12

Strategies is a structured environment where students can receive assistance in accessing the general education and special education curriculum as well as work on identified IEP goal areas. In addition students will also receive instruction on executive functioning skills such as organization, time management and test preparation. Students may also seek out departmental support/resources, schedule guidance appointments, related services, and make up tests/quizzes. A final component of this class is to continue the process of post-secondary planning. This course can be taken multiple times.

**Prerequisite:** IEP Team Recommendation





# Department of Special Education

<b><u>Program Success</u></b>  <b>Course #:</b> SE1991/1992  <b>Credit:</b> 0.5  <b>Grade Level:</b> 9-12	<p>Program Success is a structured environment where students can receive assistance in accessing the general education and special education curriculum as well as work on identified IEP goal areas. In addition students will also receive instruction on executive functioning skills such as organization, time management and test preparation. In addition to these academic supports Program Success provides students an opportunity to process interactions that have occurred which are having a social emotional impact on the student. Students may also seek out departmental support/resources, schedule guidance appointments, related services, and make up tests/quizzes. Social work services are embedded into this classroom curriculum. A final component of this class is to continue the process of post-secondary planning. This course can be taken multiple times.</p> <p><b>Prerequisite:</b> IEP Team Recommendation</p>
<b>FOUNDATIONS COURSE INFORMATION</b>	
<b><u>Foundations English</u></b>  <b>Course #</b> SE1011/SE1012  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9-12	<p>This course explores fundamental elements of reading, writing, listening and speaking skills that can be generalized in various facets of daily life. This course can be taken multiple times. Pass/Incomplete grades are issued for this course. Curriculum in this course is a modification of the grade level standards but is in alignment with the Illinois Learning Standards.</p> <p><b>Prerequisite:</b> IEP Team Recommendation</p>
<b><u>Foundations Math</u></b>  <b>Course #:</b> SE1031/SE1032  Level: 9-12 Credit: 1.0	<p>This course explores fundamental math concepts that can be generalized in various facets of daily life. Curriculum includes problem solving and computations, money and number sense, and basic estimation and measurement. Basic analytical methods, geometry and data analysis are also emphasized. This course can be taken multiple times. Pass/Incomplete grades are issued for this course. Curriculum in this course is a modification of the grade level standards but is in alignment with the Illinois Learning Standards</p> <p><b>Prerequisite:</b> IEP Team Recommendation</p>
<b><u>Foundations Social Studies</u></b>  <b>Course #:</b> SE0041/SE0042  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9-12	<p>The goal of this course is for students to develop an understanding of citizenship that can be generalized in various facets of daily life. Students will enhance their basic understanding of history, government, and social systems through the exploration of current and historical events. This course can be taken multiple times. Pass/Incomplete grades are issued for this course. Curriculum in this course is a modification of the grade level standards but is in alignment with the Illinois Learning Standards.</p> <p><b>Prerequisite:</b> IEP Team Recommendation</p>





# Department of Special Education

<p><b><u>Foundations Science</u></b></p> <p><b>Course #:</b> SE0081/0082</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 9-12</p>	<p>Students will investigate key elements of physical and social wellness that can be generalized in various facets of daily life, including proper nutrition, sleep, self-care, and exercise. They will explore the benefits of leisure activities and socialization. Students will also explore fundamental concepts, principles and interconnections of life, physical and earth sciences. This course can be taken multiple times. Pass/Incomplete grades are issued for this course. Curriculum in this course is a modification of the grade level standards but is in alignment with the Illinois Learning Standards.</p> <p><b>Prerequisite:</b> IEP Team Recommendation</p>
<p><b><u>Community-Based Instruction</u></b></p> <p><b>Course #:</b> SE2001/2002</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 9-12</p>	<p>Students enrolled in this course focus on applying consumer skills to real world opportunities through weekly community experiences. Students learn functional life skills of communication, budgeting, consumer economics, self-advocacy, socialization, and recreation/leisure skills. This course can be taken multiple times. Pass/Incomplete grades are issued for this course. Curriculum in this course is a modification of the grade level standards but is in alignment with the Illinois Learning Standards.</p> <p><b>Prerequisite:</b> IEP Team Recommendation</p>
<p style="text-align: center;"><b>DISTRICT WIDE PROGRAMING</b></p>	
<p><b><u>HAVEN</u></b></p> <p><b>Grade Level:</b> 9-12</p> <p><b>Credit:</b> Received by course</p>	<p>HAVEN (Hinsdale Area's Vision of Emotional Needs) is a self-contained therapeutic program committed to providing quality special education services to students who need additional social, emotional, and academic support beyond what can be provided in the general education setting. Entrance into the HAVEN Program occurs as a result of thorough planning and consideration by the student's home school and IEP team, which includes parents/guardians. The HAVEN Program is designed to provide a positive learning environment where students can develop successful academic behaviors, increased self-awareness and attentional control, reduced impulsivity, increased emotional regulation, and improved interpersonal effectiveness. Mastery of these skills will lead to reintegration into the general education setting, and will prepare students to achieve their postsecondary goals. District 86 will provide each student with an optimal learning experience that includes grade level academics in a well structured, safe, engaging, and responsive environment with increased therapeutic support offered through a team of highly qualified individuals.</p> <p><b>Prerequisite:</b> IEP Team Recommendation and Director of Special Education Approval.</p>



# Department of Special Education

## **BASES**

**Grade Level:** 9-12

**Credit:** Received by course

BASES (Building Academic and Social and Emotional Skills), is a self-contained therapeutic program committed to providing quality special education services to diverse learners who need additional social and emotional support beyond what can be provided in the instructional and general education settings. Entrance into the BASES Program occurs as a result of thorough planning and consideration by the student's home school and IEP team, which includes parents/guardians. The BASES Program is designed to provide a positive learning environment where students can develop successful academic behaviors, increased self-awareness and attentional control, reduced impulsivity, increased emotional regulation, and improved interpersonal effectiveness. Mastery of these skills will prepare students to achieve their secondary and postsecondary goals. District 86 will provide each student with an optimal learning experience that includes a well structured, safe, engaging, and responsive environment with increased therapeutic support offered through a team of highly qualified individuals.

**Prerequisite:** IEP Team Recommendation and Director of Special Education Approval.



# Department of World Languages

**Mission Statement:** The D86 World Language Department believes in the potential of every individual to learn another language. We will develop critical literacy and communication skills through engagement with authentic language resources that help students construct their own worldview to participate in global communities. Our classrooms are inclusive and supportive communities of learners that affirm the identities of all students while deepening their global awareness, cultural appreciation, and empathy for others.



Helping today's students become tomorrow's global citizens.

## COURSE SEQUENCE INFORMATION

Level	French	German	Latin	Spanish	American Sign Language (ASL)
1	French 1 or 1 Honors*	NOT offered starting in 2025-2026	Latin 1 or 1 Honors*	Spanish 1	American Sign Language 1
2	French 2 or 2 Honors*	German 2 or 2 Honors*	Latin 2 or 2 Honors*	Spanish 2 or 2 Honors*	American Sign Language 2
3	French 3 Honors*	German 3 Honors*	Latin 3-4 Latin Literature or Latin 3-4 Latin Literature Honors*	Spanish 3 or 3 Honors*	
4	French 4 Honors* or AP French* (HS ONLY)	German 4 Honors or AP German*	Latin 3-4 Survey or AP Latin*	Spanish 4 or <b>Hinsdale Central:</b> <ul style="list-style-type: none"> <li>AP Spanish Language*</li> <li>Spanish 5 Honors*: Latin American Studies</li> </ul> <b>Hinsdale South:</b> <ul style="list-style-type: none"> <li>AP Spanish Language*</li> </ul>	
5/ AP	AP French*			<b>Hinsdale Central:</b> <ul style="list-style-type: none"> <li>Spanish 5 Honors*: Latin American Studies</li> <li>AP Spanish Language*</li> <li>AP Spanish Literature*</li> </ul> <b>Hinsdale South:</b> <ul style="list-style-type: none"> <li>Spanish 5 Honors*</li> <li>AP Spanish Language</li> </ul>	

*\*Honors and AP placement with department approval*

Students are able to move from regular to honors throughout their high school experience. Students may enter the sequence at different points given their prior experience with the language as determined by a placement test. For Spanish Language Arts for bilingual English-Language Learner students, please see the Multilingual Learner Department Program of Studies.



# Department of World Languages

## COURSE INFORMATION

### GENERAL WORLD LANGUAGE COURSES

#### **ETYMOLOGY**

**Course #:**  
WL2601/WL2602

**Credit:** 0.5

**Grade Level:** 9-12

Etymology is designed to increase one's knowledge and understanding of English vocabulary through the study of the most important Greek and Latin roots. Students learn to discover meanings of words through recognition and interpretation of their elements. The skills learned in Etymology equip students to decode vocabulary words encountered elsewhere (transfer of knowledge). The ability to memorize is a necessary fundamental skill. Recommended for all qualifying students who would like to develop their vocabulary before taking standardized tests.

### FRENCH LANGUAGE COURSES

#### **FRENCH 1**

**Course #:**  
WL1111/WL1112

**Credit:** 1.0

**Grade Level:** 9-12

French 1 is an introduction to the French language and French-speaking cultures around the world. An immersive listening and speaking experience, based on everyday situations is provided. Through consistent daily use of French, students actively engage in a variety of structured activities, interactive conversations, games, and short presentations that develop their basic language skills of listening, speaking, reading, and writing. Though this is a beginning level course, students are expected to use French to the extent possible.

#### **FRENCH 1 HONORS**

**Course #:**  
WL1111H/WL1112H

**Credit:** 1.0

**Grade Level:** 9-12

In French 1 Honors the student will be introduced to the French language and culture. The sequential core material for this course is the same as French 1. The pace may be accelerated; the depth of the coverage is expanded, and additional authentic resources are added in order to allow for more investigation of the language and culture. Furthermore, French 1 Honors students are expected to speak as much French as possible in class.

**Prerequisite:** Departmental approval required. Students who have taken French in middle school may not register for this course.

#### **FRENCH 2**

**Course #:**  
WL2121/WL2122

**Credit:** 1.0

**Grade Level:** 9-12

This course is a continuation of the first level course, developing more complex reading, writing, speaking, and listening skills with a goal of increased grammatical accuracy. Students are expected to function in French to a greater extent, and all four skills are evaluated. Cultural topics will be explored throughout the year. This course is conducted in French to a greater extent than French 1.

**Prerequisite:** French 1 or French 1 Honors



# Department of World Languages

<b><u>FRENCH 2 HONORS</u></b>  <b>Course #:</b> WL2121H/WL2122H  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9-12	<p>This course is a continuation of the first level course, developing more complex reading, writing, speaking, and listening skills with a goal of increased grammatical accuracy. Although the core material for this course is the same as French 2, this course is more rigorous and allows for more investigation of the language and culture. The materials used in this course are authentic sources in order to further develop students' proficiency. All modes of communication are practiced and assessed regularly. This course is designed for students who have had success in French 1 and who demonstrate the characteristics of a self-directed and motivated language learner. This course is conducted extensively in French.</p> <p><b>Prerequisite:</b> French 1 or French 1 Honors and Departmental approval.</p>
<b><u>FRENCH 3</u></b>  <b>Course #:</b> WL3131/WL3132  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9-12	<p>This course provides more extensive development and practice in listening, speaking, reading, and writing as well as increased awareness of and focus on French-speaking cultures while honing grammar skills. New thematic topics and grammar concepts are introduced to students. All modes of communication are practiced and assessed regularly. This course is conducted in French to a greater extent than French 2.</p> <p><b>Prerequisite:</b> French 2 or French 2 Honors</p>
<b><u>FRENCH 3 HONORS</u></b>  <b>Course #:</b> WL3131H/WL3132H  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9-12	<p>In this course previously learned skills are enhanced. A thematic approach is used to integrate advanced learning in speaking, writing, reading, and listening. The sequential core material for this course is the same as French 3. The pace is accelerated; the breadth and scope of the coverage is expanded. Material is added in order to allow more investigation of the language and culture. The course is conducted entirely in French; students are expected to respond to in-class discussion with thoughtfulness and linguistic sophistication.</p> <p><b>Prerequisite:</b> French 2 or French 2 Honors and departmental approval.</p>
<b><u>FRENCH 4</u></b>  <b>Course #:</b> WL4141/WL4142  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	<p>This course is a continuation of the third level course, developing more complex reading, writing, speaking, and listening skills with a goal of increased grammatical accuracy. French 4 provides an opportunity for students to develop their fluency through intensive conversational practice and grammar study. Culture is studied through reading, viewing, and listening to a variety of authentic resources. Students are expected to respond to in-class discussion with thoughtfulness and linguistic sophistication.</p> <p><b>Prerequisite:</b> French 3 or French 3 Honors</p>



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<p><b><u>FRENCH 4 HONORS</u></b> (HC ONLY)</p> <p><b>Course #:</b> WL4141H/WL4142H</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 10-12</p>	<p>French 4 Honors is the study of the history and art of France throughout the centuries (prehistory to present times). Class activities include discussions of prepared reading selections, oral presentations, and the intensive study of one film. The course of study covers systematic grammar review and more extensive composition practice than French 4. Inasmuch as this course leads sequentially to the AP French Language &amp; Culture course, the course content is supplemented with more challenging reading materials and special emphasis is put on oral proficiency.</p> <p><b>Prerequisite:</b> French 3 or French 3 Honors and departmental approval.</p>
<p><b><u>AP FRENCH LANGUAGE &amp; CULTURE</u></b></p> <p><b>Course #:</b> WL4151A/WL4152A</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 11-12</p>	<p>AP French Language &amp; Culture is conducted exclusively in French utilizing authentic materials from the French-speaking cultures. Students have regular and ample opportunities to improve all four language skills and to prepare for the AP Language and Culture Exam. Course content comes from authentic sources produced by native speakers intended for a native speaker audience. This AP course provides intensive and extensive reading, discussion, and analysis in French of diverse sources. The analysis of these sources will specifically target the following AP themes: Personal and Public Identities, Family and Community, Contemporary Life, Global Challenges, Science and Technology, and Beauty and Aesthetics. Language skills are not taught in isolation, but rather integrated to communicate about a wide range of topics and media. The class prepares students to take the AP Exam in French Language &amp; Culture. This course is conducted entirely in French; students are expected to respond to in-class discussion with thoughtfulness and linguistic sophistication.</p> <p><b>Prerequisite:</b> French 4 or French 4 Honors and departmental approval.</p>



# Department of World Languages

GERMAN LANGUAGE COURSES	
<b><u>GERMAN 2</u></b>  <b>Course #:</b> WL2221/WL2222  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9-12	<p>This course is a continuation of the first level course, developing more complex reading, writing, speaking, and listening skills with a goal of increased grammatical accuracy. Students are expected to function in German to a greater extent, and all four skills are evaluated. Cultural topics will be explored throughout the year. This course is conducted in German to a greater extent than German 1.</p> <p><b>Prerequisite:</b> German 1 or German 1 Honors.</p>
<b><u>GERMAN 2 HONORS</u></b>  <b>Course #:</b> WL2221H/WL2222H  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	<p>This course is a continuation of the first level course, developing more complex reading, writing, speaking, and listening skills with a goal of increased grammatical accuracy. Although the core material for this course is the same as German 2, this course is more rigorous and allows for more investigation of the language and culture. The materials used in this course are authentic sources in order to further develop students' proficiency. All modes of communication are practiced and assessed regularly. This course is designed for students who have had success in German 1 and who demonstrate the characteristics of a self-directed and motivated language learner. This course is conducted exclusively in German.</p> <p><b>Prerequisite:</b> German 2 or German 2 Honors and Departmental approval.</p>
<b><u>GERMAN 3</u></b>  <b>Course #:</b> WL3231/WL3232  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	<p>This course provides more extensive development and practice in listening, speaking, reading, and writing as well as increased awareness of and focus on German-speaking cultures, while honing grammar skills. New thematic topics and grammar concepts are introduced to students. All modes of communication are practiced and assessed regularly. This course is conducted in German to a greater extent than German 2.</p> <p><b>Prerequisite:</b> German 2 or German 2 Honors</p>
<b><u>GERMAN 3 HONORS</u></b>  <b>Course #:</b> WL3231H/WL3232H  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	<p>In this course previously learned skills are enhanced. A thematic approach is used to integrate advanced learning in speaking, writing, reading, and listening. The sequential core material for this course is the same as German 3. The pace is accelerated; the breadth and scope of the coverage is expanded. Material is added in order to allow more investigation of the language and culture. The course is conducted entirely in German; students are expected to respond to in-class discussion with thoughtfulness and linguistic sophistication.</p> <p><b>Prerequisite:</b> German 2 or German 2 Honors and departmental approval.</p>





# Department of World Languages

<p><b><u>GERMAN 4</u></b></p> <p><b>Course #:</b> WL4241/WL4242</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 10-12</p>	<p>This course is a continuation of the third level course, developing more complex reading, writing, speaking, and listening skills with a goal of increased grammatical accuracy. German 4 provides an opportunity for students to develop their fluency through intensive conversational practice and grammar study. Culture is studied through reading, viewing, and listening to a variety of authentic resources. Students are expected to respond to in-class discussion with thoughtfulness and linguistic sophistication.</p> <p><b>Prerequisite:</b> German 3 or German 3 Honors</p>
<p><b><u>AP GERMAN LANGUAGE &amp; CULTURE</u></b></p> <p><b>Course #:</b> WL4251A/WL4252A</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 11-12</p>	<p>AP German Language &amp; Culture is conducted exclusively in German utilizing authentic materials from the German-speaking cultures. Students have regular and ample opportunities to improve all four language skills and to prepare for the AP Language and Culture Exam. Course content comes from authentic sources produced by native speakers intended for a native speaker audience. This AP course provides intensive and extensive reading, discussion, and analysis in German of diverse sources. The analysis of these sources will specifically target the following AP themes: Personal and Public Identities, Family and Community, Contemporary Life, Global Challenges, Science and Technology, and Beauty and Aesthetics. Language skills are not taught in isolation, but rather integrated to communicate about a wide range of topics and media. The class prepares students to take the AP Exam in German Language &amp; Culture. This course is conducted entirely in German; students are expected to respond to in-class discussion with thoughtfulness and linguistic sophistication.</p> <p><b>Prerequisite:</b> German 4 or German 4 Honors and Departmental approval.</p>



# Department of World Languages

LATIN LANGUAGE COURSES	
<b><u>LATIN 1</u></b>  <b>Course #:</b> WL1311/WL1312  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9-12	Latin 1 is an introduction to the language, culture, and civilization of the Romans. Students begin by learning the unique demands of an inflected language and are then introduced to Latin morphology, the declensions of its nouns and the conjugation of its verbs. Gradually, elements of syntax and grammar introduce the students to the fundamental requirements needed to read Latin. Students actively engage in a variety of structured activities, games, and short presentations that develop their basic language skills in reading, translating, and writing in Latin. Roman and Greek mythology and Roman daily life comprise the cultural component of the course.
<b><u>LATIN 1 HONORS</u></b>  <b>Course #:</b> WL1311H/WL1312H  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9-12	The sequential core material for this course is the same as Latin 1. The pace is more rigorous; the breadth and scope of the course are expanded and material is added to explore the language more deeply.  <b>Prerequisite:</b> Departmental approval.
<b><u>LATIN 2</u></b>  <b>Course #:</b> WL2321/WL2322  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	This course reviews and builds on the grammatical and structural foundations established in Latin 1. An emphasis is placed on reading and comprehending Latin. Students will learn intermediate grammar and read longer passages in Latin. The cultural focus of the course will be the formation and development of the Roman civilization with an emphasis on key figures and events in Roman history.  <b>Prerequisite:</b> Latin 1 or Latin 1 Honors.
<b><u>LATIN 2 HONORS</u></b>  <b>Course #:</b> WL2321H/WL2322H  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9-12	This course reviews and builds on the grammatical and structural foundations established in Latin 1. An emphasis is placed on reading and comprehending Latin. Students will learn all of the advanced grammar of the language and move on to their first experiences with unadulterated Latin. Students will deepen their knowledge of Latin vocabulary through class work and assessments. The cultural focus will be on the evolution of the Roman state from monarchy to Republic and Republic to Empire with an emphasis on key figures and events in Roman history.  <b>Prerequisite:</b> Latin 1 or Latin 1 Honors and departmental approval.



# Department of World Languages

<p><b><u>LATIN 3-4 LATIN LITERATURE</u></b></p> <p><b>Course #:</b> WL3331/WL3332</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 11-12</p> <p><b>Offered:</b> 2026-2027</p>	<p>This course is a survey of Latin literature sampling several genres including letters, oratory, epigram, history, narrative, philosophy, lyric and elegiac poetry. The survey is designed to further develop students' translation abilities as they review essential grammar and vocabulary. The work will explore the boundaries of each genre and its specific application. Attention will also be paid to the larger historical context of the authors and their works to provide students with an upper level understanding of Roman thought and custom.</p> <p><i>Latin 3-4 Latin Literature and Latin 3- 4 Caesar/Vergil are offered in alternate years only. In 2026-2027 Latin 3-4 Latin Literature will be offered. In 2025-2026 Latin 3-4 Caesar/Vergil will be offered.</i></p> <p><b>Prerequisite:</b> Latin 2 or Latin 2 Honors.</p>
<p><b><u>LATIN 3-4 SURVEY</u></b></p> <p><b>Course #:</b> WL4361/WL4362</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 11-12</p> <p><b>Offered:</b> 2025-26</p>	<p>This course will provide a broad exposure to Vergil's Aeneid and Caesar's Commentarii de Bello Gallico. The course establishes the larger political, historical, and literary contexts through which these works can best be understood. Special attention will be paid to the authors' use of rhetorical and poetic figures of speech, diction, imagery, and manipulations of the Latin language, as well as the larger themes of both works.</p> <p><i>Latin 3-4 Latin Literature and Latin 3- 4 Survey are offered in alternate years only. In 2025-2026 Latin 3-4 Survey will be offered. In 2026-2027 Latin 3-4 Latin Literature will be offered.</i></p> <p><b>Prerequisite:</b> Latin 2 or Latin 2 Honors</p>
<p><b><u>LATIN LITERATURE HONORS</u></b></p> <p><b>Course #:</b> WL3331H/WL3332H</p> <p><b>Credit:</b> 1.0</p> <p><b>Grade Level:</b> 11-12</p> <p><b>Offered:</b> 2026-27</p>	<p>This course is a survey of Latin literature, and it also introduces students to the intensive study of major Latin authors, including Cicero, Ovid, and Catullus. The survey is designed to further develop students' translation abilities as they review essential grammar and vocabulary. Attention will also be paid to the larger historical context of the authors and their works. This course alternates yearly with AP Latin.</p> <p><i>Latin Literature Honors and AP Latin Caesar/Vergil are offered in alternate years only. In 2026-2027 Latin Literature Honors will be offered. In 2025- 2026 AP Latin Caesar/Vergil will be offered. More information will be provided to interested students at the beginning of the 2025-2026 school year.</i></p> <p><b>Prerequisite:</b> Latin 2 or Latin 2 Honors and departmental approval.</p> <p><b>Dual Credit Eligible:</b> This course may be offered for dual credit through Loyola University Chicago.</p>



# Department of World Languages

## **AP LATIN SURVEY**

### **Course #:**

WL4361/WL4362

### **Credit:** 1.0

### **Grade Level:** 11-12

### **Offered:** 2025-26

This course follows the AP Latin syllabus prescribed by the College Board. Students will read required selections from Caesar's De Bello Gallico and Vergil's Aeneid as well as other authors. The course will necessarily focus on the stylistic qualities of poetry and prose, Vergil and Caesar, and the historical context of each work. Attention will also center on how the two authors approach the issues of Roman imperialism, the consequences of war, the portrayal of non-Romans, the nature of leadership, and the role of a state-driven propaganda among others. This course alternates yearly with Latin Literature Honors.

*Latin Literature Honors and AP Latin are offered in alternate years only. In 2025-2026 AP Latin Survey will be offered. In 2026-2027 Latin Literature Honors will be offered.*

**Prerequisite:** Latin 2 or Latin 2 Honors and departmental approval.

**Dual Credit Eligible:** Pending confirmation of approval, this course may be offered for dual credit through Loyola University Chicago. More information will be provided to interested students at the beginning of the 2025-2026 school year.



# Department of World Languages

SPANISH LANGUAGE COURSES	
<b><u>SPANISH 1</u></b>  <b>Course #:</b> WL1411/WL1412  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9-12	Spanish 1 is a first year course designed to introduce the Spanish language and Spanish-speaking cultures. An immersive listening and speaking experience, based on everyday situations is provided. Through consistent daily use of Spanish, students actively engage in a variety of structured activities, interactive conversations, games, and short presentations that develop their basic language skills of listening, speaking, reading, and writing. Though this is a beginning level course, students are expected to use Spanish to the extent possible.
<b><u>SPANISH 2</u></b>  <b>Course #:</b> WL2421/WL2422  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9-12	<p>This course is a continuation of the first level course, developing more complex reading, writing, speaking, and listening skills with a goal of increased grammatical accuracy. Students are expected to function in Spanish to a greater extent, and all four skills are evaluated. Cultural topics will be explored throughout the year. This course is conducted in Spanish to a greater extent than Spanish 1.</p> <p><b>Prerequisite:</b> Spanish 1 or departmental approval.</p>
<b><u>SPANISH 2 HONORS</u></b>  <b>Course #:</b> WL2421H/WL2422H  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9-12	<p>This course is a continuation of the first level course, developing more complex reading, writing, speaking, and listening skills with a goal of increased grammatical accuracy. Although the core material for this course is the same as Spanish 2, this course is accelerated and allows for more investigation of the language and culture. The materials used in this course are authentic sources in order to further develop students' proficiency. All modes of communication are practiced and assessed regularly. This course is designed for students who have had success in Spanish 1 (or the junior high equivalent) and who demonstrate the characteristics of a self-directed and motivated language learner. This course is conducted extensively in Spanish.</p> <p><b>Prerequisite:</b> Spanish 1 and departmental approval.</p>
<b><u>SPANISH 3</u></b>  <b>Course #:</b> WL3431/WL3432  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9-12	<p>This course provides more extensive development and practice in listening, speaking, reading, and writing as well as increased awareness of and focus on Spanish-speaking cultures, while honing grammar skills. New thematic topics and grammar concepts are introduced to students. All modes of communication are practiced and assessed regularly. This course is conducted in Spanish to a greater extent than is Spanish 2.</p> <p><b>Prerequisite:</b> Spanish 2 or Spanish 2 Honors</p>



# Department of World Languages

<b><u>SPANISH 3 HONORS</u></b>  <b>Course #:</b> WL3431H/WL3432H  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9-12	<p>In this course previously learned skills are enhanced. A thematic approach is used to integrate advanced learning in speaking, writing, reading, and listening. The sequential core material for this course is the same as Spanish 3. The pace is accelerated; the breadth and scope of the coverage is expanded. Material is added in order to allow more investigation of the language and culture. The course is conducted entirely in Spanish; students are expected to respond to in-class discussion with thoughtfulness and linguistic sophistication.</p> <p><b>Prerequisite:</b> Spanish 2, Spanish 2 Honors, Spanish Language Arts, and departmental approval.</p>
<b><u>SPANISH 4</u></b>  <b>Course #:</b> WL4441/WL4442  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	<p>This course is a continuation of the third level course, developing more complex reading, writing, speaking, and listening skills with a goal of increased grammatical accuracy. Spanish 4 provides an opportunity for students to develop their fluency through intensive conversational practice and grammar study. Culture is studied through reading, viewing, and listening to a variety of authentic resources. Students are expected to respond to in-class discussion with thoughtfulness and linguistic sophistication.</p> <p><b>Prerequisite:</b> Spanish 3, Spanish 3 Honors, or Spanish Language Arts</p>
<b><u>SPANISH 5 HONORS: LATIN AMERICAN STUDIES</u></b> (HC ONLY - Replaced with a common course SY26-27)  <b>Course #:</b> WL4521H/WL4522H  <b>Credit:</b> 1.0  <b>Grade Level:</b> 10-12	<p>This course offers the opportunity to learn about Latin American cultures through historical readings, authentic literature, and films. The focus of this course is to increase students' understanding of the history and culture of Latin America while also improving fluency in oral and written communication skills through formal and informal speaking and writing activities. The class is conducted entirely in Spanish, and students are expected to communicate in the target language. This course is designed for students who have had success in Spanish 3 Honors, Spanish Studies, or AP Spanish Language and Culture.</p> <p><b>Prerequisite:</b> Spanish 4 or Spanish Language Arts and departmental approval.</p>
<b><u>SPANISH 5 HONORS</u></b> (HS ONLY - Replaced with a common course SY26-27)  <b>Course #:</b> WL4511H/WL4512H  <b>Credit:</b> 1.0  <b>Grade Level:</b> 12	<p>Spanish 5 Honors develops students' listening comprehension, speaking, reading, and writing skills and expands knowledge of the culture and civilization of Spanish-speaking countries. It includes reading and discussion of modern texts, conversation, composition, grammar review, and cultural activities. This course is offered for dual credit with the College of DuPage. Students who successfully complete this course will earn both 1 high school credit from Hinsdale South and 6 lecture hours (college credits) for SPAN 2251 and SPAN 2252 from the College of DuPage.</p> <p><b>Prerequisite:</b> Spanish 4 or Spanish Language Arts and departmental approval.</p>



# Department of World Languages

## **AP SPANISH LANGUAGE & CULTURE**

**Course #:**  
WL4451A/WL4452A

**Credit:** 1.0

**Grade Level:** 11-12

AP Spanish Language & Culture is conducted exclusively in Spanish utilizing authentic materials from Spanish-speaking cultures. Students have regular and ample opportunities to improve all four language skills and to prepare for the AP Language and Culture Exam. Course content comes from authentic sources produced by native speakers intended for a native speaker audience. This AP course provides intensive and extensive reading, discussion, and analysis in Spanish of diverse sources. The analysis of these sources will specifically target the following AP themes: Personal and Public Identities, Family and Community, Contemporary Life, Global Challenges, Science and Technology, and Beauty and Aesthetics. Language skills are not taught in isolation, but rather integrated to communicate about a wide range of topics and media. The class prepares students to take the AP Exam in Spanish Language & Culture. This course is conducted entirely in Spanish; students are expected to respond to in-class discussion with thoughtfulness and linguistic sophistication..

**Prerequisite:** Credit for previous level and departmental approval.

## **AP SPANISH LITERATURE & CULTURE**

(HC ONLY - Anticipated  
Alignment SY27-28)

**Course #:**  
WL4461A/WL4462A

**Credit:** 1.0

**Grade Level:** 11-12

The AP Spanish Literature course is based on those representative works required by the College Board for the AP Spanish Literature and Culture Exam. This course surveys the history and literature of Spain and Hispanic America in a chronological fashion relating each work to the 6 course themes and the historical context. All genres are represented and media sources are used regularly to assist in comprehension and analysis. Students are required to read and write outside of class, take part in classroom discussions, listening practices, present reports, and compose essays in order to prepare for the AP exam in Spanish Literature and Culture.

**Prerequisite:** Credit for previous level and departmental approval.





# Department of World Languages

AMERICAN SIGN LANGUAGE	
<b><u>AMERICAN SIGN LANGUAGE 1</u></b>  <b>Course #</b> DH1001/DH1002  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9-12	<p>American Sign Language 1 is an introduction to American Sign Language and Deaf culture. An immersive performance based environment which includes interactive practice of the language with staff, peers and the use of technology, along with direct visual presentation of materials will be utilized. Students are actively engaged in expressive and receptive skills in ASL, understanding basic vocabulary, grammatical structures, and appropriate use of space and body. Deaf culture topics such as Hearing loss, Assistive technology, and Deaf perspectives are also covered. Attendance and participation are key to success in this class and students are expected to use ASL to the extent possible. NCAA approved course.</p> <p><b>Dual Credit:</b> This course may be offered for dual credit through The College of DuPage.</p>
<b><u>AMERICAN SIGN LANGUAGE 2</u></b>  <b>Course #</b> DH2001/DH2002  <b>Credit:</b> 1.0  <b>Grade Level:</b> 9-12	<p>An immersive performance based environment which includes interactive practice of the language with staff, peers and the use of technology, along with direct visual presentation of materials. Students are actively engaged in advanced skills taught in the course which include expressive and receptive skills in ASL, understanding proper/conceptual vocabulary, grammatical structures, and appropriate use of space and body. Topics such as Interpreting, Classifiers, and a range of projects will be included. An understanding and respect for Deaf culture will be reinforced throughout the year. Attendance and participation are key to success. This class is conducted extensively in ASL.</p> <p><b>Dual Credit:</b> This course may be offered for dual credit through The College of DuPage.</p>



# Student Aide Program

**Overview:** District 86 has a student aide program that allows students to work with a teacher and/or department within the school to assist. The student aide opportunities are listed below. Students in the program must attend each day they are in school similar to a class. Students' acceptance in each program is contingent upon approval from the proper office. Upon successful completion of the semester, students can earn 0.25 credits per semester. The course can be repeated multiple times. Students will earn general credit upon completion of the course. Students who do not attend and/or do not complete the desired tasks may be dropped from the course. An aide course is in place of a study hall. Students can not have both a study hall and aide period within the same semester.

## COURSE INFORMATION

<b><u>TEACHER'S AIDE</u></b>  <b>Course #</b> AX1011/1012  <b>Credit:</b> 0.25  <b>Grade Level:</b> 9-12	<p>The Teacher's Aide program offers students a unique opportunity to work closely with a teacher and gain hands-on experience in the classroom environment. Aides may assist with a variety of tasks, such as preparing instructional materials, organizing classroom resources, grading basic assignments, and/or helping with technology. This program is ideal for students who are interested in education.</p> <p><b>Prerequisite:</b> Enrollment is contingent upon teacher approval and approval by the Department Chair.</p>
<b><u>DEAN'S AIDE</u></b>  <b>Course #</b> AX1021/1022  <b>Credit:</b> 0.25  <b>Grade Level:</b> 9-12	<p>Students who serve as Dean's Office Aides play a valuable role in supporting the administrative functions of the Dean's Office. Aides will help with essential tasks such as delivering passes to students, filing documents, organizing office materials, and/or supporting school wide attendance processes. Consistent attendance is required for successful completion.</p> <p><b>Prerequisite:</b> Enrollment in this program is contingent upon approval from the Dean's Office and the Director of Deans.</p>
<b><u>COUNSELING AIDE</u></b>  <b>Course #</b> AX1031/1032  <b>Credit:</b> 0.25  <b>Grade Level:</b> 9-12	<p>The Counseling Office Aide program provides students the chance to work directly with staff to gain a better insight into the operations of the counseling department. Aides will assist with clerical duties such as organizing student files, running passes, preparing informational packets, and/or helping with special projects related to student services. This role is well-suited for students who have an interest in counseling, psychology, or social work.</p> <p><b>Prerequisite:</b> Enrollment in this program is contingent upon approval from the Counseling Office and the Director of Counseling.</p>



# Student Aide Program

<b><u>NURSE'S AIDE</u></b>  <b>Course #</b> AX1051/1052  <b>Credit:</b> 0.25  <b>Grade Level:</b> 9-12	<p>The Nurse's Office Aide program allows students to work closely with the school nurse and assist with the daily operations of the health office. Responsibilities may include running passes, organizing supplies, preparing health-related materials, and assisting with various tasks that support student wellness. This program is ideal for students interested in healthcare.</p> <p><b>Prerequisite:</b> Enrollment in this program is contingent upon approval from the Nurse's Office and the school Nurse or the Director of Deans.</p>
<b><u>ATHLETICS &amp; ACTIVITIES AIDE</u></b>  <b>Course #</b> AX1071/1072  <b>Credit:</b> 0.25  <b>Grade Level:</b> 9-12	<p>The Athletics &amp; Activities Aide program gives students the opportunity to support the school's athletics and extracurricular activities departments. Athletic Aides will assist with tasks such as folding, inventorying, and storing uniforms, help stock and maintain sports hospitality refrigerators, and assist with the maintenance of athletic vehicles and golf carts. Other tasks may include, finding lock combinations, ordering sports awards, checking out and checking in uniforms, cleaning locker rooms, and collecting post-season football equipment. Activities aid will assist with tasks such as event organization, clerical work, inventory management, scheduling, and the promotion of school events. This role provides valuable experience for students interested in sports management, event planning, or school leadership.</p> <p><b>Prerequisite:</b> Enrollment in this program is contingent upon approval from the Activities and/or Athletic Director.</p>