

# STUDENT COURSEBOOK 2013-2014



www.niles219.org

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Cover Artwork Designed by Niles West student, Nicole Neinow, '15 Coursebook Designed by Deanna Sortino (Art Teacher at Niles North and Niles West High School) This coursebook may be changed at any time at the sole discretion of the Board of Education and/or the Superintendent, whichever has the appropriate jurisdiction, subject only to mandatory collective bargaining requirements.

Niles Township High School District 219 ensures equal opportunities regardless of race, sex, national origin, religion, age, or handicap.

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# **District Information**

#### **NILES NORTH HIGH SCHOOL**

9800 N. Lawler Ave. Skokie, IL 60077 847.626.2000

#### **NILES WEST HIGH SCHOOL**

5701 W. Oakton St. Skokie, IL 60077 847.626.2500

### **BOARD OF EDUCATION**

Robert Silverman, President Sheri B. Doniger, Vice President Ruth Klint, Secretary Carlton D. Evans, Secretary Jeffrey D. Greenspan Lynda Smith Eileen Valfer

### **ADMINISTRATION**

#### **DISTRICT**

Superintendent	Dr. Nanciann Gatta	626-3960
Assistant Superintendent (Curriculum)	Dr. Anne Roloff	626-3955
Assistant Superintendent (Human Resources)	Mr. John Heintz	626-3972
Assistant Superintendent of Special Education	Dr. Pete Marcelo	626-3990



#### **NILES CENTRAL**

TAIL		
Principal	Dr. John Frampton	626-3120
N	ILES NORTH	
Principal	Dr. Ryan McTague	626-2011
Assistant Principal for Operations	Mr. Keith Robinson	626-2021
Assistant Principal for Student Services	Ms. Bridget Connolly	626-2391
Athletic Director	Mr. Karl Costello	626-2281
Director of Special Education	Ms. Jennifer Sterpin	626-2341
English & Reading	Mr. Tony Bradburn	626-2091
Mathematics & Computer Science	Mr. David Wartowski	626-2270
Physical Education	Mr. Paul Swanson	626-2288
	NILES WEST	
Principal	Dr. Jason Ness	626-2510
Assistant Principal for Operations	Mr. Kendall Griffin	626-2520
Assistant Principal for Student Services	Mr. Antwan Babakhani	626-2930
Athletic Director	Mr. David Rosengard	626-2801
Director of Special Education	Ms. Lanee Walls	626-2880
English & Reading	Ms. Sanlida Cheng	626-2930
Math & Computer Science	Mr. Bob Williams	626-2741
Physical Education	Mr. Joaquin Stephenson	626-2828

### **DEPARTMENTAL DIRECTORS AT NORTH & WEST**

Applied Sciences & Technology	Mr. Chris Powell	626-2060
Fine Arts	Mr. Jason Brown	626-2050
Science	Ms. Lois Wisniewski	626-2221
Social Studies	Mr. Scott Dahlberg	626-2311
Summer School Principal	Dr. Edmund Murphy	626-2534
World Languages & ELL	Dr. Edmund Murphy	626-2130
ELL and Director of Equity	Mrs. Corrie Wallace	626-3131

# **GRADUATION** REQUIREMENTS

Only students who have fulfilled District 219's graduation requirements and have paid all current and past due school fees and fines (unless eligible for a waiver of school fees) may participate in the graduation ceremony and receive a diploma. Graduation requirements for District 219 are not to be interpreted as meeting college or university admission requirements. Parents and students are responsible for investigating college admission requirements. The Niles North and Niles West guidance counselors and college/career counselors are available to assist in the interpretation of college admission requirements.

SUBJECT	# CREDITS REQUIRED	COMMENTS
Consumer Education	1	Consumer Education or 2 semesters of Business and Technology will satisfy this requirement.
English	8	2 in Freshman English, 2 in Sophomore English, 2 in American Literature & Composition, and any option of 2 credits in Senior English Skills, 2 in College Preparatory English, 2 in AP English, or 1 credit in College Preparatory English along with 1 credit in an English elective.
Applied/Fine Art	2	Consumer Education will not count toward this requirement.
Math	6	2 credits must be in a 1st year Algebra course or a course for which 1st year Algebra is a prerequisite and 2 credits must be in a course that contains Geometry content or a course for which Geometry is a prerequisite.
Physical Education and Health	1 for each sem in D219	For most students, this will be 8 credits plus meeting the health proficiency. The Health Graduation Requirement is embedded in Sophomore PE.
Public Speaking	1	Beginning with the class of 2016, one semester of public speaking is required. This requirement may be fulfilled by taking one of the following classes: Public Speaking, Theatre Workshop, Broadcasting Production, or Introduction to Debate.
Reading		4 credits of reading may be required for those students who score at or below district expectations on a standardized test, as defined in administrative procedures.
Science	6 (starting with the class of 2017)	2 credits in Biology and 4 credits in the physical sciences (Chemistry or Physics)
Social Studies	6	2 credits in Global Studies, 2 credits in U.S. History, 1 credit in Western Civilization, and 1 credit in a S.S. elective – Both semesters of AP European History satisfy the Western Civilization and S.S. elective requirement.
Electives	9	Additional credits not used to satisfy the above requirements.
Writing		All Seniors must successfully write a research paper.  Of the 36 required academic credits, 4 must be in writing intensive courses as designated in the student coursebook directly underneath the titles of selected English and Social Studies courses.
PSAE		All students must take the Prairie State Achievement Exam.
U.S. Constitution Exam		All students must pass the U.S. Constitution Exam which is part of the U.S. History course.
TOTAL	44	36 academic credits plus 8 PE credits if enrolled in District 219 for eight semesters.

# **GRADUATION REQUIREMENTS CHECKLIST**

By using this checklist and the 4-year plan worksheet on page 5, students can see which graduation requirements they have completed. This can be helpful in planning with your counselor for the next year. Make sure you refer to page 3 for District 219's complete explanation of each graduation requirement. Remember that 1 semester equals 1 credit. Please be advised these are District 219 graduation requirements, not college admission requirements. See your Guidance Counselor and your College/Career Counselor if you have any questions.

ARTS  a, business, applied tech, engi-
a, business, applied tech, engi-
mily and consumer sciences.
(1 credit)
dits)
ears of the same foreign language
uired academic credits, esignated as writing intensive.
assedYESNC
<b>Exam</b> YES NC

## Worksheet for High School 4-Year Plan

CTI IDENT:	COLINSELOR:	VR OF CRAD.
STUDENT:	COUNSELON.	TH OF GHAD

	Semester	Freshman	Sophomore	Junior	Senior
English	1st				
	2nd				
Mathematics	1st				
	2nd				
Science	1st				
	2nd				
Social Studies	1st				
	2nd				
World	1st				
Languages	2nd				
Physical	1st				
Education	2nd				
Electives	1st				
(Fine Arts/	1st				
App. Science &	2nd				
Tech/Other)	2nd				
Public Speaking (Class of 2016)	1st or 2nd				

#### **SUMMER PLANS**

PRE-FRESHMEN	PRE-SOPHOMORE	PRE-JUNIOR	PRE-SENIOR

## **Guide for Academic Preparation**

## TYPES OF PROGRAMS

Academic Areas*	District 219 Requirements  Most State Universities, Private Universities, and Colleges		Highly Selective Institutions	Community College Career Programs, Vocational Schools
ENGLISH	4 Years	4 Years	4 Years	4 Years
MATHEMATICS	3 Years	3 to 4 Years Algebra Geometry Algebra 2 Trigonometry	4 Years	2 Years
SCIENCE	3 Years (Beginning with the class of 2017)	3 to 4 Years core areas Biology Chemistry Physics	4 Years Biology Chemistry Physics AP	3 Years
SOCIAL SCIENCE	3 Years	3 to 4 Years	4 Years	2 Years
FOREIGN LANGUAGE	None Require**	2 to 4 Years	2 to 4 Years	None Required

\*Basic computer skills are helpful in all areas. Additional District 219 requirements include: health, consumer education, physical education, fine or applied arts and reading (based on placement testing.) Elective courses in art, business education, engineering technology, family and consumer sciences, and music may be valuable in exploring areas of interest; however, most colleges view these as strictly supplementary.

The first step in preparing for college is to take the essential courses while in high school. Colleges expect a student to select a curriculum that will challenge and interest you. You should take 4 – 5 academic courses each year and take honors or advanced classes as appropriate for you.

The chart above compares the academic expectations of various post high school opportunities available to graduates. It is intended only as a general guide. Counselors act as resource people but many specific questions are better directed to the college or university admissions staff. Final admissions decisions are always up to the colleges. They are usually based on the number of academic courses and the grade point average in those courses as well as the student scores on standardized admissions tests (ACT, SAT) and academic rigor.

<sup>\*\*</sup> Foreign language preparation may be recommended or required by colleges or universities.

# General Information

### **Admission To College**

College-bound students must plan their elective courses carefully, for long-term preparation begins when students first think about their four-year program of high school studies. College-bound students must learn, in advance, about general patterns of college entrance requirements. As they progress toward narrowing and clarifying their choices, they must evaluate their own achievement record and check to be sure that they have upto-date information on the schools which interest them - including the admission requirements for any specific school.

The guidance staff assists all of our students, the college-bound, the vocationally-oriented, and students who are still uncertain of their direction or goals.

The Niles Township High Schools are accredited by the Illinois State Board of Education and the North Central Association of Colleges and Schools.

## 300-Minute Day

Students, at each class level, freshman through senior, must meet the 300-minute day requirement. To meet this state mandate, a student must be under the supervision of a teacher (lunch is not included) through regular classroom instruction, Cooperative Vocational Education, homeroom

assignment to a study hall, or service in the Student Volunteer Program. Part-time students who are home-schooled or attend private school are exempt from this requirement.

# Normal Course Load (Policy 6:300-Ap1)

Full-time students must be assigned a schedule that includes 8 periods under teacher supervision (lunch is not included). Full-time students must be scheduled for a minimum of six (6) credits and a maximum of seven (7) credits per semester which include Physical Education. Students who wish to take fewer than five (5) credits or more than seven (7) credits must complete a "Request for Variation From Normal Course Load" Form (6:300-E1). The Assistant Principal for Student Services will make the final decision.

# **Early Graduation** (Policy 6:300)

Students who have met all graduation requirements may apply for early graduation (Form 6:300-E3) upon completion of at least six (6) semesters of school attendance.



# Repeating Courses (Policy 6:280-Ap1)

The following courses may be repeated and will earn a credit for each semester in which a passing grade is earned: Art courses, STEM Inquiry and Research, Building Trades, Debate, Post-Calculus Topics, Mathematical Modeling and Research, Advanced Hebrew Topics, Advanced Theatre Studio, Yearbook Production, Newspaper Production, Orchestra, Band, Choir (all levels), Fashion Workshop, Commercial Foods, Child Development Workshop, Independent Study, and Junior/Senior Physical Education, Special Education Reading 1-2, Special Education Reading 3-4. For all other courses, credit can only be given once and the following rules will apply:

1. Depending on course availability, students may repeat courses in which they have earned a grade of "F", "WF", "WP", "D", "AU" or, if there are extraordinary circumstances and prior approval is received from the Assistant Principal for Pupil Personnel Services, a grade of "C". The transcript is a record of all courses attempted. Both the original and repeat courses and grades will appear on the student's transcript, but the better of the two grades will be used in awarding credit and in calculating the student's unweighted and weighted GPAs.

# **Standards For Promotion** (Policy 6:280-Ap2)

To be promoted to Sophomore status, students must have earned at least 10 credits by the end of the second semester in high school.

To be promoted to Junior status, students must have earned 2 credits in Freshman English, 2 credits in Sophomore English, and at least 16 other credits (20 total credits) by the end of the fourth semester in high school.

To be promoted to Senior status, students must have earned 2 credits in Freshman English, 2 credits in Sophomore English, 2 credits in Junior English and at least 22 other credits (28 total credits) by the end of the sixth semester in high school.

Exceptions to this policy must be approved by the Building Principal or designee in consultation with the relevant subject director(s).

## Athletic And Extra-Curricular Eligibility (Policy 6:190-Ap1)

Students participating in the school's interscholastic athletic program or other extra-curricular activities must be enrolled in at least four (4) credits each semester. In addition, they must be passing at least four (4) courses which earn a credit every grading period to remain eligible to participate on an athletic team or other extra-curricular activities. Drivers Education does not count. It is recommended that student athletes take at least five (5) courses that earn a credit every grading period.



# Physical Education Exemption Procedures (Policy 6:310-Ap3)

Only junior and senior students, who meet specific criteria, are eligible for an exemption from Physical Education. Refer to the Physical Education section in this course book for the specific criteria.

### **Grading System** (Policy 6:280-Ap3)

Student academic achievement is assessed in terms of the attainment of measurable specific skills and content-area knowledge, as determined by each department's set of standards for instruction and curriculum. Grading will not be used for disciplinary purposes.

Student academic achievement is reported by using the following percentages and lettering grades for quarter and semester grades for all courses:

Grade	Percentage	Meaning of Grade	Count in GPA?	May Be Repeated?
А	90-100%	high achievement	yes	no
В	80-89%	above average achievement	yes	no
С	70-79%	average achievement	yes	only in extraordinary cases
D	60-69%	below average achievement	yes	yes
F	59% and below	failing	yes	yes
Р		passing in a pass/fail course	no	no
F*		failing in a pass/fail course	no	yes
WF		withdrawn failing	yes	yes
WP		withdrawn passing no		yes
IN	IN incomplete		no	N/A
AU	J audit		no	yes
R		indicates grade of course repeated	no	only one repeat is allowed, unless it is a graduation requirement, if the prior grade is C, D, F, F*, WF

#### **Curriculum Guide and Common Assessment**

Beginning in the 2009-10 school year, all departments will review the curriculum guide and develop a common final assessment for each course (if one does not exist). Each course will have a District-wide core curriculum guide and complementing common final assessment, which will be administered each semester, beginning in the 2009-2010 school year with all courses meeting this requirement by the end of the 2010-2011 school year. These assessments will be administered during the specified final exam days at the end of each semester.

# Weight of Final Exams in Computing Students' Final Course Grade:

Each course must have a final exam that counts for between 15 and 25 percent of the final course grade. The same grading scales and percentages for final exams will be implemented for all like courses. The common final assessment in any course may count for the entire final exam grade, or, if used in conjunction with a teacher-generated final exam, it must count for at least 10 percent of the final course grade. The teacher-generated final will then count between 5 and 15 percent of the final course grade.

\*Note implementation timeline above.

### Incompletes (IN) (Policy 6:280-Ap3)

Teachers may allow students to earn an incomplete grade for the marking period in the case of extended illness or other extraordinary emergency that prevents a student from meeting all the requirements of the course within the established time frame. The teacher who issued the incomplete grade determines the deadline for accepting the student's missed assignment(s). The deadline established by the teacher must be within the first 30 school days of the following marking period. Failure by the student to adhere to the teachers deadline will automatically result in the incomplete grade being changed to a failing grade.

## Withdrawn Passing (WP) And Withdrawn Failing (WF)

If a student is withdrawn from a class before the end of the semester, the student will receive a Withdrawn Passing (WP) or Withdrawn Failing (WF) grade on his/her transcript. A WP grade on the transcript indicates that the student was passing the class at the time he/she was withdrawn. A WF grade on the transcript indicates that the student was failing the class at the time he/she was withdrawn. A WF is included in the student's weighted and unweighted grade point averages



### Audit (AU) (Policy 6:280-Ap3)

The audit option allows students to explore an area of study without the pressure of receiving a grade that impacts grade point average. (Only a grade of "AU" will appear on the transcript.) The student must attend the class for at least as many sessions as required for a regular grade for the "AU" designation to be recorded on his/her transcript.

- 1. Current students who wish to audit a course must make the request within the first two (2) weeks of the semester, using the Audit Option Request Form (6:280-E2).
- 2. Current students may register for an audit only when there are available seats in the course at the time of the request.
- 3. Current students may not change an audit grade to a letter grade after the audit request is approved.
- 4. Transfer students may be given audit status in one or more courses for the initial semester of enrollment (See 7:50-AP2).
- 5. Transfer students who earn the equivalent grade of A, B, or C by the end of the initial semester may have the audit grade changed to a letter grade carrying credit, with the approval of the teacher and the Director of Instruction (See 7:50-AP2).

## **Audit (AU) For Late Transfer Enrollment (Policy 7:50-Ap2)**

Transfer students who enroll in the District after the first six (6) weeks of the semester will be given audit status upon enrollment if they have not previously attended another school that semester or are placed in a new course. Teachers may, with the approval of the Director of Instruction, change the audit grade to a letter grade carrying credit if students earn the equivalent grade of A, B or C. The Assistant Principal for Pupil Personnel Services will be responsible for notifying the students of this restriction.



# Weighted and Unweighted Grades and Grade Point Averages

1. Letter grades are assigned a different point value at each class level as follows, with the College Prep/ General Education courses serving as our standard:

Level	Α	В	С	D	F
General Ed/College Prep	4.0	3.0	2.0	1.0	0
Honors	4.5	3.5	2.5	1.5	0
Advanced Placement	5.0	4.0	3.0	2.0	0

A weighted and an unweighted grade point average are calculated for each student, every semester. All courses are included in these averages except for driver education, correspondence courses, pass/fail courses, audit and independent study courses, and courses taken as part of an exchange program.

#### 2. Grandfathering

Beginning with the graduating class of 2014, class ranking will no longer be used. Weighted and unweighted grade point averages will appear on the transcript.

Beginning with the graduating class of 2015, PE will be included in the weighted and unweighted grade point average.



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# **Honor Roll And Unweighted Grade Point Average**

The unweighted grade point average is cumulative and includes all courses except Driver Education (Behind-the-Wheel). This unweighted grade point average is based on the standard 4.0 scale and will apply only to courses that carry these grades:

A=4; B=3; C=2; D=1; F=0; and WF=0.

# The Honor Roll is calculated on unweighted grades for a single marking period.

To be eligible for the honor roll, a student:

- 1. Must be carrying three (3) or more graded courses for credit
- 2. Cannot receive an F in any course
- 3. Cannot have an Incomplete (INC) for any course

At the end of a semester, the honor roll calculation is determined by adding the unweighted grade points and dividing them by the number of credit courses. Example: A student had five courses for credit and the end-of-semester grades were:

2 "A's", 1 "B", and 2 "C's"

(2x4) + (1x3) + (2x2) = 15 points

15 (points) divided by 5 (credit courses) = 3.0 (unweighted grade point average)

There are two (2) levels of the Honor Roll:

- Very High Achievement (Purple or Red Certificate) 3.5 – 4.0 grade point average for a marking period or semester
- High Achievement (White Certificate) 3.0 –
   3.49 grade point average for a marking period or semester

Scholarship Keys: On an annual basis, students who are the recipients of the Honor Roll Certificates are awarded a scholarship key (gold, silver, or bronze). A student's eligibility for a key is calculated after the 3rd, 5th, and 7th semesters. Students earn honor credit toward a key on the basis of two (2) points/semester for Very High Achievement and one (1) point/semester for High Achievement.

Gold Key.....13 - 14 points

Silver Key......9 - 12 points

Bronze Key..... 5 - 8 points

Seniors who are in the upper 5% of their graduating class will receive a Gold Key; seniors who are in the upper 10% will receive a Silver Key; and seniors who are in the upper 15% will receive a Bronze Key.

# **Changes In Course Selections (Policy 7:30-Ap1)**

#### DROPPING A COURSE

With the permission of a student's parent(s)/ guardian(s), the Director of Instruction, and the approval of his/her counselor, a student may drop a course without penalty until the published deadline established by the building. After this date, a student may only drop a course for one of these reasons:

- 1. Failure in a prerequisite course
- 2. Completion of the course in summer school
- 3. Change in the level of a course approved by the Teacher, Counselor, and Director of Instruction
- 4. Unusual and/or extraordinary circumstances, approved by Director of Instruction
- 5. Review Board recommendation, if request is referred by the Director of Instruction
- 6. Staffing decision

#### **ADDING A COURSE**

If a course is not already at maximum class size and teacher load permits, a student may add a course until the fifth day of the semester.

## LEVEL CHANGES FOR STUDENTS WITH PLACEMENT RECOMMENDATIONS

During the first 15 school days of placement in a new course (first or second semester), the parent and/or student may request a level change within the course. The request will be honored provided that:

- 1. The parent and/or student has consulted with the teacher and appropriate Director of Instruction.
- 2. Removal from the course does not cause insufficient enrollment for the course to be offered.
- 3. Space is available in the new course.

After the first 15 days in a semester and until the end of the 1st quarter in that same semester, level changes will be initiated only at the request of the teacher under all of the following circumstances:

- 1. The student's quarter grade indicate a necessity for level change (D or F to move down one level; A to move up one level).
- 2. The student has expended maximum effort to receive his/her grade (i.e., taking notes in class, doing homework and seeing a teacher for extra help).
- 3. Space is available in the new course.

Exceptions may be made in cases of prolonged illness in consultation with the teacher, counselor, parent, and Director of Instruction.

Following this teacher-initiated change request, parents, students, counselor, and Director of Instruction will be involved in providing input for the final decision. Students and/or parents will make the final decision on whether to make a change from the original placement as recommended by the teacher.

Any time students make a level change during a semester; their letter grades from the original class must transfer with them – unadjusted for grade weight.

# Levels Of Instruction And Course Titles

Placement in basic, regular, and honors courses is based on academic record, standardized test scores, and recommendations of the teachers. Placement is selective, not "across the board". Courses are generally taught on three levels of ability: General/College Prep courses (4.0 grade weight), Honors courses (4.5 grade weight), or AP course (5.0 grade weight). Levels of instruction are arranged in order to give all students the most appropriate instruction for their learning level. For example, a student may be in honors or basic English, but in regular classes for all other subjects. Student placement is determined by EXPLORE score, common final exam score, grades, and/ or teacher recommendation. Students/parents who have signed a "Course Waiver/Override Form" must have the consent of the Director of Instruction to change the level of a course and there must be space available in the new course.

\*Please note that general education basic track (Level II) courses are **not** college preparatory courses.

# **Advanced Placement And Honors Courses**

The Niles Township High Schools participate in the ADVANCED PLACEMENT PROGRAM (AP) which provides college level instruction in the high school. Courses are offered in History, Economics, Psychology, English, Mathematics, World Languages, Science, Computer Science and Studio Art. Students who enroll in AP courses prepare to write college level examinations prepared by the COLLEGE ENTRANCE EXAMINATION BOARD. Students may earn college credit, advanced placement in college, or both. However, some colleges do not recognize certain AP courses; students are advised to check individual college policies. The tests are given during the first part of May.

## Honors Course Sequences Leading To Advanced Placement (AP) Courses (See Department Flow Charts For All Options)

Freshman Year	Sophomore Year	Junior Year	Senior Year
Fresh. Eng. 11-21	Soph. Eng. 31-41	AP English Language (Great American Writers)	AP English Literature
Biology - Honors	Chemistry - Honors	Physics - Honors	AP Biology,
	and	and	AP Chemistry,
	AP Environmental Science	AP Chemistry	AP Physics, and/or
	STEM Inquiry and Research	STEM Inquiry and Research	AP Environmental Science
			STEM Inquiry and Research
Geometry (Honors) and Geometry (Advanced)	Algebra II (Honors), Algebra II (Advanced) and AP Statistics	Math Analysis, Functional Precalculus and AP Statistics	AP Calculus BC, or
			AP Calculus AB, or
			AP Statistics, or
			Post-Calculus Topics
Computer Science	AP Computer Science A	AP Computer Science A	AP Computer Science A
	Video Game Programming & Design	Video Game Programming & Design	Video Game Programming & Design
Global Studies	Western Civ. (Honors)	AP United States History	AP European History, or
French 1 Honors, 2 Honors	French 2 Honors, 3 Honors	French 3 Honors, 4 Honors	AP French
German 1 Honors, 2 Honors	German 2 Honors, 3 Honors	German 3 Honors, 4 Honors	AP German
Spanish 1 Honors, 2 Honors	Spanish 2 Honors, 3 Honors	Spanish 3 Honors, 4 Honors	AP Spanish
Mandarin Chinese 1 Honors, 2 Honors	Mandarin Chinese 2 Honors, 3 Honors	Mandarin Chinese 3 Honors, 4 Honors	Mandarin Chinese AP
Art Class	Art Class	Advanced Art	AP Art
Any Ensemble	Music Theory	AP Music Theory	AP Music Theory
Principles of Engineering POE-PLTW	Principles of Engineering POE-PLTW	Introduction to Engineering Design IED-PLTW	Introduction to Engineering Design IED-PLTW
	Introduction to Engineering Design IED-PLTW	Engineering Design & Development EDD-PLTW	Digital Electronics DE-PLTW
	Digital Electronics DE-PLTW	Digital Electronics DE-PLTW	Computer Integrated Manufacturing CIM-PLTW
	Computer Integrated Manufacturing CIM-PLTW	Computer Integrated Manufacturing CIM-PLTW	Civil Engineering & Architectural CEA-PLTW
	Civil Engineering & Architectural Engineering CEA-PLTW	Civil Engineering & Architectural CEA-PLTW	

# Alternate Credit Options College Level Courses For Program Enrichment (Policy 6:310)

Concurrent enrollment in high school and college may be permitted for junior and senior students whose achievement has advanced beyond high school offerings or whose special interests/needs can only be met in the college setting. High school credit may be earned, up to a maximum of six (6) credits, for courses not offered in the high school curriculum. Prior approval is required from the counselor and Director of Instruction. All costs are the responsibility of the student.

#### **EVENING SCHOOL AND CORRESPONDENCE CREDITS (POLICY 6:310)**

A student may apply up to six (6) credits toward a District 219 diploma from an accredited correspondence course or approved evening school. Arrangements for such courses can be made through the counselor and Director of Instruction and prior approval must be obtained. All costs are the responsibility of the student.

#### **INDEPENDENT STUDY FOR CREDIT (POLICY 6:180-AP3)**

The purpose of independent study for credit is to provide an opportunity for exceptionally motivated students to study a subject in greater depth or to study in an area not presently in the district's curriculum. The following criteria apply:

- 1. A maximum of one (1) credit per semester may be taken only during junior and senior years. A maximum of four (4) credits may be counted toward the requirements for a student's high school graduation.
- 2. Students must have an unweighted 3.0 grade point average in order to be eligible for an independent study course.
- 3. Independent study courses are graded pass/fail and designated on the transcript as "Dept-IS" (e.g., Math-IS).
- 4. Independent study may not be substituted for courses required for graduation.
- 5. The Building Principal may approve additional independent study proposals and/or waive the prerequisite grade point average when the Principal determines that an independent study proposal is the best option to meet a student's educational needs.

In consultation with staff, the student shall prepare a written proposal for independent study, using the Independent Study Application form (6:310-E3). A separate proposal is required for each semester. A form may be obtained from the counselor or the departmental director of instruction.



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## **Minimum High School Course Requirements** For Admission To Illinois **Public Universities**

Students should start planning early to be sure that all subject requirements for entrance own assessments. Specific questions should be into college/university are met. In addition to high school coursework and academic rigor, universities and colleges will continue to use grade point average, entrance examination scores, and other information in making admission decisions. Since admission requirements may differ among higher education institutions, it is essential that students communicate with colleges and universities about specific requirements for admission. The College/Career Resource Center provides opportunities and workshops for students to research colleges and get information regarding majors, programs, and services. Students should contact their counselor for additional information. Students should send their application materials before any announced deadline and before any admission quotas are filled. Students are also responsible for having their college entrance exams (ACT or SAT) sent directly to the college.

For admission to Illinois public universities, the law requires students to complete at least 15 units of high school coursework distributed as follows:

- Four (4) units of English (emphasizing written and oral communication and literature)
- Three (3) units of Social Studies (emphasizing history and government)
- Three (3) units of Mathematics (introductory through advanced algebra, geometry, and trigonometry)
- Three (3) units of Laboratory Science

The law permits students to redistribute up to three (3) of the 15 units in the following subject areas: social studies; mathematics; science; and electives. A unit is the equivalent of 2 semesters of coursework. No more than one (1) unit in each of the subject areas may be redistributed. Please note that there are a number of exceptions where the universities are given latitude based on their directed to the college or university admissions office. Also, the law permits alternative admission programs to continue such as GED, testing, and exceptional student status programs.

**NCAA ELIGIBILITY:** The National Collegiate Athletic Association (NCAA) maintains a list of approved core course requirements for students who wish to participate in athletics at a Division I or Division II college or university. Student/athletes should plan to meet with their counselors as soon as possible to discuss their athletic eligibility in college.

#### TRANSPORTATION TO "EARLY BIRD" **CLASSES**

Some Early Bird courses may be offered before the start of the school day. The District does not provide transportation for Early Bird classes from students' homes. However, if the student's Early Bird class is not located in the student's home school. the District will provide transportation after the Early Bird class back to the student's home school.



## **SUMMER SCHOOL**

For questions, call the Summer School Office at (847) 626-3060 or visit http://register.niles-hs.k12.il.us.

D219 Summer School shall provide opportunities for every student to take courses to meet graduation requirements, as well as for acceleration, remediation, or exploration. Summer School courses will follow the prescribed curriculum for each course, and will be aligned to college readiness standards and learning targets. Only students who have paid all fees (unless eligible for a fee waiver or reduction) and fines (fines may not be waived or reduced) are allowed to register for District 219 Summer School. The Summer School brochure can be viewed at our Website: http://register.niles-hs.k12.il.us/summer school. Both current students and incoming freshmen must have their counselor's approval in order to register for a course in summer school.

#### **OUT-OF-DISTRICT SUMMER SCHOOL (POLICY 6:310)**

Approved summer school courses from other districts will be accepted as transfer courses, receiving a credit and a grade but not counting in the student's weighted or unweighted grade point average. Students may take a summer school course for high school credit in a district other than District 219 provided the following:

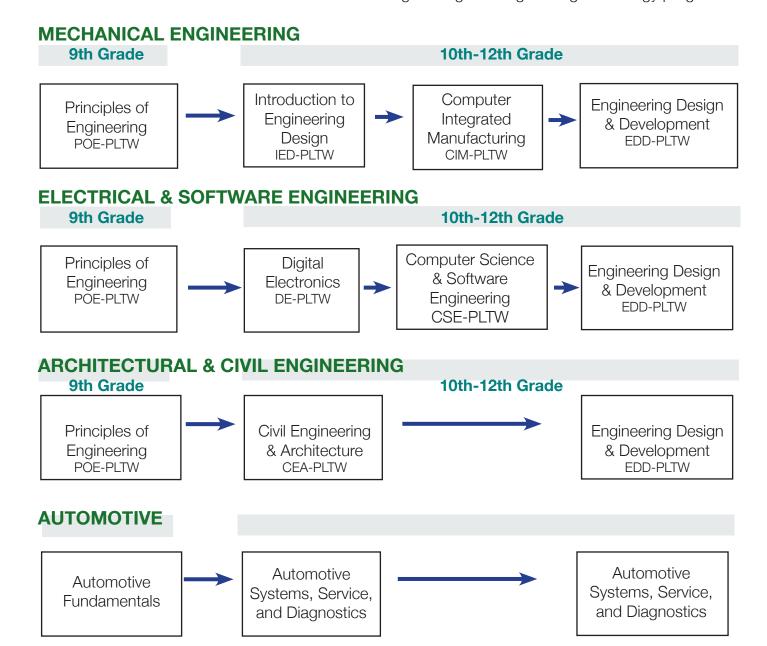
- The institution is accredited by the State of Illinois
- The student assumes all responsibility for any costs
- The course is not offered in the District 219 summer school, or if offered, the student is unable to enroll
- The Director of Instruction has approved the course in advance



# APPLIED SCIENCES & TECHNOLOGY-

# ENGINEERING AND ENGINEERING TECHNOLOGY

The Engineering program is designed to prepare students for post-secondary engineering and engineering technology programs.



#### PRINCIPLES OF ENGINEERING

POE-PLTW ETYE01

Length: 2 semesters Credit: 2 credits Open to Grades: 9-10 Grade Weight: Honors Prerequisite: None

This course provides an overview of engineering and engineering technology. Students develop problem-solving skills by tackling real-world engineering problems. Through theory and practical hands-on experiences, students address the emerging social and political consequences of technological change.

## INTRODUCTION TO ENGINEERING DESIGN

IED-PLTW FTYF03

Length: 2 semesters Credit: 2 credits Open to Grades: 10-12

Grade Weight: Advanced Placement

Prerequisite: None

Students use a problem-solving model to improve existing products and invent new ones. They learn how to apply this model to solve problems in and out of the classroom. Using sophisticated three-dimensional modeling software, students communicate the details of the products. Emphasis is placed on analyzing potential solutions and communicating ideas to others. Students may receive college credit and/or advanced standing for successful completion of this course and a cumulative exam.

#### **CIVIL ENGINEERING & ARCHITECTURE**

23.

CEA-PLTW ETYE09

Length: 2 semesters Credit: 2 credits Open to Grades: 10-12

Grade Weight: Advanced Placement

Prerequisite: None

The major focus of the course is a long-term project that involves the development of a local property site. As students learn about various aspects of civil engineering and architecture, they apply what they learn to the design and development of this property. The course provides freedom to the teacher and students to develop the property as a simulation or to students to model the real-world experiences that civil engineers and architects experience when developing property.

#### **DIGITAL ELECTRONICS**

DE-PLTW ETYE05

Length: 2 semesters Credit: 2 credits

Open to Grades: 10-12

Grade Weight: Advanced Placement

Prerequisite: None

This course is designed to expose students to engineering design and troubleshooting techniques that are used in the electronics field. Computer simulation software is used to design and test digital circuitry prior to actually constructing them in order to see if the circuits work. The projects are traditional, such as those found in watches, digital cameras, and calculators to combinational logic using SSI chips to small subsystem implementation in programmable devices, in which you will learn how machines "think." You will also learn a systematic approach that engineers use to design the electronics that is used every day.



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## COMPUTER INTEGRATED MANUFACTURING

CIM-PLTW ETYE07

Length: 2 semesters Credit: 2 credits

Open to Grades: 10-12

Grade Weight: Advanced Placement

Prerequisite: IED

Students take the three-dimension modeling software skills learned in Introduction to Engineering Design to a whole new level. Using a three-dimensional model, students use automation, control systems, sensing devices, computer programming and robotics to efficiently mass produce products.

## COMPUTER SCIENCE & SOFTWARE ENGINEERING

CSE-PLTW

Length: 2 semesters Credit: 2 credits Grades: 10-12

Grade Weight: Advanced Placement

Prerequisite: None

This engineering course is project- and problem-based, with students working in teams to develop computational thinking and solve open-ended, practical problems that occur in the real world. It also aims to generate excitement about the field of computing, and to introduce computational tools that foster creativity. The course will expose students to the high-demand career paths within Computer Science and Information Technology. Students will learn fundamental programming concepts using both Scratch and Python, create an interactive web page, develop a simple android device app, and engage problems involving predictions based on computer models.

#### **ENGINEERING DESIGN & DEVELOPMENT**

EDD-PLTW ETYE11

Length: 2 semesters Credit: 2 credits

Open to Grades: 11-12

Grade Weight: Advanced Placement

Prerequisite: Completion of 2 PLTW Courses

This course is an engineering research course in which you will work in teams to research, design, and construct a solution to an open-ended engineering problem. The product development life cycle and a design process will be used to guide and help your team reach a solution to the problem. You and your team will present and defend your solution to a panel of outside reviewers at the end of the projects.



#### **COMPUTER REPAIR & NETWORKING**

ETYC01 Summer Only

This course provides knowledge and skills in the area of computer hardware, software, design, and networking. This course is designed for the novice to advanced computer user seeking to upgrade his/her skills in order to gain entry into a career in computer repair and networking administration/support. Students will optimize the computer environment and troubleshoot various problems. The course prepares the students for the Comp TIA A+ exam.

#### **AUTOMOTIVE FUNDAMENTALS**

ETYA01

Length: 2 semester Credit: 2 credit

Open to Grades: 9-12 Grade Weight: General Prerequisite: None

Automotive Fundamentals: This lab course introduces students to the basic skills needed to inspect, maintain, and repair automobiles and light trucks that run on gasoline, electricity, or alternative fuels. Instructional units include engine performance, automotive electrical system, integrated computer systems, lubrication, exhaust and emission control, steering and suspension, fuel systems, cooling system, braking, and power train.

## AUTOMOTIVE SYSTEM, SERVICE, AND DIAGNOSTICS

ETYA03, ETYA05 Length: 2 semester Credit: 2 credit

Open to Grades: 10-12 Grade Weight: General

Prerequisite: Auto Fundamentals

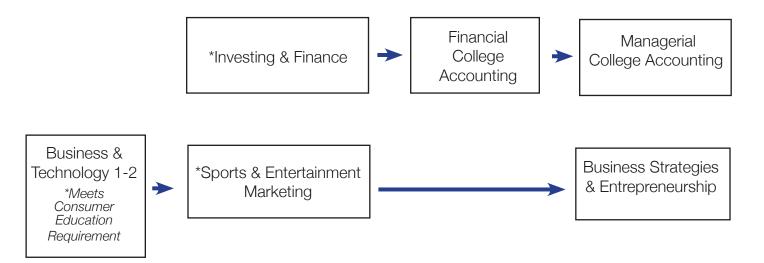
Automotive Systems & Diagnostics (A & B):This repeatable lab course is a continuation of and builds on the skills and concepts introduced in Automotive Fundamentals. This course includes instructional units in Brakes, Engine Performance, Steering, Suspension, Electrical / Electronic Systems, Computer Systems, Heating & Air Conditioning, Engine Mechanical and Repair, Differentials, Automatic Transmission, Manual Drive Train, and Axles, Alternative Fuels, Hybrids, Electric Vehicles, Painting & Refinishing, Non-Structural & Structural Analysis & Damage Repair.



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# **APPLIED SCIENCES & TECHNOLOGY-BUSINESS EDUCATION**

The Business Education program is designed to give students the opportunity to learn how to be successful in their personal economics and in their understanding of our economic system. Students taking business education courses develop the knowledge, skills, and attitudes needed for initial employment and/or career advancement.



\*Semester Course



#### **BUSINESS & TECHNOLOGY 1-2**

BUSB09, BUSB10, BUSZ09, BUSZ10

Length: 1 or 2 semesters Credit: 1 or 2 credits Open to Grades: 9-10 Grade Weight: General Prerequisite: None

(Meets state of Illinois consumer education graduation requirement if taken for

2 semesters)

This new course will cover core business education concepts including finance, accounting, marketing, management, entrepreneurship as well as computer applications and general technology skills including Web 2.0, Google Apps, Word Processor, Spreadsheets, Presentation Software, Databases, etc.

#### **SPORTS & ENTERTAINMENT** MARKETING

BUSS01

Length: 1 semester Credit: 1 credit

Open to Grades: 10-12 Grade Weight: General Prerequisite: None

This course will provide students with the fundamental principles and concepts identified with sports and entertainment marketing, and teach them to develop critical thinking and decision-making skills through the application of marketing principles in these industries. Students will create a variety of marketing plans and projects throughout the semester.

#### **INVESTING AND FINANCE**

BUSI03, BUSZ03 Length: 1 semester Credit: 1 credit

Open to Grades: 10-12 Grade Weight: General Prerequisite: None

Students will take an in-depth look into the areas of wealth building and receive helpful advice on how to set investment goals, accumulate wealth, and achieve financial security. Students will utilize Stock Market simulations to get the hands-on experience of trading and selling stocks.

#### FINANCIAL COLLEGE ACCOUNTING

BUYA05

Length: 2 semesters Credit: 2 credits

Open to Grades: 11-12

Grade Weight: Advanced Placement

Prerequisite: Algebra 12-22 or teacher approval

This course includes computerized business simulations and financial plans allowing students to integrate various methods of accounting. Viewing books of various businesses will give students first hand knowledge of actual work performed in advanced accounting and further prepare students as they prepare to enter a college accounting program.

#### MANAGERIAL COLLEGE ACCOUNTING

BUYA07

Length: 2 semesters Credit: 2 credits Open to Grades: 11-12

Grade Weight: Advanced Placement

Prerequisite: Financial College Accounting

This course presents managerial accounting as a system of producing information for internal use in a business. Managerial accounting concepts covered include: job order and process cost systems and tools used for managerial decision making (i.e., cost behavior, cost estimation, analysis, capital investment analysis, etc). The course involves a study of budgeting and standard cost systems.

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## BUSINESS STRATEGIES & ENTREPRENEURSHIP

BUYB11

Length: 2 semesters Credit: 2 credits

Open to Grades: 11-12 Grade Weight: Honors

Prerequisite: 2 Credits Business Ed.

This serves as the capstone course in the business education sequence. This projectbased leadership course further develops student understanding and skills in entrepreneurship, marketing, and finance. Students are presented with problem-solving situations for which they must apply academic and critical-thinking skills. Students will design, develop, and implement their own simulated business-learning project. This project involves the development of a proposal to start a new business, a self-analysis (including the willingness to take risks), an analysis of the business situation, a description of the way the business will operate, and detailed plans for financing the business. Through the development, implementation, execution, and evaluation of this project, students will develop critical leadership and team management skills.



#### **CONSUMER EDUCATION**

BUSC01, BUSZ01

(Meets state of Illinois consumer education gradua-

tion requirement)
Length: 1 semester
Credit: 1 credit

Open to Grades: 11-12 Grade Weight: General Prerequisite: None

This course covers concepts including management of personal business affairs, including consumer law, checking and banking services, credit, loans, installment buying, budgeting, housing, informed and skillful buying, consumer protection, and the role business and government play in our economy. Emphasis is placed on developing personal economic decision-making competence.

#### **WORK STUDY**

CVYC01, CVYC21 Length: 2 semesters Credit: 4 credits Open to Grades: 11-12 Grade Weight: General

Prerequisite: Approval of Coordinator & Director.

Must be 16 years old.

Work Study is a work experience program in which the students receive instruction about the world of work, its opportunities and responsibilities. The course combines learning experience gained through employment in the community and Education-to-Career oriented in-school instruction. Classroom instruction focuses on providing students with job survival skills, career and educational exploration, skills related to the job, and improving students' abilities to interact positively with others. The teacher will assist the student in finding approved employment. Completion of one full year of Work Study meets consumer education graduation requirement.

# APPLIED SCIENCES & TECHNOLOGY-BROADCAST AND TV PRODUCTION

This program is designed to provide students with the opportunity to explore career opportunities in the area of Broadcasting.

#### **TV/VIDEO PRODUCTION**

Broadcast Production 1-2



Advanced Broadcast Production

#### **BROADCAST PRODUCTION 1-2**

BUYT13

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General Prerequisite: None

class of 2016.

This course is a skill-level course designed to provide students with the foundation skills needed for a career in the video and technical aspects of television broadcasting. Instruction and projects will include video camera operation, non-linear video editing, pre-production, production, and post-production processes, lighting, sound, shot composition, camera movement, and working as a production crew. Students will write, direct, announce, and assemble raw footage into a polished production meeting broadcast industry technical standards. In addition to creating the video morning announcements, students will also create and edit commercials, news packages, short movies, and other student produced projects. \*This course meets the new public speaking graduation requirement, beginning with the

#### **ADVANCED BROADCAST PRODUCTION**

BUYT14

Length: 2 semesters
Credit: 2 credits
Open to Grades: 10-12
Grade Weight: Honors
Prerequisite: Director Approval

This skill-level course allows students to expand their knowledge in the areas of Broadcast Production. Students will produce news stories covering the current events within the school and community. In addition, advanced camera techniques that are commonly used in television and film will be covered. Students will also learn the basics of motion graphics and visual effects using professional software.

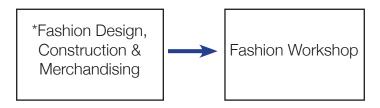


# APPLIED SCIENCES & TECHNOLOGY-FAMILY AND CONSUMER SCIENCES

The Family & Consumer Sciences courses are designed to prepare each student to meet the challenges of everyday living. Through development of hands-on skills students can focus on the potential for career development.

#### **FAMILY AND CONSUMER SCIENCES**

#### **Fashion**

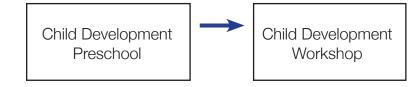




#### **Culinary**



#### **Child Development**



#### **Health Occupations**

Health Careers/Medical Terminology

#### CHILD DEVELOPMENT / PRESCHOOL

FCYD01

Length: 2 semesters Credit: 2 credits Open to Grades: 10-12 Grade Weight: General Prerequisite: None

This laboratory course offers students the experience of working with preschool children. The physical, intellectual, emotional, and social development of all children, including those with special needs, is studied. Our emphasis is on preschool aged children. The students' time is divided between classroom work and assisting and teaching children in our preschool program. Their participation in this class gives background knowledge for those entering fields related to child development such as teaching, social work, pediatrics, child psychology, and recreation.

#### CHILD DEVELOPMENT/WORKSHOP

FCYD03

Length: 2 semesters Credit: 2 credits Open to Grades: 11-12 Grade Weight: General

Prerequisite: Child Development / Preschool

and teacher approval

This course helps students build on the skills attained in Child Development/Preschool. In addition to teaching in the preschool and other classroom work, students perform many leadership duties in the preschool. Emphasis is placed on the management of early childcare programs. Students serve in the role of an advocate for a preschooler to advocate for and handle his/her case study as well as the end of the year parent conference.

## FASHION DESIGN, CONSTRUCTION, & MERCHANDISING

FCYF01

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General Prerequisite: None

Current trends in fashion design, apparel selection, visual merchandising techniques, textile and apparel production, textile information, and the development of a complete fashion vocabulary are stressed. The course also provides instruction in the ability to use proper equipment and operate a sewing, serger, and computerized embroidery machines. Students will be exposed to the psychology of dress, history of fashion, color analysis, and quality garment construction. Students will explore special interest areas such as: menswear, children's wear, accessories, and the haute couture.

#### **FASHION WORKSHOP**

FCYF03

Length: 2 semesters each Credit: 2 credits each Open to Grades: 10-12 Grade Weight: General Prerequisite: Fashion DCIM or consent of instructor

These semester courses are for students who wish to continue their study of fashion and/or who are interested in a career in fashion. Advanced topics include fashion design, paper patterns, draping techniques, and the global perspective of fashion. If interested in fashion construction, students will create projects such as prom dresses and multiplepiece garments. If interested in fashion merchandising, students will develop merchandising plans and assist with the production of a fashion show.



#### **CHEFS**

FCSC02

Length: 1 semester Credit: 1 credit Open to Grades: 9-12 Grade Weight: General

Prerequisite: None

This course is a combination of lab and classroom experiences that introduces students to food preparation. Students will begin to develop culinary skills including recipe reading and scaling, basic knife and equipment skills, and proper safety and sanitation in a kitchen.

#### **GOURMET AND INTERNATIONAL CUISINE**

FCSC04

Length: 1 semester Credit: 1 credit

Open to Grades: 9 (2nd Sem)-12

Grade Weight: General Prerequisite: Chefs

This lab course studies food and food preparation from around the world including history of a region and cultural influences on various cuisines. Course content includes the following: selection, purchase, preparation, and conservation of food, dietary needs and trends, regional & international cuisine, safety and sanitation, and careers in hospitality & food service industries. All of these concepts are taught through laboratory experiences.

#### **COMMERCIAL FOODS WORKSHOP**

(Double Period Daily)

FCYC06

Length: 2 semesters Credit: 4 credits

Open to Grades: 10-12 Grade Weight: General

Prerequisite: Two semesters of culinary

coursework.

Commercial Food Workshop helps students attain knowledge and develop skills for the food service industry. Students will sharpen culinary skills while gaining experience in the industry. A related, School-Business internship will enhance the students' understanding of the commercial food skill standards, with a chance to work in a field related job.

#### **CHEFS' TOPICS**

HEYZ01

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General Prerequisite: None

This year-long course focuses on the development of basic skills and knowledge needed for food preparation. The course is highly recommended for ELL and other students who need additional classroom time within a traditional laboratory classroom environment.



#### HEALTH CAREERS OCCUPATIONS/ MEDICAL TERMINOLOGY

FCYM03

Length: 2 semesters Credit: 2 credits

Open to Grades: 11-12 Grade Weight: General Prerequisite: None

This course presents medical terminology through study of medical word roots, prefixes and suffixes. Focus on relationships among symptomatic, disease, and procedural terms. Students will study various fields in the health career industry available today through course work and practical applications within the community. Students will receive direction in the health career field through guest speakers, field trips, workplace mentors and guidance resources. Students who complete both sections of this course may receive three (3) college credit hours from Oakton Community College.

#### COSMETOLOGY 1-2, 3-4

CVYC15, CVYC17

Length: 4 semesters (2 years)

Credit: 8 credits

Open to Grades: 11-12
Grade Weight: None (Pass/Fail Only)

Prerequisite: Must be 16 years old; Approval of

Beauty School and Director.

Cosmetology offers an opportunity to study the techniques of haircutting, styling, tinting, permanent waving, facials, manicures, and pedicures at an approved school of beauty. Hours credited may be applied toward a state license in Cosmetology. The course is graded pass/fail. This course is a 2 year program (4 semesters) and is only currently offered at an off site facility.

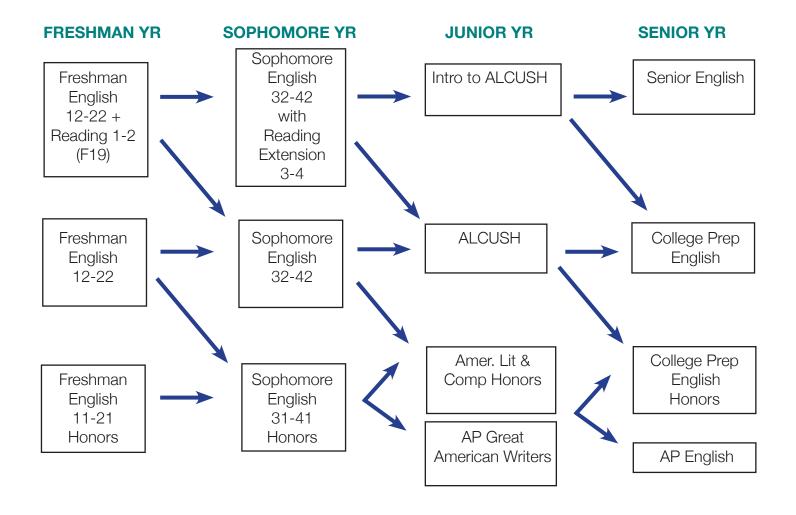




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# ENGLISH PROGRAM SEQUENCE

Pathways illustrate typical movement within a sequence of courses; however, adjustments in sequence can be made to accommodate individual needs.



While specific requisites exist for each course, teacher recommendations and/or consent of the director can alter course sequencing.

#### **ELECTIVES**

#### Freshmen-Senior Year

Journalism
Creative Writing
Public Speaking
Advanced Public Speaking
Newspaper Production\*
Yearbook Production\*

#### **Sophomore-Senior Year**

Literature of Sports &
American Culture
Bible & Mythology
World Literature
English Comp. & Rhetoric

#### **Junior-Senior Year**

Literature of Moral Images in Literature Literature of Peace & Non-Violence

\*These courses do not carry English elective credit but will count as a general elective credit.



# **ENGLISH AND READING**

Students are required to complete four (4) years of English. Seven semesters are prescribed. They consist of a year-long freshman course, a year-long sophomore course, a year of American literature and composition, and one semester of college preparatory English or its equivalent.

Many students pursue more than the required semesters of English at any time during their high school years, as they avail themselves of our extensive elective program described below. For example, during the freshman and sophomore years, in addition to the required year-long courses, special interest electives may be taken concurrently, such as journalism, speech, or creative writing.

#### THE FRESHMAN PROGRAM

## FRESHMAN ENGLISH 11-21 (HONORS) WRITING INTENSIVE COURSE

ENYF01

Length: 2 semesters Credit: 2 credits Open to Grades: 9 Grade Weight: Honors

Prerequisite: Placement recommendation

This course begins with required summer reading, and then focuses on the development of sophisticated thinking, writing and reading skills, vocabulary, and use of English conventions. Each semester, literature instruction is based on the integrated discussion of mythology, the Bible as literature, fiction and selected poetry. In second semester, the study of Shakespearean drama is also integrated. Throughout the year, students are introduced to a variety of literary terminology and are taught how to read both for meaning and appreciation of assigned works and selected outside reading. Students are expected to exhibit strong writing skills and will participate in a variety of culturally enriching activities throughout the year.

#### FRESHMAN ENGLISH 12-22

#### WRITING INTENSIVE COURSE

ENYF03

Length: 2 semesters Credit: 2 credits Open to Grades: 9 Grade Weight: General

Prerequisite: Placement recommendation

This course focuses on the integration of writing and reading skills, vocabulary development, and mastery of English conventions. In each semester, instruction is based on mythology, the Bible as literature, fiction and selected poetry. In second semester, the study of Shakespearean drama is also integrated. Throughout the year, students are introduced to a variety of literary terminology and are taught how to read both for meaning and appreciation of assigned works and in selected outside reading.

## FRESHMAN ENGLISH 12-22 WITH READING 1-2 (F19)

#### WRITING INTENSIVE COURSE

ENYF19/RDYR19 Length: 2 semesters

Credit: 4 credits (2 Eng/2 Elective)

Open to Grades: 9 Grade Weight: General

Prerequisite: Placement recommendation

This course emphasizes the same skills as English 12-22, and includes additional support for students who experience difficulty with reading, writing, vocabulary, spelling, and grammar. In first semester, students study short stories, mythology, and selected stories from the Bible. In second semester, students study a Shakespearean drama, in addition to more short stories and novels. Throughout the year, students are introduced to literary terminology and are encouraged to read for enjoyment and appreciation. Emphasis in class is placed on becoming an active reader and developing critical reading strategies to improve comprehension and vocabulary.

#### THE SOPHOMORE PROGRAM

## SOPHOMORE ENGLISH 31-41 (Honors) WRITING INTENSIVE COURSE

FNYS01

Length: 2 semesters Credit: 2 credits Open to Grades: 10 Grade Weight: Honors Prerequisite: Freshman

English 11-21 or an "A" in Freshmen English 12-22

or an "A" on the common final exam

This course requires an in-depth analysis of works of literature and extensive work in composition. It is assumed that students recommended for this course have already demonstrated a command of paragraphs and usage. This year-long course includes a study of nonfiction, the novel, poetry, and Shakespearean and modern drama.

## SOPHOMORE ENGLISH 32-42 WRITING INTENSIVE COURSE

ENYS03

Length: 2 semesters Credit: 2 credits Open to Grades: 10 Grade Weight: General Prerequisite: Freshman

English 12-22 or an "A" in F19 or an "A" on

the common final exam

This course focuses on close reading of literature as a point of departure for persuasive and critical writing, emphasizing multi-paragraph essays, development, organization, and usage. The essays that the students read will serve as models for their compositions. In addition, the course includes the systematic study of vocabulary and usage, each of which is integrated into student writing. Throughout the year, students are introduced to a variety of literary terminology.



#### **READING EXTENSION 3-4**

ENYS19, RDYR39 Length: 2 semesters Credit: 2 credits Open to Grades: 10 Grade Weight: General Prerequisite: F19

This course builds on the curriculum of Reading 1-2 to strengthen students' reading skills. Taught by a reading teacher, the teacher monitors students' reading abilities in order to measure progress and create a customizable reading program based on student need.

#### THE JUNIOR PROGRAM

# INTRODUCTION TO AMERICAN STUDIES (INTRO TO ALCUSH) WRITING INTENSIVE COURSE

ENYJ19, SOYU19 Length: 2 semesters Credit: 4 credits (2 periods)

Open to Grades: 11
Grade Weight: General
Prerequisite: S19

## Introduction to American Literature & U.S. History 12-22

The primary outcomes of this course are the same as those in the separate American Literature and U. S. History courses. Students receive intensive support in reading and writing. Students in this integrated course will also study the direct links between American history, literature, and culture in a thematic, team-taught setting.

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#### **AMERICAN STUDIES (ALCUSH) American Literature and Composition (III)** & U.S. History 12-22 (III)

#### WRITING INTENSIVE COURSE

ENYJ09 & SOYU09 Length: 2 semesters Credit: 4 credits (2 periods) Open to Grades: 11

Grade Weight: General

Prerequisite: Sophomore English 32-42, or an "A" in S19 or Sophomore Basic English 33-43

The primary outcomes of this course are the same as those in the separate American Literature and U. S. History courses. Students in this integrated course will also study the direct links between American history, literature, and culture in a thematic, team-taught setting.

#### **AMERICAN LITERATURE AND COMPOSITION (HONORS)**

#### WRITING INTENSIVE COURSE

ENYJ15

Length: 2 semesters Credit: 2 credits Open to Grades: 11 Grade Weight: Honors

Prerequisite: Sophomore Honors English or an

"A" in Sophomore English 32-42

This course uses a thematic approach to the study of American literature and culture. It emphasizes close critical reading and analysis of primary and contemporary works of American literature. In conjunction with this literature study, the course emphasizes development of the student's rhetorical composition skills, orally and in writing.

#### **ENGLISH LANGUAGE/AP GREAT AMERICAN WRITERS**

#### WRITING INTENSIVE COURSE

ENYJ01

Length: 2 semesters Credit: 2 credits Open to Grades: 11

Grade Weight: Advanced Placement

Prerequisite: Sophomore Honors English or Sophomore English 32-42 and teacher recommendation

In this course, students work toward an understanding of the changing American character through the study of American literature. Intensive study of the representative works of American authors in all the genres: poetry, short story, novel, drama, and essay are required. Students develop skill in critical reading, thinking, discussing, and writing as well as critical examination of the canon itself. Authors studied may include Hawthorne, Twain, Emerson, Thoreau, Whitman, Dickinson, Melville, Miller, Faulkner, Hemingway, Fitzgerald, and others. This course helps students prepare to take the Advanced Placement Language and Composition Examination.

#### THE SENIOR PROGRAM

Depending upon their past performance in English, seniors may have more or less freedom to choose how to meet the seventh and eighth semester requirements in English. For students who still benefit from intensive work in reading and writing, the Senior English course will be required. For students who have met success in the regular and honors English Program, at least one semester of College Preparatory English and an English elective are required. Students whose performance has been excellent and who are so recommended may take Advanced Placement English.

#### **AP ENGLISH LITERATURE** WRITING INTENSIVE COURSE

FNYI 01

Length: 2 semesters Credit: 2 credits Open to Grades: 12

Grade Weight: Advanced Placement Prerequisite: AP Great American Writers, or an "A" in American Literature and Composition (Honors), or teacher recommendation

Advanced Placement English requires students to reason and read critically, and to write logically, persuasively, and with a distinctive prose style. Essays are based on literature (particularly on close analyses of texts) and personal experience. A research paper and a creative project are integral parts of the course. The and is predominantly European. AP English helps the student prepare for the college-level English literature and composition examinations given in May of each year by the National Advanced Placement Program. Success in this examination may entitle the student to college credit, advanced college placement, or both. Students are expected to complete both semesters.

#### **COLLEGE PREPARATORY ENGLISH FOR SENIORS (HONORS)**

#### WRITING INTENSIVE COURSE

ENYL05, ENSL50

Length: 2 semesters (EN3L05) 1 semester (EN0L50)

Credit: 2 credits (EN3L05), 1 credit (EN0L50)

Open to Grades: 12 Grade Weight: Honors

Prerequisite: American Literature and Composition (Honors), or an "A" in ALCUSH, or a

teacher recommendation

Honors College Prep emphasizes critical thinking, writing, revision, and composition of specific essay types, including the research essay. The course also requires study of a broad range of style, form, and concepts. First semester includes the expository essay and an extensive unit on the documented essay of literary analysis, and literature ranging from classical drama to poetry of many periods to contemporary French and Russian novels. Second semester emphasizes persuasive writing and improvement of individual style, with special attention to diction, balanced and periodic sentences, paragraph structure, and the essay examination. The literature studied in the second semester is essentially classical and satirical, and considers a wide variety of poetry, essays, and short stories, as well as drama. This course is intended as college preparation, not necessarily as literature spans more than three thousand years college test preparation. Because of the sequential and developmental nature of this course, registration for both semesters is rec.

#### **COLLEGE PREPARATORY ENGLISH FOR SENIORS**

#### WRITING INTENSIVE COURSE

ENYL19, ENYL91

Length: 2 semesters (ENYL19), 1 sem. (ENYL91) Credit: 2 credits (ENYL19), 1 credit (ENYL91)

Open to Grades: 12 Grade Weight: General

Prerequisite: ALCUSH, or an "A" in Intro to AL-

CUSH, or a teacher recommendation

College Prep (level 3) is directed toward seniors who expect to attend college or technical school. Emphasis is placed on improved skills in reading fiction and non-fiction. Students will receive practice in organizing and writing perceptively in a variety of modes, in selecting vocabulary words which are appropriate in denotation and connotation, as well as in drawing logical inferences from reading, distinguishing genres of short story, essay, biography, drama, and reportage. First semester includes the use of research techniques and resources, and an independent reading project. Note that successful completion of the research paper is a requirement of this course.



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## SENIOR ENGLISH WRITING INTENSIVE COURSE

ENYG02

Length: 2 semesters Credit: 2 credits Open to Grades: 12 Grade Weight: General

Prerequisite: Six (6) semesters of required Eng-

lish and teacher recommendation

The course is designed to improve students' reading, writing, and thinking skills. Both fiction and non-fiction works will be used as points of inquiry for a variety of relevant themes, which may include heroism, gender roles, racism, and career exploration. In addition, students will learn to defend their points of view both orally and in writing. Note that successful completion of a research paper is a requirement of this course.

#### **SENIOR ENGLISH**

#### WRITING INTENSIVE COURSE

ENYG02

Length: 2 semesters Credit: 2 credits Open to Grades: 12 Grade Weight: General

Prerequisite: Intro to ALCUSH

The course is designed to improve students' reading, writing, and thinking skills. Both fiction and non-fiction works will be used as points of inquiry for a variety of relevant themes, which may include heroism, gender roles, racism, and career exploration. In addition, students will learn to defend their points of view both orally and in writing. Note that successful completion of a research paper is a requirement of this course.

# THE ELECTIVE PROGRAM CREATIVE WRITING

ENSG06

Length: 1 semester Credit: 1 credit Open to Grades: 9-12 Grade Weight: General Prerequisite: None

This course is designed to enhance composition skills through the writing of poetry, plays and vshort stories. The course develops students' powers of observation and broadens their critical and aesthetic perceptions. Students should have a good command of the mechanics of written English and be willing to share their writing with others in a workshop fashion. Class activities include pre-writing exercises, reading, peer editing, and discussion of both professional and student writing and reading one's own work aloud. Students may also be required to maintain a journal.

#### **BIBLE AND MYTHOLOGY**

ENSL04

Length: 1 semester Credit: 1 credit

Open to Grades: 10-12 Grade Weight: Honors Prerequisite: None

This course is provided for students who desire to interpret the meaning of the numerous Biblical and mythological references one encounters daily by reading them in their original contexts. Twelve weeks will be devoted to the Bible and six weeks to Greek Mythology. Intensive reading in both the Biblical writings (ancient Hebrew culture) and Hellenistic mythology (ancient Greek culture) will be accompanied by a clarification of the literary features of Hebrew and Greek writings in translations and by identifying their influence upon the Western world. Students should expect to master a large number of names, places, and events. The following books will be read: Bible, Odyssey, Metamorphoses, Mythology and J B.

## LITERATURE OF SPORTS & AMERICAN CULTURE

ENSL09

Length: 1 semester Credit: 1 credit

Open to Grades: 10-12 Grade Weight: General Prerequisite: None

Employing nonfiction and film, this one-semester course examines how the written and cinematic literature of sports not only chronicles the games we play but also how those games are woven into the fabric of the historical, social and political landscape of American culture. Assessments include guided discussion, reports, journaling, individual and collaborative projects and analytical essays.

#### LITERATURE OF PEACE & NON-VIO-LENCE

ENSL11

Length: 1 semester Credit: 1 credit

Open to Grades: 11-12 Grade Weight: General Prerequisite: None

This English senior elective examines different kinds of peace and non-violent movements both current and throughout history. Specifically, we will look at important and peaceful non-violent movements as they are represented in literature, nonfiction, and film. As we examine these issues of social justice, we will study historical figures whose work demonstrates that non-violence is an active rather than passive form of engagement. Students will have opportunities to hear speakers, examine their own role in non-violent modes of expression, and research the local and global non-violent movements that interest them.

#### **IMAGES OF LITERATURE**

ENSC07, ENSZ27 Length: 1 semester Credit: 1 credit

Open to Grades: 11-12 Grade Weight: General Prerequisite: None

This course guides students through the study of shorter pieces of literature in a variety of forms: in print, on records, tapes, and on film--features to experimental. Class discussion is reinforced through expository writing, textbook readings, and articles from journals. There is also a review of literary terms, as well as cinematic terms, to facilitate students' understanding of the process of artistic creation.

#### LITERATURE OF MORAL CONFLICT

FNSI 07

Length: 1 semester Credit: 1 credit

Open to Grades: 11-12 Grade Weight: Honors Prerequisite: None

This course investigates the concept of evil and ethics in various literary forms from Marlowe to Clarke. Discussion and analytical composition on the similarities and differences in theme and stylistic approach is an integral part of the course. Readings may include: Divine Comedy, Faustus, The Mysterious Stranger, Childhood's End and selected philosophical readings.



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#### **WORLD LITERATURE (III)**

FNSI 28

Length: 1 semester Credit: 1 credit

Open to Grades: 10-12 Grade Weight: General Prerequisite: None

Students from diverse backgrounds and interests will learn about each other while also honoring each other's cultures by engaging in meaningful study of current writing read globally. Contemporary literature of Asia and the Indian sub-continent will be among the bodies of work studied. This course will appeal to students with average level reading and writing skills who enjoy reading and analyzing literature.

#### **WORLD LITERATURE (IV)**

ENSL<sub>18</sub>

Length: 1 semester Credit: 1 credit

Open to Grades: 10-12 Grade Weight: Honors Prerequisite: None

The main emphasis of this course will be on a study of non-Western literature to expose students to works and cultures which they have probably not yet encountered. The structure of the class will allow for comparison of common genres from different cultures, a thematic exami- Length: 1 semester nation of values and beliefs of a given culture as portrayed in various works and an overview of the range and span of world literature. The works studied will also be used as a starting point for investigating various social, religious, and political systems that have operated throughout the world. All genres and time periods will be represented, although no attempt to give a "comprehensive overview" of the literature of the world will be made. The main objective will be to encourage cultural diversity in thought and to stimulate independent inquiry.

#### **PUBLIC SPEAKING**

FNSC13

Length: 1 semester Credit: 1 credit

Open to Grades: 9-12 Grade Weight: General Prerequisite: None

\*This course meets the new public speaking graduation requirement, beginning with the

class of 2016.

This course is designed to improve students' communication skills and to develop self-confidence in group interaction. During the semester, a wide range of activities is covered. Basic speech skills including organization, audience analysis, effective delivery presentation, and speech preparation are learned primarily through practice with informative speeches drawn from students' experience and knowledge. Both extemporaneous (impromptu) and prepared speeches will be made. This course will actively address the need for reducing or modifying student fears associated with speaking in public. Student listening strategies will be addressed with on-going emphasis.

\*This course meets the new public speaking graduation requirement, beginning with the class of 2016.

#### **ADVANCED PUBLIC SPEAKING**

ENSC14

Credit: 1 credit

Open to Grades: 9-12 Grade Weight: Honors

Prerequisite: Consent of Advanced Public Speak-

ina instructor or director

This one semester course emphasizes advanced speech and research skills including argumentation and persuasion. The course includes extensive work in formal logic and argumentation models, the utilization of research in the support of formal arguments, an increased awareness of political and social issues, and the development of lifelong written and verbal communication skills.

#### **JOURNALISM**

FNSG03

Length: 1 semester Credit: 1 credit

Open to Grades: 9-12 Grade Weight: General Prerequisite: None

Journalism will introduce students to journalistic principles and prepare them to assume responsibility on a student-run electronic and/ or print publication. Basic techniques of online newspaper production to be covered include: interviewing, news, features, sports, editorial writing (columns and blogs), and reviews. Digital photography, video editing, and social media/marketing, also will be covered, as they apply to web publication. Successful compleas prerequisites for either Online Newspaper Production or Yearbook Production. Students who are interested in working for Niles West News or North Star are encouraged to enroll in Journalism.

#### **ENGLISH COMPOSITION &** RHETORIC

ENSG08

Length: 1 semester Credit: 1 credit

Open to Grades: 10-12 Grade Weight: General Prerequisite: None

This course is open to all sophomore, junior and senior students who recognize that enhancing their grammar and vocabulary skills will benefit them in reading and writing across all disciplines. Students will find that this course will prepare them to take the ACT and SAT college entrance exams, as well. This course stresses development of grammar and vocabulary skills through methods such as memorization, drill and practice, speaking, listening, writing tion of Journalism and/or teacher consent serve and reading. Various Internet sites and software are also used to facilitate individualized instruction. Students maintain a portfolio of their writing and are encouraged to become competent editors of their own writing.



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#### **ENGLISH ELECTIVE**

The following electives may not be used to meet the English requirements for graduation but will count as a general elective credit. Grades earned in these five courses will be included in the weighted grade point average if their inclusion improves the weighted grade point average.

#### **NEWSPAPER PRODUCTION**

(Does not carry English credit)

ENYG14

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: Honors Prerequisite: Journalism

In this course, students produce the online and/or print student newspapers, Niles West News and North Star. Students report, write, and edit news, features, sports, reviews and opinion pieces. They also learn how to run an online newspaper that is updated daily, including managing photo galleries, videos, polls, notices, and reader comments. In addition, students learn how to market the newspaper via social media outlets, contests, and advertising. Students must have the consent of the instructor in order to work on Niles West News or North Star. Students receive one credit for each semester. Consent of the instructor is required to take Newspaper Production.

#### YEARBOOK PRODUCTION

(Does not carry English credit)

ENYG17

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: Honors

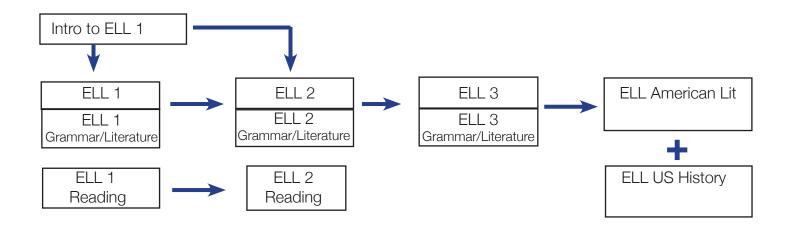
Prerequisite: Journalism and/or Photojournalism and Publications and/or consent of instructor

The Yearbook Production class edits and publishes the school yearbook. The skills necessary for effective design, layout, picture selection, and journalistic style are learned concurrently with the actual production of the book. Students receive one credit each semester. Prerequisites include Journalism, Photojournalism and Publications, Newspaper Production, and/or consent of the instructor.



# ENGLISH LANGUAGE LEARNER (ELL)

Pathways illustrate **typica**l movement within a sequence of courses; however, adjustments in sequence can be made to accommodate individual needs.



#### **ASSYRIAN BILINGUAL**

Global Studies Bilingual Assyrian

Physical Science Bilingual Assyrian Biology Bilingual Assyrian

Algebra Fundamentals Bilingual Assyrian Geometry Bilingual Assyrian The ELL Program is for students who have recently arrived to the U.S. Students are enrolled in classes based upon test scores and teacher recommendations. The program focuses on improving students' reading, writing, speaking and listening skills. In addition to English classes an Intro to Social Studies class, U.S. History class and American Literature class are offered. ELL 1, ELL 2, and ELL 3 earn 2 credits each semester -one credit will count as an English credit and one will count as a general elective credit. Intro to ELL 1 earns 4 credits each semester - one credit will count as an English credit and three will count as a general elective credit. Failed ELL courses may be replaced with a senior English course or an English elective. Departmental director's approval is needed.

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#### **INTRODUCTION TO ELL 1**

ENYX00. ESYX00 (Meets 4 Periods Daily) Length: 2 semesters Credit: 8 credits

Open to Grades: 9-12 Grade Weight: General

Prerequisite: Placement tests

Intro to ELL 1 is a beginning course for English learners with no English proficiency. Emphasis is on basic literacy skills and communication in speaking, listening, reading and writing English. Vocabulary development, sentence structure, de-coding (phonics), comprehension, spelling and critical thinking skills will be emphasized. Time will also be devoted to understanding the American school day and the student's responsibilities in the system. Classes meet for four periods a day.

#### ELL 1

ENYX01, ESYX01 Length: 2 semesters Credit: 4 credits Open to Grades: 9-12

Grade Weight: General

Prerequisite: Placement tests

English Language Learners 1 is the beginning course offered to non-native speakers with no English proficiency or limited English proficiency Emphasis is placed on basic communication skills. Classes meet for two periods a day.

#### **ELL READING 1**

RDYX01

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General Prerequisite: Placement tests

Emphasis in class is placed on developing basic reading skills. Students are introduced to folk tales, human interest stories, biographies and short stories. They are introduced to the

skills of prediction, comprehension of main ideas, comprehension of details, sequential order, and inference.

#### ELL 2

ENYX02, ESYX02 Length: 2 semesters Credit: 4 credits Open to Grades: 9-12 Grade Weight: General

Prerequisite: Placement tests

English Language Learners 2 is an intermediate course offered to non-native speakers who have some proficiency in English, but still have difficulty communicating and understanding. This course provides support in developing reading, writing, and speaking skills. Students are introduced to different literary genres and begin to develop expository and creative writing skills. Classes meet for two periods a day.

#### **ELL READING 2**

RDYX03

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General

Prerequisite: Teacher recommendation

The focus of ELL 2 Reading is to teach students to read for both meaning and appreciation. Emphasis is on learning critical reading strategies that will improve students' comprehension of fiction and nonfiction writing. Students develop and expand their vocabulary within the context of the class readings and learn word attack skills. Students analyze and discuss literature by applying literary terms to different genres of literature, including short stories, plays, novels, and poetry.



#### ELL 3

FNYX03, FSYX03 Length: 2 semesters Credit: 4 credits Open to Grades: 9-12 Grade Weight: General

Prerequisite: Placement tests

English Language Learners 3 is the advanced course offered to non-native speakers who have previously studied English. Emphasis is placed on essay writing and analysis of short stories and novels.

#### **ELL ALGEBRA FUNDAMENTALS**

MAYX01

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General

Prerequisite: Teacher recommendation

Algebra Fundamentals is a course designed for the ELL student to address straightforward algebra concepts while reviewing arithmetic and Open to Grades: 9-12 other basic operations. Students will review ba- Grade Weight: General sic operations and concepts from an algebraic perspective to develop the foundation to successfully participate in Algebra 12-22 the following year. The topics of study include basic operations with integers, variables, polynomials, and exponents. Solving linear equations, inequalities, and graphing are also studied.

#### **ELL ALGEBRA 1**

MAYX01

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General Cap of 20 students

This is the first year ELL sheltered Algebra 1 course. Topics include: the number systems; algebraic symbols and formulas; arithmetic operations with algebraic expressions; equations and inequalities; coordinate systems and mathematical graphic; systems of equations; factoring; algebraic fractions; exponents and radicals; functions; quadratic equations; elementary probability and statistics concepts. A graphic calculator (Typically a TI-83 or TI-84) will be used--see teacher's rules and procedures for exact recommendations/requirements.

#### **ELL INTRO TO SOCIAL STUDIES 1**

SOYX03

Length: 2 semesters Credit: 2 credits

Prerequisite: Teacher recommendation

This general elective year-long course, which may be co-taught by an ELL teacher and a Social Studies teacher, provides ELL 1 and ELL 2 students with key vocabulary, geography, map skills, and reading, writing, and speaking skills necessary for basic comprehension in the content of Social Studies. ELL 2 students with sufficient background may take Global Studies concurrently with this course. Does not carry Social Studies credit but counts as a general elective credit.



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#### **ELL GLOBAL STUDIES**

RDYX05, SOYX05 Length: 2 semesters Credit: 2 credits Open to Grades: 9-10 Grade Weight: General

Prerequisite: Placement recommendation.

This is an ELL sheltered course designed to provide limited English proficiency students with an opportunity to develop the reasoning skills associated with the study of social studies. ELL Global Studies is one of the foundation courses of the Social Studies program. It is intended to strengthen students' skills as well as provide the background necessary to better understand the histories of both the United States and Western Europe in general. Attention is also given to the five major religions and Eastern philosophies. Thus, it is hoped that students will leave the class with a strong understanding of the world and their place in it. The major civilizations of China, India and the Middle East will be studied in-depth; the course culminates with the study of the rise of western European civilization. Appropriate accommodations are made to meet varied language abilities, learning styles, reading levels, and mathematical abilities.

#### **ELL UNITED STATES HISTORY**

SOYX01

Length: 2 semesters Credit: 2 credits Open to Grades: 11-12 Grade Weight: General

Prerequisite: ELL 3 and ELL teacher

recommendation

This course is for students with limited English proficiency. This class should be taken concurrently with ELL American Literature and Composition.

#### **ELL AMERICAN LIT. & COMP.**

ENYX11

Length: 2 semesters Credit: 2 credits Open to Grades: 11-12

Grade Weight: General

Prerequisite: ELL 3 and ELL teacher recommen-

dation

This is both a writing and American literature course for non-native speakers of English. The course consists of a thematic approach to studying literature and culture. Emphasis is placed on continuing to improve writing skills in the English language and on developing skills in reading and analyzing the literature of significant American authors. Students will write frequently about literature as well as personal experiences.

#### **ELL PHYSICAL SCIENCE 13-23**

SCYX01

Length: 2 semesters Credit: 2 credits Open to Grades: 9-10 Grade Weight: General

Prerequisite: Placement recommendation

This is an ELL sheltered course designed to provide limited English proficiency students with an opportunity to develop the reasoning skills associated with the processes of science. Physics semester topics will include forces, motion, and energy. Chemistry semester concepts will include properties of matter, equilibrium, kinetics, and atomic structure. The fundamental science principles learned in this course prepare students for future laboratory science courses. Appropriate accommodations are made to meet varied language abilities, learning styles, reading levels, and mathematical abilities.

#### **ELL BIOLOGY 13-23**

SCYX03

Length: 2 semesters Credit: 2 credits Open to Grades: 10-12 Grade Weight: General

Prerequisite: Physical Science or ILS

A laboratory course for those ELL students who are limited in mathematical and language skills. It concentrates on life forms and functions and processes of all living things. ELL Biology 13-23 is especially recommended for those students who may not be academically prepared for a more traditional biology course. Students selecting this course should do so in consultation with their counselor.

#### **ELL WESTERN CIVILIZATION**

SOSX07

Length: 1 semester Credit: 1 credit

Open to Grades: 10-12 Grade Weight: General

Prerequisite: Placement recommendation

This is an ELL sheltered course designed to provide limited English proficiency students with an opportunity to develop the reasoning skills associated with the study of social studies. The ELL Western Civilization course examines European Civilization from the age of democratic revolutions to the era of globalization. Special attention is paid to 19th Century events which have helped shape the modern world: liberalism, nationalism and imperialism. Emphasis is also given to the two World Wars, European democracy, socialism, and totalitarianism. Appropriate accommodations are made to meet varied language abilities, learning styles, and reading levels.

# ASSYRIAN BILINGUAL CLASSES

Assyrian speaking students who scored below a 3.0 composite score on the ACCESS for ELLs assessment must be enrolled in a full-time transitional bilingual education (TBE) program. Students must receive a 3.0 on the ACCESS for ELLs in order to exit the full-time Assyrian TBE program. However, parents have the right to withdraw their child from the full-time Assyrian bilingual program.

All courses described in this section will have an additional Assyrian/Arabic speaking instructor in the class.

## ALGEBRA FUNDAMENTALS BILINGUAL ASSYRIAN

MAYX01

Length: 2 semesters Credit: 2 credits Open to Grades: 9-10 Grade Weight: General

Prerequisite: A score of 2.9 or lower on the annual ACCESS for ELLs assessment

Algebra Fundamentals is a course designed for the ELL student to address straightforward algebra concepts while reviewing arithmetic and other basic operations. Students will review basic operations and concepts from an algebraic perspective to develop the foundation to successfully participate in Algebra 12-22 the following year. The topics of study include basic operation with integers, variables, polynomials, and exponents. Solving linear equations, inequalities, and graphing are also studied. This class will have an additional Assyrian/Arabic speaking instructor in the class.

#### **GLOBAL STUDIES BILINGUAL ASSYRIAN**

SOYX15

Length: 2 semesters Credit: 2 credits Open to Grades: 9-10 Grade Weight: General

Prerequisite: A score of 2.9 or lower on the annual ACCESS for ELLs assessment

This is an ELL sheltered designed to provide limited English proficiency students with an opportunity to develop the reasoning skills associated with the study of social studies. ELL Global Studies is one of the foundation courses of the Social Studies program. It is intended to strengthen students' skills as well as provide the background necessary to better understand the histories of both the United States and Western Europe in general. Attention is also given to the five major religions and Eastern philosophies. Thus, it is hoped that students will leave the class with a strong understanding of the world and their place in it. The major civilizations of China, India and the Middle East will be studied in-depth; the course culminates with the study of the rise of western European civilization. Appropriate accommodations are made to meet varied language abilities, learning Length: 2 semesters styles, reading levels, and mathematical abilities. This class will have an additional Assyrian/ Arabic speaking instructor in the class.



#### PHYSICAL SCIENCE **BILINGUAL ASSYRIAN 13-23**

SCYX11

Length: 2 semesters Credit: 2 credits Open to Grades: 9-10 Grade Weight: General

Prerequisite: A score of 2.9 or lower on the annual

ACCESS for ELLs assessment

This is an ELL sheltered course designed to provide limited English proficiency students with an opportunity to develop the reasoning skills associated with the processes of science. Physics semester topics will include forces, motion, and energy. Chemistry semester concepts will include properties of matter, equilibrium, kinetics, and atomic structure. The fundamental science principles learned in this course prepare students for future laboratory science courses. Appropriate accommodations are made to meet varied language abilities, learning styles, reading levels, and mathematical abilities. This class will have an additional Assyrian/Arabic speaking instructor in the class.

#### **BIOLOGY 13-23 BILINGUAL ASSYRIAN**

SCYX13

Credit: 2 credits

Open to Grades: 10-12 Grade Weight: General

Prerequisite: Physical Science or ILS and a score of 2.9 or lower on the annual ACCESS for ELLs assessment

A laboratory course for those ELL students who are limited in mathematical and language skills. It concentrates on life forms and functions and processes of all living things. ELL Biology 13-23 is especially recommended for those students who may not be academically prepared for a more traditional biology course. Students selecting this course should do so in consultation with their counselor. This class will have an additional Assyrian/Arabic speaking instructor in the class.

#### **ALGEBRA FUNDAMENTALS BILINGUAL ASSYRIAN**

MAYX13

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12

Grade Weight: General

Prerequisite: A score of 2.9 or lower on the annual ACCESS for ELLs assessment

Algebra Fundamentals is a course designed for the ELL student to address straightforward algebra concepts while reviewing arithmetic and other basic operations. Students will review basic operations and concepts from an algebraic perspective to develop the foundation to successfully participate in Algebra 12-22 the following year. The topics of study include basic operations with integers, variables, polynomials, and exponents. Solving linear equations, inequalities, and graphing are also studied. This class will have an additional Assyrian/Arabic speaking instructor in the class.

#### **GEOMETRY 10-20 BILINGUAL ASSYRIAN**

MAYX12

Length: 2 semesters Credit: 2 credits

Open to Grades: 10-12 Grade Weight: General

Prerequisite: Algebra 10-20 and a score of 2.9 or lower on the annual ACCESS for ELL's assess-

ment

This is an informal geometry course. It deals with the topics of plane Euclidean and coordinate geometry. Topics include: congruency, similarity, parallel lines, circles, polygons, areas, volumes, and right triangle trigonometry. Algebra concepts are integrated throughout. Problem solving is a focal point of the course. A scientific calculator is required. However, a graphing calculator (typically a TI-83 or TI-84) is strongly recommended as a graphing calculator is required in future mathematics courses. This class will have an additional Assyrian/Arabic speaking instructor in the class.



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# FINE ARTS-MUSIC

Pathways illustrate typical movement within a sequence of courses. Adjustments in sequence can be made to accommodate individual needs.

#### **MUSIC BAND** Concert Band Symphonic Wind Beginning Symphonic Band Band Ensemble\* **CHOIR** Choraliers Concert Chamber Advanced Choir\* Choir\* Choir\* **ORCHESTRA** Beginning Symphonic Concert Philharmonic Orchestra\* Orchestra Orchestra Orchestra **GUITAR** Guitar Ensemble\* Guitar 1 Guitar 2 **PERCUSSION** Percussion Techniques\*

Students may begin in any course and progress to any course based on audition and/or consent of instructor. All ensemble music classes can be repeated for credit. A maximum of eight performing group music credits may be counted toward graduation. Music performance classes require attendance at and participation in concerts, rehearsals, and other performances, in order to receive credit. There is a cost for cleaning of uniforms, instrument supplies such as reeds, and workbooks. **The honors option in music\*** Open only to students who have completed two semesters in music classes and have the consent of the instructor. The honors option will raise the grade weight of the student's music class by one point and require the student to pursue the study of music through:

- Challenging independent work
- Students must contract with the instructor before the 6th day of the semester for the honors option

Music Theory Class suggested for students considering a music career.

# **BAND**BEGINNING BAND

MUYB01

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General Prerequisite: None

Beginning Band is for the student with no previous experience. The fundamentals of playing a musical instrument and accurate music reading are stressed. Individual attention is given to each student. This class includes different brass, woodwind, and percussion instruments. Required activities which take place outside of regular school hours may include attendance at all concerts.

#### **CONCERT BAND**

MUYB03

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General

Prerequisite: Participation in a junior high band

or beginning band

Concert Band is open to all students who have successfully completed beginning band or have experience from other school bands. Concert Band serves as an introduction to the high school band program. Students in the ensemble will begin to develop skills needed to participate in other ensembles. Areas of development will take place in tone production, intonation, rhythmic proficiency, balance, breathing, sight-reading and music theory. After school activities are required, but will be kept to a minimum in this ensemble. Those who want to participate in Pep Band or Jazz Band can do so with permission of the instructor. Students are strongly encouraged to take private lessons.

#### **SYMPHONIC BAND**

MUYB05

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General

Prerequisite: Consent of instructor and/or audition

Students in Symphonic Band work in a wide variety of musical activities and are advanced instrumentalists. Individuals will further develop many skills they have already acquired. Areas that will be reinforced, strengthened, and expanded are tone production, balance, breathing, sight-reading and music theory. A greater emphasis is placed on the development of technique with individual and ensemble playing skills. Repertoire includes marches, overtures, and a variety of classical, semi-classical and popular music suited to the level of the performers. Activities which take place outside of regular school hours, may include marching or pep bands for football and basketball games, Solo and Ensemble competitions, and formal concerts. Symphonic Band members may also participate in Jazz Band. Students are strongly encouraged to take private lessons and participate in music tours.



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#### **SYMPHONIC WIND ENSEMBLE**

MUYB07

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12

Grade Weight: Honors

Prerequisite: Consent of instructor and audition

Symphonic Wind Ensemble is open through yearly auditions to advanced performers in wind and percussion instruments. Audition materials consist of IMEA scales and etudes for the current school year. The primary focus of this ensemble is the preparation and performance of the finest literature for the modern wind band. Repertoire includes marches, overtures and a variety of classical, semi-classical and popular music. After school activities may include marching band, pep band, state solo and ensemble contest, state organization contest, assemblies, early morning or after school rehearsals, and formal concerts. Select members of this ensemble will also comprise the Symphonic Orchestra wind and percussion sections. Students are strongly encouraged to take private lessons and participate in musical tours.

#### **PERCUSSION TECHNIQUES**

MUYM01

Length: 2 semesters
Credit: 2 credits
Open to Grades: 9-1

Open to Grades: 9-12 Grade Weight: Honors

Prerequisite: Consent of instructor and/or

audition

Percussion Techniques is designed to provide a comprehensive study in the area of percussion. Students will obtain information and hands-on experience in the areas of percussion technique, literature, and instrument maintenance and repair. This course is designed to enhance the student's individual musical development in the area of percussion. In addition, students will rehearse and perform on a variety of multi-cultural percussion instruments and will study world music and respective cultures. Students will be placed in band and orchestra ensembles for concert performances, and will be required to attend after school rehearsals and performances.

# **CHOIR**CHORALIERS

(Tenor & Bass) MUYC01 (Soprano & Alto) MUYC02 Length: 2 semesters

Credit: 2 credits
Open to Grades: 9-12
Grade Weight: General
Prerequisite: None

The primary purpose of this class is to foster and promote the enjoyment of singing. Choraliers introduces students to a wide variety of music and is the entry level class for the choral program. Through the music, each individual will learn basic skills in tone production, breathing, diction, musicianship, and sight-reading. They will also gain an understanding of basic music theory and history. Attendance and participation is required at musical performances scheduled throughout the year. No audition is required to enroll in this choir.

#### **CONCERT CHOIR**

(Tenor & Bass) MUYC03 (Soprano & Alto) MUYC04 Length: 2 semesters

Credit: 2 credits
Open to Grades: 9-12
Grade Weight: General

Prerequisite: Consent of instructor

Concert Choir continues the development of basic vocal skills, music theory and music history taught in Choraliers. A wide variety of music will be experienced. Attendance and participation is required at musical performances scheduled throughout the year. Placement in this choir is by audition only.

#### **CHAMBER CHOIR**

(Tenor & Bass) MUYC07 (Soprano & Alto) MUYC08 Length: 2 semesters Credit: 2 credits

Open to Grades: 9-12 Grade Weight: General

Prerequisite: Consent of instructor

Chamber Choir explores advanced levels of tone production, breathing, diction, musicianship, sight-reading, theory, and music history. Placement in this choir is by audition only. A wide range of choral literature will be explored in this ensemble. Attendance and participation is required at musical performances scheduled throughout the year.

#### **ADVANCED CHOIR**

(Chorale at North; Master Singers at West)

MUYC10

Length: 2 semesters Credit: 2 credits

Open to Grades: 9-12 Grade Weight: Honors

Prerequisite: Consent of instructor

In Advanced Choir, advanced levels of vocal production, sight-reading, music theory, and music history are developed. This class will explore a wide range of choral literature including pop and classical music. Participation in festivals is strongly encouraged. Attendance and participation is required at musical performances scheduled throughout the year.

Placement in this choir is by audition only.



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#### **ORCHESTRA**

#### BEGINNING ORCHESTRA

MUYS01

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General Prerequisite: None

The student with no previous experience wishing to begin playing a string instrument may choose one of the following: violin, viola, cello or string bass. Instruments are provided by the school for in-school use. Students may be required to

perform in scheduled concerts.

#### **CONCERT ORCHESTRA**

(West Only) MUYS03

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12

Open to Grades: 9-12 Grade Weight: General

Prerequisite: Participation in Jr. High Orchestra

or Beginning Orchestra

This strings only orchestra is designed to further develop the student's orchestral skills. Students must have prior string playing experience in violin, viola, cello or string bass. Repertoire spans a variety of musical styles and cultures. Students are required to perform in scheduled concerts and are encouraged to participate in solo and ensemble contests, and music trips.

#### PHILHARMONIC ORCHESTRA

MUYS09

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General

Prerequisite: Consent of instructor

This ensemble is offered to string students who possess intermediate orchestral skills. The Philharmonic Orchestra performs as a string orchestra as well as full orchestra when combined with selected woodwind, brass and percussionists from the

band. Students are required to perform in scheduled concerts and are encouraged to participate in solo and ensemble contests, Illinois Music Educators' Association festivals, and music trips.

#### **SYMPHONIC ORCHESTRA**

MUYS05

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: Honors

Prerequisite: Consent of instructor

This ensemble is offered to string students who possess advanced orchestral skills. The Symphonic Orchestra performs as a string orchestra as well as a full orchestra when combined with selected woodwind, brass and percussionists from the Symphonic Wind Ensemble. Repertoire spans a variety of musical styles and cultures. Students are required to perform in scheduled concerts and are encouraged to participate in solo and ensemble contests, Illinois Music Educators' Association festivals and music trips.



# FINE ARTSNON-PERFORMANCE GENERAL FINE ARTS ELECTIVE

#### **ARTS APPRECIATION**

Arts Appreciation (Semester course, open to grades 9-12)

Arts Appreciation

## NON-PERFORMANCE MUSIC ELECTIVES

#### **DIGITAL PIANO**

Digital Piano 1 (Semester course, open to grades 9-12)

Digital Piano 2 (Semester course, open to grades 9-12)

Digital Piano 1



Digital Piano 2

#### **ELECTRONIC MUSIC**

Electronic Music (Semester course, open to grades 10-12)

Electronic Music

Guitar I & II (Open to grades 9-12)

#### **MUSIC THEORY**

Music Theory\* (Year-long course, open to grades 10-12)

AP Music Theory\* (Year-long course, open to grades 10-12)

Music Theory\*

AP Music Theory\*

\*Consent of teacher required/Honors Option available

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#### **GUITAR 1**

MUYS07

Length: 1 semester Credit: 1 credit

Open to Grades: 9-12 Grade Weight: General Prerequisite: None

Guitar 1 is for the beginning guitar student who has no prior musical experience. The student will learn to read music, play melody lines, play chords with various strums and set chords to music. Students may be required to purchase supplemental materials.

#### **GUITAR 2**

MUYS15

Length: 1 semester Credit: 1 credit

Open to Grades: 9 – 12 Grade Weight: General

Prerequisite: Guitar 1 or consent of instructor

Guitar 2 is for the intermediate level guitarist wishing to learn advanced skills and techniques which include advanced reading of standard notation, tablature, barre chords, and guitar ensemble. Students may be required to purchase supplemental materials.

#### **GUITAR ENSEMBLE**

MUYS20

Length: 2 semesters
Credit: 2 credits
Open to Grades: 9 – 12
Grade Weight: General

Prerequisite: Guitar 1 and 2, or consent of

instructor

Guitar Ensemble is a year-long, repeatable course designed for the intermediate and/or advanced guitarist. Repertoire spans a variety of musical styles and cultures. Students are re-

quired to perform in scheduled concerts and other activities for the class. While guitars are provided for the course, personal guitars are recommended for at home practice.

#### **DIGITAL PIANO 1**

Length: 1 semester

MUSP01

Credit: 1 credit
Open to Grades: 9-12
Grade Weight: General
Prerequisite: None

Digital Piano 1 is a designed for the beginning pianist who has no prior musical experience. Basic note reading, fingering, music theory and piano literature will be taught. This course is taught on an electronic keyboard.

#### **DIGITAL PIANO 2**

MUSP02

Length: 1 semester Credit: 1 credit

Open to Grades: 9–12 Grade Weight: General

Prerequisite: Digital Piano 1 or consent of

instructor

Digital Piano 2 is for the intermediate level pianist who wants to learn more advanced piano skills. Further work in note reading, fingering, music theory, piano literature, and compositional skills using midi software will be taught. This course is taught on an electronic keyboard.



#### **ELECTRONIC MUSIC**

MUST05

Length: 1 semester Credit: 1 credit

Open to Grades: 10-12 Grade Weight: General Prerequisite: None

This course encompasses aspects of recording, producing, manipulating, and engineering music and sound. Students will use several different types of software which involves creating loops, sound design/sound systems, and working with the many different digital forms of music used today. Students will learn the basics of music notation, theory, form, and other musical elements, and will also study the many different types of media, such as e-mail, web pages, MP3s, WAV, AllF, etc.

#### **MUSIC THEORY**

MUYT03

Length: 2 semesters Credit: 2 credits

Open to Grades: 10-12 Grade Weight: Honors

Prerequisite: Consent of instructor

This course emphasizes the basic musical elements of melody and harmony, scale construction, key signatures, ear training, basic form and analysis, history, and incorporates MIDI (Music Instrument Digital Interface) and computer technology. This course is for the serious musician and for those planning to study music after high school.



#### **AP MUSIC THEORY**

MUYT13

Length: 2 semesters Credit: 2 credits

Open to Grades: 10-12

Grade Weight: Advanced Placement Prerequisite: Consent of instructor

This course emphasizes basic, intermediate, and advanced musical elements of melody and harmony, scale construction, key signatures, ear training, basic form and analysis, history and incorporates MIDI computer technology. This course is for the serious musician and for those planning to study music after high school. Students will spend extra time during and outside of class practicing and preparing for the AP Music Theory exam in the areas of: score analysis, four part voice writing, chord progression writing, harmonization of a given melody, etc. In addition, extra sessions outside of the school day will be held to practice the aural sections of the AP exam.

Success in this examination may entitle the student to college credit, advanced music theory placement at the college or university level, or both.

The Mission of
District 219 Fine Arts is
to challenge and
develop the next
generation of artists and
supporters of the arts.

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# FINE ARTS-THEATRE ARTS

Pathways illustrate typical movement within a sequence of courses. Adjustments in sequence can be made to accommodate individual needs.

#### THEATRE ARTS SUGGESTED 4 YEAR SEQUENCE

YEAR ONE

Sem.

Sem.

#### YEAR TWO

#### YEAR THREE

#### **YEAR FOUR**

Advanced Theatre Theatre Workshop Studio (repeatable)

> Advanced Theatre Actina Studio

Play Production\* or Adv. Theatre Studio

> Advanced Theatre Studio

Directing\* or Adv. Theatre Studio

Advanced Theatre Studio

\*Consent of instructor required



#### THEATRE WORKSHOP

DRST01, DRSZ01 Length: 1 semester Credit: 1 credit

Open to Grades: 9-12 Grade Weight: General Prerequisite: None

Theatre Workshop is a one-semester course which explores the elements of drama through improvisation, theatre games, and scenes from contemporary plays. Students will develop as well as understanding the full process of creating theatre. Theatre Workshop is the first of a two-semester introduction to Theatre: students should plan to take Acting after completing Theatre Workshop.

\*This course meets the new public speaking graduation requirement, beginning with the class of 2016.

#### **ACTING**

DRSA01

Length: 1 semester Credit: 1 credit

Open to Grades: 9-12 Grade Weight: General

Prerequisite: Theatre Workshop

Acting is a one-semester class which builds on the foundation established in Theatre Workshop. Acting focuses on creating honest, believable characters and situations. Actors will develop original characters, create scenes, and work with full-length scripts to expand their abilities to understand works by significant playwrights.



#### **ADVANCED THEATRE STUDIO**

DRSA02

Length: 1 semester Credit: 1 credit

Open to Grades: 10-12 Grade Weight: Honors

Prerequisite: Theatre Workshop and Acting

Advanced Theatre Studio is an in-depth, multileveled study of skills and techniques introduced in Theatre Workshop and Acting. Studies will include artistic, technical, and design-related aspects of skills in acting, play making, and scene analysis, Theatre. Topics will vary each semester and may include: advanced improvisation, stage combat, scenic design, stage make-up, costume technology, stage rigging, musical theatre, Shakespeare, auditions, acting-for-the-camera, theatre history, masks, dramaturgy, creative dramatics, children's theatre, kabuki, contemporary Broadway, dialects, lighting design, stage management, scene study, scenic painting, etc. Honors level; this course may be repeated for credit. Prerequisite: Acting.

#### **DIRECTING**

(North: Offered 1st semester odd years only; West: Offered 1st semester even years only)

DRSD01

Length: 1 semester Credit: 1 credit

Open to Grades: 11-12 Grade Weight: Honors

Prerequisite: Theatre Workshop, Acting, Advanced Theatre Studio (2 semesters) and consent of in-

structor.

This course explores theatre from the director's point of view. Students will take on the responsibility of directing a play; this includes: selecting and analyzing the script, casting, blocking, actor coaching, rehearsing, and design integration. Classroom process provides opportunities for students to act, design, and direct. The students have actual practice in leading their peers in preparing a one-act play for performance outside of the school day.

#### **PLAY PRODUCTION**

(North: Offered 1st semester even years only; West: Offered 1st semester odd years only)

DRSP01

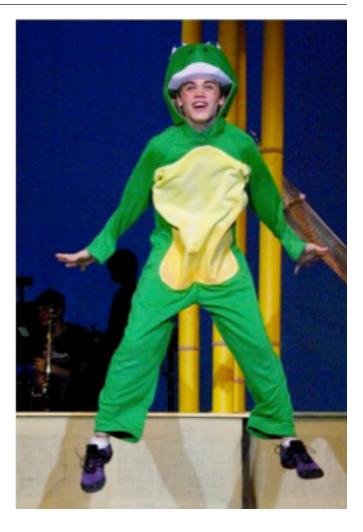
Length: 1 semester Credit: 1 credit

Open to Grades: 11-12 Grade Weight: Honors

Prerequisite: Theatre Workshop, Acting, Advanced Theatre Studio (2 semesters) and

consent of instructor

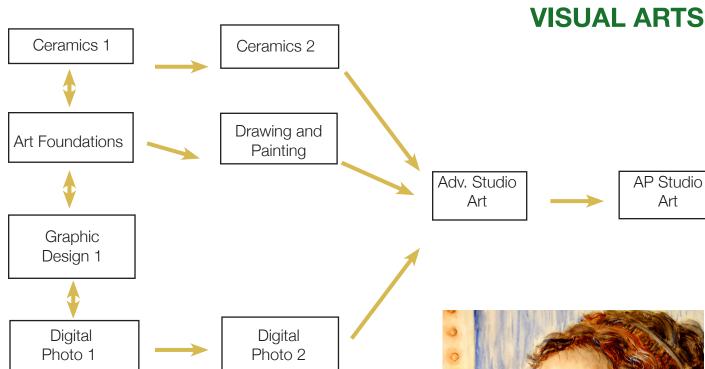
In this course, students take on leadership roles in the production of a main stage play. Students build on experiences from Stagecraft and previous productions to develop skills necessary for mounting a large-scale production. As apprentices in the fields of design (scenic, lighting, costuming, make-up, sound), dramaturgy, stage management, and technical direction, the students will have the practical experience of bringing a concept to reality. Collaboration with others to coordinate, schedule, and meet goals is a key part of the experience.





# FINE ARTS-VISUAL ARTS

Pathways illustrate typical movement within a sequence of courses. Adjustments in sequence can be made to accommodate individual needs.



#### All art classes may be repeated for credit.

#### All Visual Art classes will:

- 1). Encourage creative as well as systematic investigation of formal and conceptual issues
- 2). Emphasize making art as an ongoing process that involves the student in informed and critical decision-making
- 3). Develop technical skills and familiarize students with the functions of the visual elements.



#### **ART FOUNDATIONS**

ARSA01

Length: 1 semester Credit: 1 credit

Grade Weight: General Open to Grades: 9-12 Prerequisite: None.

Art Foundations is a beginning course designed for students interested in exploring art and developing their art making skills. This course introduces the beginning art student to the basic elements and principles of design. Projects may include work in the following areas: drawing, painting, printmaking, sculpture, ceramics, and functional art. The class is open to students of all skill levels and no previous art experience is necessary.



#### **PAINTING AND DRAWING**

ARSA21

Length: 1 semester Credit: 1 credit

Grade Weight: General Open to Grades: 9-12

Prerequisite: Art Foundations

Drawing/Painting is designed to increase the students' skills and refine their techniques in drawing and painting. Students will experiment both visually and conceptually with charcoal, ink, pencil, pastel, watercolor, acrylic, oil and mixed media. This course will offer the student a creative experience through observational drawing, as well as fantasy, illustration, and abstraction. Class projects will cover contemporary concepts and ideas that utilize drawing and painting as visual tools for expression. Students will explore traditional and contemporary approaches to drawing and painting.



#### **ADVANCED STUDIO ART**

ARYA15

Length: 2 semesters Credit: 2 credits

Grade Weight: Honors Open to Grades: 10-12

Prerequisite: Painting and Drawing and recommendation by art instructor from a portfolio review Advanced Studio Art is designed for students who would like to begin the process of working toward submitting an AP Studio Art portfolio to the AP College Board or for submission to an art college or university. Students will be able to select a Drawing, 2-D Design, or 3-D Design portfolio. Projects may include work in the following areas: drawing, painting, mixed media, printmaking, digital arts, sculpture, ceramics, and an exploration of materials and approaches to making art, working from a live model. NOTE: There is a \$40.00 art fee for supplies. This course is a requirement for students taking AP Studio Art.



#### **AP STUDIO ART**

ARYA11

Length: 2 semesters Credit: 2 credits

Grade Weight: Advanced Placement

Open to Grades: 11-12

Prerequisite: Advanced Studio Art and recommendation by art instructor from a portfolio

review

Advanced Placement Studio Art is a college level art course for the highly motivated student who wishes to create a portfolio of quality artwork for admission to college or for job placement. Students must be able to work with sustained effort, participate in individual and group critiques and have a desire to create a body of personal artwork. Students may select from three types of art portfolios: Drawing Portfolio, 2-D Design Portfolio, or 3-D Design Portfolio. A portfolio of artwork will be submitted to the College Board in slide form during AP exams in May to determine possible college credit. NOTE: There is a \$40.00 art fee for materials.



#### **CERAMICS I**

ARSC01

Length: 1 semester Credit: 1 credit

Grade Weight: General Open to Grades: 9-12 Prerequisite: None

Students will be introduced to the basics of working with clay. Hand building techniques, fundamentals of design, and alternative methods for creating sculptural and functional forms in clay will be explored. Students will gain experience in a variety of surface decoration techniques using glaze, underglaze, texture, carving, and image transfer. Class projects will investigate both traditional and contemporary ceramics while challenging students to think creatively to make unique works of art. Students may participate in special day-long workshops such as Raku or Pit Firing. No experience necessary.

#### **CERAMICS II**

ARSC05

Length: 1 semester Credit: 1 credit

Grade Weight: General Open to Grades: 9-12 Prerequisite: Ceramics I

In Ceramics II, students will learn advanced hand building, surface decoration, and creative problem-solving techniques to create unique works of art. Students will also be introduced to the art of wheel throwing to create functional and sculptural forms. Emphasis is placed on making artistic choices, developing a personal vision, and further exploration of historical work and contemporary issues. Topics may include mixed-media, altered forms, mold-making, and image transfer. Special daylong workshops may be offered such as Raku or Pit firing. Students interested in completing the AP Studio Art 3-D Design Portfolio are highly encouraged to take this class. Class is repeatable for credit.



#### **DIGITAL PHOTOGRAPHY 1**

ARST03

Length: 1 semester Credit: 1 credit

Grade Weight: General Open to Grades: 9-12 Prerequisite: None

This is an introductory course to digital photo. Students will explore the basic concepts of photography from pinhole cameras to today's digital systems. Emphasis will be on the production of artistic images using digital cameras, Adobe Photoshop and the elements of art and principles of design. \$20.00 art fee.





#### **DIGITAL PHOTOGRAPHY 2**

ARST05

Length: 1 semester Credit: 1 credit

Grade Weight: General Open to Grades: 9-12

Prerequisite: Digital Photography 1

Digital Photography 2 is a continuing exploration of the art of photography for the serious photography student. Students will expand on basic concepts of photography using alternative and experimental digital processes to create imagery and visually communicate ideas. Students will utilize digital cameras and Adobe workstations to further create and expand on a body of artwork. Students will also work to crete a portfolio for use towards AP Studio Art or college entrance review. \$20.00 art fee.

#### **GRAPHIC DESIGN 1**

ARST01

Length: 1 semester Credit: 1 credit

Grade Weight: General Open to Grades: 9-12 Prerequisite: None

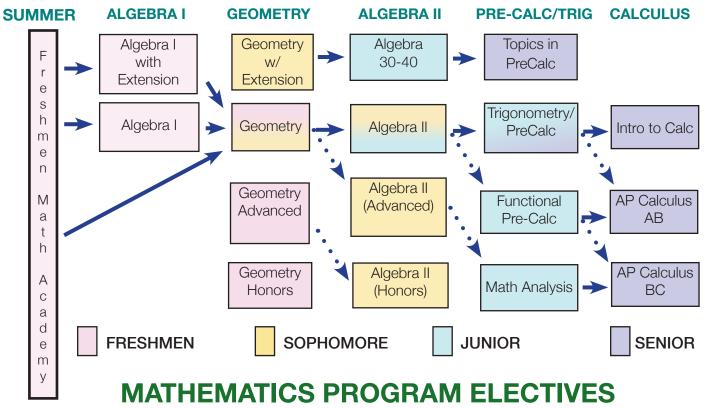
Graphic Design 1 is an exploration of the emerging field of digital art. Students will learn software such as Adobe Photoshop, Illustrator, InDesign, and Flash combined with traditional media to create contemporary art work. Projects may include digital collages, digital painting, graphic design and simple animation. \$20.00 art fee.





# **MATHEMATICS**

Pathways illustrate typical movement within a sequence of courses; however, adjustments in sequence can be made to accommodate individual needs.



Grade Weight Level is indicated in parentheses

AP Statistics

Students may enroll after completion of 2nd year algebra course of teacher rec

Topics

Post Calculus

Students may enroll after completion of an AP Calculus course and teacher recommendation.

Computer Programming

Students may enroll in this class at anytime.

Video Game Prog. and Design

Students may enroll after completion of AP Computer Science AP and teacher recommendation.

AP Computer Science A Students may enroll after completion of algebra (B or better) or teacher rec.

Mathematical Modeling

Students may enroll at anytime with the approval of the Mathematics Director

#### MATHEMATICS ADVANCEMENT OPPORTUNITIES

Following are a set of options for students to accelerate or advance their mathematical studies at District 219

- Students in Grade Weight III courses can advance to Grade Weight IV by completing Geometry 12-22 and Advanced Algebra and Trigonometry.
- All other options should be discussed with a student's teacher, counselor, or the Director of Mathematics.

#### **Mathematics**

#### **ALGEBRA I**

MAYA03

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General

Prerequisite: Placement recommendation

This is a first year algebra course. Topics include: the number systems; algebraic symbols and formulas; arithmetic operations with algebraic expressions; equations and inequalities; coordinate systems and mathematical graphing; systems of equations; factoring; algebraic fractions; exponents and radicals; functions; quadratic equations; and elementary probability and statistics concepts. A graphing calculator (typically a TI-83 or TI-84) will be used – see the teacher's rules and procedures for exact recommendations/requirements.

#### **ALGEBRA I EXTENSION**

MAYA03-F

Length: 2 semesters

Credit: 2 credits (elective credit)

Open to Grades: 9-12 Grade Weight: General

Prerequisite: Placement recommendation

This course is taught concurrently with Algebra I. This course covers the same topics as Algebra I, but allows students an opportunity for deeper exploration of the topics and further review of essential skills.

#### **GEOMETRY**

MAYG03

Length: 2 semesters
Credit: 2 credits
Open to Grades: 9-12
Grade Weight: General
Prerequisite: Algebra I

This is a course in Euclidean geometry, using both inductive and deductive reasoning.

It includes an informal introduction to solid geometry. Students are expected to learn through discovery by conducting investigations and constructions by hand or with computer software. Topics include congruency, similarity, parallel lines, circles, polygons, constructions, areas, volumes, and coordinate geometry. A graphing calculator (typically a TI-83 or TI-84) will be used – see the teacher's rules and procedures for exact recommendations/requirements.

#### **GEOMETRY EXTENSION**

MAYG03-F

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General

Prerequisite: Placement recommendation

This course is taught concurrently with Geometry. This course covers the same topics as Geometry, but allows students an opportunity for deeper exploration of the topics and further review of essential skills.

#### **GEOMETRY (ADVANCED)**

MAYG07

Length: 2 semesters Credit: 2 credits Open to Grades: 9 Grade Weight: Honors

Prerequisite: First year Algebra and either high achievement scores or

teacher recommendation

This is a course in Euclidean geometry which includes proofs by deductive reasoning. Topics include congruency, similarity, parallel lines, planes, circles, polygons, constructions, areas, surface areas and volumes of solids, and coordinate geometry. Second year algebra knowledge is expected for students to be successful in this course. A graphing calculator (typically a TI-83 or TI-84) will be used – see the teacher's rules and procedures for exact recommendations/requirements.

#### **GEOMETRY (HONORS)**

MAYG05

Length: 2 semesters Credit: 2 credits Open to Grades: 9 Grade Weight: Honors

Prerequisite: Exceptional achievement in a full, first year Algebra course and teacher recom-

mendation

This geometry course presents symbolic logic and extensively uses deductive proof. Plane and space geometries are studied concurrently. In addition to all the topics of Geometry and Geometry (Advanced), this honors course explores conics and trigonometry from a geometric viewpoint. It has a more in-depth use of construction and coordinate geometry. Students are expected to be self-motivated, organized, and mathematically capable. Excellent algebra skills are necessary to be successful in this course. A graphing calculator (typically a TI-83 or TI-84) will be used – see the teacher's rules and procedures for exact recommendations/requirements.

#### **ALGEBRA II**

MAYA11

Length: 2 semesters Credit: 2 credits Open to Grades: 10-12 Grade Weight: General

Prerequisite: First Year Algebra and

Geometry

This course includes the advanced topics from the first two semesters of algebra handled in greater depth. New topics include linear systems in three dimensions; rational, exponential, radical, and polynomial functions; matrices; logarithms; and complex numbers. This course is primarily for students with at least average grades in Algebra I and Geometry. A graphing calculator (typically a TI-83 or TI-84) will be used – see the teacher's rules and procedures for exact recommendations/requirements.

#### **ALGEBRA II EXTENSION**

MAYA21-E

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12

Grade Weight: General

Prerequisite: Placement recommendation

This course is taught concurrently with Algebra II. This course covers the same topics as Algebra II, but allows students an opportunity for deeper exploration of the topics and further review of essential skills.



#### **ALGEBRA II (ADVANCED)**

MAYA05

Length: 2 semesters Credit: 2 credits

Open to Grades: 10/11 Grade Weight: Honors

Prerequisite: Successful completion of first year Algebra, Geometry (Advanced) and

placement recommendation

Students enrolling in Algebra II (Advanced) should expect to move at an accelerated pace as well as in a more mathematically sophisticated manner than they would experience in Algebra II. Topics include: a review and extension of fundamental algebraic manipulations, systems of equations, complex numbers, conic sections, permutations, combinations, the binomial expansion, matrices, and topics of trigonometry. A graphing calculator (typically a TI-83 or TI-84) will be used – see the teacher's rules and procedures for exact recommendations/requirements.

#### **ALGEBRA II (HONORS)**

MAYA07

Length: 2 semesters
Credit: 2 credits
Open to Grades: 10
Grade Weight: Honors

Prerequisite: Exceptional achievement in a full, first year Algebra course, Geometry (Honors)

This is a second year algebra course. Some topics from first year algebra are quickly reviewed. Other topics include: the binomial theorem; trigonometry, and sequences and series. All topics are covered in greater depth and at a more demanding level than they are in Algebra II. Students are expected to be self-motivated, organized, and mathematically capable. It is assumed that the student performed at a high level in a full first year algebra course. A graphing calculator (typically a TI-83 or TI-84) will be used – see the teacher's rules and procedures for exact recommendations/requirements.

#### **TOPICS IN PRECALCULUS**

MAYM19

Length: 2 semesters Credit: 2 credits Open to Grades: 12 Grade Weight: General

Prerequisite: Algebra 30-40 and teacher

recommendation

This course is intended as a fourth-year offering following Algebra 30-40 for the student who is college-bound (Note that the Algebra 30-40 course is no longer offered as of the school year 2013-2014). Content includes a consolidation and extension of the previous algebra and geometry background, trigonometry, exponents and logarithms. A graphing calculator (typically a TI-83 or TI-84) will be used – see the teacher's rules and procedures for exact recommendations/requirements.

#### TRIGONOMETRY/PRECALCULUS

MAYM02

Length: 2 semesters Credit: 2 credits

Open to Grades: 10-12 Grade Weight: General

Prerequisite: Algebra II and teacher

recommendation

This course is designed to prepare students who have completed two years of algebra and a year of geometry, for calculus. Emphasis will be placed on trigonometry; applications of trigonometry; and graphical, algebraic, and numeric analysis of functions and equations. A graphing calculator (typically a TI-83 or TI-84) will be used – see the teacher's rules and procedures for exact recommendations/requirements.



#### **FUNCTIONAL PRECALCULUS**

MAYM21

Length: 2 semesters Credit: 2 credits Open to Grades: 11-12 Grade Weight: Honors

Prerequisite: Geometry (Advanced) and Alge-

bra II (Advanced)

This course is designed to prepare students, who have shown proficiency in two years of algebra and one year in geometry, for calculus. Functions and graphing will be the underlying themes. Topics include: functions, techniques of graphing, trigonometry, conic sections, polar coordinates, sequences and series, vectors, and introduction to limits. A graphing calculator (typically a TI-83 or TI-84) will be used – see the teacher's rules and procedures for exact recommendations/ requirements.

#### **MATHEMATICS ANALYSIS (HONORS)**

MAYM03

Length: 2 semesters Credit: 2 credits Open to Grades: 11 Grade Weight: Honors

Prerequisite: Geometry (Honors), Algebra II (Honors), and teacher recommendation

A third year of the honors sequence preparing for the study of calculus, this course addresses topics in college algebra, trigonometry, analytic geometry, function and graphing theory, probability, and vector theory. Students taking this course usually are those planning to take AP Calculus BC during their senior year and to study mathematics or a closely related field in college. A graphing calculator (typically a TI-83 or TI-84) will be used – see

the teacher's rules and procedures for exact recommendations/requirements.

#### INTRODUCTION TO CALCULUS

MAYM07

Length: 2 semesters Credit: 2 credits Open to Grades: 12 Grade Weight: Honors

Prerequisite: Functional Precalculus or Trigonometry/Precalculus and teacher

recommendation

This course is designed for students wishing to continue their preparation for calculus. In first semester, students study functions and their graphs; mathematical modeling; polynomial and rational functions; limits and their properties; and an introduction to differentiation. In second semester, students study applications of differentiation; exponential, logarithmic, and trigonometric functions with calculus; and an introduction to integration. A graphing calculator (typically a TI-83 or TI-84) will be used – see the teacher's rules and procedures for exact recommendations/requirements.



#### **AP STATISTICS**

MAYM23

Length: 2 semesters Credit: 2 credits

Open to Grades: 10-12

Grade Weight: Advanced Placement Prerequisite: Successful completion of Geom-

etry, Algebra II and teacher recommendation

This is a non-calculus based introductory statistics course. At least one statistics course is required of college students majoring in business, psychology, sociology, education, science, engineering and mathematics. This course will expose students to four broad conceptual themes: Exploring Data (observing pat- A graphing calculator (typically a TI-83 or TI-84) will terns and departures from patterns); Planning a Study (deciding what to measure and how to measure it); Anticipating Patterns in Advance (introducing probability and simulation); and Statistical Inference (confirming models for explanations of patterns). This course would be an excellent choice for students who desire a solid introduction to statistics. A wellprepared student may receive college credit by successfully taking the Advanced Placement Exam. A graphing calculator (typically a TI-83 or TI-84) will be used – see the teacher's rules and procedures for exact recommendations/ requirements.



## **AP CALCULUS AB**

MAYM09

Length: 2 semesters Credit: 2 credits Open to Grades: 12

Grade Weight: Advanced Placement Prerequisite: Math Analysis or Functional Precalculus and teacher recommendation

This course will cover limits, derivatives and integrals. A well-prepared student may receive credit for one semester of college calculus depending on the institution and the score received on the Advanced Placement Exam.

be used – see the teacher's rules and procedures for exact recommendations/requirements.

## **AP CALCULUS BC**

MAYM11

Length: 2 semesters Credit: 2 credits Open to Grades: 12

Grade Weight: Advanced Placement Prerequisite: Math Analysis and teacher

recommendation

This course is the fourth year in the honors sequence. This is an intensive full year course in the differential and integral calculus of functions of a single variable. The course includes topics in infinite series and differential equations. A well-prepared student may receive credit for 2 semesters of college calculus depending upon the institution and the score received on the Advanced Placement Exam. A graphing calculator (typically a TI-83 or TI-84) will be used – see the teacher's rules and procedures for exact recommendations/ requirements.

## **POST CALCULUS TOPICS**

MAYM16

Length: 2 semesters Credit: 2 credits

Open to Grades: 11-12

Grade Weight: Advanced Placement Prerequisite: AP Calculus AB or BC and

teacher recommendation

This is a course designed for excellent acceler ated mathematics students who have completed a year of AP calculus. Topics include: discrete math; graph theory; non-Euclidean geometry; an extension and reinforcement of previously taught topics; and some topics from differential equations, complex analysis, and multivariable calculus. A portion of the emphasis will include the integration of technology with the posing and solution of advanced mathematics problems (especially in the physical, life, management, and economic sciences). Students will have the opportunity to use the symbolic, graphical, and numerical manipulator program Mathematica™. A graphing calculator (typically a TI-83, TI-84 or TI-89) will be used - see the teacher's rules and procedures for exact recommendations/requirements.

## MATHEMATICAL MODELING AND RESEARCH

MAYM25

Length: 2 semesters

Credit: 2 mathematics credits Open to Grades: 9 – 12

Grade Weight: Advanced Placement

Prerequisite: Concurrent enrollment in a math-

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ematics course and Director approval.

This is a course designed to present students with opportunities to address real world problems from a research-based mathematical modeling perspective. Mathematical Modeling and Research involves a year-long project in which students choose a research problem with guidance from the teacher and develop a model with the help of a mentor from business or academia. Through these experiences, students get exposure to the practical use of mathematics and practice at developing a research project from the genesis of the problem to the formal presentation of a model solution. This course can be repeated for credit.



## **COMPUTER SCIENCE**

Computer Programming, AP Computer Science A, and AP Computer Science AB will be included in the weighted grade point average calculation if its inclusion improves that average. Computer Science courses do not count as a Mathematics credit but will count as a general elective credit.

## **AP COMPUTER SCIENCE A**

MAYC20

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12

Grade Weight: Advanced Placement

Prerequisite: Successful completion of Algebra (B or better) or teacher recommendation

AP Computer Science is a prerequisite for Video Game Programming and Design and is intended for serious students of computer programming. Students will learn to write software applications and applets using the Java™ language. The course emphasizes the design issues that make programs understandable, adaptable, and, when appropriate, reusable. Object-oriented programming and algorithm design will also be emphasized. A well-prepared student may receive one semester of college credit in Computer Science by scoring well on the Advanced Placement Computer Science Exam.

## **COMPUTER PROGRAMMING**

MASC05

Length: 1 semester Credit: 1 credit

Open to Grades: 9-12 Grade Weight: General

Prerequisite: Students may enroll in this course at

any time

Students will learn to use the software packages related to computer programming. Individual and group projects require the Visual Basic<sup>TM</sup> language. Students will learn basic programming techniques and standards. Topics include: modular design, conditional statements, looping structures and one-dimension arrays. Logical structure and algorithms will also be applied. This course is designed to reach a broad range of students with an interest in computer programming.

## VIDEO GAME PROGRAMMING AND DESIGN

MAYC25

Length: 2 semesters Credit: 2 credits

Open to Grades: 10-12

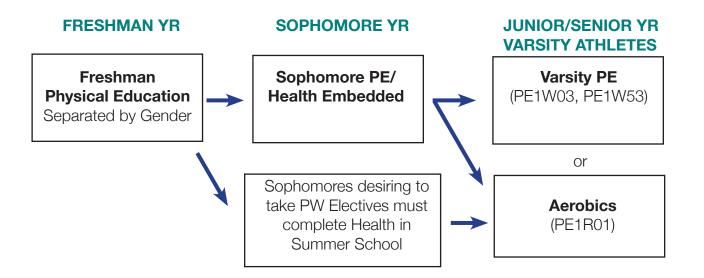
Grade Weight: Advanced Placement Prerequisite: AP Computer Science A and teacher recommendation (may be repeated

for credit)

Video Game Programming and Design is a post-AP course in Computer Science. Students will learn to design and program video games using the Object-oriented programming language Java™. Topics to be studied will be general game history and design, 2D and 3D Graphics rendering techniques, artificial intelligence algorithms, game object collision detection, and approaches to synchronizing sound effects with a consistent frame rate. Students will develop a digital portfolio of creative video game programs throughout the year that can be used for applying to college or getting a job in the Video Game Industry.

# PHYSICAL WELFARE

(HEALTH, DRIVER'S ED., PHYSICAL EDUCATION)







## PHYSICAL WELFARE ELECTIVES

# CHOOSE FROM THE FOLLOWING ELECTIVES

Varsity PE (PEYW03)

Strength and Conditioning (PEYW01,PESW01)

Aerobics (PEYR01, PESR01)

Dance (PESD01, PESD02)

Adventure Education (PESA01, PESA02)

**Life Guarding** (PESG01)

[includes \$45.00 material fee]

Leaders (PEYL02, PEYL03)

Individual and Team Sports for Lifelong Fitness (PEYR02, PESR02)

## PHYSICAL EDUCATION

Physical Welfare is a comprehensive health and physical education program designed to aid students in achieving their fullest potential. The ultimate goal for our students is to maintain active and healthy lifestyles throughout their lifespan. The foundation of all health and physical education programs is the interrelationship of physical, mental, emotional, and social being.

- Learners will establish a solid foundation for maintaining healthy, active, and productive lives.
- Learners must develop movement skills leading toward competency in self selected activity, healthy levels of fitness, and cooperative interaction skills needed for successful participation in an active lifestyle.
- Teamwork and cooperative skills are used to work effectively with others, set individual and group goals, solve problems, and enhance the quality of interpersonal relationships.
- Learners will communicate and work in ways that promote respect for themselves and others.

The result of persons leading healthy and physically active lifestyles is also seen in an increased capacity for effective work, positive behavioral choices, and increased academic success. Students must take and pass a Physical Education course for each semester of attendance at District 219. Beginning with the graduating class of 2015, Physical Education grades will be included in the students' weighted and unweighted grade point average. Courses are restricted only to grade level.

## **UNIFORMS**

For Physical Education, Adaptive Physical Education, and Leaders, the official Niles Township Uniform must be purchased by each student and worn during all Physical Education classes, with the exception of swimming:

- 1. Gray/Purple (North) or Gray/Red (West) official T-shirt and/or sweatshirts with the Niles Township emblem
- 2. Purple (North) or Red (West) official shorts and/or sweat pants with the Niles Township Township emblem
- 3. White athletic socks
- 4. Athletic shoes
- 5. Combination lock purchased at school bookstore
- 6. Warm-ups are optional, but highly recommended for outdoor activities.

## PHYSICAL EDUCATION LOCKER ROOM

For Physical Education classes students will be provided a lock and locker in our Physical Education locker rooms. Students must use a district issued lock for security purposes. Students are advised that these locker rooms are not for the storage of valuables during class, but for school supplies and clothing worn to school. Contact your PE teachers for more information. Niles Township security advises that valuable items should be stored in your hallway locker. District 219 is not responsible for loss or theft while using a Physical Education locker.

## PHYSICAL EDUCATION EXEMPTION PROCEDURES (POLICY 6:310-R3)

Students who are qualified and would like to select one of these exemptions should review their request with their counselor, who will issue the exemption form (Policy 6:310-E3). The student must submit the completed form to the Director of Physical Education for approval, and meet the requirements of Provisions A, B or C.

## **FRESHMAN FOUNDATIONS**

PEYF01, PBYB01, PGYG01

Length: 1 Year Credit: 2 Credits Open to Grade: 9 Grade Weight: General Prerequisite: None

Freshmen will participate in a prescribed program of activity units determined by the Physical Welfare department. Each student will receive instruction in a wide variety of fitness activities, team sports and individual sports. Fitness is emphasized throughout the freshman curriculum with a focus on leading healthy lifestyles. Freshmen are not allowed to take this course out of sequence or replace this course with PW electives.

There are two one-time fees in Physical Welfare: a \$20 fee for Physical Education uniforms, and a \$36 fee for heart rate strap and transmitter. Both the uniform and strap will be used throughout all four years of high school.

## **SOPHOMORE HEALTH FITNESS**

PEYS05

Length: 1 Year Credit: 1 Credit PE 1 Credit Health

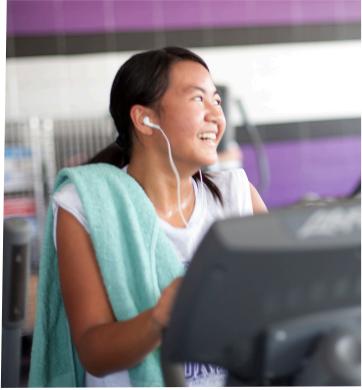
Open to Grade: 10 (open to grades 11-12 only with

permission of Director) Grade Weight: General Prerequisite: None

Sophomores will participate in an embedded Health/Physical Education program. The completion of this course will satisfy graduation requirements in both Health and Physical Education. This course will be included in the weighted grade point average calculation. This course offers knowledge which will lead to competency in assuming adult responsibilities as a member of a family and as a citizen of the community.

The curriculum includes extensive instruction in physical fitness concepts and units on, nutrition, mental health/mental illness, substance abuse, human sexuality/reproduction, communicable diseases and death and dying.





# JUNIOR AND SENIOR PHYSICAL EDUCATION FOR INTERSCHOLASTIC ATHLETES

Students who represent District 219 in interscholastic athletics will have two choices for Junior/Senior Physical Education

## **VARSITY PHYSICAL EDUCATION**

PEYW03

Length: Each Semester Credit: 1 Credit PE

Open to Grade: 11-12 (open to grade 10 only with completion of Health outside of Sophomore

Physical Education). Grade Weight: General Prerequisite: None

Students will be engaged in a series of cycled workouts specific to their sport and designed to improve core strength and musculature. Emphasis will be placed on overall body strength exercises with daily emphasis on core strength, agility and injury prevention. Students will also gain knowledge as to the muscle groups involved in exercise, as well as the kinesthetic movements of the body. Cardio and strength workouts will be coordinated through the PE Teacher working closely with coaches and the Strength and Conditioning coordinator.

#### **AEROBICS**

PEYR01, PESR01 Length: Each Semester Credit: 1 Credit PE

Open to Grade: 11-12 (open to grade 10 only with completion of Health outside of Sophomore

Physical Education). Grade Weight: General Prerequisite: None

Students will engage in a series of cycled workouts to improve core strength and musculature toning. Activities within Aerobics can include cardio-kickboxing, step aerobics, functional exercises, lifting with hand weights, weighted bars, and dumbbells, stretch bands, Pilates and yoga.

# PHYSICAL EDUCATION COURSES INVOLVING RECOMMENDATIONS

## **PHYSICAL EDUCATION - ADAPTED**

PESC04 Length: 1 year Credit: 2 credits Open to Grades: 9-12 Grade Weight: General

Prerequisite: Special Education teacher

recommendation

Course units include physical fitness, gross motor development, and individual and team sports. Modifications and adaptations will be implemented for each student to meet their needs per medical and IEP directions.

## PE LEADERS 1, 2

PE Leaders 2 (Jrs.) PEYL02 PE Leaders 3 (Srs.) PEYL03

Length: 2 semesters Credit: 2 credits

Open to Grades: 11-12 or Grade 10 with Health

completed in summer Grade Weight: General

Prerequisite: Recommendation and Application

Students that demonstrate excellence in physical skills and show evidence of leadership ability are recommended by their instructor for placement in this program. Continuation in Leaders P.E. requires a minimum grade of a "B" in the previous Leaders' course. For first semester Junior Leaders, department approval is based on leadership qualities, athletic skills and interpersonal qualities essential to working with teachers and students in physical education classes. Students who are involved in interscholastic athletics are generally not eligible to participate in the Leaders program due to Strength and Conditioning requirements. Students involved in interscholastic athletics will be eligible for the Leaders program only if able to take two Physical Education courses in order to fulfill both athletic and leader responsibilities.

## **DRIVER EDUCATION**

The classroom grade for driver education is included in the un-weighted (honor roll) grade point average, not the weighted GPA. This course will be included in the un-weighted grade point average calculation if its inclusion improves that average.

## **DRIVER EDUCATION**

DESD01, DESD03 Length: 1 semester Credit: 0 credits Open to Grades: 9-12 Grade Weight: None

Prerequisite: Meet age requirements and has passed a minimum of eight (8) courses during the

previous two semesters

The classroom and behind-the-wheel phases of Driver Education are offered in an integrated program for a full semester. The classroom and behind the wheel portions of the course are administered at both Niles North High School and Niles West High School during the regular school day. Students will complete the state-mandated six- hour behind-the-wheel requirement. Content includes: existing and proposed rules of the road, physical, social, and mental factors affecting the driver, concepts necessary for safe motoring, understanding the functions of a motor vehicle, teaching of motor skills, visual skills, and application of laws, driving emergencies, accurate judgments and properly-timed correct responses. Students must be 15 years old prior to the beginning of the class to be scheduled for Driver Education. The Driver Education fee must be paid to the bookkeeper prior to receiving the permit packet. No grace period is in effect. If, for some reason, a student decides not to take Driver Education, he/she must return the permit application packet in order to receive a refund.





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## PHYSICAL WELFARE ELECTIVE PROGRAM

Selection of activities will take place during registration with the counselor. Students will select from a series of activities that have been grouped as "tracks"; one track will be selected for each semester. Throughout every elective offering, personal fitness and conditioning will be emphasized. The selection of a track which includes life-guarding or CPR & First Aid will require the purchase of the Red Cross manuals for those areas (approximately \$45.00.)

Early Bird PE classes begin at 7:23 and end at 8:05. Students must provide their own transportation to school.

Prerequisites: Dance 2 requires Dance 1; Adventure Ed 2 requires Adventure Ed 1

## NILES TOWNSHIP PHYSICAL WELFARE ELECTIVES - 1ST SEMESTER

PEYW03	Varsity Physical Education		
PEYW01 PESW01	Strength and Conditioning		
PEYR01 PESR01	Aerobics		
PESD01	Dance I		
PESA01	Adventure I		
PESG01	Life Guarding		
PESR02	Individual and Team Sports for Lifelong Fitness		

Early Bird PE classes begin at 7:23 and end at 8:05. Students must provide their own transportation to school.

Early Bird: 7:23am - 8:05am

Early Bird	PEYW50	Strength & Conditioning	
EB	PEYW53	Varsity PE	

## NILES TOWNSHIP PHYSICAL WELFARE ELECTIVES - 2nd SEMESTER

PEYW03	Varsity Physical Education
PEYW01 PESW01	Strength and Conditioning
PEYR01 PESR01	Aerobics
PESD02	Dance 2
PESA02	Adventure 2
PESG01	Life Guarding
PESR02	Individual and Team Sports for Lifelong Fitness

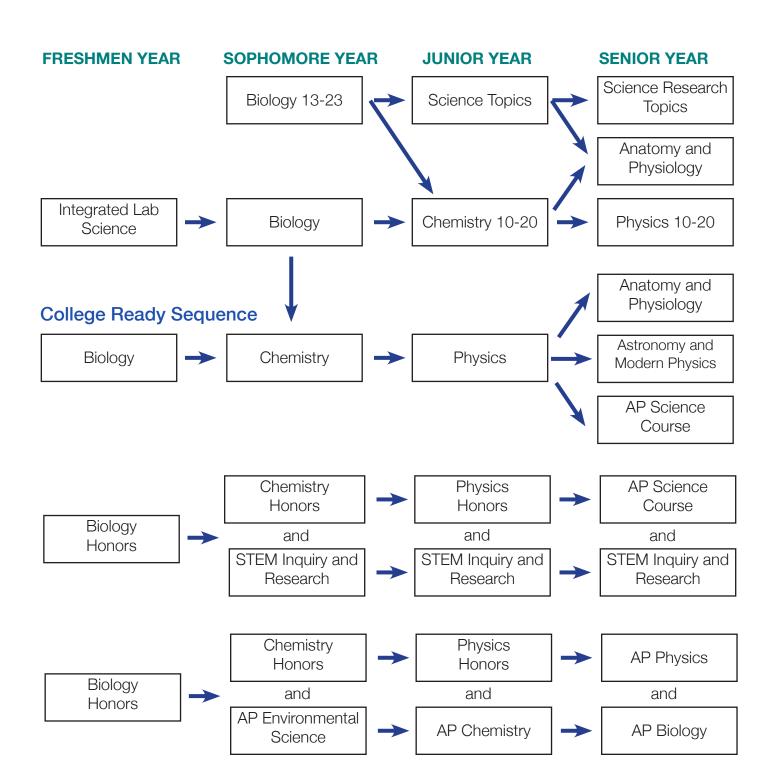
Early Bird PE classes begin at 7:23 and end at 8:05. Students must provide their own transportation to school.

Early Bird: 7:23am - 8:05am

Early Bird	PEYW50	Strength & Conditioning	
EB	PEYW53	Varsity PE	

# **SCIENCE**

Pathways illustrate **typical** movement within a sequence of courses; however, adjustments in sequence can be made to accommodate individual needs.



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## **SCIENCE**

Students are required to complete 4 credits in Science which must consist of two (2) credits in the Physical Sciences (Physical Science, Integrated Lab Science, Chemistry or Physics) and two (2) credits in Biology.

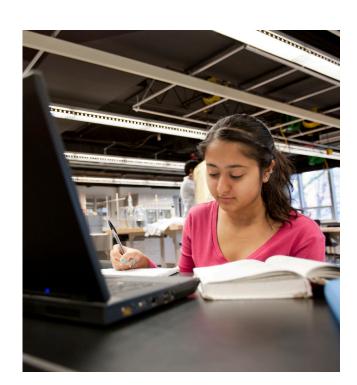
#### **BIOLOGY 13-23**

SCYB01

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General

Prerequisite: Placement recommendation

Biology 13 - 23 is an introductory and survey class that concentrates on life forms, functions and processes of all living things. Biology 13 - 23 is tailored towards students who would benefit from additional instructional support or preparation for their next Science course. Students selecting this course should do so in consultation with their counselor.



#### **BIOLOGY**

SCYB03

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General

Prerequisite: Students with grade level reading skills and completion of or concurrent enrollment in Algebra 1 or a higher level mathematics class

This is a laboratory course which introduces students to the study of living things. The course stresses the nature of life processes of organisms in their environment. All levels of biological organization are examined from molecules and cells to populations and ecosystems. During a typical unit, students are involved in numerous learning activities including reading, writing, note taking, discussions, observation, experimental design, and projects, both independent and collaborative. Laboratory investigations are based on guided inquiry and are intended to provide students with a relevant and experiential view of the nature of biology. Homework and in-class assignments are frequently given.

## **BIOLOGY (HONORS)**

SCYB05

Length: 2 semesters Credit: 2 credits Open to Grades: 9-10 Grade Weight: Honors

Prerequisite: Placement recommendation, excep-

tional past performance in science

An inquiry-centered, laboratory course in Biology for students of superior ability with high motivation. This is the first course in the honors science sequence. The course stresses the nature of life processes in great depth and sets high standards for achievement. Students will be guided through the scientific process and use it to conduct an independent research project.

## INTEGRATED LABORATORY SCIENCE

(ILS) SCYD01

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General

The purpose of ILS is twofold: (a) to stimulate an interest in Physical Science while providing a solid background for future science courses: and (b) to give students a foundation in laboratory technique, use of the scientific method, measurement, and data collection and interpretation. The use of technology and laboratory activities are integrated within the course. Units in the course will be taught thematically, integrating topics from earth science, physics, chemistry, biology and astronomy.

## **CHEMISTRY 10-20**

SCYC01

Length: 2 semesters Credit: 2 credits Open to Grades: 11-12 Grade Weight: General

Prerequisite: Completion of or concurrent enrollment in a 2nd year Algebra course and

completion of two years of Science

Chemistry 10-20 is an introductory chemistry course designed to give students working knowledge of chemistry that can be found in their everyday life, as well as chemistry's role in society and technology. Major concepts include Honors Chemistry is the second course in the honscientific problem solving, atomic structure, identification of chemical names and formulas. conversions of chemical quantities and balancing equations. Students will be given the opportunity to solve problems in the lab utilizing the knowledge of matter and how it can change. A scientific calculator is required.

## **CHEMISTRY**

SCYC03

Length: 2 semesters Credit: 2 credits Open to Grades: 10-12

Grade Weight: General

Prerequisite: Completion of Biology or Honors Biology. Completion of Advanced Geometry or Honors Geometry with a grade of "C" or better, OR Algebra

1 with a grade of "B" or better.

Chemistry is an introductory course covering stoichiometry, atomic structure, gas laws, kinetics, equilibrium and oxidation-reduction. These topics will be approached from both qualitative and quantitative perspectives. Laboratory experiments illustrating many of the topics covered are included. It is strongly recommended that students have excellent 1st year algebra skills, but completion of or concurrent enrollment in a 2nd year Algebra course is preferred. A graphing calculator is recommended.

## **CHEMISTRY (HONORS)**

SCYC05

Length: 2 semesters Credit: 2 credits Open to Grades: 10-11

Grade Weight: Honors

Prerequisite: Completion of Honors Biology OR Biology with a grade of B or better. Completion of Adv. Geometry or Honors Geometry. AP Environmental Science may be taken concurrently

ors science sequence. It is a general introductory course on the nature and composition of matter, the laws which describe its behavior, and the theories which explain and account for the properties and behavior of matter. Topics are covered in great depth with high achievement standards. Laboratory work constitutes an integral and important part of the course objectives. A graphing calculator is recommended.

## **SCIENCE TOPICS**

SCYT01

Length: 2 semesters Credit: 2 credits

Open to Grades: 11-12 Grade Weight: General

Prerequisite: Two years of Science

This laboratory course will focus on concepts in science that are timely and fascinating. These topics will be taught in rotating strands by different teachers. This unique academic setting will allow students to explore topics that correspond to science disciplines of biology, chemistry, physics, and earth. Strands may include forensics, astronomy, extreme weather phenomena, food, marine biology, robotics and beyond. The course is designed for students who have a general interest in science.

## SCIENCE RESEARCH TOPICS

SCYT03

Length: 2 semesters Credit: 2 credits Open to Grades: 12 Grade Weight: General

Prerequisite: Three years of Science

This laboratory course will mirror the format used in the Science Topics course. In addition to the topics featured within the strands, students will be given opportunities to select areas of interest to study in greater depth. Problem Based Learning (PBL) and individualized research opportunities will enhance the use of the Physics is a laboratory course dealing with the scientific method and greater reasoning and process skills expected in this course. Topics will be taught in rotating strands by different teachers. The course is designed for students who have a general interest in science.

## **PHYSICS 10-20**

SCYP09

Length: 2 semesters Credit: 2 credits Open to Grades: 11-12

Grade Weight: General

Prerequisite: Students who have completed Algebra 1 with a grade of "C" or better and teacher recommendation. Completion of or concurrent enrollment in a 2nd year Algebra course is highly recommended.

Physics 10-20 is a lab-oriented course that teaches students how to apply the fundamental principles of physics in order to explain phenomena they observe in the everyday world. Emphasis will be placed on developing concepts and comprehension rather than computation. Course content includes, but is not limited to: the study of motion and forces, momentum, energy, waves, sound, light, optics, electricity and magnetism. A graphing calculator is recommended.

## **PHYSICS**

SCYP01

Length: 2 semesters Credit: 2 credits

Open to Grades: 11-12 Grade Weight: General

Prerequisite: Completion of Chemistry with a grade of "C" or better. Successful completion of a geometry course. Prior or concurrent enrollment in Algebra II or higher.

fundamental principles governing the physical universe. Major topic areas include motion, forces, momentum, energy, waves, light, electricity and magnetism. A scientific or graphing calculator is required.



## **PHYSICS (HONORS)**

SCYP03

Length: 2 semesters Credit: 2 credits

Open to Grades: 11-12 Grade Weight: Honors

Prerequisite: Completion of Honors Chemistry with a grade of "C" or better, OR Chemistry with including one year of Biology teacher recommendation. Concurrent enrollment in Functional Precalculus, Math Analysis

or higher

Honors Physics is the third course in the honors science sequence. This course is highly quantitative and requires individual initiative on the part of the student. Honors Physics leads the student to conclusions regarding the nature of the environment using a rigorous level of mathematics. A graphing calculator is required (TI-83 or higher).

## **ASTRONOMY and MODERN PHYSICS**

SCYP04

Length: 2 semesters Credit: 2 credits

Open to Grades: 11-12 Grade Weight: Honors

Prerequisite: Completion of or concurrent

enrollment in Physics or higher.

Astronomy and Modern Physics is a lab-based course designed for students who wish to take a second year of physics. Topics will include, but are not limited to, astronomy, cosmology, thermodynamics, relativity, solid state physics, quantum physics, and particle physics. The nature of the course is to explain how we know what we claim to know about the Universe. This course will involve mathematics at the same level as Physics. Enrollment first semester is recommended, but not required for second semester. A graphing calculator is recommended.

## **ANATOMY and PHYSIOLOGY**

SCYP07, SCYP17 Length: 2 semesters Credit: 2 credits

Open to Grades: 11-12

Grade Weight: General, Honors Prerequisite: Two years of science

Anatomy and Physiology is a lab-based course designed for students seeking a more detailed explanation of the structures and functions of the human body beyond those studied in the first year of biology. A study of disease is included. Completion of charts and anatomical drawings, as well as laboratory investigations and technology-based projects, are required. Topics covered include the skeleton, skin, muscles, nervous system, digestion, circulation, the kidney, the respiratory system, the reproductive system, and the special senses. This course does not meet the life science graduation requirement, but does count as a lab science credit. Anatomy and Physiology may be taken as a grade weight III or a grade weight IV course. Level IV credit will require additional reading and writing assignments at a higher level of abstraction, additional content, and higher expectations and standards for lab write-ups and projects.



## **AP BIOLOGY**

SCYB09

Length: 2 semesters Credit: 2 credits

Open to Grades: 11, 12

Grade Weight: Advanced Placement Prerequisite: Biology, Chemistry, and Physics with a "B" average, OR Honors Biology and Honors Chemistry with grades of "C" or better. Honors Physics may be taken concurrently. Science teacher recommendation is required.

AP Biology has extensive content in biochemistry, biochemical genetics, and cellular physiology. Considerable talent and interest in science are necessary for success in this college-level course. The equivalent of the core course for college biology majors, this course prepares the student for the college-level biology examination administered by the Advanced Placement Program. Success on this exam may entitle the student to college credit, advanced college placement, or both.

## **AP CHEMISTRY**

SCYC07

Length: 2 semesters Credit: 2 credits

Open to Grades: 11, 12 (10 with summer prep class)

Grade Weight: Advanced Placement Prerequisite: Must have completed one of the following: Chemistry with a "B" or better, Honors Chemistry with a "C" or better, or the summer prep class. Completion of or concurrent

Functional Precalculus, Math Analysis or higher. Science teacher recommendation is required.

Topics covered in this college-level course parallel those covered in Honors Chemistry, but the depth of treatment is much greater. Laboratory work emphasizes individual observations of chemical substances and reactions, accurate quantitative measurements, and the development of skillful laboratory techniques. The course prepares the student for the college-level chemistry examination administered by the Advanced Placement Program. Success on this examination may entitle the student to college credit, advanced college placement, or both.

## **AP ENVIRONMENTAL SCIENCE**

SCYE27

Length: 2 semesters Credit: 2 credits

Open to Grades: 10, 11, 12

Grade Weight: Advanced Placement

Prerequisite: One year of a physical science and one year of life science. Concurrent enrollment in Honors Chemistry is required for sophomores with teacher recommendation. Completion of or concurrent enrollment in Geometry or higher.

The AP Environmental Science course is a rigorous science course that stresses scientific principles and analysis and is designed to be the equivalent of an introductory college course in environmental science. The goal of AP Environmental Science is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made. This course will prepare enrollment in Advanced Algebra & Trigonometry, the students for the college level examination administered by the Advanced Placement Program. Success on this exam may entitle the student to college credit, advanced placement or both.



## **AP PHYSICS**

SCYP05

Length: 2 semesters Credit: 2 credits Open to Grades: 12

(11 with summer prep class)

Grade Weight: Advanced Placement

Prerequisite: Successful completion of Honors Physics or Physics, and physics teacher recommendation. Completion of or concurrent enrollment in Intro to Calculus, AP Calculus AB, AP Calculus BC or Post Calculus Topics.

This college-level course is designed as a second-year course, and students are expected to have a solid foundation in mechanics and electricity and magnetism. The course is divided into two major parts, mechanics during the fall semester and electricity & magnetism during the spring semester. Instruction is based predominantly on a problem-solving approach with extensive use of calculus and vector analy- dent in their educational and career goals. sis. The course prepares the student for the college-level physics "C" Advanced Placement examination in May. Success on this exam may entitle the student to college credit, advanced college placement, or both. A graphing calculator is required (TI-83 or higher).

## **STEM INQUIRY and RESEARCH (SIR)**

SCYT05

Length: 2 semesters Credit: 2 credits

Open to Grades: 10-12 (9 with Director's approval)

Grade Weight: Advanced Placement

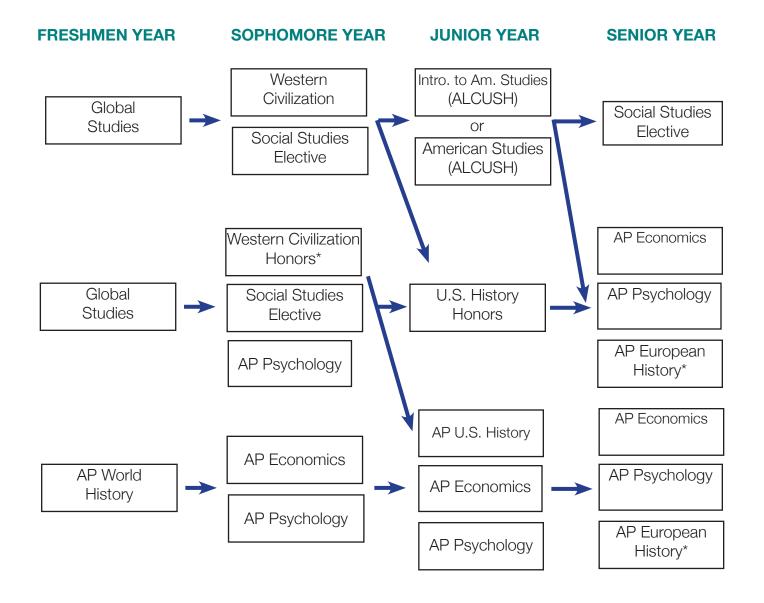
Prerequisite: Concurrent enrollment in grade weight IV or V science course and Director approval.

STEM Inquiry and Research (SIR) is designed for the motivated, creative, and inquisitive science student. The class will provide interested students with an opportunity to acquire skills and concepts inherent in the science research experience. It is intended to teach students to be creative, careful, patient and exacting in their methods of study and laboratory investigations. The students will experience science through original research. The students will practice scientific thinking and learn scientific processes, which may advance the stu-



# **SOCIAL STUDIES**

Pathways illustrate typical movement within a sequence of courses; however, adjustments in sequence can be made to accommodate individual needs.



## **ELECTIVES**

Freshmen Year	Sophomore Year	Junior Year	Senior Year
ntro to Debate	American Gov't & Politics Debate Economics Law Mod Africa/Latin America	American Gov't & Politics Debate Economics Law Mod Africa/Latin	American Gov't & Politics Debate Economics Law Mod Africa/Latin
	Psychology Sociology Intro to Debate Debate	America Psychology Sociology Intro to Debate Debate Advanced Debate	America Psychology Sociology Global Problems World War II Debate Advanced Debate

\*Completion of 2 semesters of AP European History will satisfy the Western Civilization and the Social Studies Elective requirements

\*Advanced Debate is repeatable

## **SOCIAL STUDIES**

All students must successfully complete 2 semesters of Global Studies, 1 semester of Western Civilization, 2 semesters of United States History and 1 semester of a Social Science Elective. Introduction to Social Studies and Debate do not carry Social Studies elective credit. A student may select any of the following courses to meet the one semester Social Studies elective requirement: Economics, Psychology, Sociology, Law, American Government & Politics, World War II, AP Economics, AP Psychology or AP European History. 2 semesters of AP European History will satisfy the Western Civilization and the Social Studies Elective requirements.

## **GLOBAL STUDIES**

SOYG03

Length: 2 semesters Credit: 2 credits Open to Grades: 9 Grade Weight: General Prerequisite: None

Global Studies is the foundation course of the Social Studies program. It is intended to strengthen students' skills as well as provide the background necessary to better understand the histories of both the United States and Western thought in general. Attention is also given to the five major religions and Eastern philosophies. Thus, it is hoped that students will leave the class with a strong understanding of the world and their place in it. The major civilizations of China, India and the Middle East will be studied in-depth; the course culminates with the study of the rise of western European civilization.

## **ELL GLOBAL STUDIES**

SOYX05

Length: 2 semesters Credit: 2 credits Open to Grades: 9-10 Grade Weight: General

Prerequisite: Placement recommendation.

This is an ELL sheltered course designed to provide limited English proficiency students with an opportunity to develop the reasoning skills associated with the study of social studies. ELL Global Studies is one of the foundation courses of the Social Studies program. It is intended to strengthen students' skills as well as provide the background necessary to better understand the histories of both the United States and Western Europe in general. Attention is also given to the five major religions and Eastern philosophies. Thus, it is hoped that students will leave the class with a strong understanding of the world and their place in it. The major civilizations of China, India and the Middle East will be studied in-depth; the course culminates with the study of the rise of western European civilization. Appropriate accommodations are made to meet varied language abilities, learning styles, reading levels, and mathematical abilities.

# INTRODUCTION TO SOCIAL STUDIES (ELL)

SOYX03

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General

Prerequisite: Recommendation of ELL teacher

This general elective year-long course provides ELL 1-2 and ELL 3-4 students with key vocabulary, geography, map skills, and reading, writing, and speaking skills necessary for basic comprehension in the content of Social Studies.

## **ELL WESTERN CIVILIZATION**

SOSW03

Length: 1 semester Credit: 1 credit Open to Grades: 10-12 Grade Weight: General

Prerequisite: ELL Global Studies, Recommendation of ELL teacher/ counselor and concurrent

enrollment or completion of ELL 5-6.

This is an ELL sheltered course designed to provide limited English proficiency students with an opportunity to develop the reasoning skills associated with the study of social studies. This course examines European History from the age of democratic revolutions to the era of globalization. Special attention is paid to those 19th century events which have helped to shape the modern world: liberalism, nationalism and imperialism. Emphasis is also given to the two World Wars, European democracy, socialism and totalitarianism. Appropriate accommodations are made to meet varied language abilities, learning styles, and reading levels.

## **ELL UNITED STATES HISTORY**

SOYX01

Length: 2 semesters Credit: 2 credits

Open to Grades: 11-12 Grade Weight: General

Prerequisite: Recommendation of ELL teacher/counselor and completion of ELL 5-6 or its equiva-

lent.

This United States history course is for limited English proficiency students. This class should be taken concurrently with ELL American Literature.

#### **WESTERN CIVILIZATION**

SOSZ03

Length: 1 semester Credit: 1 credit Open to Grades: 10-12 Grade Weight: General Prerequisite: Global Studies

This course examines European History from the age of democratic revolutions to the era of globalization. Special attention is paid to those 19th century events which have helped to shape the modern world: liberalism, nationalism and imperialism. Emphasis is also given to the two World Wars, European democracy, socialism and totalitarianism.

## **WESTERN CIVILIZATION (HONORS)**

SOSW05

Length: 1 semester Credit: 1 credit Open to Grades: 10

Open to Grades: 10-12 Grade Weight: Honors

Prerequisite: Global Studies and teacher rec based on exceptional past performance

This course is for students of above average ability and interest in social studies. It parallels Western Civilization, but there is more work with primary sources. Outside reading includes material of greater difficulty and there is greater attention to historical detail. The student is expected to grasp the intellectual as well as the material aspects of Western Civilization.



# INTRODUCTION TO AMERICAN STUDIES (US History Combined with Introduction to American Literature and Composition)

WRITING INTENSIVE COURSE

SOYU19- Cross listed with ENYJ19, American

Literature and Composition

Length: 2 semesters

Credit: 2 credits (2 periods/4 credits with EN3J19)

Grade Weight: General

Prerequisite: Global Studies, Western Civilization and teacher recommendation

The primary outcomes of this integrated course will be to study the direct links between American Literature and Culture in a thematic, team-taught setting.

## AMERICAN STUDIES

# (US History Combined with Introduction to American Literature and Composition)

WRITING INTENSIVE COURSE

SOYU09- Cross listed with ENYJ04, American

Literature and Composition Length: 2 semesters

Credit: 2 credits (2 periods/4 credits with ENJ09)

Grade Weight: General

Prerequisite: Global Studies, Western Civilizations

The primary outcomes of this integrated course will be to study the direct links between American Literature and American History.

This course is a study of the people and forces that have shaped American History. The focus in this class is placed on the 20th Century and stresses the development of American institutions and the problems arising from the diversity of values and interests that are inherent in our society. This course satisfies the state requirement that United States History be taught in all accredited high schools and prepares the student for the state-required test on the American Declaration of Independence, the Constitution of the United States and the Constitution of the State of Illinois.

## **UNITED STATES HISTORY 11-21** (Honors)

SOYU05

Length: 2 semesters Credit: 2 credits Open to Grades: 11 Grade Weight: Honors

Prerequisite: Global Studies and teacher recommendation based on exceptional past

performance

This course is for students of above average ability and interest in the social studies. It is geared toward the student with higher than average skills in reading and writing. The content parallels UNITED STATES HISTORY 12-22, but emphasizes a more detailed study in both depth and scope within the framework of topics and/or time sequences. Students in this HONORS LEVEL course will spend significantly more out-of-class time in preparation for class than those enrolled in regular sections and they will be expected to demonstrate the ability to work independently when required. The use of primary source documents will play a significant part in the development of the various lessons; primary source documents will be analyzed and evaluated, in discussions and in written responses, within the context(s) they were written. In addition, students are expected to be able to comprehend the above-grade level secondary source classroom materials. The major emphasis will be placed upon the exploration of ideas. theories, and motivating forces in the shaping of American society, as well as an analysis of primary sources. This course prepares the students for the state-required test on the state and national Constitutions.

## **AP UNITED STATES HISTORY**

SOYU07, SOYU57 Length: 2 semesters Credit: 2 credits Open to Grades: 11-12

Grade Weight: Advanced Placement

Prerequisite: Global Studies and teacher recommendation based on exceptional past performance

The Advanced Placement United States History class is for those students with strong academic ability and interest in the social studies. This interpretive course deals with the American experience from the beginnings of English settlement through the end of the 20th century. The two-semester course will assist the student in preparing for the College Board Advanced Placement exam given in May of each year (success on the exam could result in the student earning advanced placement and/or credit at the college level). Emphasis will be placed upon thoughtful discussion, the personal acquisition of historical content, development of persuasive writing skills, and analysis of primary and secondary sources. As this course is the highest level of the three U.S. history courses offered. students choosing to take AP United States History are expected to enter the class with superior reading, writing, and out-of-class time management skills. It is strongly recommended that students considering this course have the recommendation of a previous Social Studies Department teacher.



## **AP WORLD HISTORY**

SOYW07

(Meets Global Studies Requirement)

Length: 2 semester Credit: 2 credit Open to Grades: 9

Grade Weight: Advanced Placement Placement Criteria: Explore Reading Score of

21, Honors English Placement

This course is the equivalent to an introductory college course in world history. The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. Periodization, explicitly discussed, forms an organizing principle to address change and continuity throughout the course. Specific themes provide further organization to the course, along Length: 2 semesters with consistent attention to contacts among societies that form the core of world history as a Open to Grades: 10-12 field of study. Students passing the AP College Board Exam in May can earn college credit. (Course description taken from Advanced Placement College Board)



## **AP EUROPEAN HISTORY**

SOYE03

Length: 2 semesters Credit: 2 credits Open to Grades: 12

Grade Weight: Advanced Placement

Prerequisite: Teacher recommendation based on exceptional past performance in upper level

courses

This is a college-level course in the period of European History from 1500 to the present. A high level of reading and writing expertise is expected of students enrolling in this course. This course prepares the student to write a college-level European History examination of the National Advanced Placement Program. Success in this examination may entitle the student to college credit. advanced college placement or both. The course stresses the main currents of thought, evolution of political, social and economic institutions as well as the major historical turning points in European civilization. Emphasis is also placed on skills necessary for college-level papers and essays.

## **AP PSYCHOLOGY**

SOYP09

Credit: 2 credits

Grade Weight: Advanced Placement

Prerequisite: Global Studies, Freshman Biology, exceptional past performance at the honors level,

and teacher recommendation

This is a college level course on the science of human behavior and mental processes. Designed for highly motivated students with strong academic ability, the course introduces students to fundamental concepts in psychology while preparing them for the College Board Advanced Placement exam that is administered in May of each year. Success on the AP Exam may entitle the student to college credit, advanced college placement or both. Topics covered throughout the year include the biological basis of behavior, sensation and perception, personality, learning and conditioning, cognition, motivation and emotion, development,

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abnormal behavior, treatment of psychological disorders and social psychology. A strong emphasis is placed on research methodology. Coursework will require a high level of reading and writing skills, along with a strong foundation in research and science, particularly biology. Since the course is designed as preparation for college, and due to the nature of the subject matter, it is strongly recommended for the senior student.

Note: The semester Psychology elective course is not a prerequisite for the AP course. Though students who have taken the Regular Psychology class are allowed to subsequently take the AP Psychology course, the two classes are not designed to be taken sequentially. Rather, it is suggested that students choose either the semester elective or the AP course based on the level of their ability and motivation.

## **AP ECONOMICS**

## (Microeconomics and Macroeconomics)

AP Economics is a two-semester course in which students may enroll for the first or both semesters. It is taught at the college level to prepare the student for AP Economics exams. Enrollment priority will be given to students who register for both semesters. Microeconomics is taught first semester and Macroeconomics is taught second semester.

## **AP MACROECONOMICS**

SOSE05

Length: 1 semester Credit: 1 credit

Open to Grades: 10-12

Grade Weight: Advanced Placement Prerequisite: Microeconomics

Macroeconomics provides students with an understanding of the economic principles that affect the entire economic system. Students will examine the ways the economy's performance is measured, how economic growth takes place, and how the United States participates in the global economy.

## **AP MICROECONOMICS**

SOSE07

Length: 1 semester Credit: 1 credit Open to Grades: 10-12

Grade Weight: Advanced Placement Prerequisite: Teacher recommendation, placement in Honors-level English, and successful completion of Honors Geometry

The purpose of Microeconomics is to give students a thorough understanding of the principles of economics that apply to us, both as consumers and producers in our market-oriented economy. The course also examines various market types and the role of the government in the market system. Global Studies and the ability to comprehend mathematical concepts are needed for certain activities in this class.

## **Social Studies Electives**

## AMERICAN GOVERNMENT & POLITICS

SOSP11

Length: 1 semester Credit: 1 credit

Open to Grades: 10-12 Grade Weight: General Prerequisite: Global Studies

This one semester course is designed to provide the necessary knowledge needed to understand our country's political process. Students will learn about the factors that influence elections, such as political parties, special interest groups, and the media. They will also learn the basic structure of our national and local governments. Furthermore, this course will provide an opportunity for students to analyze current political issues and figures.

## **GLOBAL PROBLEMS**

SOSG01

Length: 1 semester Credit: 1 credit Open to Grades: 12 Grade Weight: General Prerequisite: U.S. History

In this course students will have the opportunity to translate their knowledge and insight about contemporary global problems into social action. The course includes an introductory unit in which students will identify human rights and examine human welfare around the globe. Other units of study may include environmental justice, contemporary slavery, working conditions, HIV/AIDS, status of crime and punishment, gender equity, and care for children and the elderly. Because the problems discussed in the course are of a contemporary nature, individual units of study may change over time as events and circumstances around the world continue to evolve.

## **LAW**

SOSL01

Length: 1 semester Credit: 1 credit

Open to Grades: 10-12 Grade Weight: General Prerequisite: Global Studies

This course is designed to offer insight into the American criminal and justice systems. This class offers a variety of topics including crime statistics, American prison system, alternatives to prison, factors of crime (reasons and solutions), the death penalty, the philosophy of justice, the American court system, Bill of Rights, civil rights, and due process of law.

## MODERN AFRICAN AND LATIN AMERICAN HISTORY: A COMPARATIVE STUDY

SOSA01

Length: 1 semester Credit: 1 credit

Open to Grades: 10-12 Grade Weight: General Prerequisite: Global Studies

The semester will be divided into two main units: one for African history and one for Latin American/Caribbean history. Each unit will last for approximately nine weeks, comprised by a study of three countries in each of these two regions of the world allowing students to learn in depth about three separate countries with unique, relevant histories. By examining each country as a case study, students will be able to develop important social science skills in analyzing the significance of colonialism, civil war, government corruption, environmental challenges, and economic development. Some possible African countries for study include South Africa, Congo, Sierra Leone, Nigeria, Uganda, and Rwanda. For the Latin American unit, some countries to consider would be: Chile, Mexico, Argentina, Haiti, and Jamaica.

#### **PSYCHOLOGY**

SOSP07, SOSZ07 Length: 1 semester Credit: 1 credit Open to Grades: 10-

Open to Grades: 10-12 Grade Weight: General Prerequisite: Global Studies

Psychology is an introductory course in the study of human behavior as it relates to both the individual and groups. This course offers a variety of study topics often new to the student. Possible topics of study include: perception, abnormal psychology, personality, psychology theory, development, research concepts, the nervous system, learning, and intelligence.

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## **SOCIOLOGY**

SOSS01

Length: 1 semester Credit: 1 credit

Open to Grades: 10-12 Grade Weight: General Prerequisite: Global Studies

This course is designed to offer insight into our complex and dynamic social environment. Students who take this course will look not only into themselves, but into their classmates and the world around them to learn about a variety of areas of inquiry. Some of these topics include the nature of culture (both locally and globally), conformity and deviance, social structure, and socialization. This course also includes a study of selected social problems such as prejudice and discrimination, crime and poverty.

## **INTRODUCTION TO DEBATE**

SOSD03

Length: 1 semester Credit: 1 credit Open to Grades: 9-12

Grade Weight General

The focus of Introduction to Debate shall be upon thinking more critically, expressing thought more meaningfully, and defending expression more effectively. Students shall explore the elements of debate and debate propositions, conduct research, compose arguments, and participate in practice debates. "Practice debates in the classroom and in (high school) forensics tournaments are not ends in themselves, but means of developing the skills and attitudes necessary for responsible participation

in the debating situations of later life where free citizens determine public policy." (Decision By Debate, Ehninger and Brockriede, 1968). The ultimate purpose of Introduction to Debate is to develop those skills and attitudes that contrib ute to responsible decision-making. Participation in Interscholastic Debate is not a required aspect of this course, but will be encouraged. This class fulfills the public speaking requirement for graduation, beginning with the class of 2016.

#### **WORLD WAR II**

SOSW02

Length: 1 semester Credit: 1 credit Open to Grades: 12 Grade Weight: General

Prerequisite: Western Civ, and U.S. History

This one-semester course, which covers the causes, course, and impact of the bloodiest conflict in human history is designed to provide students with a comprehensive understanding of World War II and its impact and long-term consequences on American society and the entire world. Teaching strategies include lecture, student-led discussion, the reading of primary and source documents, student projects, video presentations, and feature films.

## **DEBATE**

SOYD01

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: Honors

Prerequisite: Consent of Instructor

This course supports students who participate in policy debate using the nationally selected policy for students who have significant experience in resolution for the academic year and emphasizes advanced speech and research skills including argumentation and persuasion. The course includes extensive work in formal logic and argumentation models, the utilization of research dents enrolled in Advanced Debate must parin the support of formal arguments, an increased ticipate on the competitive District 219 Debate awareness of political and social issues, and the development of lifelong written and verbal communication skills. Class time is used as a lab to prepare for competition by researching, writing briefs, case construction, analysis, and practice debates. Participation in Interscholastic Debate is a required aspect of the course and students may repeat the course for credit.

## **ADVANCED DEBATE**

SOYD01

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: Honors

Prerequisite: Consent of Instructor

Advanced Debate is an honors level seminar interscholastic policy debate. Students are expected to have taken the Introduction to Debate and/or Debate courses. Students should be in their third or fourth year of policy debate. Stuteams. High level debate theory is emphasized and discussed. Students are also required to read scholarly journals on argumentation theory and practice. The course emphasizes advanced argumentation skills and research techniques. Debaters are given instruction in evidence selection, argument organization, logic, and analysis. These arguments, affirmative and negative, must be utilized in the competitive debates in which each student participates. Students in Advanced Debate are required to attend at least two tournaments each semester. Debaters must also work with the instructor to complete rebuttal redos in class after competitions on weekends. briefs, case construction, analysis, and practice debates. Participation in Interscholastic Debate is a required aspect of the course and students may repeat the course for credit.

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# SPECIAL EDUCATION

Below are descriptions of Special Education programs offered within District 219. District 219 provides an educational setting that permits students with special needs to be educated with students without disabilities. This mandate is referred to as Least Restrictive Environment (LRE). District 219 offers a continuum of placements beginning with the least restrictive environment, general education in which some of our students are enrolled, to the most restrictive environment, residential placement. Guidance counselors, the special education director and coordinator, and the IEP case manager can provide information about each program and about each course including the learning targets.

## **INDIVIDUALIZED INSTRUCTION CENTER (IIC)**

The IIC/ Resource setting provides academic and social emotional support, assistance with work completion, and utilizes research based interventions to remediate academic deficits. Beyond the traditional support provided for academic courses including accommodations identified in the IEP, the IIC/Resource teacher will help students address his/her identified areas of need(s) outlined in the IEP. The IIC/Resource teacher utilizes research based interventions (Study Island, ALEKS, etc...) and online resources to improve student's abilities in the areas of reading comprehension, math problem solving, or written expression as identified in the IEP. These interventions are administered weekly (approximately 80 minutes per week) as well as assessed via progress monitoring tools (STAR and Aimsweb) biweekly to evaluate effectiveness of instruction. District 219 uses a multitude of research based interventions, teaching methodologies, and supports in order to improve the academic, behavioral/emotional, and/or functional skills that have been shown to be valid through one or more research studies. As a team, students, parents, teachers, and case managers monitor homework completion, executive functioning skills, self advocacy skills, and mastery of learning targets to ensure students are studying, completing homework, and using school resources outside of IIC/Resource. A student's educational placement and specific services are determined by the student's IEP Team.

## **PATHWAYS FOR LEARNING**

The Pathways for Learning program is a cross categorical instructional program for students who are in need of a community based, independent life skills program and applied academics. The curriculum prepares students to meet everyday challenges to reach their maximum potential for independent living. Students and families develop a greater understanding of the post-high school transition process, as students work toward becoming productive and contributing members of society. A student's educational placement and specific services are determined by the student's IEP Team.

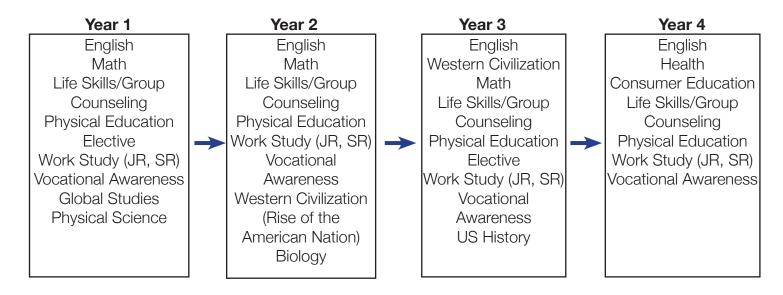
Freshmen Year **Junior Year Sophomore Year Senior Year Junior Year Super Senior Year** English English Math Math Community Studies Community Integration Vocational Awareness Work Study / On the Job Training PE - Adapted PE - Adapted Electives Electives

## **BRIDGES PROGRAM**

The Bridges program is a community based transition program for students aged 18-22 with various disabilities. The Bridges program focuses on the skills needed for a successful adult life including the application of academic, social, vocational, and daily living skills. The Bridges Program is evaluated on a pass/fail basis. The Bridges program uses various resources in the community as part of its daily curricula including the Skokie Public Library, Village of Skokie, PACE, etc. Students in the Bridges program also receive instruction in personal management, vocational skills, community access, applied academics, and assistance in post-secondary transition planning. A student's educational placement and specific services are determined by the student's IEP Team.

## **ANCHOR PROGRAM**

The Anchor program is a cross categorical program designed for students diagnosed with unique social and language learning needs which may include students on the autism spectrum. The Anchor program integrates small group instruction, sensory integration, social emotional learning, pragmatic language skills, personal organization, and community based programming to assist students in reaching their academic and social emotional goals. A student's educational placement and specific services are determined by the student's IEP Team.

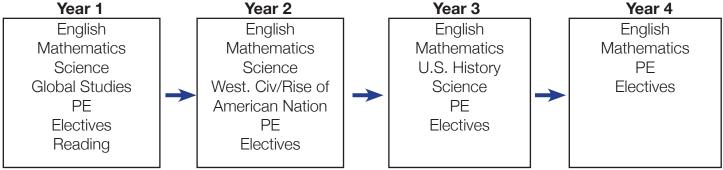




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## **TRANSITIONS**

The Transitions program is designed for students with significant behavioral and/or social-emotional needs who require a structured environment and a small class size. The program provides students with a supportive environment and counseling supports to develop self-awareness and self management skills to achieve school and life success. The program also helps students use their social-awareness and interpersonal skills to establish and maintain positive relationships with peers and adults. The program incorporates a positive behavioral management level system to help students achieve personal and academic goals. A student's educational placement and specific services are determined by the student's IEP Team.



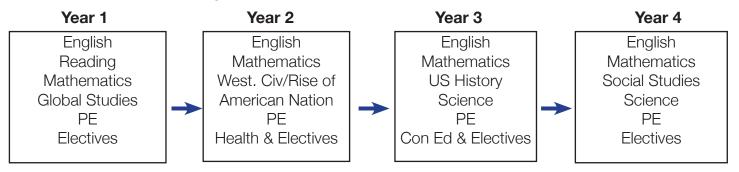
Health, Consumer Ed., Psychology, Law, Work Study and other electives are offered on a rotating schedule.

## **CENTER FOR INDIVIDUALIZED CURRICULUM (CIC)**

The CIC Program provides small class instruction for students with academic and emotional challenges who are functioning below grade level and who need a modified academic curriculum. The CIC program offers a modified academic curriculum in all core subject areas and is taught by a special education teacher. A student's educational placement and specific services are determined by the student's IEP Team.

## CIC-C

The CIC-C level curriculum provides a life skills/vocational education which prepares students to meet everyday challenges and to reach their maximum potential for independent living. The CIC-C level curricula is for students with more significant learning and social-emotional difficulties who require academic support. The typical student is functioning significantly below grade level. The program provides small group instruction and individualized assistance with an increased attention given to social skills development and problem solving.



## **NILES CENTRAL**

Niles Central is the District 219 public day school that services the district's students who have been identified with significant social and emotional needs. Niles Central uses a behavioral program within the context of the studenteducator relationship to deliver comprehensive therapeutic and pre-vocational services. The goal of the program is that all students develop the skills needed to become productive members of the community. Small class size within a highly structured, therapeutic, and supportive environment allows for individualized academic. as well as social, emotional, and behavior intervention plans. Placement and specific services are determined by the student's Individualized Education Program (IEP).

## **ENGLISH**

The Special Education Department offers 4 English courses. Each course fulfills an English graduation requirement.

## **FRESHMAN ENGLISH 1-2**

ENYY51/ENYY30
Writing Intensive
Length: 2 semesters
Credit: 2 credits
Open to Grade: 9
Grade Weight: General

Prerequisite: Placement Recommendations

This full year course for Freshmen emphasizes basic reading and writing skills. Word decoding, vocabulary, spelling, comprehension, development of basic sentence structure and prewriting skills are the focus of this skills course. Students are encouraged to read orally and to participate in group discussion to strengthen listening and verbal skills. Instruction to developmore detailed simple sentences, appropriate grammar structure, the writing of compound sentences and the development of a paragraph will be emphasized.

## **SOPHOMORE ENGLISH 3-4**

ENYY53/ENYY32
Writing Intensive
Length: 2 semesters
Credit: 2 credits
Open to Grade: 10
Grade Weight: General

Prerequisite: Placement Recommendations

This full year course for Sophomores re-emphasizes basic reading and writing skills. Vocabulary, comprehension, development of basic paragraph writing and initial essay writing in response to literature are the focus of this course. Students are encouraged to read orally and to participate in group discussion to strengthen listening and verbal skills. Instruction to develop more detailed sentences, appropriate grammar structure, the writing of compound sentences and the development of a paragraph will be emphasized. Students will be exposed to the five paragraph essay structure.

## AMERICAN LITERATURE AND COMPOSITION FOR JUNIORS 5-6

ENYY55/ENYY34
Writing Intensive
Length: 2 semesters
Credit: 2 credits
Open to Grade: 11
Grade Weight: General

Prerequisite: Placement Recommendations

This full year course for Juniors continues to develop the writing of simple and compound sentence and introduces complex sentences. Students are expected to use sentence variety in a paragraph and combine related paragraphs in essays. The reading level continues to escalate and literary analysis skills are strengthened through the use of literary types including American Literature. Inferential reading skills and understanding of literary terms are developed through interpreting literature, current events, theatre, media and music.

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## **SENIOR ENGLISH 7-8**

ENYY57/ENYY36 Writing Intensive Length: 2 semesters Credit: 2 credits Open to Grade: 12 Grade Weight: General

Prerequisite: Placement Recommendations

This full year course for Seniors emphasizes reading, writing, and critical thinking skills to help students further prepare for post secondary success. Use of research techniques and resources, the development of the five paragraph essay and editing skills will be emphasized in conjunction with reading assignments. Continued development of inferential reading skills and the understanding of literary terms will be emphasized. Note that successful completion of the research component is a requirement of this course.

## READING

**READING 1-2** RDYY01/RDYY31

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General

Prerequisite: Placement Recommendation

This reading course is designed to improve reading skills with an emphasis on decoding and encoding skills. Through structured reading and writing activities, students will gain knowledge of strategies for vocabulary, phonological awareness, phonics, fluency, and comprehension. Decoding skills will be taught directly through whole group and/or small group activities. Activities will involve reading a variety of nonfiction materials along with some fiction novels.

## **READING 3-4**

RDYY03/RDYY34 Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General

Prerequisite: Placement Recommendation

This reading course is designed to improve reading skills with an emphasis on non-fiction material. Through structured reading and writing activities, students will gain knowledge of comprehension strategies, strategies for vocabulary, note taking and test taking skills, along with knowledge of text structure and organization. In addition, decoding skills will be taught directly through whole group and/or small group activities.

Activities will involve reading a variety of non-fiction materials along with some fiction. Each semester will encompass direct instruction on various text structures, reading comprehension skills, and writing skills through both teacher and student selected non-fiction readings.

## **MATHEMATICS**

## **MATH 1-2 WITH GEOMETRY**

MAYY10/MAYY30 Length: 2 semesters Credit: 2 credits Open to Grades: 9-10 Grade Weight: General

Prerequisite: Placement Recommendation

This course is designed for students who need to further develop skills in preparation for higher level math courses. Students will review basic operations such as solving problems with whole numbers, decimals, percents, fractions, and integers. The topics of study include tables, charts, graphs, measurement, ratio, proportion, percent, area, and volume. Some work in geometry, probability, statistics, and algebra may be included.

## **MATH 3-4 WITH GEOMETRY**

MAYY12/MAYY32 Length: 2 semesters Credit: 2 credits Open to Grades: 9-11 Grade Weight: General

Prerequisite: Teacher Recommendation

This course is designed as an introductory course for students who have not mastered the of topics are presented in this course to improve problem solving techniques, methods of organizing specific and general math concepts. and to build confidence. Topics covered in this course include a review of number sense and quantity (factors, fractions, exponents, rational numbers, equations, ratio, proportion, probability and percents), introduction of algebraic principles (variable expressions, integers, and multi-step equations), and geometric concepts (real numbers, right triangles, measurement, area and volume). A graphing calculator (typically a TI-83 or TI-84) is strongly recommended for this course as it is required in future mathematics courses. The next course in the sequence is either CIC Algebra 1-2 or general education Algebra 1.

## **ALGEBRA CONCEPTS AND APPLICATIONS 1-2**

MAYY16/MAYY36 Length: 2 semesters Credit: 2 credits Open to Grades: 10-12 Grade Weight: General

Prerequisite: Teacher Recommendation

This algebra course will focus on basic algebraic concepts and applications through a problem-solving approach. It will teach algebraic concepts through practical, real-life, and workplace scenarios. Topics will include, but not be limited to, one-step equations, using formulas, graphing, and basic statistics. This course is designed specifically for those students who the Math 3-4 with Geometry sequence.

## **ALGEBRA 1-2**

MAYY03

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General

Prerequisite: Teacher Recommendation

This course is the first course in the sequence of college preparatory Algebra, Geometry, and Adnecessary math concepts for Algebra. A variety vanced Algebra for students who have previously experienced difficulty in mathematics. The focus is building a strong Algebra foundation. It covers standard first year algebra topics such as: simplifying expressions, solving linear equations, and graphing linear functions. This course covers some of the same topics as Algebra 1 in the Mathematics department, but at a more fundamental level with more individual support. The next course in the sequence is either Algebra 1 in general education or CIC Geometry 1-2. A graphing calculator (typically a TI-83 or TI-84) is required.

## **ALGEBRA 3-4**

MAY413

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General

Prerequisite: Teacher Recommendation

This course is the third in the sequence of classes that have included Algebra and Geometry for students who will most likely select a non-scientific major in college. It covers standard second year algebra topics such as: base functions - linear, quadratic, polynomial, exponential, logarithmic, rational and radical as well as a study of matrices and complex numbers. This course covers the same topics as Algebra 2 in the mathematics department, but at a more fundamental level with more individual support. The next course in the sequence is Topics in Precalculus. A graphing calculator (typically a TI-83 or TI-84) is required.

## **GEOMETRY 1-2**

MAYY07

Length: 2 semesters Credit: 2 credits Open to Grades: 10-12 Grade Weight: General

Prerequisite: Teacher Recommendation

This course is an informal geometry course. It deals with the topics of plane Euclidean and coordinate geometry. Topics include: congruency, similarity, parallel lines, circles, polygons, areas, volumes, and right triangle trigonometry. Algebra concepts are integrated throughout the course. Problem solving is a focal point of the course. A scientific calculator is required; however, a graphing calculator (typically a TI-83 or TI-84) is strongly recommended as a graphing calculator is required in future mathematics courses. The next course in the sequence is either CIC Algebra 3-4 or Algebra 2 in the general education.

## **SCIENCE**

## **BIOLOGY 1-2**

SCYY10/SCY30
Length: 2 semesters
Credit: 2 credits
Open to Grades: 9-10
Grade Weight: General

Prerequisite: Teacher Recommendation

This course provides a fundamental understanding of Biology. Students are introduced to the scientific method and learn how to implement the steps into their laboratory procedures. Students are taught the appropriate procedures regarding using and caring for a microscope. Topics of instruction include: the characteristics of living thing things, analysis of the living cell and the processes it undergoes, levels of cellular organization, cancer and its effects on the cell cycle, genetics and inheritance, methods of gene expression and mutation, evolutionary transformations, bacteria, viruses, and the immune system, protists and fungi, and the classification of animals.

## **PHYSICAL SCIENCE 1-2**

SCYY12/SCYY32 Length: 2 semesters Credit: 2 credits Open to Grades: 9-10 Grade Weight: General

Prerequisite: Teacher Recommendation

This course is designed to provide students with the opportunity to develop the reasoning skills associated with the processes of science. First semester topics include the chemistry concepts of atomic structure, the periodic table, typical scientific nomenclature, chemical reactions, states of matter, acids and bases, the metric system conversions, and understanding and creating various types of graphs. Second semester topics include the physics principles of motion, principles of force, and principles of energy and electricity, along with a continuation of the application of metric system conversions and understanding and creating various types of graphs.

## **SOCIAL STUDIES**

## **GLOBAL STUDIES 1-2**

SOYY10/SOYY30 Length: 2 semesters Credit: 2 credits Open to Grades: 9 Grade Weight: General

Prerequisite: Placement Recommendation

Global Studies is the first course offered in the Social Studies curriculum. This course is meant to introduce students to non Western Civilization cultures and to create a foundation for the study of Western Civilization and United States History. World news and current events are applied to the course as appropriate.

## LAW

SOYQ13

Length: 2 semesters Credit: 2 credits Open to Grades: all Grade Weight: General

Prerequisite: Placement recommendation

This course is designed to use law-related education and topics to provide practical information and problem solving opportunities that develop and enhance the knowledge and skills necessary for survival in our law-saturated society. The curriculum

includes case studies, mock trials, role plays, small group exercises, and visual analysis activities. The curriculum is designed to promote a students willingness and capability to participate effectively in the legal and political systems.

# WESTERN CIVILIZATION TOPICS & THE RISE OF THE AMERICAN NATION SOYY12/SOYY32

Length: 2 semesters Credit: 2 credits Open to Grades: 10 Grade Weight: General

Prerequisite: Global Studies 1-2

Students will gain an understanding of time, continuity, and change in western civilization and its impact on the development of the United Stated government. Students will also gain a historical perspective on modern society and culture. Exploration of power structures, authority, and governance will be addressed. Finally, students will gain an understanding of global connections among world societies.

## **UNITED STATES HISTORY 1-2**

SOYY14/ SOYY34 Length: 2 semesters Credit: 2 credits Open to Grades: 11 Grade Weight: General

Prerequisite: Western Civ., & The Rise of the

American Nation

This course prepares students to take the U.S. Constitution Test. Students learn about the government, including the three branches. Citizen rights and responsibilities are reviewed and an awareness of both civil and criminal law are taught. Students will use current events as a springboard for discussion of these topics. In addition, students study American History from the Civil War to the present. Societal relationships, the criminal justice system, due process of the law, and basic civil rights are also included in the curriculum.

## **HEALTH EDUCATION**

## **HEALTH 1-2**

HTSY10/HTSY30 Length: 1 semester Credit: 1 credits Open to Grades: 10-12

Grade Weight: General

Prerequisite: Placement Recommendation

This course includes the study of mental and emotional health, nutrition, personal health, physical activity, alcohol, tobacco and other drugs, as well as communicable and chronic diseases. Students learn to make informed decisions about their health and are encouraged to assume personal responsibility for their own health.



# APPLIED SCIENCE & TECHNOLOGY

## **CONSUMER EDUCATION 1-2**

BUYY10/ BUYY30 Length: 1 semester Credit: 1 credits Open to Grades: 11-12

Grade Weight: General

Prerequisite: Placement Recommendation

Consumer Education is designed to enable the student to recognize the role he/she plays as a consumer in our economy. The student will be better able to see the interrelationship of government, business, and the consumer in a combination where each affects, and is affected by the other two. Students will also develop an awareness of the protections he/she may rely on, as well as the pitfalls he/she should avoid in everyday consumer activities. Students will be taught good management of personal business affairs, including consumer law, banking services, credit loan, installment buying, budgeting, housing, informed and skillful buying, and the role of business and the government in our economy. Emphasis is placed on developing personal economic decision-making competence.

## **WORK STUDY CLASSROOM 1-2**

CVYY10

Length: 2 semesters Credit: 2 credits; 2 credits Open to Grades: 11-12 Grade Weight: General

Prerequisite: Placement Recommendation

This two semester course is designed for students to learn the skills necessary for seeking, applying, and maintaining employment. Activities include: job application forms, reading and answering wantads, job interviewing, computing paychecks and completing employee/employer tax forms. Topics include employee/employer responsibilities, effective job behavior, and labor unions. Students are also given the opportunity for self-evaluation and career exploration in an effort to match their abilities and interests to realistic vocational goals.

## **WORK STUDY ON THE JOB 1-2**

CVYY14

Length: 2 semesters Credit: 1 credit; 1 credit Open to Grades: 11-12 Grade Weight: General

Prerequisite: Placement Recommendation

For each job, careful consideration is given to the needs and ability levels of each student. Experiences may range from in-school job placements vto assistance with independent community employment.



CVYY40

Length: 2 semesters Credit: 2 credits; 2 credits Open to Grades: 11-12 Grade Weight: General

Prerequisite: Placement Recommendation

This course reviews and expands the skills taught in the Work Study 1-2 course. This course continues to increase student competency in their work skills. Activities include: job application forms, reading and answering wantads, job interviewing, computing paychecks and completing employee/employer tax forms. Topics include employee/employer responsibilities, effective job behavior, and labor unions. A requirement of this course is for the student to complete a research project.

## **WORK STUDY ON THE JOB 3-4**

CVYY40; CVYY44
Length: 2 semesters
Credit: 1 credit; 1 credit
Open to Grades: 11-12
Grade Weight: General

Prerequisite: Placement Recommendation

For each job, careful consideration is given to the needs and ability levels of each student. Experiences may range from in-school job placements to assistance with independent community employment.

# **ART**ART CONNECTIONS

ARSN01/ARSV01 Length: 1 semester Credit: 1 credit

Open to Grades: 9-12 Grade Weight: General

Prerequisite: Placement Recommendation

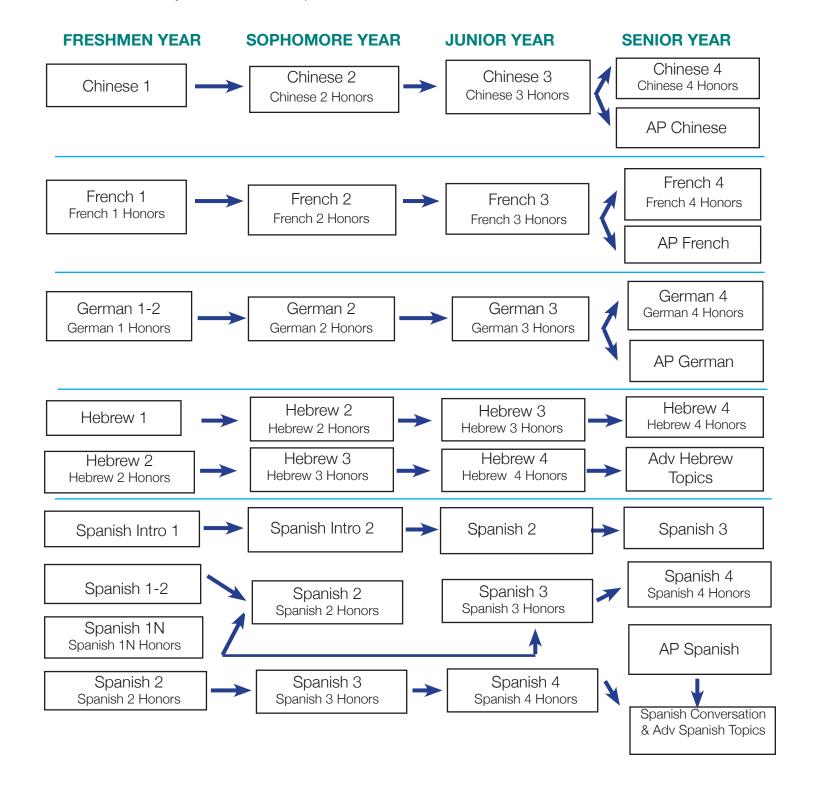
This course is a foundation art course designed to offer the special education students enrolled in the Pathways For Learning or Anchor programs a studio art experience in the visual arts. The course will include painting, drawing, ceramics, printmaking, fabric arts, video and art history. Students will create individual and collaborative works of art, attend art exhibits, and exhibit their own artwork.





# **WORLD LANGUAGES**

Pathways illustrate typical movement within a sequence of courses; however, adjustments in sequence can be made to accommodate individual needs.



## PLACEMENT FOR ALL LANGUAGES:

Student placement into language courses is based upon both past achievement in the language and junior high school teacher's recommendations. Students with a strong background in Hebrew may be considered for advanced standing, pending the results of a placement examination.

Some low enrollment courses may be offered in only one building and students may need to travel to take the course.

Completion of a full four-year language sequence may satisfy a college graduation requirement. Thus, it may be to the benefit of students to complete a four year language sequence by beginning language study in the freshman year.

# CHINESE 1

LAYC01

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General

Prerequisite: No prior instruction in Chinese.

This is an introduction to the Mandarin Chinese language and culture. The four language skills of listening, speaking, reading and writing are developed. Students will participate actively and cooperatively in classroom activities, engage in guided conversations, and write utilizing familiar vocabulary and structures. Cultural information about daily life and social customs is integrated into the curriculum throughout the year, and students will also begin to learn about the geography of China. Students will be evaluated primarily on their knowledge of the Mandarin Chinese language and culture and on their ability to understand and communicate in Mandarin Chinese.

## **CHINESE 2**

LAYC03

Length: 2 semesters
Credit: 2 credits
Open to Grades: 9-12
Grade Weight: General

Prerequisite: Chinese 1 or teacher

recommendation

This course continues the work of first-year Chinese with emphasis on oral comprehension and expression. The student acquires a deeper understanding of Chinese culture and customs. Grammar is more strongly emphasized in Chinese 3-4 so that the student is prepared to read and write more meaningfully.

## **CHINESE 2 (HONORS)**

LAYC05

Length: 2 semesters
Credit: 2 credits

Open to Grades: 9-12 Grade Weight: Honors

Prerequisite: Chinese 1 or teacher

recommendation

This is an accelerated second-year course for students who have shown superior ability and interest in Chinese. In addition to the material covered in Chinese 2, students read selections of fiction and non-fiction. Increased focus is placed on students' abilities to express themselves in the Chinese language. Also, students develop an appreciation for cultural differences, the educational system, the transportation system, the communication system and the various holidays and festivals.



## **CHINESE 3**

LAYC07

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12

Grade Weight: General

Prerequisite: Chinese 2 or teacher

recommendation

This is a third-year course for students who have shown strong ability and interest in Chinese. In addition to the material covered in Chinese 2, students read selections of fiction and non-fiction. Increased focus is placed on students' abilities to express themselves in the Chinese language. Also, students develop an appreciation for cultural differences and various holidays and festivals.

## **CHINESE 3 (HONORS)**

LAYC09

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: Honors

Prerequisite: Chinese 2 Honors or teacher

recommendation

This is an accelerated third-year course for students who have shown superior ability and interest in Chinese. In addition to the material covered in Chinese 2 Honors, students read selections of fiction and non-fiction. Increased focus is placed on students' abilities to express themselves in the Chinese language. Also, students develop an appreciation for cultural differences and the various holidays and festivals.

#### **CHINESE 4**

LAYC11

Length: 2 semesters
Credit: 2 credits
Open to Grades: 9-12
Grade Weight: General

Prerequisite: Chinese 3 or teacher

recommendation

This is a fourth-year course that focuses on the development of all language skills with the goal of enhancing students' proficiency in each: reading, writing, listening and speaking. Aside from the required textbook, students will complete a series of both fiction and non-fiction readings. In addition to studying the Chinese grammar system, students will be introduced to a variety of cultural topics. Oral and listening proficiency will be enhanced through the use of audio and video.

## **CHINESE 4 (HONORS)**

LAYC13

Length: 2 semesters
Credit: 2 credits
Open to Grades: 9, 12

Open to Grades: 9-12 Grade Weight: Honors

Prerequisite: Chinese 3 Honors or teacher

recommendation

This accelerated course for students of high linguistic ability will enhance the students' reading, writing, listening and speaking skills. Aside from studying the fine points of Chinese syntax, students will write essays and read selections of Chinese fiction and non-fiction. Cultural topics will be presented as will audio and video, with the goal of increasing student's oral and listening proficiency.



## **CHINESE AP**

LAYC15

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12

Grade Weight: Advanced Placement Prerequisite: Chinese 3 Honors or teacher

recommendation

This is a college level course. In keeping with the syllabus published by the College Board, the course focuses on contemporary reading, fine points of Chinese syntax, language production, and reception. Cultural topics are presented through readings and audio and video. Students frequently write essays to encourage original composition and to improve writing style. In addition, students participate in class discussion. The course is geared toward the AP. Chinese Language Exam which is given in May of each year. Upon achievement of an acceptable score, students may receive college credit and/or advanced college placement. All reading, writing and discussing is done in Chinese.

## **FRENCH**

## FRENCH 1

LAYF01

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General

Prerequisite: No prior instruction in French or the equivalent of one or more years of junior high French or teacher recommendation

This is a foundation course which develops the student's ability to understand simple speech and an elementary ability to speak, read and write French. The emphasis is on pronunciation, structural patterns, phrases, and idiomatic expressions. In addition, every-day vocabulary and elementary grammatical constructions are introduced.

## FRENCH 1 (HONORS)

LAYF03

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: Honors

Prerequisite: The equivalent of one year of junior

high French with a grade of "A" or "B"

or teacher recommendation

An accelerated course for students who have demonstrated superior linguistic ability. This course emphasizes all four language skills: listening, speaking, reading and writing. The text is supplemented with extra materials that broaden and enrich the students' vocabulary and communicative competence.

## FRENCH 2

LAYF05

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General

Prerequisite: French 1, French 1 Honors, or two years of junior high French with a grade of "B" or

"C" or teacher recommendation

This course continues the work of first-year French with emphasis on oral comprehension and expression. The student acquires a deeper understanding of French culture and customs. Grammar is more strongly emphasized in French 2 so that the student is prepared to read and write more meaningfully.

## FRENCH 2 (HONORS)

LAYF07

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: Honors

Prerequisite: French 1 or French 1 Honors with teacher recommendation or two years of junior high French and teacher recommendation This is an accelerated second-year course for students who have shown superior ability and interest in French. In addition to the material covered in French 2, students read selections of fiction and non-fiction. Increased focus is placed on students' ability to express themselves in the French language. Also, students develop an appreciation for cultural differences, the educational system, the transportation system, the communication system and the various holidays and festivals.

## **FRENCH 3**

LAYF09

Length: 2 semesters Credit: 2 credits

Open to Grades: 10-12 Grade Weight: General

Prerequisite: French 2, French 2 Honors,

or equivalent

This course continues the work of second-year French. Continuous attention is given to the command of fundamental grammar, and there is an increased emphasis on reading and writing. Much of the classroom work is oral.

## FRENCH 3 (HONORS)

LAYF11

Length: 2 semesters Credit: 2 credits Open to Grades: 10-12 Grade Weight: Honors

Prerequisite: French 2 or French 2 Honors with

teacher recommendation

This is an accelerated third-year course open to students who have shown high linguistic ability. There is a continuing emphasis on specialized points of grammar, idiomatic usage and pronunciation, as well as the study of culture, history, and literature. Students read selected French works geared to increasing comprehension and conversational and writing ability. Original essay writing and free conversation in French are encouraged throughout the year.

#### **FRENCH 4**

LAYF13

Length: 2 semesters Credit: 2 credits Open to Grades: 11-12 Grade Weight: General

Prerequisite: French 3, French 3 Honors, or

equivalent

This course focuses on the development of all language skills with the goal of enhancing student's proficiency in each: reading, writing, listening and speaking. Aside from the required textbook, students will complete a series of both fiction and non-fiction readings. In addition to studying the French grammar system, students will be introduced to a variety of cultural topics. Oral and listening proficiency will be enhanced through the use of audio and videotapes.

## **FRENCH 4 (HONORS)**

LAYF15

Length: 2 semesters Credit: 2 credits Open to Grades: 11-12

Grade Weight: Honors

Prerequisite: French 3 or French 3 Honors with

teacher recommendation

This accelerated course for students of high linguistic ability will enhance the students' reading, writing, listening and speaking skills. Aside from studying the fine points of French syntax, students will write essays and read selections of French fiction and non-fiction. In order to prepare students for French AP, students will cut their own audio tapes. Cultural topics will be presented as will audio and videotapes, with the goal of increasing student's oral and listening proficiency.

## FRENCH AP

LAYF23

Length: 2 semesters Credit: 2 credits Open to Grades: 12

Grade Weight: Advanced Placement

Prerequisite: French 4 Honors or four years of high school French or teacher recommendation

This is a college level course. In keeping withthe syllabus published by the College Board, the course treats contemporary reading, fine points of French syntax, language production and reception. Cultural topics are presented through readings and audio and video tapes. Students frequently write essays to encourage original composition and to improve writing style. In addition, students participate in class discussion and cut their own audio tapes. The course is geared toward the AP. French Language Exam which is given in May of each year. Upon achievement of an acceptable score, students may receive college credit and/or advanced college placement. All reading, writing and discussing is done in French.

## **GERMAN**

## **GERMAN 1**

LAYG01

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General

Prerequisite: No prior instruction in German or the equivalent of one or more years of junior high German or teacher recommendation



This foundation course is for all students, with little or no experience in German. This course is also recommended for students of limited language proficiency. Instructional methods take into consideration individual interest, abilities, and background. This course develops the student's ability to understand, speak, read and write elementary German, and to understand German culture. Geography and structure of the language are also studied. Audio-visual aids are used to enrich the course.

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## **GERMAN 1 (HONORS)**

LAYG03

Length: 2 semesters

Credit: 2 credits

Open to Grades: 9-12 Grade Weight: Honors

Prerequisite: The equivalent of one year of junior high German with a grade of "A" or "B" or teacher

recommendation

An accelerated course for students who have demonstrated superior linguistic ability upon completion of at least one year of language study at the junior high level. This course is also recommended for superior students beginning a second foreign language at the high school level. It emphasizes all four language skills: listening, speaking, reading and writing. The text is supplemented by extra vocabulary and communicative competence. Class activities include oral/aural drilling. Audio visual aids are used to introduce cultural topics and to reinforce course objectives.

## **GERMAN 2**

LAYG05

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General

Prerequisite: German 1, German 1 Honors, or two years of junior high German with a grade of "B" or

"C" or teacher recommendation

This course reviews and expands upon the skills taught in first-year German. Students increase their vocabulary and competency in through reading, writing, and oral proficiency activities. Audio-visual aids reinforce the above objectives and advance the study of culture. The course sets a proficiency standard high enough to give a practical and permanent value to the students' knowledge of German, as well as a prerequisite for more advanced study at the high school level.

## **GERMAN 2 (HONORS)**

LAYG07

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: Honors

Prerequisite: German 1 or German 1 Honors with teacher recommendation or two years of junior high German and teacher recommendation

An accelerated course for well-motivated students. Achievement goals are higher than those for a standard second-year course. Emphasis is on fluency of speech, a greater range and quality of reading, and new areas of language structure. The readings include short stories. articles on current German events, as well as readings in culture and history. The readings lend themselves well to writing and discussion.

## **GERMAN 3**

LAYG09

Length: 2 semesters Credit: 2 credits

Open to Grades: 10-12 Grade Weight: General

Prerequisite: German 2 or German 2 Honors

This course gives continuing attention to the command of fundamentals, as well as providing additional work on new grammatical points. German culture and civilization are studied with

the aid of audio-visuals and tapes. Readings include poetry, short stories and articles in current journals which deal with topics such as sports, grammar usage, idioms, and sentence structure geography, economy, politics, education, and other topics of interest to students. The readings lend themselves well to writing and conversation, which are encouraged.

## **GERMAN 3 (HONORS)**

LAYG11

Length: 2 semesters Credit: 2 credits Open to Grades: 10-12

Grade Weight: Honors

Prerequisite: German 2 or German 2 Honors with

teacher recommendation

Students in this course read contemporary and classic short stories and poetry. The course objective is to increase further the students' reading, writing, speaking and listening skills. New grammar is introduced and reviewed throughout the year. German DVDs, Websites, CDs and MP3s are used regularly.

## **GERMAN 4**

LAYG13

Length: 2 semesters Credit: 2 credits

Open to Grades: 11-12 Grade Weight: General

Prerequisite: German 3 or German 3 Honors

The fourth year of German enables students to employ their language skills with a conversational approach. Selected short stories representative of contemporary German literature are analyzed and discussed. Articles taken from the printed media provide a basis for discussion and conversation topics. Subject matter is intended to provide a greater insight into the contemporary German scene. Essential elements of German grammar are reviewed as necessary while major emphasis is placed upon reading comprehension and conversational skills. Authentic materials such as German films and German websites will be used to illustrate past and present cultural aspects of this course.

## **GERMAN 4 (HONORS)**

LAYG15

Length: 2 semesters Credit: 2 credits Open to Grades: 11-12 Grade Weight: Honors

Prerequisite: German 3 or German 3 Honors

with teacher recommendation

In addition to continued employment of language skills this course introduces students to German literature. Students study works from various literary periods and develop an appreciation for literary trends. Also, opportunities are provided to increase speaking ability, listening comprehension, and fluency in writing.

## **GERMAN AP**

LAYG21

Length: 2 semesters Credit: 2 credits Open to Grades: 12

Grade Weight: Advanced Placement Prerequisite: German with teacher recommen-

dation or German 4 or German 4 Honors

The course mirrors a college level course that emphasizes writing, reading and vocabulary improvement. Readings are drawn from a variety of current selections stressing colloquial vocabulary and modern issues. Instruction is primarily in German. Success on the National Advanced Placement Exam may entitle the student to college credit, advanced college placement or both.

## **HEBREW**

Some sections of Hebrew may be offered during the Early Bird period. Please note that the District does not provide transportation to Early Bird classes; transportation will be the student's Open to Grades: 9-12 responsibility. However, the District will provide transportation to the student's home school after an Early Bird class.

## **HEBREW 1**

LAYH01

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General

Prerequisite: No prior instruction in Hebrew or the equivalent of one or more years with a grade of "C"

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or below

This is a beginning course which focuses on speaking modern Hebrew, reading Hebrew texts, and writing (starting from "Alef-Bet"). An emphasis is placed on the development of conversational fluency through dialogues and audio-visual aids. In addition to the study of the language itself, students are introduced to Hebrew and Israeli culture through songs, discussions, films and field trips. No previous knowledge of Hebrew is necessary.

## **HEBREW 2**

LAYH03

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General

Prerequisite: Hebrew 1 or second year proficiency

as demonstrated on a placement test

This is a continuation of the first-year course. Emphasis is placed on developing the students' Hebrew vocabulary and sentence structure for practical conversational purposes and improving their reading and writing skills. Students' aural skills are enhanced by listening to tapes.

## **HEBREW 2 (HONORS)**

LAYH09

Length: 2 semesters Credit: 2 credits Grade Weight: Honors

Prerequisite: Hebrew 1 or superior second year proficiency as demonstrated on a placement test An accelerated course designed for advanced students with an appropriate background. Emphasis is placed on fluency of speech, greater listening and reading comprehension, and new areas of language structure. The readings include short stories, articles on current Israeli events, as well as readings in Hebrew culture and history. Individualized reading and oral presentations are geared to the students' abilities and interests.

#### **HEBREW 3**

LAYH05

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General

Prerequisite: Hebrew 2, Hebrew 2 Honors,

or recommendation of instructor

An extension of second-year Hebrew. Continuous attention is given to conversation, vocabulary, and reading comprehension. Students are introduced to selections of modern Hebrew literature and newspapers. In addition to the study of the language itself, this class examines Hebrew and Israeli culture through songs, discussions, films, and field trips.

## **HEBREW 3 (HONORS)**

LAYH11

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: Honors

Prerequisite: Hebrew 2 or Hebrew 2 Honors

and recommendation of instructor

An accelerated course designed for advanced students. Achievement goals are higher than those of the regular third level year course. The main objectives are to broaden the

students' ability to speak, read and write the language. Students read extensively from Hebrew and Israeli texts. Newspaper articles, Israeli current events, songs and culture are also included.

#### **HEBREW 4**

LAYH07

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General

Prerequisite: Hebrew 3, Hebrew 3 Honors, or

teacher recommendation

Skills developed in the first three years are expanded upon. Listening comprehension, writing and extensive reading are the main course objectives. Students are introduced to the writings of outstanding Hebrew authors such as Bialik, Peretz, and Agnon. Listening to Israeli broadcasts, tapes, records, and the reading of both literature and newspapers comprise course activities. In addition, students study Hebrew and Israeli culture through songs, discussion, films, and field trips, and the reading of both literature and newspapers comprise course activities. In addition, students study Hebrew and Israeli culture through songs, discussion, films, and field trips.

## **HEBREW 4 (HONORS)**

LAYH13

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: Honors

Prerequisite: Hebrew 3 or Hebrew 3 Honors and

teacher recommendation

This course is an introduction to Hebrew literature. Students study works of various literary periods (Biblical, Talmudic, classical, and modern) and develop an appreciation and understanding of the writers and their times emphasized. Hebrew culture, Israeli current events and songs are also included.

## **ADVANCED HEBREW TOPICS**

LAYH17

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12

Grade Weight: Advanced Placement Prerequisite: Hebrew 4, Hebrew 4 Honors,

or teacher recommendation

This four year non-sequential, rotating curriculum is designed for students who have advanced Hebrew skills. A variety of Hebrew literary styles will be introduced including: poetry, short stories, novels, drama, and essays ranging from Biblical times to contemporary Israeli literature. The course will emphasize critical reading, literary analysis, and understanding of trends in Hebrew literature. Students will be introduced to cultural issues through current event discussions, listening to live news broadcasts, reading various printed media, and watching Israeli movies. Students will improve their skills in Hebrew reading, speaking, writing, and literary analysis

## **SPANISH**

## **SPANISH INTRODUCTION 1-2**

LAYS01

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General

Prerequisite: No prior instruction in Spanish or a grade of C or lower in one or more years of

junior high Spanish

An introductory, moderately paced course for students of limited language proficiency. Special attention is given to practical vocab, pronunciation, and basic grammatical structures. The course emphasizes all four language skills: listening; speaking; reading; and writing. Class activities include dictation, oral proficiency exer cises, the preparation of dialogues and written exercises. Audio-visual aids are used to both

reinforce oral/aural course objectives and to introduce cultural topics. This course prepares students for Spanish Intro 2. Students wishing to complete a full 4 year language sequence should enroll in Spanish 1.

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## SPANISH 1

LAYS03

Length: 2 semesters Credit: 2 credits

Open to Grades: 9-12 Grade Weight: General

Prerequisite: No prior instruction in Spanish or the equivalent of one or more years of junior high

Spanish with a grade of "C" or lower

The course treats all language learning skills: listening, speaking, reading, and writing. Students learn to manipulate structural patterns of Spanish with the primary goal being the understanding and production of the written and spoken language. Class activities include preparation of dialogues, question/answer exchanges, oral proficiency sessions, and the completion of written exercises. Audio-visual materials and computer software reinforce the linguistic and culture outcomes of the course. Cultural topics focus both on Latin America and Spain. This course prepares students for Spanish 2.

## SPANISH 1N

LAYS27

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General

Prerequisite: Counselor recommendation, junior high placement, or based on evaluation by

high school teacher

A course geared to the needs of native Spanish speakers and/or highly motivated students who have demonstrated outstanding performance in at least one year of Spanish instruction. Learning outcomes closely parallel those of Spanish 1 with a focus on writing skills and preparation for more advanced Spanish courses.

## **SPANISH 1N (HONORS)**

LAYS29

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: Honors

Prerequisite: Counselor recommendation, jr. high placement, or based on evaluation by

high school teacher

This course prepares students to continue in the honors sequence with Spanish 2 Honors. A course geared to the needs of native Spanish speakers and/or highly motivated students who have demonstrated outstanding performance in at least one year of Spanish instruction. Learning outcomes closely parallel those of Spanish 1 Honors with a focus on writing skills and preparation for more advanced Spanish courses.

## **SPANISH 1 (HONORS)**

LAYS05

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: Honors

Prerequisite: The equivalent of one year of jr. high Spanish with a grade of "A" or high "B"

The course treats all language learning skills: listening, speaking, reading, and writing. Students learn to manipulate structural patterns of Spanish, with the primary goal of understanding and producing the written and spoken language. Class activities include preparation of dialogues, question/answer exchanges, oral proficiency sessions, the completion of written exercises, as well as some free and guided writing. The text is supplemented with extra materials that enrich the students' vocabulary and communicative competence. In addition, students read a short novel. Audio-visual materials and computer software reinforce the linguistic and culture outcomes of the course. Cultural topics focus both on Latin America and Spain. This course prepares students to continue in the honors sequence with Spanish 31-41.

## **SPANISH INTRODUCTION 2**

LAYS07

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General

Prerequisite: Spanish Introduction 1

or Spanish 1

This course, a continuation of Spanish Introduction 1, develops all four language skills. Attention is given to vocabulary and structure which students can use in practical situations. Special emphasis is also placed on the role of Spanish in the English language. Both the history and culture of Spanish speaking countries and Spanish speakers in the United States are discussed. Students wishing to continue their language study or to be prepared for college placement testing should consult with their language instructor to discuss placement in Spanish 2.

## **SPANISH 2**

LAYS09

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General

Prerequisite: Spanish 1, Spanish 1 Honors, or two years of junior high Spanish with a grade of "B" or "C", Spanish Intro 2, with a grade of "A" or "B" or

teacher recommendation

This course reviews and expands upon the skills taught in the first-year of the sequence. Students increase their vocabulary and competency in grammar usage, idioms, and sentence structure through reading, writing, and oral proficiency activities. Audio-visual presentations reinforce the above objectives and advance the study of culture.

## **SPANISH 2 (HONORS)**

LAYS11

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: Honors

Prerequisite: Spanish 1 or Spanish 1 Honors with teacher rec or 2 years of jr. high Spanish

with a grade of "A" or "B"

This is an in-depth course for highly motivated students who have demonstrated excellence in first-year Spanish or its equivalent. The learning outcomes include a systematic study of vocabulary, grammatical points, verbs, and idioms. Using proficiency related materials; students improve their communicative competence both in speaking and writing. In the first semester students read and discuss selections from Spanish literature. In the second semester, and non-fiction. Audio visual aids reinforce the above objectives and enhance the study of culture. Original writing and oral proficiency sessions prepare students for more advanced language study.

## **SPANISH 3**

LAYS13

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General

Prerequisite: Spanish 2 or Spanish 2 Honors

with teacher recommendation

Through the use of proficiency oriented materials, students develop their listening, speaking, reading and writing skills. Building upon content mastered in the second year program, the course focuses on verb tense, mood, and fine points of usage. Students read and discuss a collection of short stories or an abridged work

of fiction to enhance their reading comprehension and to improve their spoken Spanish.

Culture is taught through the above readings, the text, and video presentations. Students also write original compositions and deliver

short oral presentations. This course prepares students for either Spanish 4 or Spanish Conversation

with teacher recommendation.

## **SPANISH 3 (HONORS)**

LAYS15

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: Honors

Prerequisite: Spanish 2 or Spanish 2 Honors with

teacher recommendation

An accelerated course whose goal is to improve students' communicative competence in both oral and written idiomatic Spanish. Aside from an indepth study of verbs in the indicative, imperative, and subjunctive moods, students study and apply the fine points of usage to a variety of proficiency oriented activities. Students also read short stories and an unabridged play or novel. Throughout the year, students write original compositions and deliver oral presentations. Culture outcomes are taught through video presentations, the textbook and literary selections. This course prepares students for Spanish 4 Honors and Advanced Placement Spanish or Spanish Conversation.

## **SPANISH 4**

LAYS17

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: General

Prerequisite: Spanish 3 or Spanish 3 Honors with

teacher recommendation



Students continue their mastery of listening, speaking, reading, writing, and grammar skills. Reading is both intensive and extensive, encompassing all genres, including both newspapers and magazines. Readings emphasize contemporary history and culture. Compact discs and movies comprise the listening component of the course and reflect social and cultural issues. In addition, students write essays reflecting their understanding and interpretation of the aforementioned stimuli. Conversation is heavily emphasized and is based upon the students' personal reactions to the readings, tapes, current events, etc. The course also includes a year-long review of Spanish grammar.

## **SPANISH 4 (HONORS)**

LAYS19

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: Honors

Prerequisite: Spanish 3 or Spanish 3 Honors

with teacher recommendation

This accelerated course approximates mastery of all language skills. Students review fine points of grammar, using a review text. Oral resumes of articles from newspapers and magazines, dealing with the Spanish-speaking world, form the basis for discussions in Spanish. Each semester students read contemporary fiction to develop both an appreciation of literature and analytical skills. A conversation text is used to increase practical vocabulary on certain topics, such as travel, sports, shopping, recreation, etc. Throughout the year, tapes are used for listening comprehension. Oral proficiency activities enhance conversational skills.

#### **SPANISH CONVERSATION**

LAYS21

Length: 2 semesters Credit: 2 credits Open to Grades: 9-12 Grade Weight: Honors

Prerequisite: Spanish 3 or Spanish 3 Honors. May be taken concurrently or upon completion of a 4th

year Spanish course.

This is a fourth or fifth year level course. The emphasis is on conversation skills, vocabulary development, and topics of practical use for one who may travel in a Spanish speaking country or work with Spanish speaking people in business or recreation. Students are required to participate in daily classroom conversation. The course grade will be based on daily preparation, active participation in class discussion, guizzes, tests and projects.

## **ADVANCED SPANISH TOPICS**

LAYS23

Length: 2 semesters Credit: 2 credits Open to Grades: 12

Grade Weight: Advanced Placement Prerequisite: Spanish Conversation, Spanish 4 Honors, or AP Spanish and teacher

recommendation

Through the use of proficiency oriented materials, students develop their speaking, listening, reading and writing skills. Building upon content mastered in the fourth year program, the course focuses on the students' ability to communicate verbally and in writing. Culture is taught through the text supplementary material and video presentations. Students also write original compositions, conduct interviews, deliver short oral presentations and do a project each semester that is appropriate to the content of the course.



## **SPANISH AP**

LAYS25

Length: 2 semesters Credit: 2 credits Open to Grades: 11-12

Grade Weight: Advanced Placement Prerequisite: Spanish 3 Honors, Spanish 4 Honors, or consent of Director of Foreign Lan-

guages

This is a college level Spanish course offered to the superior language students. The focus of the class is on listening, reading, contemporary literature, fine points of Spanish syntax, spoken Spanish, and Latin American and Spanish culture. Essays are assigned to encourage original composition and to improve writing style. During both semesters, students participate in class discussion and do a lot of speaking in the language lab. The course is geared toward the Advanced Placement Examination which is given in May of each year. Upon achievement of an acceptable score on the examination, the student may receive college credit and/or advanced college placement. All reading, writing, and speaking is done in Spanish.

