Adlai E. Stevenson High School 2027-28

Coursebook



Our Mission: Success for *Every* Student.

ADLAI E. STEVENSON HIGH SCHOOL | HOME OF THE PATRIOTS

PORTRAIT OF A STEVENSON GRADUATE

OUR STUDENTS WILL COMMIT TO THE FOLLOWING:

COMMITMENT TO SELF

- Make responsible, healthy and ethical decisions
- Develop resilience and self-awareness
- Discover strengths and passions
- Set and pursue meaningful goals

COMMITMENT TO OTHERS

- Value diverse people and perspectives
- Develop empathy for those around them
- Collaborate with and learn from others
- Make a positive difference in their communities

COMMITMENT TO LEARNING

- Cultivate a curious, creative and innovative mind
- Sustain a growth mindset when facing new challenges
- Reflect on feedback and experience
- Strive for continuous improvement

VISION STATEMENT

Our tradition of sustained excellence has been built upon a foundation of the search for continuous improvement and lifelong learning. This vision statement reflects what we hope to become as a school community. It is our vision for the future.

Our vision statement rests upon five pillars: curriculum; equity, access and inclusivity; professional learning community; culture for learning; and community engagement. Each pillar is detailed in the following column.

CURRICULUM

To ensure *Success for Every Student,* we will implement a guaranteed, viable and rigorous curriculum that engages students through meaningful and challenging learning experiences. Our curriculum will prioritize curiosity, critical thinking and problem-solving, where students collaborate around real-world challenges. We will work with students to analyze evidence, consider multiple perspectives and construct new understandings through inquiry and reflection. Learning experiences will help students develop transferable skills that extend across disciplines. Our curriculum will foster student agency, provide choice and encourage learners to take ownership of their growth through self-reflection.

EQUITY, ACCESS AND INCLUSIVITY

To ensure *Success for Every Student,* we will recognize and value every student as an individual with unique strengths, identities and experiences. We are committed to creating a culture of inclusivity, where every student feels a strong sense of belonging and has equitable access to opportunities for growth and achievement. We will continually examine and improve our practices to remove barriers and ensure that all students receive the support and challenge necessary to meet high expectations. Our school community will cultivate empathy, cultural understanding and shared responsibility, empowering students to learn from diverse perspectives and contribute positively to an inclusive society.

PROFESSIONAL LEARNING COMMUNITY

To ensure *Success for Every Student,* we will sustain a culture focused on continuous improvement, collaboration and evidence-based practices. We will engage in collective inquiry, examining student learning, analyzing evidence from student work and refining instructional practices to better meet the needs of every learner. Teams will work collaboratively to design meaningful learning experiences, assess student progress and ensure that every student receives the support necessary to succeed. Our collaborative culture will promote reflection and innovation, empowering educators to learn from one another, experiment with new approaches and continually strengthen their practice in service of student learning.

CULTURE FOR LEARNING

To ensure *Success for Every Student,* we will cultivate collaborative learning environments where every student feels valued, supported and connected to the school community. We will foster a culture of belonging, reflection and growth, where students are encouraged to take intellectual risks, learn from feedback and view challenges as opportunities for development. We will work with students to set meaningful goals, build resilience and develop the confidence to pursue ambitious aspirations. Our learning environments will support student wellness, helping students to develop relationships, habits and mindsets needed to thrive academically and personally.

COMMUNITY ENGAGEMENT

To ensure *Success for Every Student,* we will actively engage and collaborate with the Stevenson community to enrich learning and strengthen connections between school and society. We will build authentic partnerships with families, community organizations and local experts to provide students with opportunities to explore real-world challenges, develop leadership skills and apply their learning beyond the classroom. Our school will serve as a vibrant community where students, families, educators and partners work together to support learning, celebrate diverse perspectives and contribute positively to the broader community.

Dear Students and Parents/Guardians:

Stevenson High School has a proud tradition of offering an outstanding program of academic courses, athletic programs and co-curricular activities. Our mission of *Success for Every Student* leads us to seek offerings that will best prepare students for life after high school. This coursebook provides a brief description of every course and the sequencing of courses designed by each department. We offer a wide array of courses in all subject areas demonstrating our commitment to helping all students establish a broad foundation for future learning in college, in the workforce and beyond.

High school course selection can play a significant role in a student's future options. Designing a four-year, goal-oriented plan with a counselor is an important part of the development of a coherent approach to course selection. We want every student to be prepared for the future and that starts by making informed choices regarding the classes to pursue in high school. Our counseling staff is available to help in any way possible.

For incoming freshmen, the course selection process begins with one of our Incoming Freshman Parent/Guardian and Student Orientation Evenings (Wednesday, Jan. 6; Thursday, Jan. 7; or Tuesday, Jan. 12, 2027). Together, with the information available on our website (www.d125.org) and from our division directors, students can prepare for one of our course selection evenings on Tuesday, Jan. 19 or Thursday, Jan. 21.

For current students, it is critical for both students and parents/guardians to be involved in the course selection process and work closely with a counselor to make selections. Your counselor is there to assist you along the way. Feel free to ask them questions. You can also ask teachers or division directors about courses. Seeking out the information you need will help you make better decisions about your classes for the next year.

In closing, the faculty and staff at Stevenson High School are here to support the success of every student. Your involvement in that process is important. As you progress through your four years at Stevenson High School, we hope that every student is prepared for future success.

Sincerely,



Troy Gobble
Principal

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COURSE SELECTION

Each year, students meet with counselors to choose courses for the following academic year. Students are encouraged to work with counselors, teachers and parents to select courses that support their goals and interests and align with their health and wellness. Course verification sheets are sent home each spring to ensure accuracy. Freshman course placements are determined through criteria set by each division and will be shared with incoming freshman families shortly after the orientation evenings in January. The master schedule is created each spring based on student course selections. Requests for course changes after this point may not be possible due to course availability.

Note: *Students interested in any dual credit courses must meet admission requirements set forth by the crediting college/university.*

GRADUATION PLANNER

We encourage all students to reach well beyond the minimum graduation requirements and to make the most of the educational opportunities that Stevenson provides. Freshmen, along with their counselors, begin the discussion of their four-year course plan in their Freshman Advisory and during Student-Counselor-Parent/Guardian-Engagement (SCoPE) meetings. Students are encouraged to review their four-year plan with their parents/guardians each year, before course selection begins, so that long-term curriculum goals can be planned and achieved as the students progress through their high school years. All students have the opportunity to update their plans at any time by meeting with their counselor. A planning worksheet is located at the back of this coursebook.

SCHOOL DAY SCHEDULE

The school day at Stevenson High School extends from 8:30 a.m. to 3:25 p.m. Students are expected to be in attendance during these hours. There are eight 47-minute periods in each school day, including a mandatory lunch period. “Early bird” classes are also offered in Physical Education and certain AP Science classes. Alternate schedules are followed periodically throughout the school year to allow for various activities and meetings.

COURSE LOAD

Every student must be enrolled in the following each semester:

- At least five credits of coursework
- A sixth supervised period (either an additional class or a full-period study hall)
- A Physical Welfare, Dance and/or Driver Education course (or meet the criteria to qualify for a waiver)
- Lunch period

Students must meet the State of Illinois requirement of 300 minutes of supervision each day.

COURSE AVAILABILITY

All courses listed in this coursebook require a sufficient number of student requests to run in a given year. If there is not sufficient interest in a particular course, it will not be provided during the upcoming school year. Counselors will contact students who may need to select another course in late spring.

STEVENSON HIGH SCHOOL MINIMUM GRADUATION REQUIREMENTS

English	8 semesters/credits
Mathematics	6 semesters/credits
Biology	2 semesters/credits
Physical Science	2 semesters/credits
U.S. History	2 semesters/credits
World History and Geography	2 semesters/credits
Government	1 semester/credit
Economics or Personal Finance	1 semester/credit
Health	1 semester/credit
Driver Education	1 semester/credit
Required Electives	2 semesters/credits
Additional Credits and P.E.	17 semesters/credits
Total Credits	**45 semesters/credits**

SUGGESTED COLLEGE ADMISSION SEQUENCE

English	8 semesters/credits
Mathematics	6-8 semesters/credits
Science	6-8 semesters/credits
Social Science	6-8 semesters/credits
Foreign Language	4-8 semesters/credits

CIVICS AND PATRIOTISM GRADUATION REQUIREMENTS

Students who pass their required government course satisfy the one-semester state civics requirement. Students must also pass specific assessments on Patriotism and Principles of Representative Government in their required government course to satisfy the state requirement for graduation.

DRIVER EDUCATION GRADUATION REQUIREMENT

The State of Illinois Driver Education requirement may be satisfied by: completing Driver Education at Stevenson, submitting a Certificate of Successful Completion from a commercial school or submitting a copy of the student's Illinois driver's license if issued prior to age 18. Students must earn eight credits in their previous two semesters in order to be eligible for Driver Education.

ELECTIVE GRADUATION REQUIREMENT

At least two elective semester credits must come from any of the following divisions: Applied Arts, Fine Arts, Multilingual Learning and/or Computer Science, Engineering and Technology.

ECONOMICS OR PERSONAL FINANCE GRADUATION REQUIREMENT

Students must complete a semester of economics or personal finance. This requirement can be fulfilled by one of the following courses: Economics, AP Macroeconomics, AP Microeconomics or Personal Finance.

ENGLISH GRADUATION REQUIREMENT

Eight credits are required for graduation which should be taken one per semester unless a student is planning to graduate early. For these classes, two writing-intensive courses are required. These courses will be detailed in the course descriptions.

HEALTH GRADUATION REQUIREMENT

One semester/credit of Health Education is required for graduation, including participation in a unit on Adult CPR.

MATHEMATICS GRADUATION REQUIREMENT

At least six semesters/credits are required for graduation, including algebra and at least one course with geometry content.

PHYSICAL WELFARE GRADUATION REQUIREMENT AND WAIVERS

Students must participate in Physical Education during each semester they are enrolled in school unless:

- The student is enrolled in Dance
- The student is enrolled in Health Education (for the first time)
- The student is enrolled in Applied Health
- The student is enrolled in Driver Education (for the first time)
- The junior or senior student receives an athletic waiver (see Athletic Waiver Policy)
- The student receives a Marching Band or Color Guard waiver
- The senior student receives an academic waiver

Refer to the section on waiver policies for more specific information.

Note: *Students may elect to stay in Physical Education and forfeit any waivers.*

SCIENCE GRADUATION REQUIREMENT

Students must complete two semesters of a biological science and two semesters of a physical science in order to graduate.

SOCIAL STUDIES GRADUATION REQUIREMENT

Social studies graduation requirements are course specific and include two semesters/credits of U.S. History (or AP U.S. History); two semesters/credits of World History and Geography; one semester/credit of Government (or AP United States Government and Politics), including passing specific assessments on Patriotism and Principles of Representative Government in their required government course to satisfy the state requirement for graduation.

ACT GRADUATION REQUIREMENT

The ACT is the state's high school accountability exam in Illinois. All students in public high schools are required to participate in the ACT Suite of Assessments. Stevenson High School adheres to the requirements of the Illinois State Board of Education (ISBE) and will administer the Digital PreACT 9 to all freshman students, Digital PreACT to all sophomore students and the Digital School-day ACT to all junior students. It is important to note that the school-day ACT given to juniors in the spring is a graduation requirement in the State of Illinois. No other ACT administration fulfills this requirement. ACT scores are not included on a student's transcript.

For information on the Suite of Assessments and more detail on the timeline of these exams, please visit Stevenson's website at: www.d125.org.

FAFSA GRADUATION REQUIREMENT

The Free Application for Federal Student Aid (FAFSA) is an application used by colleges and other post-secondary institutions to determine a student's eligibility for need-based federal financial aid such as grants, loans and work-study programs. In accordance with Public Act 101-0180, students must complete one of the following steps in order to graduate from an Illinois public high school:

- File a FAFSA; **OR**
- File an alternative application for Illinois Financial Aid. The alternative application should only be completed by students not eligible to submit the FAFSA. More information regarding eligibility requirements for the alternative application may be found on the Illinois Student Assistance Commission (ISAC) website; **OR**
- Complete the FAFSA non-participation form through the Illinois Student Assistance Commission (ISAC) portal.

More detailed information will be shared with students and families in the fall of their senior year. Families may reach out to their school counselor with any questions/concerns.

THE "46TH CREDIT" GRADUATION REQUIREMENT

Although it is not one of the 45 credits required for graduation from Stevenson High School, the "46th Credit" is as important as the rest. The "46th Credit" fulfills a District 125 commitment to provide students with a coordinated education and awareness program with critical information about alcohol and other drug use, as well as resources for support.

During their years at Stevenson High School, students are provided with information about substance abuse and are introduced to a variety of substance abuse prevention activities through Stevenson High School's Student Assistance Program. During this Drug Education unit in the Health Education classes, all students are issued a "46th Credit" manual, which contains current information on the dangers associated with tobacco, alcohol and other drug use, addiction, recovery, available student prevention programs, school tobacco/drug/alcohol policies, state laws and local ordinances, as well as resources for assistance within the school and community. Students are held accountable for this information and must pass an exam during their Health Education class in order to satisfy this requirement. This exam, devised by the school's Substance Use Prevention Specialist, is based directly on the information contained in the "46th Credit" manual. The Substance Use Prevention Specialist personally works with all students who have not taken or passed the "46th Credit" exam in the Health Education classes to ensure that this requirement is met. Seniors must have passed the "46th Credit" exam in order to participate in the graduation ceremony.

ADMISSION REQUIREMENTS TO PUBLIC UNIVERSITIES IN ILLINOIS

It is important to emphasize that the graduation requirements listed previously represent the minimum program of studies for Stevenson students. Entrance requirements to particular colleges and universities may be considerably more stringent. The following high school program is either required or strongly encouraged for admission to all public universities in Illinois:

COURSE REQUIREMENTS

English *Emphasis on written and oral communication and literature*	**8 semesters/credits**
Mathematics *Including algebra, advanced algebra, geometry and/or trigonometry*	**6 semesters/credits**
Science *Emphasis on laboratory sciences with a foundation in biology, chemistry and physics*	**6 semesters/credits**
Social Studies *Emphasis on history and government*	**6 semesters/credits**
Electives *Four semesters in Multilingual Learning, Applied Arts or Fine Arts*	**4 semesters/credits**

For details on specific course requirements visit the College Career Center or individual college websites.

NCAA ELIGIBILITY REQUIREMENTS FOR DIVISION I AND II ATHLETES

Students who are interested in competing in athletics at the Division I or Division II collegiate level must meet the academic eligibility requirements of the National Collegiate Athletic Association (NCAA). For more information on the Division I and Division II eligibility requirements, please visit: www.ncaa.org.

Please contact your counselor with any questions or concerns regarding NCAA eligibility.

SCHEDULE CHANGES

Each year, a new master schedule is created to accommodate students' course selections. Students may modify their course requests at designated times during the spring and summer. Please note that schedule change requests may not be possible based on the availability of courses. Students should follow the steps outlined in the Student Advocacy Guide to resolve any concerns that arise in their classes. The Student Advocacy Guide can be found on our website. Students will be able to view their final schedule through Infinite Campus during the week before school begins.

ONCE THE SEMESTER HAS BEGUN, SCHEDULE CHANGE REQUESTS MUST ADHERE TO THE FOLLOWING GUIDELINES:

ADDING A COURSE

Students may add a course in place of a free hour, study hall or another class during the first three days of a semester if space is available in the course. Students must consult with the teacher regarding makeup requirements for any missed content.

DROPPING A COURSE

Students may withdraw from a one-semester course up through the end of the first eight weeks of each semester. **Please note that in a full-year course, students will only have the first three days of the second semester to drop.** When dropping the second semester of a full-year course, the final first semester grade remains on the student's transcript. Students must maintain a minimum of five courses for credit.

LEVEL CHANGES

On occasion, students may need to change the level of the class in which they are enrolled. In order to do so, students must:

- Initiate a level change discussion with their teacher
- Demonstrate that they have completed all homework and sought additional help from the teacher or learning center staff
- Demonstrate that they have discussed the level change request with their counselor
- Request that their teacher complete the "Level Change" form
- After the teacher contacts the parents/guardians, the request will be forwarded to the counselor and content area director for approval.

Students must remain in class until the level change is approved by the director and made by the counselor.

Level changes will be permitted up through the end of the first eight weeks of the semester. **Please know that level changes during the second semester of a full-year course must be made within the first two weeks of the semester.** The letter grade at the time of withdrawal from the class is the grade that accompanies the student to their new class. As the semester progresses, the teacher will review the student's grade to ensure that it accurately reflects mastery of the new course's learning targets.

SPECIAL SCHEDULING PROVISIONS

INDEPENDENT STUDY

The Independent Study option allows juniors and seniors, with a special interest in a subject, to pursue that area of interest in more detail or greater depth than the existing curriculum provides. Students who wish to undertake an independent study project must:

- Develop a proposal which includes clearly-stated goals, the learning activities designed to achieve these goals and a schedule detailing the timeline of the project
- Complete the "Independent Study" form located online
- Obtain parent/guardian, teacher, director and counselor approval of the project
- Solicit the help of a teacher advisor to supervise the study
- Be scheduled into a full-period course with the teacher advisor
- Attend that course every day
- Pursue the project with a minimum of direction
- Complete the project and report its results as agreed upon in the project proposal

Independent study courses must be added to a student's schedule by the end of the first three days of each semester. Independent study will count towards the 300-minute supervision requirement and P.E. waivers. Successful completion of an independent study project will result in a grade of "P" (Pass). Projects that are not completed will not receive a grade.

Credits will be determined by the director and teacher.

COURSE RETAKE POLICY

Students may retake any course, however, the original grade will remain on the transcript. The GPA will be determined by using the points from the higher of the two grades. Duplicate credit will not be issued. Courses taken at a lower level are not considered course retakes. Students may retake a course at a higher level if it is an equivalent course in terms of content. Course retake does count towards the 300-minute supervision requirement. Students wishing to retake a course should reach out to their counselor to discuss options. Students seeking to retake a course in the summer at a different high school need to consult their counselor prior to registering to begin the approval process.

If a grade of "A" was earned the first time, then a course may not be retaken.

AUDITS

Audits do not count toward academic or athletic waivers, but they do count toward the 300-minute supervision requirement. Students who wish to audit a class may do so provided:

- They obtain an "Audit Request" form from their counselor
- There is availability in the classroom
- They request the audit within the first ten days of the semester
- They receive approval of the division director
- They attend the class each day, complete all assignments, take exams and finals and participate in all class activities

Students will be assigned the grade of "AU" (Audit); they receive no credit towards graduation nor points for inclusion in their grade point average.

If a student fails to fulfill a requirement in a course taken on an audit basis, the student will be withdrawn from the course. No record of enrollment will appear on the student's transcript.

EXTERNAL CREDITS

Stevenson students may apply for up to four credits of external study toward the completion of elective credits required for graduation. Only elective courses necessary to satisfy the 45 credits needed for graduation may be taken for external credit. A maximum of two external credits can be earned for a Multilingual Learning course. Courses offered at Stevenson will not be approved for external credit. External credits are not calculated in the grade point average (GPA). No external credits will be given for work done prior to the student entering high school in the fall term.

All external credits must come from accredited programs approved by the Assistant Principal for Teaching and Learning (e.g. summer school at another high school or a college/university course).

Students must apply for external credit. No credit will be given without an application. To apply for external credit, a student must meet with their counselor prior to taking the course to:

- Complete an "External Credit" form; and
- Provide a complete course description including information about the accredited institution, the program or course content and the number of contact hours

Upon completion of the course, the student will produce an official transcript mailed directly from the program to the registrar's office at Stevenson High School. The approval process should be completed before the course is taken or Stevenson credit may not be given.

SUMMER SCHOOL

Stevenson's summer academic program offers opportunities for enrichment and remediation. Certain courses taken from this program become part of the student's transcript. Summer courses may be taken during the student's attendance in high school. Students must complete an "External Credit" form and request course approval prior to enrolling in any summer school class outside of Stevenson. Only courses not offered through Stevenson's summer school are eligible for external credit. Students attending summer school in another accredited high school district must request that the school forward their grades to the Stevenson registrar. Summer school credit obtained at a high school other than Stevenson is considered external credit and is not included in the calculation of the student's grade point average.

EARLY GRADUATION

Students wishing to graduate early should meet with their counselor to determine eligibility. Once it is determined that the student can meet graduation requirements earlier than the scheduled semester of graduation, the student, with parent/guardian approval, must complete an "Intent to Graduate Early" form available online.

GRADING

Our grading model measures the student's mastery of the course's skills and standards. The final grade is a determination of the student's body of work with consideration of their recent trend.

Because our grading model uses proficiency scales to collect accurate evidence of student performance and growth, students can reflect on and grow their knowledge and skills throughout the semester. At the end of the semester, the teacher reviews the body of evidence presented by each student and determines a letter grade. Student grades are based on evidence of student proficiency in course skills and content standards.

The purpose of grades is to provide the teacher, student and parents/guardians as accurate a picture as possible of the student's competence in course skills and to encourage a dialogue about how the student can grow in the course content. Additionally, each assessment provides feedback for the student about what skills and standards they mastered and which they need more work on. If at any point the student is reassessed on a course standard and shows a higher level of proficiency, this will be reflected in the teacher grade book.

Please visit https://www.d125.org/academics/grading for more details about how the final letter grade is calculated and communicated.

COURSE DESCRIPTION

Within the first five days of the semester, all teachers will provide students with a course description. This description will explain the general goals of the course, the specific knowledge and skills acquired as a result of the course, the activities that will be included and the procedures for grading.

GRADE POINT AVERAGE

Both a weighted and an unweighted grade point average are calculated for each student at the conclusion of each semester and again after summer school.

- Weighted grade point average is calculated using the weights assigned to the grades in the chart below.
- Unweighted grade point average is calculated by assigning college prep grade points to all grades that are calculated into the grade point average, regardless of their level.

	A	B	C	D	F
COLLEGE PREP	4.0	3.0	2.0	1.0	0
ACCELERATED	4.5	3.5	2.5	1.5	0
AP/HONORS	5.0	4.0	3.0	2.0	0

COLLEGE PREP COURSES

College prep courses provide students with the traditional college preparatory program. These courses are designed to prepare the student for entrance into college and for academic success in the college classroom. Students have an opportunity to pursue four years of English, Mathematics, Science, Social Studies and Multilingual Learning.

HONORS/ACCELERATED COURSES

These courses enable students to prepare for and pursue college-level studies while still in high school. Students who complete honors/accelerated level courses may have the opportunity to earn college credit or placement through AP exams.

ADVANCED PLACEMENT (AP) COURSES

Students have the opportunity to complete Advanced Placement courses in most subject areas. The content of these college-level courses is determined by the College Board. Students who score well on these exams may be awarded college credit in many of the nation's colleges and universities. In assessing a student's application, many colleges also look favorably upon courses designated as AP since these courses represent more rigorous content than the standard high school curriculum. Students are encouraged to investigate the AP policy of the college of their choice. In preparation for some AP courses at Stevenson High School, students may need to complete summer work. Summer assignments are available in the late spring via the school's website.

EXCLUSIONS

The following courses are not included in the calculation of a student's grade point average:

- Driver Education
- Courses with grades of pass (P) or fail (F)
- Correspondence courses
- Audit, independent study and GPA-waived courses
- External credit courses
- Any course in which the regular outcomes have been significantly modified for an individual student

GRADE POINT WAIVER

Students have the option of applying to exclude certain courses from the calculation of their grade point average (GPA). These courses are those which are not considered part of the academic core and which do not fulfill a Stevenson graduation requirement. Included in this waiver option are:

- All college preparatory-level Applied Arts courses
- All college preparatory-level Fine Arts courses
- All college preparatory-level Computer Science, Engineering and Technology (CSET) courses
- Broadcast Journalism, Journalistic Writing and Advanced Journalistic Writing courses
- Physical Education Leadership, Pool Leadership and Applied Health courses
- All college-prep level summer school courses which are not part of the regular school year course offerings (See Summer School Coursebook for specific courses and deadlines for submission.)

To be eligible for a waiver, the student must be enrolled in four or more courses per semester which are included in the GPA. The "Request for GPA Waiver" form is available online. All waivers must be requested. No courses will have an automatic waiver. The letter grade earned in the course will appear on the transcript with a "G" in front of the course title indicating that the grade is waived from calculation in the GPA. Please see the Summer School Coursebook for specific information regarding courses and deadlines offered during the summer.

TRANSFER STUDENTS

The records of transfer students will be evaluated individually to determine the credits which may be applied toward Stevenson graduation requirements. Coursework completed by students prior to their enrollment at Stevenson will not be included in the calculation of the student's GPA. Any coursework completed by students through international schools prior to their enrollment at Stevenson will be given a grade of pass (P) or fail (F). The division director will make the final determination in the evaluation of the records of the transfer student. Transfer students are encouraged to submit a transcript directly from each school attended when fulfilling transcript requests to ensure the most accurate representation of their academic experience.

HOMEWORK REQUESTS

Students are responsible for requesting and making up classwork if they are absent from class.

When students are absent from class, please follow these suggestions:

- Review assignment sheet, if available
- Review the class Canvas page
- Email the teacher
- Utilize the Interactive Report Card (IRC)
- Contact each teacher on their homework policy

If a student is out longer than five consecutive days, please contact their counselor to develop a plan.

INCOMPLETE GRADE

Students who receive a grade of "Incomplete" must complete the necessary makeup work in a timely fashion according to each teacher's guidelines before a letter grade will be assigned. Incomplete grades do not count towards credits needed for athletic and co-curricular eligibility.

TRANSCRIPTS

Students may request transcripts by logging onto www.parchment.com. Some transcripts might require a fee to be submitted online prior to the request being processed.

College admission test scores are not included on the transcripts. Students must request these test scores to be sent directly to colleges and universities. This may be done through the various testing agencies' websites.

For information regarding ACT test scores, visit: https://www.act.org/content/act/en/products-and-services/the-act/scores.html

For SAT exam scores, visit: https://satsuite.collegeboard.org/sat/scores/getting-scores/your-scores

For AP exam scores, visit: https://apstudents.collegeboard.org/view-scores

ACADEMIC HONORS

SEAL OF BILITERACY PROGRAM

Stevenson High School students have the opportunity to be recognized by the State of Illinois for earning proficiency in English and at least one additional language. The Illinois State Board of Education (ISBE) Seal of Biliteracy program will place an official seal on diplomas and confer official recognition on transcripts of those students who qualify.

Two honors are available: the Seal of Biliteracy and the Commendation toward Biliteracy. The Seal of Biliteracy is awarded to those whose proficiency level is equivalent to the Intermediate High scale set by the American Council on the Teaching of Foreign Languages (ACTFL). The Commendation toward Biliteracy is awarded to students whose proficiency level is rated at Intermediate Low or Intermediate Mid in a second language.

To qualify for the Seal of Biliteracy, students must demonstrate proficiency in English via the SAT, ACT or ACCESS exam, demonstrate proficiency in another language(s) and satisfy all requirements for graduation from Stevenson High School.

English proficiency is demonstrated by meeting one of the following criteria during a student's high school career:

- Earn a minimum score of 18 in the ELA portion of the ACT with writing. **OR**
- Earn a minimum score of 480 on the Evidence-Based Reading and Writing portion of the SAT. **OR**
- Earn a minimum overall composite score of 4.8 on the ACCESS for ELDs exam.

Proficiency in a language other than English is demonstrated by meeting one of the following criteria:

- Earn a 4 or 5 on the Advanced Placement language exam. **OR**
- Earn a minimum score of I-5 on all four components of ACTFL's Assessment of Performance toward Proficiency in Languages (AAPPL) exam. The AAPPL ALIRA exam is used to assess Latin. **OR**
- Earn a minimum score of Intermediate High on all four components of Avant's Standards-based Measurement of Proficiency (STAMP) 4S exam.
- For languages for which an AAPPL or STAMP is not currently available, the ALTA exam may be offered.

Students who do not meet the minimum scores required to attain the Seal of Biliteracy may still qualify for the Commendation toward Biliteracy. Students must still demonstrate proficiency in English by meeting the aforementioned criteria (see previous). Progress toward proficiency in a language other than English is demonstrated by meeting one of the following criteria:

- Earn a 3 on the Advanced Placement language exam taken as a junior. **OR**
- Earn a minimum score of I-1, I-2, I-3 or I-4 across the four domains of ACTFL's Assessment of Performance toward Proficiency in Languages (AAPPL) exam. **OR**
- Earn a minimum score of Intermediate Low or Intermediate Mid on all four components of Avant's Standards-based Measurement of Proficiency (STAMP) 4S exam.

NATIONAL HONOR SOCIETY

The four pillars of the National Honor Society are: leadership, character, service and scholarship. Sophomores and juniors with a cumulative 3.90 weighted grade point average are reviewed for membership in National Honor Society by a faculty council selected by the principal. The faculty council reviews leadership, service and character for the selection process as per the National Association of Secondary School Principals' Constitution.

Members are expected to attend all general meetings throughout the year. All members are expected to maintain their grade point average and have three service experiences, one of which must be a sustained experience and one of which must be NHS-sponsored. For more information regarding the National Honor Society, please visit the Stevenson High School website: www.d125.org.

HONOR GRADUATES

Students who have earned at least 42 credits at the end of **seven** semesters and who have a weighted cumulative grade point average listed below are eligible to be declared Honor Graduates:

4.0 and above	Highest Honors
3.75-3.99	High Honors
3.50-3.74	Honors

HONOR ROLL

At the end of each semester Stevenson announces its Honor Rolls. All letter grades are considered for Honor Roll. This includes courses that are not calculated into the grade point average. The standards for this achievement are calculated based on weighted or unweighted grade points and are as follows:

Gold Honor Roll

- Grade point average of 4.0 or higher with no grade lower than a "B"
- All "A's" regardless of grade point average

Green Honor Roll

- Grade point average of 3.0 with no more than one grade of "C"
- All "A's" and "B's" regardless of grade point average

Any incomplete grade, even in a non-GPA class, will make a student ineligible for any honor roll.

WAIVER POLICIES

ATHLETIC WAIVER POLICY: ELIGIBILITY

The athletic waiver from Physical Education is an option only for juniors and seniors. A student who has earned a Junior Varsity or Varsity letter may be eligible to preregister for an athletic waiver. Student athletes must register for athletics to receive a waiver and meet with their counselor.

Criteria for an Athletic Waiver

- A junior or senior athlete in one sport and six credit-bearing classes
- A junior or senior athlete in two sports and five credit-bearing classes

Note: *If a student athlete reduces the number of academic classes, fails to participate in a sport or for any reason fails to continue participating in a sport, they will be immediately placed in Physical Education by their school counselor. Depending on a student's schedule, an elective course may have to be dropped to accommodate the Physical Education class.*

ACADEMIC WAIVER POLICY: ELIGIBILITY

A senior may receive an academic waiver from Physical Education if the student is enrolled in six credit-bearing classes. The student must demonstrate that each of these classes is necessary to satisfy Stevenson graduation requirements and/or admission requirements of a post-secondary program.

A senior who receives an academic waiver from Physical Education will not receive credit for this course.

MARCHING BAND AND COLOR GUARD PHYSICAL EDUCATION (P.E.) WAIVER POLICY

Any student, grade 9-10-11-12, who is enrolled in Wind Ensemble, Symphonic Band, Wind Symphony, Freshman Band or Color Guard and is a member of the Marching Band may waive their P.E. requirement for the first semester. This waiver may be applied each fall semester throughout a student's years of participation in Marching Band.

ATHLETIC PROGRAM

Stevenson High School is a member of the Illinois High School Association (IHSA) and competes within the North Suburban Conference (NSC).

BOYS FALL	BOYS WINTER	BOYS SPRING
Allied Bowling	Allied Basketball	Allied Soccer
Cheerleading	Allied Spirit Revolution	Baseball
Cross Country	Basketball	Gymnastics
Football	Bowling	Lacrosse
Golf	Competitive Cheerleading	Student Athletic Training
Competitive Dance	Competitive Dance	Tennis
Soccer	Fencing	Track and Field
Student Athletic Training	Ice Hockey	Volleyball
	Student Athletic Training	Water Polo
	Swimming and Diving	
	Wrestling	

GIRLS FALL	GIRLS WINTER	GIRLS SPRING
Allied Bowling	Allied Basketball	Allied Soccer
Cheerleading	Allied Spirit Revolution	Badminton
Cross Country	Basketball	Lacrosse
Field Hockey	Bowling	Soccer
Flag Football	Competitive Cheerleading	Softball
Competitive Dance	Competitive Dance	Student Athletic Training
Golf	Fencing	Track and Field
Student Athletic Training	Gymnastics	Water Polo
Swimming and Diving	Ice Hockey	
Tennis	Student Athletic Training	
Volleyball	Wrestling	

ACADEMIC ELIGIBILITY

The primary purpose of Stevenson High School is to promote academic achievement. Therefore, students engaged in those areas of the extracurricular/co-curricular program, which make significant demands on their time must perform satisfactorily in the classroom in order to continue their participation in those extracurricular/co-curricular activities. In order to be eligible to participate in an extracurricular/co-curricular activity, students must meet the weekly scholastic standing requirements of the Illinois High School Association. Students must be passing 25 credit hours each week. Students must also pass five classes in the previous semester to be eligible for the upcoming season. See the Student Guidebook for the Extracurricular/Co-Curricular Code of Conduct that details the specific rules, expectations and consequences.

CO-CURRICULAR ACTIVITIES AND CLUBS

DR. DAVE EDDY, DIRECTOR | DEDDY@D125.ORG | 847-415-4461

SCAN QR CODE TO READ MORE ABOUT CO-CURRICULAR ACTIVITIES AND CLUBS ONLINE: WWW.D125.ORG/STUDENT-LIFE/ACTIVITIES

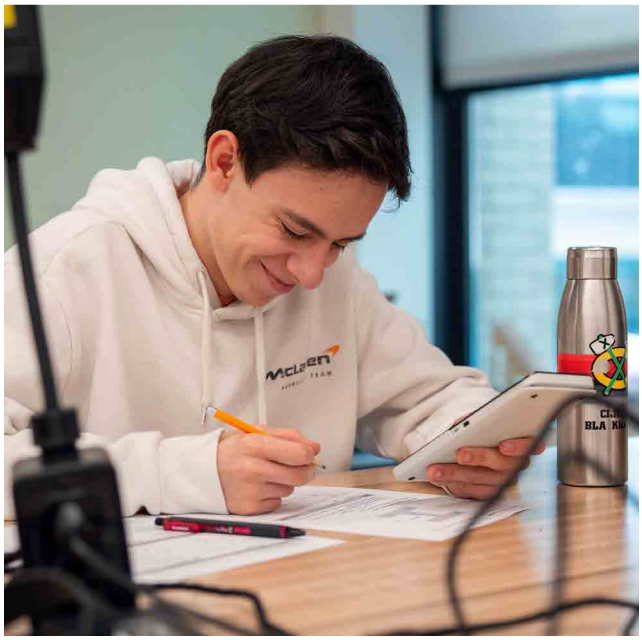
Stevenson offers a rich array of co-curricular activities, and every student is encouraged to select one or more of these programs in which to participate. For the most current list of our activities, please visit: www.d125.org/student-life/activities.

2D + 3D Art Studio
Aerospace + Aviation Club
Ambassador Yearbook
Animal Welfare Club (AWC)
Anime, Comics and Games Club (ACG)
Archery Club
Architecture + Engineering Club
Art Club
Art From The Heart (AFH)
Asian American Student Association
Auto Club
Badminton Club (Boys)
Baroque Ensemble + Viol Consort
Bass Fishing
Best Buddies
Best Buddies Transition
Biology Olympiad
Bird Watching
Black Student Union
Breakfast with Books
Business Professionals of America (BPA)
Calligraphy Club
Catalyst
Charity Treats
Chemistry Club
Chess Club
Chinese Club | Chinese Honor Society
Choreography Club
Class Board (Freshman, Sophomore, Junior, Senior)
Club Israel (Hebrew Club)
Color Guard + Winter Guard
Computer Science Club
Concert Jazz
Criminology Club
Cultural Cuisine Club
Debate
Diversity Council | World's Fair (Divco)
DJ Club
Earth Science Club
Eastern European Club
Entrepreneurship Club
eSports
Ethics Bowl
Everlasting Promise in Christ (E.P.I.C.)*
Family, Career and Community Leaders of America (FCCLA)
Filipino American Student Association (FASA)
Film Club
FIRE (Fostering Inter-Cultural Respect and Empowerment Club)
Flute Choir
Free The Children (FTC)
French Club | French Honor Society (FHS)
Freshman Mentor Program (FMP)
Friends International
Future Business Leaders of America (FBLA)
Future Doctors of America
Future Educators of America (FEA)
Future Health Professionals (HOSA)
Future Nurses of America (FNA)
Garden | Horticulture Club
Geography Club (Geo Club)
German Club | German Honor Society
Girls in STEAM
Greek Club
Green Team
Guitar Club
Hebrew National Honor Society (HNHS)
Hindu Student Association*
History Bowl/Bee
History Fair Club
IM Badminton
IM Basketball League (Boys, Girls)
IM Billiards
IM Climbing Club
IM Cricket Club (Co-Ed)
IM Flag Football League (Boys, Girls)
IM Futsal
IM Gaga
IM Girls Who Lift
IM Horseback Riding Club
IM Open Gym
IM Pickleball
IM Ski + Snowboard Club (Co-Ed)
IM Spikeball
IM Taekwondo
IM Volleyball League (Co-Ed)
Improv Comedy Team "Failed Presidential Candidates"
In the Loop (Knitting Club)
Interactive Gamers Club (IGC)
International Thespian Society (ITS)
Investment + Financial Literacy Club
Japan Club
Jazz Ensemble
Key Club International
Kiva
Korean Club
Latin American Student Organization (LASO)
Latin Club
Law Club
Lean In Feminism Club
Low Frequency
Marching Band
Mascot | Pep Club
Math Team
Mélange Dance Company
Mind Your Mind
Mock Trial
Model United Nations Team
Mongolian American Student Organization (MASO)
Muslim Student Association (MSA)*
National Honor Society (NHS)
National Honor Society of Dance Arts (NHSDA)
Nothing but Treble
Operation Snowball (OS)
Patriot Wellness Center
Peer Helpers
Peer Tutors
Photography Studio
Physics Club
Polish Club
Polish Honor Society
Political Action Club (PAC)
Polyphonics
Poster Design Club
Print Media Club
Project Pen Pal
Psychology Club
Repertory Dance Company
Rotary Youth Club (RYC) (Interact)
Scholastic Bowl-Varsity and JV (Quiz Bowl, SchoBowl)
Science Bowl
Science Olympiad Team
Science REACH Club
Script Studio
Sexuality and Gender Alliance (SAGA)
SHS Amplified
SHS-TV
Skatriots
South Asian Student Association
Spanish Club
Spanish Honor Society
Spoken Word
Sports Analytics Club
Start-Ups in Business + Technology
Statesman Newspaper
Stevenson A Capella
Stevenson Ambassadors
Stevenson Backstage
Stevenson Network News (SNN)
Stevenson Peer Theater (SPT) (Snowflake)
Stevenson Sports Broadcasting
Stevenson Strength + Conditioning (SSC) (Co-Ed)
Strings Board
Stevenson Styler Fashion Club
Student Council (StuCo)
Students Helping Soldiers (S*H*S)
Table Tennis | Advanced Table Tennis
Taiwanese Cultural Club
TEAMS/ACES
The WIT + The Sole
Theatre Productions
Transfer Student Group-ADD
Tri-M Music Honor Society
Turkish Club
VEX Robotics Club
Video Game Club (VGC)
Write Club
Zoology Club
Zumba Club

**Not a Stevenson-sponsored club*









SCAN QR CODE TO READ MORE ABOUT APPLIED ARTS ONLINE:
WWW.D125.ORG/ACADEMICS/APPLIED-ARTS

APPLIED ARTS DIVISION

JACQUELINE KING, DIRECTOR | JKING@D125.ORG | 847-415-4151

Business Education
Family and Consumer Sciences
Driver Education
Technology Campus

The Applied Arts Division offers a program of electives that develop individual interests while facilitating authentic learning experiences by linking the curricula to the real world. Each course teaches students to apply content knowledge in a project-based environment. The Family and Consumer Sciences, Technology Campus, Business and Driver Education teams provide learning opportunities that foster academic achievement, career exploration, creativity and problem-solving skills for all students. The unique characteristics of each of these academic teams provide students with a wide variety of course selections that integrate the diverse curricula of Stevenson into activities they can use in their daily lives and future careers.

Applied Arts Courses Required for Graduation:

- Business Education: Personal Finance meets a graduation requirement.
- The classroom phase of Driver Education is a graduation requirement.

Elective courses in this division may be eligible for the GPA waiver option.

BUSINESS EDUCATION COURSE OFFERINGS

WWW.D125.ORG/ACADEMICS/COURSEBOOK

Introduction to Business
One-Semester Course
BUS171 or BUS172

Business Applications and Technology 1
One-Semester Course
BUS131 or BUS132

Business Applications and Technology 2
Semester 2 Course Only
BUS142

Marketing
One-Semester Course
BUS281 or BUS282

Entrepreneurship
One-Semester Course
BUS231 or BUS232

Accounting 1
Semester 1 Course Only
BUS251

Accounting 2
Semester 2 Course Only
BUS252

Business Law
One-Semester Course
BUS371 or BUS372

Personal Finance
One-Semester Course
BUS301 or BUS302

Advanced Accounting
Semester 1 Course Only
BUS351

Entrepreneurial Tactics
One-Semester Course
BUS411 or BUS412

Personal Finance (Online Option)
One-Semester Course
BUS3Q1 or BUS3Q2

Investment Management
One-Semester Course
BUS361 or BUS362

AP Business with Personal Finance
Full-Year Course
BUS451/BUS452

BUSINESS EDUCATION

IN EVERY FACET OF SOCIETY, BUSINESS PLAYS A VITAL ROLE. THEREFORE, A THOROUGH BUSINESS EDUCATION CAN PROVIDE A SOLID FOUNDATION FOR A SUCCESSFUL, PROFESSIONAL LIFE. STEVENSON HIGH SCHOOL PROVIDES THE SKILLS NECESSARY FOR STUDENTS TO BECOME TOMORROW'S BUSINESS LEADERS.

INTRODUCTION TO BUSINESS

GPA WAIVER OPTION

BUS171—SEMESTER 1
OPEN TO: 9-10
PREREQUISITE: NONE

BUS172—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

Introduction to Business provides students with a foundational understanding of the business world. This course explores key topics including marketing, accounting, international business and entrepreneurship, giving students insight into how businesses operate locally and globally. Through real-world examples and hands-on projects, students will develop critical thinking and problem-solving skills essential for future success in business. Whether planning to start a business or pursue a business career, students will gain valuable knowledge to build their path forward.

BUSINESS APPLICATIONS AND TECHNOLOGY 1

GPA WAIVER OPTION

BUS131—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: NONE

BUS132—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

To live, learn and work successfully in an increasingly complex and information-rich society, students must be able to use technology effectively. Business Applications and Technology 1 is a course designed to teach students how to use a variety of software programs and multimedia platforms as they create a business concept. Students will strengthen their knowledge of both business operations and technology usage in the workplace as they develop communications, marketing materials, financial proposals and presentations for their proposed business.

BUSINESS APPLICATIONS AND TECHNOLOGY 2

GPA WAIVER OPTION

BUS142—SEMESTER 2 ONLY
OPEN TO: 9-10-11-12
ONE SEMESTER
PREREQUISITE: BUSINESS APPLICATIONS AND TECHNOLOGY 1
CREDIT: COLLEGE PREP

Business Applications and Technology 2 encourages students to develop the technology and problem-solving skills essential in today's workforce. Students will be tasked with finding solutions to common business problems, while being encouraged to consider multiple perspectives. Students will work to incorporate technology into their business practices to help them become more efficient and organized.

MARKETING

GPA WAIVER OPTION

BUS281—SEMESTER 1
OPEN TO: 10-11-12
PREREQUISITE: NONE

BUS282—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

Students will learn how companies develop and market their products and services. Current trends in the entertainment, apparel, sports and food industries will be explored and applied during class activities. Students will interact with members of the school and local community to design products, advertisements and sales promotions for their different target markets. They will learn personal selling strategies and visual merchandising techniques and get a chance to practice them in authentic projects.

ENTREPRENEURSHIP

GPA WAIVER OPTION

BUS231—SEMESTER 1
OPEN TO: 10-11-12
PREREQUISITE: NONE

BUS232—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

Entrepreneurship will provide students with a working background on the skills and knowledge necessary to own and operate a small business. Students will examine the environment of small business ownership, the procedures and skills necessary to open a small business and the policies and practices of a successful small business operation. Entrepreneurship will emphasize a hands-on approach to small business ownership.

ENTREPRENEURIAL TACTICS

BUS411—SEMESTER 1
OPEN TO: 11-12
PREREQUISITE:

ONE COURSE REQUIRED FROM:

- INTRODUCTION TO BUSINESS
- BUSINESS LAW
- MARKETING
- ENTREPRENEURSHIP
- BUSINESS APPLICATIONS AND TECHNOLOGY I

BUS412—SEMESTER 2
ONE SEMESTER

AND ONE COURSE REQUIRED FROM:

- INVESTMENT MANAGEMENT
- ACCOUNTING 1
- ACCOUNTING 2 HONORS
- ADVANCED ACCOUNTING HONORS

CREDIT: ACCELERATED

Entrepreneurial Tactics is a capstone course that ties together all the curricular fundamentals from the Business Education curriculum. This course models the research and concepts of a capstone course at many university business schools. In this project-based course, students work within teams to create a business plan that guides them in developing a business of their choice. Students will learn to work with and have first-hand collaboration with top business professionals from the community. These CFOs, CEOs and other top executives will visit, present and mentor the students in incorporating all the fundamentals of creating a business idea, marketing the product and preparing the finances of their business plan.

ACCOUNTING 1

GPA WAIVER OPTION

BUS251—SEMESTER 1 ONLY
OPEN TO: 10-11-12
PREREQUISITE: NONE
ONE SEMESTER
CREDIT: COLLEGE PREP

This is the first semester of a two-semester sequence in the study of accounting. It is strongly recommended that both semesters of accounting be taken in the same year. Accounting is currently the most in-demand college major. Basic principles and practices of double entry accounting are developed with an emphasis on the financial records of sole proprietorships and partnerships. Daily transactions and financial statement analysis are included. Students also have the opportunity to attend regional, state and national accounting competitions.

ACCOUNTING 2

ARTICULATED CREDIT WITH COLLEGE OF LAKE COUNTY

BUS252—SEMESTER 2 ONLY
OPEN TO: 10-11-12
PREREQUISITE: ACCOUNTING 1
ONE SEMESTER
CREDIT: HONORS

This is the second semester of a two-semester sequence in the study of accounting. It is strongly recommended that this semester be taken immediately following Accounting 1. Specialized journal systems, uncollected accounts, depreciation, inventory controls, payroll, taxes and financial statement analysis are emphasized with regard to a corporation. Students also have the opportunity to attend regional, state and national accounting competitions.

ADVANCED ACCOUNTING

BUS351—SEMESTER 1 ONLY
OPEN TO: 11-12
PREREQUISITE: ACCOUNTING 2
ONE SEMESTER
CREDIT: HONORS

This one-semester course serves as a capstone to the advanced study of accounting. A "managerial approach" emphasizing the internal data used to make decisions and control revenues, costs and expenses is explored and developed. Acquiring capital, cash flows and principles of cost accounting are other areas of study. Accounting simulations and software applications are also used within the course. Students learn to work both independently and as a "management team" solving business accounting problems. Students also have the opportunity to attend regional, state and national accounting competitions.

BUSINESS LAW

GPA WAIVER OPTION

BUS371—SEMESTER 1
OPEN TO: 11-12
PREREQUISITE: NONE
BUS372—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

This course is designed to satisfy the curiosity of students who are interested in learning about the law as it relates to various aspects of business. Students will gain a greater understanding of their legal rights and responsibilities as an individual, employee, manager and business owner. General legal topics discussed include contracts, property, employment rules and regulations, business organization, finance, as well as technology, environment, entertainment and sports law. Students will participate in daily discussions about current legal events, review "real world" cases and verdicts and participate in lively arguments and debates. In addition, guest speakers, collaborative team projects and small group activities allow for students to work together developing a greater understanding of the law to receive a more authentic learning experience.

INVESTMENT MANAGEMENT

GPA WAIVER OPTION

BUS361—SEMESTER 1
OPEN TO: 11-12
PREREQUISITE: NONE

BUS362—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

Investment Management is designed to help students create a well-rounded investment plan to meet their financial goals. Students will learn techniques used in corporate finance and analyze various financial securities like stocks, futures and options. They will explore the issues faced by today's corporate financial managers and brokers through the use of a sophisticated, hands-on investment simulation. This course is designed for students who are planning careers in brokerage, investment and other financial fields.

PERSONAL FINANCE

GPA WAIVER OPTION (IF NOT TAKEN FOR GRADUATION REQUIREMENT)

BUS301—SEMESTER 1
OPEN TO: 11-12
PREREQUISITE: NONE

BUS302—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

Personal Finance will teach students how to manage finances and achieve their goals by utilizing sound decision-making. This student-centered course allows individuals to explore and learn about important facets of their financial life. Specific course topics relate to housing, transportation, wellness, recreation, leisure, saving and investing. Students will gain knowledge and skills by investigating and responding to problems and challenges facing all consumers. Successful completion of this course fulfills the Economics/Personal Finance graduation requirement.

PERSONAL FINANCE—ONLINE

GPA WAIVER OPTION (IF NOT TAKEN FOR GRADUATION REQUIREMENT)

BUS3Q1—SEMESTER 1
OPEN TO: 11-12
PREREQUISITE: NONE

BUS3Q2—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

Personal Finance will teach students how to manage finances and achieve their goals by utilizing sound decision-making. This student-centered course allows individuals to explore and learn about important facets of their financial life. Specific course topics relate to housing, transportation, wellness, recreation, leisure, saving and investing. Students will gain knowledge and skills by investigating and responding to problems and challenges facing all consumers.

The curricular requirements for this course are identical to the traditional Personal Finance course. Instructional activities are adjusted for an online instructional setting. There will be no physical class meeting period or time, though some activities will be available to all enrolled students in-person during the school day.

Students will be expected to engage in class activities, projects, discussions and peer feedback frequently within each school week. Assignments will have specific due dates and students will receive individualized feedback from their teacher. Daily in-person office hours will be available for all students enrolled in the course. In-person remediation may be required as needed on an individual student basis with their teacher. Successful completion of this course fulfills the Economics/Personal Finance graduation requirement.

AP BUSINESS WITH PERSONAL FINANCE

BUS451—SEMESTER 1
OPEN TO: 11-12
PREREQUISITE: NONE

BUS452—SEMESTER 2
FULL YEAR
CREDIT: HONORS

AP Business with Personal Finance is a year-long high school business and personal finance course that aligns closely with a college-level introduction to business course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting and management through real-world business applications, case studies and project-based learning. In addition, students learn and apply all the National Standards for Personal Financial Education created by the Council for Economic Education and the Jump$tart Coalition for Personal Financial Literacy. Successful completion of this course fulfills the Economics/Personal Finance graduation requirement.



DRIVER EDUCATION

DRIVER EDUCATION

D/E231—SEMESTER 1
OPEN TO: 10-11-12

D/E232—SEMESTER 2
ONE SEMESTER

PREREQUISITE: AN INSTRUCTION PERMIT ISSUED BY THE SECRETARY OF STATE'S OFFICE THROUGH DRIVER EDUCATION, PARENTAL CONSENT, VERIFICATION OF AGE (ENROLLMENT IS BASED ON CHRONOLOGICAL AGE AND GRADE LEVEL) AND ACCUMULATION OF AT LEAST EIGHT CREDITS IN THE PREVIOUS TWO SEMESTERS. STUDENTS IN THE ELD PROGRAM MUST BE ENROLLED IN ELD 2 OR HIGHER TO REGISTER FOR DRIVER EDUCATION.
CREDIT: COLLEGE PREP

This course is normally taken during one semester of sophomore or junior year. Students are enrolled in this course based on chronological age. For the 2027-28 school year, students may request enrollment in the course for first semester if they were born on or before Nov. 1, 2011 and for second semester if they were born on or before March 1, 2012. Students must take and pass both the classroom phase and the behind-the-wheel phase of Driver Education if they wish to receive a license prior to their 18th birthday. **Passing the classroom phase of the course is required for graduation.**

The course is a two-phase program consisting of classroom and behind-the-wheel instruction. The course prepares students for safe motor vehicle operation in a suburban driving environment. Among the topics taught in this course are the rules of the road, defensive driving, natural laws and their effects on vehicle control, driver responsibility and impaired and distracted driving. Students must also meet all the essential course requirements as mandated by the Illinois State Board of Education and the Secretary of State's Office. This includes 50 hours of at-home practice, done concurrently while taking the class. The grades earned in this course are not included in the student's grade point average.

Students may request enrollment in the course through their counselor during course selection. However, enrollment is based on age. Upon completion of course selection, exact birth dates will be confirmed. Students who are oldest will be placed in Driver Education first. If the course is full, students will be notified via their counselor if a seat becomes available. Students will receive an email notification in birth date order.

Other requirements:

- Students must be 15 years old to obtain an Illinois permit.
- Students must hold an Illinois permit for nine months before receiving a license.
- Students must be enrolled in a Driver Education course to obtain an Illinois permit.
- Freshmen (regardless of age) are ineligible to take Driver Education until the summer between freshman and sophomore year.
- A Driver Education teacher will contact students prior to the start of the Driver Education class to begin the permit process.
- If a student drops Driver Education, their permit will be canceled.
- If a student chooses to select the classroom only option, they will not be able to complete the behind-the-wheel phase at a later time.

Driver Education fees: $400 and an additional $20 check to the Secretary of State. ***Note:*** *Fees subject to change.*

Parents/Guardians will be informed if their student has been enrolled in Driver Education by March 8.

FAMILY AND CONSUMER SCIENCES COURSE OFFERINGS

WWW.D125.ORG/ACADEMICS/COURSEBOOK

Food and Nutrition
One-Semester Course
FCS111 or FCS112

Human Growth and Development
One-Semester Course
FCS211 or FCS212

Clothing and Design 1
One-Semester Course
FCS251 or FCS252

Clothing and Design 2
Dual Credit Available
One-Semester Course
FCS291 or FCS292

Interior Design
One-Semester Course
FCS231 or FCS232

Food Preparation
One-Semester Course
FCS221 or FCS222

Teaching Young Children 1
One-Semester Course
FCS311 or FCS312

Business of Fashion and Design
Dual Credit Available
One-Semester Course
FCS241 or FCS242

Leadership for Life
One-Semester Course
FCS411 or FCS412

Gourmet Foods
One-Semester Course
FCS321 or FCS322

Teaching Young Children 2
Dual Credit Available
One-Semester Course
FCS331 or FCS332

FAMILY AND CONSUMER SCIENCES

THE FAMILY AND CONSUMER SCIENCES DEPARTMENT OFFERS A SERIES OF COURSES THAT STRIVE TO CREATE LEARNING ENVIRONMENTS THAT ARE SUPPORTIVE, CULTURALLY RESPONSIVE AND FOCUSED ON BUILDING RELATIONSHIPS AND COMMUNITY. TEACHER TEAMS DESIGN CURRICULUM THAT REINFORCES CONNECTIONS TO A VARIETY OF ACADEMIC SUBJECTS, INDIVIDUAL EXPERIENCES AND GLOBAL PERSPECTIVES. TECHNOLOGY IS IMPLEMENTED TO STAY CONSISTENT WITH TEACHING, LEARNING, CURRENT EVENTS AND TRENDS. A STRONG FOCUS IS PLACED ON PROMOTING POSITIVE SOCIAL, EMOTIONAL, COGNITIVE AND PHYSICAL DEVELOPMENT THROUGH HEALTHY, SUSTAINABLE WELLNESS PRACTICES. THROUGH THESE COURSES, STUDENTS DEVELOP SKILLS THAT ENHANCE THEIR LIVES TODAY AND IN THE FUTURE.

CLOTHING AND DESIGN 1

GPA WAIVER OPTION

FCS251—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: NONE

FCS252—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

Clothing and Design 1 is a lab-based course where students will learn fashion construction techniques, pattern and fabric selection and fashion presentation skills. Students will apply these techniques to their personal apparel and accessories. Projects include drawstring bag, sweatshirt and a project of student choice. Students who have sewing experience will have the opportunity to expand and improve their clothing construction skills.

CLOTHING AND DESIGN 2

DUAL CREDIT AVAILABLE WITH HARPER COLLEGE

GPA WAIVER OPTION

FCS291—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: CLOTHING AND DESIGN 1
ADDITIONAL FEES FOR DUAL CREDIT MAY BE IMPOSED BY THE COLLEGE/UNIVERSITY.

HONORS OPTION

FCS292—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

Clothing and Design 2 is a continuation of the Clothing and Design 1 course curriculum. Advanced clothing construction skills and original projects are a part of the course. Students interested in pattern manipulation and creation of their own patterns are provided the opportunity to use dress forms and fabric to create original designs. Projects include tote bag and three projects of student choice. Clothing and Design 2 can be taken for more than one semester for additional credit with an honors level and dual college credit option with Harper College. After taking Clothing and Design 2 for three semesters, an Independent Study option is available.

INTERIOR DESIGN

GPA WAIVER OPTION

FCS231—SEMESTER 1
OPEN TO: 10-11-12
PREREQUISITE: NONE

FCS232—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

Interior Design is a project-based course where design is explored as it relates to housing and commercial interiors. It integrates the application of design principles with the living environment, environmentally-friendly design, color and the efficient use of design in the context of individual and family lifestyles. Design projects include personal bedroom redesign, kitchen design, commercial design of a cafe, retail space or hotel lobby and a vacation home remodel. Emphasis is on using available resources effectively to meet individual and housing needs.

BUSINESS OF FASHION AND DESIGN

DUAL CREDIT AVAILABLE WITH HARPER COLLEGE

GPA WAIVER OPTION

FCS241—SEMESTER 1
OPEN TO: 10-11-12
PREREQUISITE: NONE

HONORS OPTION

FCS242—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

ADDITIONAL FEES FOR DUAL CREDIT MAY BE IMPOSED BY THE COLLEGE/UNIVERSITY.

Business of Fashion and Design is a course in partnership with Harper College which allows students to take a college class while still in high school. This course has a focus on the business side of the fashion industry, fashion design and the merchandising of fashion-related products. Topics include an overview of the fashion industry, product development, the evolution, trends and movement of the fashion cycle, visual merchandising, fashion promotion and accessory design. Students interested in learning more about the fashion industry should also consider taking the Clothing and Design courses.

FOOD AND NUTRITION

GPA WAIVER OPTION

FCS111—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: NONE

FCS112—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

Food and Nutrition is a lab-based course where students gain the basic principles of food preparation in its relationship to nutrition and wellness. The course is centered on healthy food and lifestyle choices to engage student awareness of personal food choices, physical activity, dietary needs and engagement of athletic and academic performance. Students apply course content to analyze nutritional choices for themselves and others.

FOOD PREPARATION

GPA WAIVER OPTION

FCS221—SEMESTER 1
OPEN TO: 10-11-12
PREREQUISITE: NONE

FCS222—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

Food Preparation is a lab-based course where students enhance their culinary skills in a hands-on environment. Students learn culinary techniques, making a wide variety of recipes that align with course skills. In this course, students will gain an understanding of food science principles in order to adapt recipes, sharpen culinary techniques and create culturally diverse recipes. Students will also tackle real-life skills such as budgeting, safety and sanitation, dietary needs, environmentally conscious methods of handling, storing and preparing food all while maintaining responsible lab usage and team collaboration.

GOURMET FOODS

GPA WAIVER OPTION

FCS321—SEMESTER 1
OPEN TO: 10-11-12
PREREQUISITE: FOOD PREPARATION

FCS322—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

Gourmet Foods is a lab-based course where students develop advanced food preparation skills in baking and cooking while also exploring U.S. regional cuisine and gaining global perspectives of international cuisine. Students compete in culinary competitions, examine the culinary industry, hospitality, current food trends and our food supply while investigating major influences and controversies associated with producing and distributing food. Students focus on plating food in an aesthetically pleasing way, while considering flavor pairing and the development of innovative recipes.

LEADERSHIP FOR LIFE

GPA WAIVER OPTION

FCS411—SEMESTER 1
OPEN TO: 10-11-12
PREREQUISITE: NONE

FCS412—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

Students explore real-world topics and leadership skills that prepare them for life after high school. The course challenges students to think critically about who they are, what they value and how they can make an impact. Through hands-on projects, service learning and leadership skill development, students develop confidence, communication and decision-making skills that translate directly to college, careers and community life. By the end of the course, students will have built a strong foundation of personal and professional skills that help them take charge of their future.

HUMAN GROWTH AND DEVELOPMENT

GPA WAIVER OPTION

FCS211—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: NONE

FCS212—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

Human Growth and Development explores the world of the developing individual. Students will examine the physical, intellectual, social, emotional and moral development of humans from prenatal development through adolescence. This course will investigate the psychological concepts that apply to everyday life, while exploring the dynamic interactions between individuals and the diverse contexts that shape our growth and development. This course is a prerequisite for the course Teaching Young Children 1.

TEACHING YOUNG CHILDREN 1

GPA WAIVER OPTION

FCS311—SEMESTER 1
OPEN TO: 10-11-12
FCS312—SEMESTER 2
ONE SEMESTER
PREREQUISITE: HUMAN GROWTH AND DEVELOPMENT
CREDIT: COLLEGE PREP

Teaching Young Children 1 offers students the opportunity to enhance their understanding of child development while interacting with the children in the Little Patriots Lab School. Students will focus on creating and implementing developmentally appropriate lessons, interacting positively with children and observing children's development. This course provides a valuable opportunity for students to begin their exploration of career fields that work directly with children and families.

TEACHING YOUNG CHILDREN 2

DUAL CREDIT AVAILABLE WITH COLLEGE OF LAKE COUNTY

GPA WAIVER OPTION
FCS331—SEMESTER 1
OPEN TO: 10-11-12

HONORS OPTION
FCS332—SEMESTER 2
ONE SEMESTER

PREREQUISITE: TEACHING YOUNG CHILDREN 1
CREDIT: COLLEGE PREP
ADDITIONAL FEES FOR DUAL CREDIT MAY BE IMPOSED BY THE COLLEGE/UNIVERSITY.

Teaching Young Children 2 offers students the opportunity to further their understanding of early childhood while interacting with the children in the Little Patriots Lab School. Students will prepare and teach lessons while observing and assessing individual children's developmental progress. This course provides a valuable opportunity for students to continue their exploration of education or career fields that work directly with children and families. Teaching Young Children 2 can be taken more than one semester with a dual college credit and honors credit option available.

LAKE COUNTY TECH CAMPUS

The Lake County Tech Campus, located at the College of Lake County's Grayslake campus, offers students access to state-of-the-art equipment and hands-on learning experiences. Students can earn both high school and college credit in many programs, preparing them for careers in fields such as cybersecurity, certified nursing assisting, construction skills and more. Known as one of the top career and technical education facilities in the Midwest, the Tech Campus provides an engaging, personalized learning environment that fosters skill development, academic growth and professionalism. Through its partnership with the College of Lake County, students can earn college credit at no cost, giving them a head start on their future careers.

Stevenson High School provides daily transportation to and from the Lake County Technology Campus. The bus for the third session departs at 12:30 p.m. Most students return to Stevenson around 3:15 p.m. However, students enrolled in Cosmetology return to Stevenson at approximately 5 p.m.

A full program description and the most up-to-date course offerings are available online at: www.techcampus.org. This site provides detailed information about the courses offered at the Technology Campus; however, please note that not all listed courses are available to Stevenson students.

All courses must be taken in both the first and second semesters. Each course is awarded three credits per semester, except for Cosmetology, which awards four credits per semester. Each course offers either articulated or dual credit in partnership with the College of Lake County.

Prerequisite: Junior or senior classification. All courses are classified as college prep.

Fees: Some courses may require individual lab fees. For more information, please contact your counselor or the Director of Applied Arts.

COMMUNICATION PROGRAMS

Game Programming and Virtualization	VOC171/172
Cybersecurity	VOC191/192
Computer Support Services	VOC071/072
Multimedia Design 1	VOC671/672
Multimedia Design 2	VOC691/692

MANUFACTURING/INDUSTRIAL PROGRAMS

Construction Skills and Management 1	VOC511/512
Construction Skills and Management 2	VOC531/532
Welding and Fabrication 1	VOC871/872
Welding and Fabrication 2	VOC891/892

HUMAN SERVICES PROGRAMS

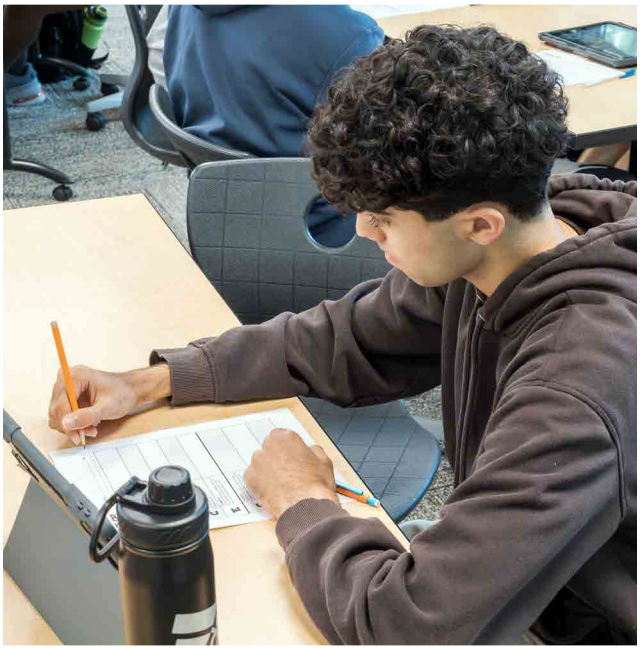
Certified Nurse Assisting *Prerequisite: Must be 16 years old*	VOC291/292
Cosmetology 1	VOC591/592
Cosmetology 2	VOC611/612
Criminal Justice	VOC111/112
Culinary Arts 1	VOC951/952
Culinary Arts 2	VOC971/972
Early Education and Teaching 1	VOC911/912
Early Education and Teaching 2	VOC931/932
Emergency Medical Services *Seniors only*	VOC311/312
Fire Fighting	VOC221/222
Law Enforcement and CSI	VOC121/122
Medical Assisting	VOC321/322
Principles of Biomedical Science	VOC711/712

TRANSPORTATION PROGRAMS

Automotive Collision Repair 1	VOC431/432
Automotive Collision Repair 2	VOC451/452
Automotive Service 1	VOC471/472
Automotive Service 2	VOC491/492









COMMUNICATION ARTS DIVISION

DR. KIMBERLY MUSOLF | KMUSOLF@D125.ORG | 847-415-4326

SCAN QR CODE TO READ MORE ABOUT COMMUNICATION ARTS ONLINE:
WWW.D125.ORG/ACADEMICS/COMMUNICATION-ARTS

Communication Arts includes the academic areas of English, speech, literacy and journalism. The department is committed to diverse literary experiences and differentiated instruction, engaging students through inquiry and essential questions that drive deep thinking about texts and ideas. The primary purpose of Communication Arts is to develop curious, confident and analytical readers, writers, thinkers and speakers, equipped to use written, visual and oral communication with skill and insight throughout their lives.

Communication Arts Courses Required for Graduation

Students are required to take four years/eight credits of English classes in order to fulfill the graduation requirements. Students should plan to take at least one English credit per semester unless they plan to graduate early.

Semester-Long Electives for Seniors

Semester electives taken before senior year are considered elective credits. Seniors should plan to take one English credit each semester via electives or year-long courses unless they plan to graduate early and have taken English elective credits earlier.

COMMUNICATION ARTS COURSE OFFERINGS

WWW.D125.ORG/ACADEMICS/COURSEBOOK

English 9: Belonging and Becoming*
Full-Year Course
ENG141/ENG142

English 9: Threads of Loyalty*
Full-Year Course
ENG151/ENG152

English 9: Mirrors and Shadows*
Full-Year Course
ENG161/ENG162

English 9: Reimagining the Future*
Full-Year Course
ENG171/ENG172

Sophomore English
Full-Year Course
ENG211/ENG212
or
ENG231/ENG232

Junior English
Full-Year Course
ENG311/ENG312
or
ENG381/ENG382

AP English Language and Composition
Full-Year Course
ENG371/ENG372

American Studies (AP English Language and Composition and AP U.S. History)
Full-Year Course
ENG341/ENG342

Creative Writing
One-Semester Course
ENG501 or ENG502

World Literature
Full-Year Course
ENG431/ENG432

Topics in Composition: Media Analysis
Semester 1 Course Only
ENG691

Writing for College
One-Semester Course
ENG541 or ENG542

Creative Writing Seminar
Semester 2 Course Only
ENG522

AP Literature and Composition
Full-Year Course
ENG451/ENG452

Topics in Composition: Film Genres
Semester 2 Course Only
ENG722

Political Thought and Its Literature
One-Semester Course
ENG601 or ENG602

Mythology and Folklore
One-Semester Course
ENG681 or ENG682

Public Speaking
One-Semester Course
ENG761 or ENG762

JOURNALISM ELECTIVES

Journalistic Writing
One-Semester Course
JRN901 or JRN902

→

Advanced Journalistic Writing
One-Semester Course
JRN921 or JRN922

→

Publication Design and Production
Full-Year Course
JRN951/JRN952

Broadcast Journalism
One-Semester Course
JRN911 or JRN912

*EACH OF THE FOUR FRESHMAN CLASSES IS EQUAL IN RIGOR AND SUPPORT.

ENGLISH 9: BELONGING AND BECOMING: STORIES, CULTURE AND POSSIBILITY

ENG141—SEMESTER 1
OPEN TO: 9
PREREQUISITE: NONE

ENG142—SEMESTER 2
FULL YEAR
CREDIT: COLLEGE PREP

Explore how our journey, family and community shape where our stories begin and the paths we might take. Students develop proficiencies in the areas of reading, literary analysis, writing, grammar and usage, oral communication and research. Students explore the overarching themes of the course through short stories, essays, articles, novels, poetry, drama and other texts. Through their reading and inquiry, students are introduced to various stylistic techniques that help them learn strategies to improve their reading, writing, listening and speaking skills. With a focus on authentic modes, students engage in the process of writing in multiple formats to enhance student learning in all areas of literacy development. Each of the four options for freshman English is equal in rigor and support.

ENGLISH 9: THREADS OF LOYALTY: RELATIONSHIPS, COMMUNITY AND SOCIAL DYNAMICS

ENG151—SEMESTER 1
OPEN TO: 9
PREREQUISITE: NONE

ENG152—SEMESTER 2
FULL YEAR
CREDIT: COLLEGE PREP

Analyze how loyalty, trust, courage and community build (or break) society, with connections to modern teen life. Students develop proficiencies in the areas of reading, literary analysis, writing, grammar and usage, oral communication and research. Students explore the overarching themes of the course through short stories, essays, articles, novels, poetry, drama and other texts. Through their reading and inquiry, students are introduced to various stylistic techniques that help them learn strategies to improve their reading, writing, listening and speaking skills. With a focus on authentic modes, students engage in the process of writing in multiple formats to enhance student learning in all areas of literacy development. Each of the four options for freshman English is equal in rigor and support.

ENGLISH 9: MIRRORS AND SHADOWS: REFLECTION, PERCEPTION AND CHOICES

ENG161—SEMESTER 1
OPEN TO: 9
PREREQUISITE: NONE

ENG162—SEMESTER 2
FULL YEAR
CREDIT: COLLEGE PREP

Explore what makes us human, how we understand ourselves and the struggles we carry within. Students develop proficiencies in the areas of reading, literary analysis, writing, grammar and usage, oral communication and research. Students explore the overarching themes of the course through short stories, essays, articles, novels, poetry, drama and other texts. Through their reading and inquiry, students are introduced to various stylistic techniques that help them learn strategies to improve their reading, writing, listening and speaking skills. With a focus on authentic modes, students engage in the process of writing in multiple formats to enhance student learning in all areas of literacy development. Each of the four options for freshman English is equal in rigor and support.

ENGLISH 9: REIMAGINING THE FUTURE: INNOVATION, IDENTITY AND OUR WORLD

ENG171—SEMESTER 1
OPEN TO: 9
PREREQUISITE: NONE

ENG172—SEMESTER 2
FULL YEAR
CREDIT: COLLEGE PREP

Explore how technology and imagination influence our decisions as we define ourselves, our world and our future. Students develop proficiencies in the areas of reading, literary analysis, writing, grammar and usage, oral communication and research. Students explore the overarching themes of the course through short stories, essays, articles, novels, poetry, drama and other texts. Through their reading and inquiry, students are introduced to various stylistic techniques that help them learn strategies to improve their reading, writing, listening and speaking skills. With a focus on authentic modes, students engage in the process of writing in multiple formats to enhance student learning in all areas of literacy development. Each of the four options for freshman English is equal in rigor and support.

SOPHOMORE ENGLISH

ENG211—SEMESTER 1
OPEN TO: 10
PREREQUISITE: NONE

ENG212—SEMESTER 2
FULL YEAR
CREDIT: COLLEGE PREP

ENG231—SEMESTER 1
OPEN TO: 10
PREREQUISITE: NONE

ENG232—SEMESTER 2
FULL YEAR
CREDIT: ACCELERATED

In each of these skills-based courses, students continue to develop their proficiencies in reading, writing, literary analysis, grammar and usage, oral communication and research. Students explore the overarching theme—the individual's interaction and negotiation with society—through the study of short stories, short essays and articles, novels, poetry and drama. Through their exposure to a variety of texts, students build upon the various stylistic techniques introduced in Freshman English as a means of enhancing their literacy skills. A focus on persuasion introduces students to the study of rhetorical analysis. This writing intensive course builds upon the argumentation skills introduced in Freshman English while reinforcing a structured process approach to writing. Sophomore English (College Prep) serves students who will benefit from continued reinforcement of the foundational skills noted above, while Sophomore English (Accelerated) is best suited for students who are prepared for a greater challenge. Both classes are outstanding preparation for college.

JUNIOR ENGLISH

ENG311—SEMESTER 1
OPEN TO: 11
PREREQUISITE: NONE

ENG312—SEMESTER 2
FULL YEAR
CREDIT: COLLEGE PREP

ENG381—SEMESTER 1
OPEN TO: 11
PREREQUISITE: NONE

ENG382—SEMESTER 2
FULL YEAR
CREDIT: ACCELERATED

This skills-based course completes the department's three-year scope and sequence in the areas of reading, writing, speaking and listening, grammar and usage and research. Through their reading and writing, students deepen their analysis of language and rhetoric. Building on the previous focus on argumentation, students continue to develop their writing through a structured process approach that is aligned with college writing expectations. Additionally, students utilize close reading in the areas of English language skills and reading which serves as preparation for the ACT.

Discussion-based speaking and listening opportunities are consistently present throughout both semesters.

Within each course, a reading intensive method guides students to select texts to read both independently and in book clubs, as well as full-class reading experiences. Moments of student choice extend across reading and writing experiences.

AP ENGLISH LANGUAGE AND COMPOSITION

ENG371—SEMESTER 1
OPEN TO: 11
PREREQUISITE: NONE

ENG372—SEMESTER 2
FULL YEAR
CREDIT: HONORS

This is a college-level course, one that adheres to the objectives articulated by the College Board, and students may obtain college credit by taking the AP English Language and Composition exam, a natural culmination of the year-long study of language. Students are guided to proficiency in the areas of reading, literary analysis, argumentation, writing, grammar and usage, oral communication and research. The course emphasizes a variety of non-fiction texts as a means of critical analysis of language and rhetoric. This writing intensive course focuses on literary analysis, rhetorical analysis, synthesis and argumentation and is more rigorous than the accelerated level in terms of quantity and complexity of the writing assignments. The writing assignments, ranging from process essays to a research paper, require students to assume an increasing degree of independence as the year progresses. In addition, students write numerous short papers and in-class essays each semester. Students will be assessed regularly in the area of full-class and small-group discussions, as well as formal presentations. ACT and AP exam preparation are used to sharpen reading, editing and revising skills. Students also engage in independent and intensive vocabulary study throughout the year. Students who enroll in this course will be prepared to take the AP English Language and Composition exam in May.

AMERICAN STUDIES (AP ENGLISH LANGUAGE AND COMPOSITION AND AP U.S. HISTORY)

ENG341—SEMESTER 1
OPEN TO: 11
PREREQUISITE: NONE

ENG342—SEMESTER 2
FULL YEAR
CREDIT: HONORS

Students are scheduled for consecutive periods of history and English, allowing for an integrated study of the two disciplines, development of skills for informed citizenship and thematic movements in our country's history and literature. This course fulfills the College Board's objectives for both AP English Language and Composition and AP U.S. History, with attention to how a shared focus on both content and skills reinforces the development of the common and separate course objectives, including preparation for both AP exams. The AP U.S. History component focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence and interpreting and synthesizing historical narrative) and an understanding of content objectives and themes. The AP English Language component features the study of primary source documents, contemporary and historical nonfiction and fiction. Students read to deepen their analysis of rhetoric and to develop their perspective of both history and contemporary society. Students write and orally present original arguments—both with and without sources. All forms of writing—analysis, argument, synthesis, creative prose—are influenced by students' awareness of the interdisciplinary content.

AP LITERATURE AND COMPOSITION

ENG451—SEMESTER 1
OPEN TO: 12
PREREQUISITE: NONE

ENG452—SEMESTER 2
FULL YEAR
CREDIT: HONORS

This course will provide students with a college-level literary experience that will foster readiness for the AP English Literature and Composition exam. In compliance with College Board requirements, students will study works from the 16th century to the present. During the course of the year, students are expected to continue to develop their knowledge of literary terms related to prose and poetry; demonstrate how the parts and techniques of a literary work contribute to the meaning of the work; actively participate in high-level analytical discourse; and create cogent, sustained and sophisticated expressions of analytical interpretation in written form. Students should expect to write weekly, including response papers, in-class essays and process essays.

WORLD LITERATURE

ENG431—SEMESTER 1
OPEN TO: 12
PREREQUISITE: NONE
CREDIT: COLLEGE PREP WITH ACCELERATED OPTION

ENG432—SEMESTER 2
FULL YEAR

This full-year course leads students through a wide variety of literature from traditions around the globe. Students critically examine the literary themes and methods that reflect the diverse times and cultures that produced these texts. Through multiple modes such as the novel, traditional origin stories and poetry, students will explore questions about the nature of humanity and of perspective. Students express and develop their conclusions through multiple methods such as presentations, papers, discussions and original research. The course design includes choices for students to take the college prep level or to choose texts and tasks of added complexity within the course inquiry and study, which result in earning an Accelerated credit.

COLLEGE PREP WITH ACCELERATED OPTION

The Accelerated Option is a way for any student to access challenges and learning opportunities in their classes. While all students in the class engage with our excellent curriculum, there is a several-week open window of opportunity to step up to the additional challenge of accelerated (AC) English rigor. Regardless of what level of course they initially intended to take during registration, students can opt into the accelerated level simply by participating in the accelerated requirements of each assessment. When they have opted in and met the frequency requirements, they earn an accelerated credit for the course.

Note: *Students who are applying to college as they take this course simply report which level they intend to take on their applications. This does not affect college admissions. This option is available only for the following English electives: World Literature, Creative Writing, Creative Writing Seminar, Media Analysis and Film Genres.*

PUBLIC SPEAKING

ENG761—SEMESTER 1
OPEN TO: 10-11-12
PREREQUISITE: NONE

ENG762—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

This course is designed to provide experience and training in public speaking so that students are equipped with the skills essential for success in the business and academic worlds of today and tomorrow. Students learn to tailor a message to suit a particular audience, enhance the message through technology, understand logic and reasoning, develop listening skills, identify propaganda techniques and understand the physical producers of voice to control and vary tone, volume, pitch and rate. Students participate in workshop-oriented groups to develop the various skills listed above. Students present approximately one speech per week and are responsible for constructive feedback of their peers' speeches.

POLITICAL THOUGHT AND ITS LITERATURE

ENG601—SEMESTER 1
OPEN TO: 12
PREREQUISITE: U.S. HISTORY AND ANY JUNIOR ENGLISH
CREDIT: COLLEGE PREP

ENG602—SEMESTER 2
ONE SEMESTER

This one-semester elective course, which can be taken as an English credit or social studies credit, helps students develop skills in the areas of reading, literary analysis, writing, oral communication and research in order to help them better be prepared for future education. Students explore the overarching themes of the course—the individual's understanding of self and others, individualism v. collectivism in democracy, ethics and morals, political partisanship, race relations, diversity, income inequality, politics and media relations, civil liberties and many other important political issues—through short stories, essays, articles, novels, poetry, drama and other intriguing texts. Through their reading and inquiry, students are introduced to various stylistic techniques that help them learn strategies to improve their reading comprehension, writing, listening and speaking skills. Students write in multiple formats throughout the year, including narrative and argumentative, which is a framework for critical thinking. Authentic class discussion plays a vital role in that students talk in class as a means of enhancing their speaking and listening skills as a critical thinker. Students will participate in a mock trial, reach outside of the community, participate in class discussions and examine what it means to develop a worldview and what it means to be a political scientist.

CREATIVE WRITING

ENG501—SEMESTER 1
OPEN TO: 11-12
PREREQUISITE: NONE
CREDIT: COLLEGE PREP WITH ACCELERATED OPTION

ENG502—SEMESTER 2
ONE SEMESTER

Students learn to express their thoughts through writing short stories, poems and plays. Class discussions analyze and implement different writing styles including, but not limited to, fiction, poetry and drama. The course format is a workshop that includes daily writing. Students will give and receive feedback and peer edit in small- and full-class groups. Students are also required to read and annotate fiction. The reading will be assessed in a manner that engages students in a process through which they become more aware of how their reading improves over time. All students participate in a variety of approaches to literacy development and to apply what they learn to the art of writing creatively.

CREATIVE WRITING SEMINAR

ENG522—SEMESTER 2 ONLY
OPEN TO: 11-12
PREREQUISITE: CREATIVE WRITING
CREDIT: COLLEGE PREP WITH ACCELERATED OPTION

ONE SEMESTER

Students will refine their skills in writing and analyzing stories, plays and poetry. Projects, readings and assignments will cover various genres that allow students to pursue individual interests. Class discussions focus on the analysis and consideration of different writing styles and genres including, but not limited to, fiction, poetry and drama. Students explore writing in greater depth than in the prerequisite course, examining how various genres impact writing style and what it means to create voice in writing. The course format is a workshop that includes daily writing. Students will give and receive feedback and peer edit in small and full class groups. Students are also required to read and annotate fiction. The reading will be assessed in a manner that engages students in a process through which they become more aware of how their reading improves over time. All students participate in a wide variety of approaches to literacy development and apply what they learn to the art of writing creatively.

TOPICS IN COMPOSITION: MEDIA ANALYSIS

ENG691—SEMESTER 1 ONLY
OPEN TO: 11-12 ONE SEMESTER
PREREQUISITE: NONE
CREDIT: COLLEGE PREP WITH ACCELERATED OPTION

This one-semester composition course is designed to lead students to a critical understanding of the media that surround us. The course focuses on the analysis of three major media industries—advertising, news and entertainment—and the print and non-print messages created by these industries. Students will be required to write weekly response papers, read college-level texts, view a variety of forms of media, participate in class discussions and complete analytical projects.

TOPICS IN COMPOSITION: FILM GENRES

ENG722—SEMESTER 2 ONLY
OPEN TO: 11-12 ONE SEMESTER
PREREQUISITE: NONE
CREDIT: COLLEGE PREP WITH ACCELERATED OPTION

This one-semester composition course is designed to lead students to an understanding of the art of film through the world of film genre, including suspense, comedy, horror, among others. Topics of composition include film techniques, film history, film analysis and elements of genre conventions. Students will be required to write weekly response papers, view a variety of films, participate in class discussions and complete four analytical projects.

MYTHOLOGY AND FOLKLORE

ENG681—SEMESTER 1 ENG682—SEMESTER 2
OPEN TO: 11-12 ONE SEMESTER
PREREQUISITE: NONE CREDIT: COLLEGE PREP

The study of myth, folklore and culture provides students with a lens to study various texts: written, oral, performative, ritualistic, etc. We will study a wide range of short texts from various cultures and eras, including contemporary studies. In addition, this class will develop analysis of texts such as artifacts and field studies to foster intracultural and intercultural understanding. This course welcomes students to investigate literature and local communities related to their identities. In this project-based course, reading and writing assessments allow students to showcase some personal interests.

WRITING FOR COLLEGE

ENG541—SEMESTER 1 ENG542—SEMESTER 2
OPEN TO: 12 ONE SEMESTER
PREREQUISITE: NONE CREDIT: COLLEGE PREP

This class provides students the opportunity to develop their writing through a variety of skills, including but not limited to argumentation, research and impromptu responses. Structured in an inquiry format guided by essential questions, students will read and critique several short texts in each unit (such as non-fiction, fiction, video/film and independent research) and engage in frequent class discussions to support writing as a process. Students will read and analyze selected models of prose writing, and synthesize multiple authors' ideas to support their thinking. Student progress is evaluated throughout the semester in a manner that authorizes students to take an active role in their learning. Note: This course is not focused on college application essays.

COLLEGE PREP WITH ACCELERATED OPTION

The Accelerated Option is a way for any student to access challenges and learning opportunities in their classes. While all students in the class engage with our excellent curriculum, there is a several-week open window of opportunity to step up to the additional challenge of accelerated (AC) English rigor. Regardless of what level of course they initially intended to take during registration, students can opt into the accelerated level simply by participating in the accelerated requirements of each assessment. When they have opted in and met the frequency requirements, they earn an accelerated credit for the course.

Note: *Students who are applying to college as they take this course simply report which level they intend to take on their applications. This does not affect college admissions. This option is available only for the following English electives: World Literature, Creative Writing, Creative Writing Seminar, Media Analysis and Film Genres.*

JOURNALISTIC WRITING

GPA WAIVER OPTION

JRN901—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: NONE
CREDIT: COLLEGE PREP

JRN902—SEMESTER 2
ONE SEMESTER
NOT AN ENGLISH GRADUATION CREDIT

This course includes interviewing students and adults, writing stories that could get published in the student newspaper or yearbook and solving problems that typically face reporters and editors. Designed to offer students background and practice in basic journalism concepts and skills, Journalistic Writing units include news gathering/interviewing, news writing, feature writing, copy editing, press law and opinion writing. Oral and written communication skills, as well as critical thinking and problem-solving skills, will be exercised.

ADVANCED JOURNALISTIC WRITING

GPA WAIVER OPTION

JRN921—SEMESTER 1
OPEN TO: 9-10-11-12

JRN922—SEMESTER 2
ONE SEMESTER ELECTIVE CREDIT
NOT AN ENGLISH GRADUATION CREDIT

PREREQUISITE: JOURNALISTIC WRITING
CREDIT: COLLEGE PREP

Units in opinion writing (editorial, personal column, reviews), feature writing, sports writing and in-depth reporting, along with hands-on production of pages, prepare students for positions in student publications. Students will build on the reporting and writing skills learned in Journalistic Writing. As in the prerequisite course, communication and problem-solving will be stressed.

BROADCAST JOURNALISM

GPA WAIVER OPTION

JRN911—SEMESTER 1
OPEN TO: 10-11-12
PREREQUISITE: NONE
CREDIT: COLLEGE PREP

JRN912—SEMESTER 2
ONE SEMESTER ELECTIVE CREDIT
NOT AN ENGLISH GRADUATION CREDIT

This one-semester course is designed to combine the journalistic principles of coverage and writing with video production. The course requires that students learn the techniques and tools to accurately, efficiently and ethically communicate using video and audio in a variety of platforms (studio desk, live at the scene, vlog, podcast, radio, game coverage, etc.). Students will write scripts, apply visual messaging and research stories and topics, as well as critically evaluate past broadcasts and film. Additionally, students will produce video segments for different audiences and topics in a variety of roles.

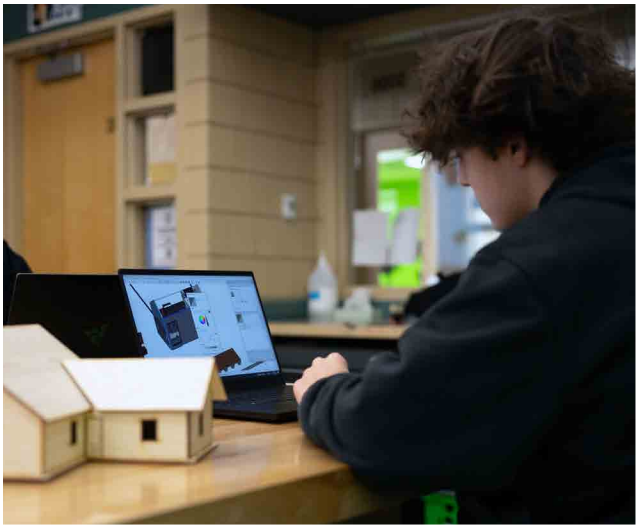
PUBLICATION DESIGN AND PRODUCTION

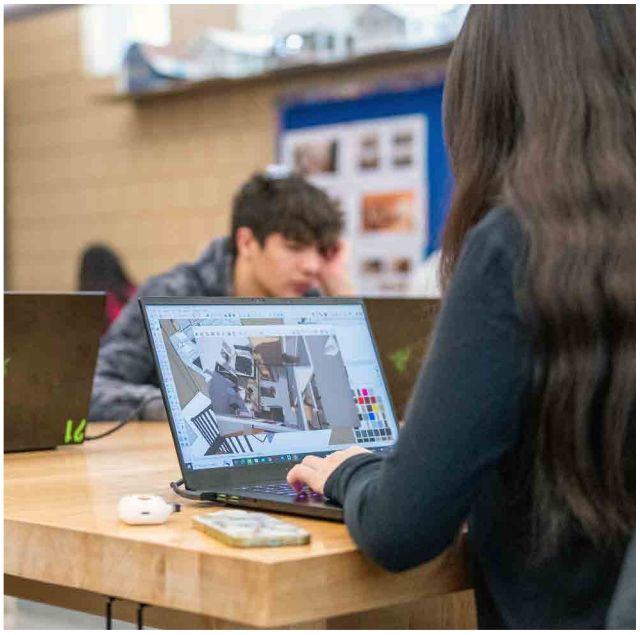
JRN951—SEMESTER 1
OPEN TO: 10-11-12

JRN952—SEMESTER 2
FULL YEAR
NOT AN ENGLISH GRADUATION CREDIT

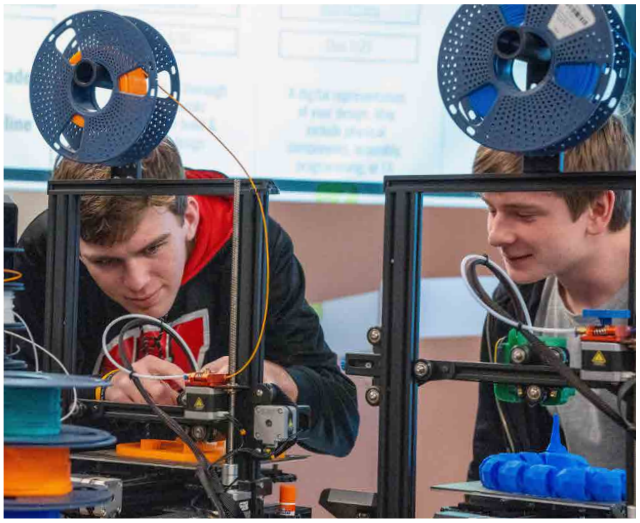
PREREQUISITE: ADVANCED JOURNALISTIC WRITING
CREDIT: ACCELERATED

Students do all the work necessary to produce the *Statesman* (newspaper and website). Staff positions include executive editors, copy editors, design editors, advertising manager, section editors (news, opinions, sports, in-depth and feature) and reporter. Staff members gather news, research and write copy and help complete pages. Because this is a student publication, all responsibilities—from the planning of the content, to the design of an issue, to the processing of photos and the completion of pages—are handled by students. After-school work is necessary for these publications. This course may be repeated for credit.









SCAN QR CODE TO READ MORE ABOUT THE COMPUTER SCIENCE, ENGINEERING AND TECHNOLOGY DIVISION ONLINE: WWW.D125.ORG/ACADEMICS/ACADEMIC-DIVISIONS/COMPUTER-SCIENCE-ENGINEERING-AND-TECHNOLOGY-LEGACY

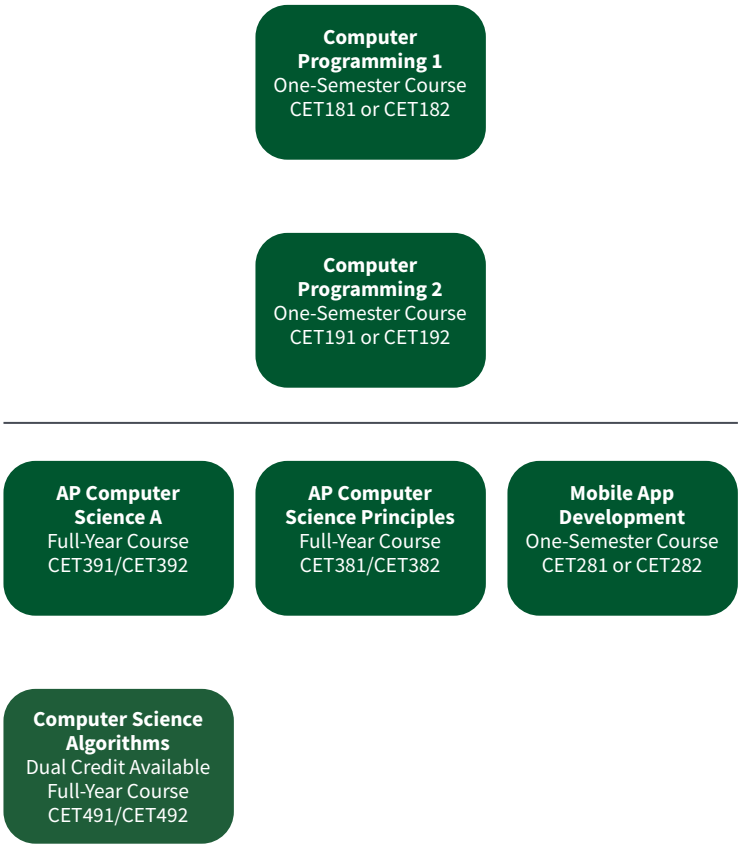
COMPUTER SCIENCE, ENGINEERING AND TECHNOLOGY (CSET) DIVISION

JACQUELINE KING, DIRECTOR | JKING@D125.ORG | 847-415-4151

The Computer Science, Engineering and Technology Division (CSET) offers a robust program of electives in the areas of computer science, engineering and technology. Within these project-based courses, students will develop an innovative and problem-solving mindset while pursuing professional and personal endeavors. The rich curriculum introduces students to the core content areas in a collaborative, lab-based environment using state-of-the-art tools and software.

COMPUTER SCIENCE COURSE OFFERINGS

WWW.D125.ORG/ACADEMICS/COURSEBOOK



COMPUTER SCIENCE

COMPUTER SCIENCE COURSES ARE DESIGNED TO ENGAGE STUDENTS IN THE WORLD OF COMPUTER PROGRAMMING, NO EXPERIENCE REQUIRED. THE HANDS-ON COMPUTER-BASED CURRICULA INTRODUCES STUDENTS TO PROGRAMMING LANGUAGES LIKE PYTHON AND JAVA, AS WELL AS PROVIDING OPPORTUNITIES TO EXPLORE HOW CODING CONNECTS TO THEIR OWN LIVES. ADVANCED PLACEMENT (AP) AND DUAL CREDIT COURSE OPTIONS ARE AVAILABLE WITHIN THIS PROGRAM.

COMPUTER PROGRAMMING 1

GPA WAIVER OPTION

CET181—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: NONE

CET182—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

This one-semester course introduces students to the foundations of computer programming using Python. Python's syntax is easy to read and write for those with limited experience with programming, making it an ideal language for those looking for an introduction to the field of computer science. In addition, Python is widely used across a range of industries such as business, web application development, project management, data analysis and machine learning. Python is an excellent choice for anyone who wants to be prepared for the technical demands their career might include.

The course introduces students to the foundational ideas of computer programming and computational thinking with an emphasis on problem-solving. Students will learn both how to read and write computer programs for a variety of applications. Topics for this course include input and output commands, making decisions with conditional statements and repeating a set of steps with looping structures. Successful completion of this one-semester course prepares the student for Computer Programming 2 and Mobile App Development.

COMPUTER PROGRAMMING 2

GPA WAIVER OPTION

CET191—SEMESTER 1
OPEN TO: 9-10-11-12

CET192—SEMESTER 2
ONE SEMESTER

PREREQUISITE: COMPUTER PROGRAMMING 1 OR WEB DEVELOPMENT 2 OR PRINCIPLES OF ENGINEERING OR AP COMPUTER SCIENCE PRINCIPLES
CREDIT: COLLEGE PREP

This one-semester course is intended for students who possess some programming experience or who have successfully completed Computer Programming 1 and seek a deeper understanding of computer programming concepts. The Java language continues to enjoy worldwide popularity. Due to Java's longevity, available support for Java is extensive and many industries make use of Java-based applications. Java developers continue to be in high demand. Java is highly portable (as it can run on many computer platforms) and provides an easy-to-learn introduction to the world of object-oriented program design.

This course reviews foundational coding frameworks and concepts and introduces students to object-oriented design using the Java programming language. Students will explore and work with various data types, input and output commands, conditional statements, Boolean operators (and, or, not), looping structures, common algorithms and arrays. Successful completion of this one-semester course prepares the student for Mobile App Development and AP Computer Science A.

AP COMPUTER SCIENCE A

CET391—SEMESTER 1
OPEN TO: 10-11-12

CET392—SEMESTER 2
FULL YEAR

PREREQUISITE: COMPUTER PROGRAMMING 2
CREDIT: HONORS

This course introduces students to object-oriented programming methodology with an emphasis on problem solving and algorithm development. It is meant to be the equivalent of a first-semester college course in Computer Science. Students will learn how to code more sophisticated concepts in Java. The course emphasizes the design issues that make programs understandable, adaptable and reusable. It also includes the study of fundamental data structures, abstraction and recursion. Students who enroll in this course will be prepared to take the AP Computer Science A exam in May. Successful completion of this full-year course prepares the student for Computer Science Algorithms.

AP COMPUTER SCIENCE PRINCIPLES

CET381—SEMESTER 1
OPEN TO: 10-11-12
PREREQUISITE: ALGEBRA 1

CET382—SEMESTER 2
FULL YEAR
CREDIT: HONORS

AP Computer Science Principles is a college-level computing course that introduces students to the breadth of the computer science field. Students learn to design/evaluate computing solutions and apply computer science to solve problems through algorithms and event-driven JavaScript program development. Students will discover the extensive role of abstraction throughout computing and incorporate it into their programs. They will learn how digital information and the internet work, as well as how encryption protects internet transactions. Students will program utilizing libraries and data sets and learn the importance of data in modern computing in terms of visualizations and machine learning. They will connect computing to today's world and explore its real-world impact and implications in almost every area of life. Students will find opportunities to be challenged and to discover the creativity within computing, regardless of their programming background. Students who enroll in this course will be prepared to take the AP Computer Science Principles exam in May.

COMPUTER SCIENCE ALGORITHMS

DUAL CREDIT AVAILABLE WITH COLLEGE OF LAKE COUNTY

CET491—SEMESTER 1
OPEN TO: 11-12
PREREQUISITE: AP COMPUTER SCIENCE A
CREDIT: HONORS
ADDITIONAL FEES FOR DUAL CREDIT MAY BE IMPOSED BY THE COLLEGE/UNIVERSITY.

CET492—SEMESTER 2
FULL YEAR

This full-year course is intended for students who have successfully completed AP Computer Science A and are looking to deepen their understanding of computer programming concepts. Algorithms are at the heart of every computer program used in the tech industry today. In order to create applications that run efficiently and correctly, programmers must design and implement algorithms for their programs. This makes the study of algorithms essential for computer programming. The course will introduce students to the fundamentals of designing algorithms, as well as proving their correctness and analyzing their efficiency. A variety of algorithm design techniques will be explored with common problems such as searching and sorting. The design and implementation of elementary data structures such as linked lists, hash tables and binary search trees will be covered as well.

MOBILE APP DEVELOPMENT

GPA WAIVER OPTION

CET281—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: COMPUTER PROGRAMMING 1 OR WEB DEVELOPMENT 2 OR PRINCIPLES OF ENGINEERING OR AP COMPUTER SCIENCE PRINCIPLES
CREDIT: COLLEGE PREP

CET282—SEMESTER 2
ONE SEMESTER

This one-semester course introduces students to the world of app development for mobile devices (such as smartphones and tablets). Students will work in a collaborative, lab-based environment that utilizes industry-standard processes and development strategies similar to those a professional app development company might employ. Each unit begins by introducing students to specific skills and ideas that will be used to modify and redesign existing mobile apps. Each unit concludes with students applying the concepts learned to create an application on their own. Topics include: event-driven programming strategies, app structure, algorithm design and user-interface design. Successful completion of this course provides students with a strong command of the fundamental strategies necessary to develop high quality apps.

ENGINEERING AND ARCHITECTURE COURSE OFFERINGS

WWW.D125.ORG/ACADEMICS/COURSEBOOK

Introduction to Engineering Design–PLTW
Full-Year Course
CET151/CET152

Architectural Design
Full-Year Course
CET171/CET172

Principles of Engineering–PLTW
Full-Year Course
CET251/CET252

Electrical Engineering–PLTW
Full-Year Course
CET211/CET212

Computer Integrated Manufacturing–PLTW
Full-Year Course
CET261/CET262

Civil Engineering and Architecture–PLTW
Full-Year Course
CET201/CET202

Advanced Architectural Design
Full-Year Course
CET271/CET272

Engineering Design and Development–PLTW
Full-Year Course
CET401/CET402

ENGINEERING

WHETHER STUDENTS ASPIRE TO DEVELOP A CAREER IN FIELDS OF ARCHITECTURE OR ENGINEERING, OR ARE JUST LOOKING FOR A CREATIVE OUTLET TO DEVELOP PROBLEM-SOLVING SKILLS, THE COURSES WITHIN THIS PROGRAM ARE EXCELLENT ELECTIVE OPTIONS. ALL COURSES ARE HANDS-ON, COLLABORATIVE AND UTILIZE INDUSTRY STANDARDS SOFTWARE AND TOOLS. STUDENTS CAN CHOOSE COURSES FROM MULTIPLE PATHWAYS INCLUDING: MECHANICAL ENGINEERING, ELECTRICAL ENGINEERING, COMPUTER ENGINEERING, ARCHITECTURE AND ROBOTIC ENGINEERING.

ARCHITECTURAL DESIGN

GPA WAIVER OPTION

CET171—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: NONE

CET172—SEMESTER 2
FULL YEAR
CREDIT: COLLEGE PREP

Architectural Design is an introductory course for students interested in exploring the world of architecture. Through hands-on projects, students will learn key concepts in design, planning and technical drawing. Using the same software as professional architects, Autodesk Revit, they'll create floor plans, site layouts, elevations and renderings focused on residential design. Along the way, students will also build skills in physical model making, project documentation, creative problem-solving and presenting their ideas clearly to others.

ADVANCED ARCHITECTURAL DESIGN

GPA WAIVER OPTION

CET271—SEMESTER 1
OPEN TO: 10-11-12

CET272—SEMESTER 2
FULL YEAR

PREREQUISITE: CIVIL ENGINEERING AND ARCHITECTURE—PLTW OR ARCHITECTURAL DESIGN
CREDIT: COLLEGE PREP

Advanced Architectural Design is recommended for students interested in pursuing a career in architecture and/or interior design. Advanced Architectural Design is designed to prepare students for the wide variety of technical and computer software skills needed for higher education courses and within the workforce. Students will use architectural software and technology that is used by professional architects including Autodesk Revit, Autodesk AutoCAD, SketchUp, Adobe InDesign, Adobe Photoshop and a laser printer. Students will use this software to aid them in designing residential and commercial buildings and to create physical laser-cut models of their designs. In addition, students learn about documenting their projects, solving problems and communicating their solutions to their classmates.

INTRODUCTION TO ENGINEERING DESIGN–PLTW

GPA WAIVER OPTION

CET151—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: NONE

CET152—SEMESTER 2
FULL YEAR
CREDIT: COLLEGE PREP

Introduction to Engineering Design–PLTW is a full-year course available to all students. In this course, students use 3D solid modeling design software to help them design solutions to solve proposed problems. Students will then use high-tech equipment including 3D printers, a laser engraver and CNC router to produce their solutions. Students will learn how to document their work and communicate solutions to peers and members of the professional community. The major focus of the Introduction to Engineering Design–PLTW course is to expose students to the design process, research and analysis, collaboration skills, communication methods, global and human impacts, engineering standards and technical documentation. Students may receive college credit and/or advanced standing for successful completion of this course and a cumulative exam.

CIVIL ENGINEERING AND ARCHITECTURE–PLTW

CET201—SEMESTER 1 CET202—SEMESTER 2
OPEN TO: 10-11-12 FULL YEAR
PREREQUISITE: INTRODUCTION TO ENGINEERING DESIGN—PLTW OR ENGINEERING DESIGN OR ARCHITECTURAL DESIGN
CREDIT: HONORS

Students will learn the art and science of planning, designing and constructing buildings. The major focus of this course is completing long-term projects that involve the design and development of residential and commercial structures. Students use Autodesk Revit, a professional grade software, to design a small structure and a home to learn the basic construction systems such as wall, roof, foundation, water and electrical systems. Students design a commercial structure in the surrounding community following local building codes. Within this project, students will also learn about additional topics such as commercial construction systems, sustainable design, universal design and structural engineering. Students may receive college credit and/or advanced standing for successful completion of this course and a cumulative exam.

PRINCIPLES OF ENGINEERING–PLTW

CET251—SEMESTER 1 CET252—SEMESTER 2
OPEN TO: 10-11-12 FULL YEAR
PREREQUISITE: INTRODUCTION TO ENGINEERING DESIGN—PLTW OR ENGINEERING DESIGN
CREDIT: HONORS

Principles of Engineering–PLTW is a survey course in which students will be introduced to several elements of engineering including mechanisms, energy, statics, materials and kinematics. Students in Principles of Engineering–PLTW will develop problem-solving skills and collaborate with others to complete design challenges. Students will be using various engineering programs to research and evaluate designs, create code for robotics and develop virtual models of design solutions. Student projects will include: creating a bridge, designing a robotic material sorter and programming and building a projectile launcher. Students may receive college credit and/or advanced standing for successful completion of this course and a cumulative exam.

ELECTRICAL ENGINEERING–PLTW

CET211—SEMESTER 1 CET212—SEMESTER 2
OPEN TO: 10-11-12 FULL YEAR
PREREQUISITE: INTRODUCTION TO ENGINEERING DESIGN—PLTW OR ENGINEERING DESIGN
CREDIT: HONORS

This Electrical Engineering (EE) course gives students the chance to explore the technology behind everyday electronics. Students will learn the basics of how digital circuits work and dive into topics like logic gates, integrated circuits and programmable devices. They will also learn how to design their own circuits using both hardware and software. Along the way, students will build teamwork, communication and problem-solving skills while learning how engineers document and share their ideas.

COMPUTER INTEGRATED MANUFACTURING–PLTW

CET261—SEMESTER 1 CET262—SEMESTER 2
OPEN TO: 10-11-12 FULL YEAR
PREREQUISITE: INTRODUCTION TO ENGINEERING DESIGN—PLTW OR ENGINEERING DESIGN
CREDIT: HONORS

Computer Integrated Manufacturing is one of the specialization courses in the PLTW Engineering program. The course deepens the skills and knowledge of an engineering student within the context of efficiently creating the products all around us. Students learn about manufacturing processes, product design, robotics and automation. Students develop their knowledge and skills of Computer Aided Design and Manufacturing to produce products using a Computer Numerical Controlled (CNC) mill. Students apply the knowledge and skills gained in this course as they collaborate to design, build and program factory system models.

ENGINEERING DESIGN AND DEVELOPMENT–PLTW

CET401—SEMESTER 1 CET402—SEMESTER 2
OPEN TO: 11-12 FULL YEAR
PREREQUISITE: PLTW DIGITAL ELECTRONICS OR ELECTRICAL ENGINEERING—PLTW, PRINCIPLES OF ENGINEERING—PLTW, COMPUTER INTEGRATED MANUFACTURING—PLTW OR CIVIL ENGINEERING AND ARCHITECTURE—PLTW
CREDIT: HONORS

In this capstone course of the engineering pathway, students take full ownership of the design process as they identify a real-world problem and develop a meaningful, innovative solution. Drawing on skills from previous engineering classes, students deepen their understanding of design thinking, manufacturing techniques and patterns of innovation. The course begins with a team-based mini-capstone that introduces advanced tools and methods—including 3D printing, laser cutting, CNC machining and traditional fabrication equipment like saws and drills. From there, students explore problem validation, conduct user-focused research and pitch their own project ideas. Once approved, students move from concept to prototype, applying iterative design and testing to refine their solutions. The experience culminates in the Engineering Design Fair, where students present their work to peers and faculty. Projects must focus on creating something that's both approachable and impactful. Past capstones have included a child-proof knife block to reduce kitchen injuries, mobility crutches designed for athletes and a smart recycling sorter that detects and separates overlooked plastics.

TECHNOLOGY

TODAY, STUDENTS NEED TO BE PROFICIENT WITH TECHNOLOGY IN ALL ASPECTS OF THEIR PROFESSIONAL AND PERSONAL LIVES. THE TECHNOLOGY COURSES OFFERED WITHIN THIS PROGRAM ARE FOCUSED ON TEACHING STUDENTS THE KNOWLEDGE AND SKILLS THEY NEED TO ADAPT TO NEW TECHNOLOGY AS IT UNFOLDS. STUDENTS CAN FIND THEIR PASSION IN ONE OF THESE FOUR AREAS: PRINT MEDIA, WEB DEVELOPMENT, GAME DEVELOPMENT AND VIDEO PRODUCTION.

TECHNOLOGY COURSES

Print Media 1
One-Semester Course
CET131 or CET132

Motion Graphics and Visual Effects
One-Semester Course
CET111 or CET112

Video Editing and Production
One-Semester Course
CET101 or CET102

Web Development 1
One-Semester Course
CET141 or CET142

Game Development 1
One-Semester Course
CET121 or CET122

Print Media 2
One-Semester Course
CET231 or CET232

Web Development 2
One-Semester Course
CET241 or CET242

Game Development 2
One-Semester Course
CET221 or CET222

Game Development 3
One-Semester Course
CET321 or CET322

AP Cybersecurity
Full-Year Course
CET361 or CET362

PRINT MEDIA 1

GPA WAIVER OPTION

CET131—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: NONE

CET132—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

Print Media 1 is a creative, hands-on design lab where students will bring their ideas to life—from rough sketches to real products they can hold, wear or share. Using industry-standard tools like Adobe Illustrator and Photoshop, students will learn how to design for both screens and physical items. They will create everything from stickers, buttons and t-shirts to posters, window clings, laser-cut wood, acrylic and leather goods. Along the way, they'll tackle design challenges, think like a creator and turn their ideas into finished products. Whether they dream of a design career or just love making things, this class gives the tools to do both.

PRINT MEDIA 2

GPA WAIVER OPTION

CET231—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: PRINT MEDIA 1

CET232—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

Print Media 2 builds on the skills students learned in Print Media 1 and takes their designs to the next level. This advanced, hands-on design lab introduces Adobe InDesign, alongside Illustrator and Photoshop. Students will dive deeper into designing for both digital and physical products, working on projects like custom apparel, promotional items and commercial print products such as banners, packaging, marketing materials and large-scale prints. Students will sharpen their creative problem-solving skills, explore advanced production techniques and bring their ideas to life with professional design tools. This class is the perfect fit for students excited about exploring the world of printing and creating high-quality products.

WEB DEVELOPMENT 1

GPA WAIVER OPTION

CET141—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: NONE

CET142—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

Web Development 1 is where design meets code. In this hands-on course, students will learn how to build websites from the ground up using HTML5 and CSS3—no templates, no shortcuts. Students will explore the world of user interface (UI) design, creating visually appealing and accessible layouts with carefully chosen colors, fonts and structure. By the end of the course, students will have a fully functioning, custom-designed portfolio website that showcases their work—perfect for sharing with friends, future employers or college programs. If a student is ready to design the web, this is where they start.

WEB DEVELOPMENT 2

GPA WAIVER OPTION

CET241—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: WEB DEVELOPMENT 1

CET242—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

Web Development 2 is where students' websites come to life. This course moves beyond layout and visuals to focus on user experience (UX) and interactivity. Students will learn how to build functional web apps like timers, quizzes, calculators and weather tools—all from scratch using HTML, CSS and JavaScript. Students will bring their ideas to life with real-time features, animations and user input. By the end of the course, they'll have a collection of polished, interactive projects to showcase in a professional portfolio that stands out to colleges, internships and future employers.

GAME DEVELOPMENT 1

GPA WAIVER OPTION

CET121—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: NONE

CET122—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

This course introduces students to the fundamentals of game design through hands-on experience using the Unreal Game Engine. Students will learn to create their own games across a variety of genres, even with no prior programming experience. The course will explore object-oriented programming concepts alongside essential game development skills such as 3D modeling, lighting and texturing. Students will also implement key gameplay mechanics, including player controls, physics, collision detection and sound integration. By the end of the course, each student will have designed and built fully functional games that showcase their creativity and technical skills.

GAME DEVELOPMENT 2

GPA WAIVER OPTION

CET221—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: GAME DEVELOPMENT 1

CET222—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

This course builds on the principles introduced in Game Development 1, offering students a deeper exploration into game development using the Unreal Game Engine. Students will expand their skills in object-oriented programming and focus on more advanced techniques for resource creation, including detailed 2D and 3D design. Throughout the course, students will create games across a variety of genres. Emphasis will be placed on developing engaging gameplay mechanics, visual storytelling and immersive environments. The course concludes with a capstone project where students design and build a full game that showcases the creativity, technical skills and design principles they have developed.

GAME DEVELOPMENT 3

GPA WAIVER OPTION

CET321—SEMESTER 1
OPEN TO: 10-11-12
PREREQUISITE: GAME DEVELOPMENT 2

CET322—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

This advanced course builds on the skills and concepts developed in Game Development 1 and 2, providing students with an in-depth exploration of game development using the Unreal Game Engine. Students will work with advanced Unreal Engine systems and expand their knowledge of object-oriented programming through advanced Blueprint scripting. The course will also emphasize video game resource design, including the creation and implementation of detailed 2D and 3D assets, environments and visual effects. Throughout the course, students will work on large-scale design projects that simulate real-world game development workflows and production pipelines. By the end of the course, students will have developed complex, polished games that showcase their creativity, technical expertise and advanced design skills.

MOTION GRAPHICS AND VISUAL EFFECTS

GPA WAIVER OPTION

CET111—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: NONE

CET112—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

In Motion Graphics and Visual Effects, students dive into the world of post-production magic using Adobe After Effects. This advanced course focuses on bringing video to life through animation, compositing and special effects. Students will master key tools like keyframing, masking and layering while learning to animate shapes, text and images. They'll also explore how to add realistic visual effects to their own footage—from glowing energy blasts to seamless green screen edits. Projects include animated flags, cinemagraphs, kinetic typography, visual effects scenes and professional-style title sequences. Whether a student is into film, animation or digital design, this course gives them the skills to create the kind of motion graphics one sees in movies, commercials and TV.

VIDEO EDITING AND PRODUCTION

GPA WAIVER OPTION

CET101—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: NONE

CET102—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

In Video Editing and Production, students will bring their stories to life with the tools and techniques used by media professionals. Students will learn the full video production workflow—from planning and shooting with professional DSLR cameras to editing with Adobe Premiere Pro. The course emphasizes visual storytelling while teaching technical skills like green screen compositing, motion graphics, color grading and visual effects. Students also use Adobe Audition for basic audio cleanup and Foley work to enhance sound quality. Whether a student is interested in filmmaking, digital media or content creation, this course builds the creative and technical foundation to produce compelling, high-quality video content.

AP CYBERSECURITY

GPA WAIVER OPTION

CET361—SEMESTER 1
OPEN TO: 10-11-12
PREREQUISITE: NONE

CET362—SEMESTER 2
FULL YEAR
CREDIT: HONORS

AP Cybersecurity trains students in the field and aligns closely with standard first-year collegiate cybersecurity courses. Students explore defense-in-depth strategies and learn to address specific vulnerabilities, attacks, mitigations and detection measures across a variety of domains, including physical spaces, computer networks, devices, applications and data.









SCAN QR CODE TO READ MORE ABOUT FINE ARTS ONLINE:
WWW.D125.ORG/ARTS

FINE ARTS DIVISION

JON GRICE, DIRECTOR | JGRICE@D125.ORG | 847-415-4751

Visual Arts Department
Music Department
Dance Department
Theatre Department

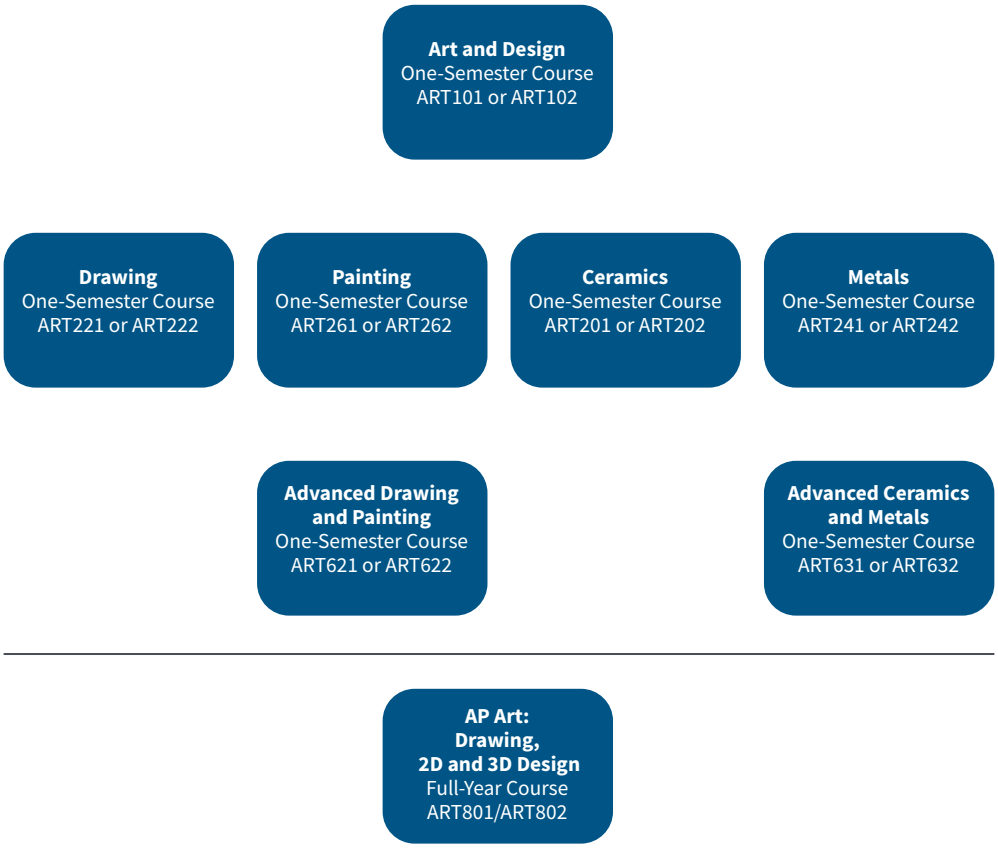
The Fine Arts curriculum focuses on the necessary skills, concepts and artistic traditions that allow each student to achieve their potential within each art discipline, and provides a shared common cultural experience. The curriculum encompasses well-established methods, processes and outcomes, as well as contemporary approaches, subject matter and themes. It includes introductory opportunities for the novice learner and differentiated rigorous experiences for the most experienced learners too. Students will be provided with a solid foundation to pursue post-secondary programs with confidence, well-developed problem-solving skills and refined higher-order thinking abilities. The curriculum presents students with artistic material of high and enduring quality from a variety of historical periods, artistic styles and cultures.

Elective courses in the Fine Arts Department may be eligible for the GPA waiver option.

All Dance courses are Fine Arts credit and also satisfy the Physical Education graduation requirement. Please see the Fine Arts Dance Department section for more information.

VISUAL ARTS COURSE OFFERINGS

WWW.D125.ORG/ACADEMICS/COURSEBOOK



SCAN QR CODE TO READ MORE ABOUT FINE ARTS ONLINE: WWW.D125.ORG/ARTS

VISUAL ARTS: MEDIA ARTS AND ART HISTORY COURSE OFFERINGS

WWW.D125.ORG/ACADEMICS/COURSEBOOK

Photography 1
One-Semester Course
ART401 or ART402

Digital Art and Design 1
One-Semester Course
ART501 or ART502

Photography 2
One-Semester Course
ART411 or ART412

Digital Art and Design 2
One-Semester Course
ART511 or ART512

2D Animation
One-Semester Course
ART531 or ART532

Advanced Photography and Digital Design
Full-Year Course
ART421/ART422

3D Animation
One-Semester Course
ART541 or ART542

AP Art History
Full-Year Course
ART721/ART722

AP Photography and Digital Design
Full-Year Course
ART871/ART872

SCAN QR CODE TO READ MORE ABOUT
FINE ARTS ONLINE: WWW.D125.ORG/ARTS

VISUAL ARTS DEPARTMENT

THE ACTIVITIES IN ART CLASSES ARE DESIGNED TO DEVELOP SKILLS OF PERCEPTION, PROBLEM SOLVING, UNDERSTANDING AND SENSITIVITY THROUGH A VARIETY OF EXPERIENCES. THE AIM OF THE ART CURRICULUM IS TO GIVE STUDENTS AN UNDERSTANDING AND APPRECIATION FOR THE ENDLESS AND CONSTANT RESULTS OF ARTISTIC EFFORTS WHICH SURROUND US IN OUR DAILY LIVES.

THE UNIQUE CHARACTER OF THE ART CURRICULUM PROVIDES STUDENTS AN OPPORTUNITY TO EXPRESS AND NURTURE THEIR CREATIVE INSTINCTS AND TO DEVELOP A HIGH SENSE OF APPRECIATION FOR HUMANKIND AND NATURE IN AN ATMOSPHERE WHERE INDIVIDUAL EXPRESSION IS ENCOURAGED. COURSES ARE OFFERED TO MEET THE VARIED INTERESTS AND ABILITIES OF THE STUDENTS. STUDENTS MAY BE REQUIRED TO PURCHASE SPECIALIZED SUPPLIES AND TOOLS FOR SOME ART CLASSES.

ART AND DESIGN

GPA WAIVER OPTION

ART101—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: NONE

ART102—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

This foundational course introduces students to essential techniques, tools and media across the visual arts. Students will explore drawing, painting, sculpture and ceramics through hands-on studio experiences that emphasize creative thinking and technical development. This course serves as a prerequisite for all advanced art classes.

DRAWING

GPA WAIVER OPTION

ART221—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: ART AND DESIGN

ART222—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

This course provides students with the opportunity to learn more advanced realistic drawing and shading techniques. Observational drawing and inventive design are explored. Various color and black and white media are used in this course.

PAINTING

GPA WAIVER OPTION

ART261—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: ART AND DESIGN

ART262—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

This course teaches students the concepts, skills, methods and processes necessary to explore watercolor and oil painting. Students create a variety of compositions through both quick studies and extended complex paintings. There is an emphasis on color theory, design principles, media, tools and a variety of painting techniques.

CERAMICS

GPA WAIVER OPTION

ART201—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: ART AND DESIGN

ART202—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

This course is a hands-on class designed for those students who like to work in clay. Students will learn basic and advanced hand-building techniques and how to use a potter's wheel. They will be introduced to a variety of decorating, glazing and firing techniques and will produce a number of creative stoneware pieces.

METALS

GPA WAIVER OPTION

ART241—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: ART AND DESIGN

ART242—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

This course is designed to introduce students to the principles of design as applied to metalwork, wire and jewelry. Students will learn to cut, file, texture and polish metal pieces. They will also solder with a torch and set a cabochon stone.

ADVANCED DRAWING AND PAINTING

GPA WAIVER OPTION

ART621—SEMESTER 1
OPEN TO: 10-11-12

ART622—SEMESTER 2
ONE SEMESTER

PREREQUISITE: ART AND DESIGN **AND TWO** OF THE FOLLOWING COURSES: DRAWING, PAINTING, STUDIO ART OR MIXED MEDIA
CREDIT: COLLEGE PREP

This course is designed to give students advanced experiences in creative thinking and problem-solving using 2D art media. In this class, students will build upon the concepts and skills learned in their Drawing, Painting, Studio Art and/or Mixed Media classes. Students can choose to focus on drawing, painting or mixed media either in a representational or expressive style, to produce works of art that relate to specific design issues and themes. This course may be repeated for credit.

ADVANCED CERAMICS AND METALS

GPA WAIVER OPTION

ART631—SEMESTER 1
OPEN TO: 10-11-12

ART632—SEMESTER 2
ONE SEMESTER

PREREQUISITE: ART AND DESIGN **AND TWO** OF THE FOLLOWING COURSES: CERAMICS, METALS AND JEWELRY OR SCULPTURE
CREDIT: COLLEGE PREP

This course gives students advanced experiences in creative thinking and problem solving with 3D art issues and 3D art media. In this class, students can focus on ceramics, sculpture or jewelry and metals to produce works of art that relate to specific design issues and themes. This course may be repeated for credit.

AP ART: DRAWING, 2D AND 3D DESIGN

ART801—SEMESTER 1
OPEN TO: 11-12

ART802—SEMESTER 2
FULL YEAR

PREREQUISITE: ADVANCED DRAWING AND PAINTING **OR** ADVANCED CERAMICS, METALS AND SCULPTURE
CREDIT: HONORS

This course offers students a concentrated program which enables them to apply for college credit in art. Emphasis is centered on studio work, the preparation of a portfolio and the submission of a portfolio for potential AP credit. In the spring, each student will exhibit their work in a one-person show. This course may be repeated for credit.

PHOTOGRAPHY 1

GPA WAIVER OPTION

ART401—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: NONE

ART402—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

Note: *Students may use their own DSLR; however, students may check out school-owned cameras for assignments.*

This foundational course covers basic concepts and practice of digital photography, including understanding and use of the camera, lenses and other basic photographic equipment. The course will address aesthetic principles as they relate to composition, space, exposure, light and color. An introduction to Adobe Photoshop will be studied in this course. Technological requirements of digital formats will be addressed. Basic digital manipulations of images will be taught in preparation for creating finished art.

PHOTOGRAPHY 2

GPA WAIVER OPTION

ART411—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: PHOTOGRAPHY 1

ART412—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

Note: *Students may use their own DSLR/Apple Pencil/tripod; however, students may check out a school-owned DSLR, Apple Pencil and/or tripod for assignments.*

This course is designed to refine students' digital photographic skills and aesthetic judgment as they relate to composition, space, exposure, light and color. Special effects, studio lighting, portraiture, night photography, use of Adobe Photoshop, the Creative Suite and Procreate are areas studied in this course. Technological requirements of digital formats and printing will be addressed.

ADVANCED PHOTOGRAPHY AND DIGITAL DESIGN

ART421—SEMESTER 1
OPEN TO: 10-11-12

ART422—SEMESTER 2
FULL YEAR

PREREQUISITE: PHOTOGRAPHY 1, PHOTOGRAPHY 2
OR
DIGITAL ART AND DESIGN 1, DIGITAL ART AND DESIGN 2
OR
2D ANIMATION, 3D ANIMATION
OR
PHOTOGRAPHY 1, DIGITAL ART AND DESIGN 1
CREDIT: ACCELERATED

Note: *Students may use their own DSLR/Apple Pencil/tripod; however, students may check out a school-owned DSLR, Apple Pencil and/or tripod for assignments.*

This course offers an advanced study of photography and/or digital design for students who want to pursue image making in a serious manner. Students on the photography track are introduced to large format printing, DSLR camera handling skills and advanced techniques using Adobe Photoshop and the Creative Suite. Students on the design track will be developing a portfolio of digital drawings and designs using the Adobe Creative Suite and the Procreate drawing app. Design students will also explore methods of digital photography to enhance their layout, formatting and design skills. Students will explore brainstorming methods to develop stronger concepts and common visual connections through the development of a series of work. Students will compile a portfolio and assemble a one-person show to be exhibited in the spring.

AP PHOTOGRAPHY AND DIGITAL DESIGN

ART871—SEMESTER 1
OPEN TO: 11-12

ART872—SEMESTER 2
FULL YEAR

PREREQUISITE: ADVANCED PHOTOGRAPHY AND DIGITAL DESIGN
CREDIT: HONORS

Note: *Students may use their own DSLR/Apple Pencil/tripod; however, students may check out a school-owned DSLR, Apple Pencil and/or tripod for assignments.*

This course offers digital 2D design drawing and painting students a concentrated program, which enables them to apply for college credit in art. Emphasis is centered on studio work, the preparation of a portfolio and the submission of a portfolio for potential AP credit. In the spring, each student will exhibit their work in a one-person show. This course may be repeated for credit.

DIGITAL ART AND DESIGN 1

GPA WAIVER OPTION

ART501—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: NONE

ART502—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

Note: *Students may use their own Apple Pencil; however, students may check out a school-owned Apple Pencil for assignments.*

This course is designed to introduce students to Adobe Photoshop and Procreate as drawing and graphic design tools and as a means of producing finished artwork. Students will have the opportunity to develop skills and be creative while digitally drawing, painting and manipulating photographic images with both Wacom tablets as well as the iPad and Apple Pencil. Projects will have fine arts, photography, media arts and graphic design components.

DIGITAL ART AND DESIGN 2

GPA WAIVER OPTION

ART511—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: DIGITAL ART AND DESIGN 1

ART512—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

Note: *Students may use their own Apple Pencil; however, students may check out a school-owned Apple Pencil for assignments.*

This course is designed to be an advanced or second level for students interested in furthering their study and exploration of using Adobe Photoshop as well as Procreate as a drawing and graphic design tool. Students will have the opportunity to develop skills and be creative while digitally drawing, painting and manipulating photographic images with both Wacom tablets as well as the iPad and Apple Pencil. Students will be introduced to more complex concepts and techniques of media arts and graphic design. The course will have fine arts, photographic and commercial art components.

2D ANIMATION

GPA WAIVER OPTION

ART531—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: DIGITAL ART AND DESIGN 1

ART532—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

This course provides students the opportunity to study and explore 2D animation. Students will study the history of animation and work with 2D animation software to produce their own animated shorts, from initial concept and storyboarding through final rendering. Concepts and techniques in vector-based drawing, timing, key-framing and music and lip synchronization will be explored.

3D ANIMATION

GPA WAIVER OPTION

ART541—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: 2D ANIMATION AND/OR DIRECTOR APPROVAL
CREDIT: COLLEGE PREP

ART542—SEMESTER 2
ONE SEMESTER

This course is designed for students with an interest in 3D animation. Students will build upon the concepts, skills and techniques learned from 2D Animation to help them learn to use 3D animation software to create and animate their own 3D models/characters. Polygon and NURB modeling, texturing, lighting and basic 3D key-frame/path animation will be explored.

ART HISTORY

AP ART HISTORY

ART721—SEMESTER 1
OPEN TO: 10-11-12
PREREQUISITE: NONE

ART722—SEMESTER 2
FULL YEAR
CREDIT: HONORS

This course is designed as an introductory college-level course in the history of art. Students will examine the major forms of artistic expression from prehistoric through contemporary cultures. They will study architecture, sculpture, painting and other art forms with intelligence and sensitivity. Students who enroll in this course will be prepared to take the AP Art History exam in May.

DANCE COURSE OFFERINGS

WWW.D125.ORG/ACADEMICS/COURSEBOOK



* **IMPORTANT NOTE FOR ALL DANCE CLASSES:**
All Dance courses are Fine Arts credits and also satisfy the Physical Education graduation requirement.

SCAN QR CODE TO READ MORE ABOUT FINE ARTS ONLINE: WWW.D125.ORG/ARTS

Note: *All incoming freshmen interested in an upper-level Dance course (Dance 2, 3 or 4) must attend a placement assessment in January. Based off the assessment, students will be given the appropriate level placement. All other students may register for Dance 1 with no audition necessary. All current placements are held in January/early February. Transfer students placements are held in August before classes begin. Information about exact dates and times can be found on the Stevenson website: https://www.d125.org/academics/academic-divisions/fine-arts/dance*

DANCE DEPARTMENT

STEVENSON HIGH SCHOOL PROVIDES DANCE AS A CREATIVE AND REWARDING ART EXPERIENCE WHERE ARTISTIC INTEGRITY AND APPRECIATION ARE DEVELOPED. DANCE IS A PHYSICAL AND MENTAL DISCIPLINE. STUDENTS ARE PROVIDED OPPORTUNITIES TO DEVELOP BODY STRENGTH, AGILITY, COORDINATION, CREATIVE PROBLEM-SOLVING SKILLS, ORGANIZATIONAL SKILLS AND THE ABILITY TO WORK EFFECTIVELY IN COOPERATIVE LEARNING GROUPS. THEY GAIN SELF-CONFIDENCE, SELF-DISCIPLINE AND SATISFACTION IN MOVEMENT. STUDENTS WILL HAVE THE OPPORTUNITY TO LEARN A VARIETY OF DANCE STYLES FROM GUEST DANCE TEACHERS DURING THE SCHOOL YEAR. DANCE STUDENTS ARE REGULARLY ASSESSED ON ALL COURSE SKILLS. ALL DANCE STUDENTS ARE REQUIRED TO PURCHASE AND WEAR APPROPRIATE ATTIRE AS DESIGNATED BY THE DANCE TEACHER.

DANCE 1

GPA WAIVER OPTION

DNC101—SEMESTER 1 | DNC102—SEMESTER 2
OPEN TO: 9-10-11-12 | FULL YEAR
PREREQUISITE: NONE | CREDIT: COLLEGE PREP

This course will introduce and review essential dance skills. Students will learn basic dance movement and concepts including time, space and energy, as well as movement terminology. Practice and repetition are primary means of learning movement followed by teacher feedback and assessment. The emphasis will be on dance movement followed by refining technique and developing choreography concepts. Students will be asked to demonstrate risk-taking and a willingness to step outside their comfort zone. Students will also learn basic dance anatomy and conditioning exercises to prepare the body for flexibility, strength and endurance. Students will also participate in peer-to-peer feedback. Students are required to attend and critique the Winter and Spring Dance Concerts. Students will also participate in the Dance Demonstration during first semester and the Day of Dance performance during second semester. This course may be repeated for credit.

DANCE 2

GPA WAIVER OPTION

DNC201—SEMESTER 1 | DNC202—SEMESTER 2
OPEN TO: 9-10-11-12 | FULL YEAR
PREREQUISITE: DANCE 1 AND/OR PLACEMENT BY INSTRUCTOR
CREDIT: COLLEGE PREP

This course is designed for students who have some experience in contemporary dance technique. Emphasis will be on dance vocabulary, essential choreographic concepts and basic anatomy as it pertains to dance. Practice and repetition are primary means of learning movement and are followed by assessment and teacher feedback. Students will also participate in peer-to-peer feedback. Students are required to attend and critique the Winter and Spring Dance Concerts. Students will also participate in the Dance Demonstrations during first semester and the Day of Dance performance during second semester. This course may be repeated for credit.

DANCE 3

GPA WAIVER OPTION

DNC301—SEMESTER 1 | DNC302—SEMESTER 2
OPEN TO: 9-10-11-12 | FULL YEAR
PREREQUISITE: DANCE 2 AND/OR PLACEMENT BY INSTRUCTOR
CREDIT: COLLEGE PREP

This course is designed for students with previous dance training. Students will focus on the detailed aspects of contemporary dance at an accelerated pace. Emphasis is on the student's technique and choreography studies. Students engage in critical response and self-assessment activities to enhance content knowledge. Dancers will challenge their physical limitations and their ability to dance to their full potential. Students are required to attend and critique the Winter and Spring Dance Concerts. Students will also participate in the Dance Demonstration performance during first semester and the Day of Dance performance during second semester. This course may be repeated for credit.

DANCE 4

GPA WAIVER OPTION

DNC401—SEMESTER 1 DNC402—SEMESTER 2
OPEN TO: 9-10-11-12 FULL YEAR
PREREQUISITE: DANCE 3 AND/OR PLACEMENT BY INSTRUCTOR
CREDIT: COLLEGE PREP

This course is designed for students who have achieved a high degree of technical skill. The class will work toward developing and enhancing performance qualities. The emphasis is on challenging students' creative skills in order to strengthen versatility of movement styles through choreographic and compositional strategies. Students will also be introduced to leadership skills through assisting with or leading peers in instruction. Course content knowledge is enhanced through critical response and self-assessment activities. Students are required to attend and critique the Winter and Spring Dance Concerts. Students will also participate in the Dance Demonstration performance during first semester and the Day of the Dance performance during second semester. This course may be repeated for credit.

CONCERT DANCE

DUAL CREDIT AVAILABLE WITH LOYOLA UNIVERSITY CHICAGO

DNC501—SEMESTER 1 DNC502—SEMESTER 2
OPEN TO: 10-11-12 FULL YEAR
PREREQUISITE: DANCE 4 OR A SENIOR WHO HAS COMPLETED DANCE 3
CREDIT: HONORS
ADDITIONAL FEES FOR DUAL CREDIT MAY BE IMPOSED BY THE COLLEGE/UNIVERSITY.

This course is designed for students who have had advanced training in contemporary dance, as well as a strong background in ballet, jazz and composition. Concert dancers are responsible for maintaining a high quality of technical skill. The Concert Dance class will work toward developing and enhancing performance and choreographic skills in preparation for college-level dance study and/or professional studio experience. Concert dancers will choreograph their own dances and perform in the Winter and Spring Dance Concerts. Daily and after-school rehearsals will be scheduled one to two weeks prior to the opening of the Winter and Spring Concerts and attendance is mandatory. Students may also audition for guest choreographers. These rehearsals take place after school and are required, if cast. Fees are approximately $225 for after-school dance company expenses. Admission into Concert Dance is based on the submission of a portfolio submitted to and approved by the Dance Department. This course may be repeated for credit.

JAZZ FUSION

GPA WAIVER OPTION

DNC321—SEMESTER 1 DNC322—SEMESTER 2
OPEN TO: 10-11-12 ONE SEMESTER
PREREQUISITE: NONE CREDIT: COLLEGE PREP

This course will introduce and review essential dance skills that pertain to the jazz dance genre. Over the semester of this jazz survey course, students will learn and engage in jazz, hip hop, musical theatre and dance fitness movement. With focus on creativity, discipline and technical development, dancers work in a nurturing atmosphere to build confidence and life/dance skills. The Jazz Fusion curriculum is designed to help dancers create a strong foundation through repetitive movement, dance vocabulary, discussion and explorations. No experience is necessary and this course may be repeated for credit.

TECHNICAL SKILLS

GPA WAIVER OPTION

DNC311—SEMESTER 1 DNC312—SEMESTER 2
OPEN TO: 10-11-12 ONE SEMESTER
PREREQUISITE: DANCE 2 OR HIGHER, AND/OR TEACHER APPROVAL
CREDIT: COLLEGE PREP

This course will focus on honing technical dance skills by working on anatomical alignment, physical strength and flexibility. Students will practice technical movements such as jumps, turns and leaps. Students will also learn specific dance conditioning practices to increase the quality of dance execution. This course may be repeated for credit.

DANCE LEADERSHIP

GPA WAIVER OPTION

DNC601—SEMESTER 1 DNC602—SEMESTER 2
OPEN TO: 10-11-12 FULL YEAR
PREREQUISITE: STUDENTS MUST COMPLETE A MINIMUM OF ONE YEAR IN DANCE 3 OR DANCE 4 AND/OR APPROVAL OF INSTRUCTORS
CREDIT: COLLEGE PREP

Dance Leadership is a one-year course where students will intern and assist with dance instruction in a technique class. Dance leaders will learn and demonstrate the teacher-created combinations including warm-ups, across the floor and center combinations. Dance leaders will model proper technique and assist students. Dance Leaders will periodically work one-on-one with dance students in a peer mentoring fashion. While taking this course, the Dance Leaders will also meet individually with the teacher outside of class to learn what they will instruct at the end of each semester. They will also create exercises and a lesson that they will instruct at the end of each semester. Dance Leadership applications will be available in early November and are due by December 8. This course may be repeated for credit.

MUSIC COURSE OFFERINGS

WWW.D125.ORG/ACADEMICS/COURSEBOOK

BAND COURSES

Freshman Band
Full-Year Course
MUS101/MUS102

Symphonic Band
Full-Year Course
MUS121/MUS122

Wind Symphony
Full-Year Course
MUS131/MUS132

Wind Ensemble
Full-Year Course
MUS141/MUS142

CHORAL COURSES

Stevenson Singers
Full-Year Course
MUS201/MUS202

Advanced Chorus
Full-Year Course
MUS211/MUS212

Patriot Singers
Full-Year Course
MUS221/MUS222

ORCHESTRA COURSES

Stevenson Orchestra
Full-Year Course
MUS301/MUS302

Concert Orchestra
Full-Year Course
MUS311/MUS312

Symphonic Orchestra
Full-Year Course
MUS331/MUS332

Patriot Orchestra
Full-Year Course
MUS321/MUS322

GENERAL MUSIC COURSES

Piano 1
One-Semester Course
MUS401 or MUS402

Music Production 1
One-Semester Course
MUS431 or MUS432

Music Production 2
One-Semester Course
MUS451 or MUS452

Advanced Music Production
Dual Credit Available
Full-Year Course
MUS471/MUS472

AP Music Theory
Full-Year Course
MUS801/MUS802

GUITAR COURSES

Guitar 1
Full-Year Course
MUS421/MUS422

Guitar 2
Full-Year Course
MUS461/MUS462

Patriot Guitar Ensemble
Full-Year Course
MUS441/MUS442

SCAN QR CODE TO READ MORE ABOUT FINE ARTS ONLINE:
WWW.D125.ORG/ARTS

MUSIC DEPARTMENT

MUSIC STUDY HELPS STUDENTS DEVELOP SKILLS IN COMPREHENDING, CREATIVE PROBLEM SOLVING, WORKING AS A TEAM, LOGICAL REASONING, USING SYMBOLS, CONCEPTUALIZING, MAKING VALUE JUDGMENTS AND COMMUNICATING. IT PROMOTES CULTURAL AWARENESS AND PROVIDES UNIQUE OPPORTUNITIES FOR SELF-EXPRESSION AND CREATIVITY. THE STEVENSON MUSIC DEPARTMENT OFFERS A VARIETY OF CLASSES THAT ALLOW STUDENTS TO BEGIN—OR CONTINUE—A STRONG, SEQUENTIAL PROGRAM OF MUSIC STUDY. COURSES ARE OFFERED IN INSTRUMENTAL MUSIC, VOCAL MUSIC AND NON-PERFORMANCE CLASSES.

THOUGH MANY OBJECTIVES FOR MUSIC EDUCATION CAN BE MET IN THE CLASSROOM, IT IS IMPORTANT THAT STUDENTS, WHO ARE DEVELOPING MUSIC SKILLS, ARE PROVIDED OPPORTUNITIES TO DISPLAY THEIR ACCOMPLISHMENTS THROUGH CONCERTS, RECITALS, PARADES, FESTIVALS AND OTHER PERFORMANCE EXPERIENCES. THESE ARE A DIRECT OUTGROWTH OF THE NATURE OF THE ART WHICH IS BEING STUDIED. THEREFORE, PERFORMING ENSEMBLES INCLUDE AN EMPHASIS ON THE IMPORTANCE OF PARTICIPATION IN OCCASIONAL AFTER-SCHOOL REHEARSALS AND PERFORMANCES.

BAND

FRESHMAN BAND*

GPA WAIVER OPTION

MUS101—SEMESTER 1 | MUS102—SEMESTER 2
OPEN TO: 9 | FULL YEAR
PREREQUISITE: PRIOR BAND EXPERIENCE OR APPROVAL OF BAND FACULTY
CREDIT: COLLEGE PREP

All incoming freshmen with middle school band experience may enroll in Freshman Band to continue work on their comprehensive musicianship skills. Freshman Band members also perform in three formal concerts throughout the year. For the first eight to nine weeks of the first semester, band students may choose to perform in the highly acclaimed Marching Patriots with members of the Symphonic Band, Wind Symphony and Wind Ensemble. Students electing to participate in Marching Band may receive a P.E. waiver for the first semester.

SYMPHONIC BAND*

GPA WAIVER OPTION

MUS121—SEMESTER 1 | MUS122—SEMESTER 2
OPEN TO: 10-11-12 (QUALIFIED STUDENTS) | FULL YEAR
PREREQUISITE: AUDITION WITH BAND FACULTY
CREDIT: COLLEGE PREP

Students in grades 10-12 with band experience in Freshman Band may enroll in Symphonic Band to continue work on comprehensive musicianship skills. Symphonic Band members also perform in four formal concerts throughout the year. For the first eight to nine weeks of the first semester, band students may choose to perform in the highly acclaimed Marching Patriots with members of the Freshman Band, Wind Symphony and Wind Ensemble. Students electing to participate in Marching Band may receive a P.E. waiver for the first semester. This course may be repeated for credit.

* **IMPORTANT NOTE FOR ALL BAND CLASSES:**
In order to earn a P.E. waiver, all band students who participate in the Marching Patriots must be available for rehearsals during summer and fall evenings. Students must also obtain all necessary GPA waiver approvals.

WIND SYMPHONY*

GPA WAIVER OPTION

MUS131—SEMESTER 1 | MUS132—SEMESTER 2
OPEN TO: 10-11-12 (QUALIFIED STUDENTS) | FULL YEAR
PREREQUISITE: AUDITION WITH BAND FACULTY
CREDIT: COLLEGE PREP

Students in grades 10-12 with band experience may audition to enroll in Wind Symphony to continue work on comprehensive musicianship skills. Wind Symphony members also perform in four formal concerts throughout the year. For the first eight to nine weeks of the first semester, band students may choose to perform in the highly acclaimed Marching Patriots with members of the Freshman Band, Symphonic Band and Wind Ensemble. Students electing to participate in Marching Band may receive a P.E. waiver for the first semester. This course may be repeated for credit.

WIND ENSEMBLE*

GPA WAIVER OPTION (FOR COLLEGE PREP ONLY)

MUS141—SEMESTER 1 | MUS142—SEMESTER 2
OPEN TO: 10-11-12 (QUALIFIED STUDENTS) | FULL YEAR
PREREQUISITE: AUDITION WITH BAND FACULTY
CREDIT: COLLEGE PREP WITH ACCELERATED OPTION

Students in grades 10-12 with band experience may audition to enroll in Wind Ensemble to continue work on comprehensive musicianship skills. Wind Ensemble also performs in five annual concerts at Stevenson High School and may also participate in additional performance opportunities or festivals. For the first eight to nine weeks of the first semester, band students may choose to perform in the highly acclaimed Marching Patriots with members of the Freshman Band, Symphonic Band and Wind Symphony. Students electing to participate in Marching Band may receive a P.E. waiver for the first semester. This course may be repeated for credit.

CHOIR

STEVENSON SINGERS

GPA WAIVER OPTION

MUS201—SEMESTER 1 | MUS202—SEMESTER 2
OPEN TO: 9-10-11-12 | FULL YEAR
PREREQUISITE: NONE | CREDIT: COLLEGE PREP

This ensemble is an entry level singing course, available to all students of all grade levels, regardless of previous experience. This course focuses on developing fundamental skills for individual and group singing, and comprehensive musician skills. Stevenson Singers perform at five school concerts throughout the year. This course may be repeated for credit.

ADVANCED CHORUS

GPA WAIVER OPTION (FOR COLLEGE PREP ONLY)

MUS211—SEMESTER 1 | MUS212—SEMESTER 2
OPEN TO: 10-11-12 (QUALIFIED STUDENTS) | FULL YEAR
PREREQUISITE: AUDITION WITH CHOIR FACULTY
CREDIT: COLLEGE PREP WITH ACCELERATED OPTION

Experienced sopranos and altos may audition for this advanced vocal ensemble. Students will continue to work on developing more advanced skills for individual and group singing, as well as comprehensive musicianship. This ensemble performs at five school concerts and may also participate in additional performance opportunities or festivals. Seniors may earn accelerated credit in this course. This course may be repeated for credit.

PATRIOT SINGERS

GPA WAIVER OPTION (FOR COLLEGE PREP ONLY)

MUS221—SEMESTER 1 | MUS222—SEMESTER 2
OPEN TO: 10-11-12 (QUALIFIED STUDENTS) | FULL YEAR
PREREQUISITE: AUDITION WITH CHOIR FACULTY, TREBLE VOICES NEED TO HAVE COMPLETED ONE YEAR IN ADVANCED CHORUS
CREDIT: COLLEGE PREP WITH ACCELERATED OPTION

Experienced students of all voice parts may audition for Patriot Singers. This is an advanced SATB vocal ensemble, where students will be challenged with a wide variety of repertoire, and further develop advanced musicianship skills. The Patriot Singers perform at five school concerts, community events and may also participate in additional performance opportunities or festivals. Seniors may earn accelerated credit in this course. This course may be repeated for credit.

Note: *Seniors who are enrolled in Wind Ensemble, Patriot Orchestra, Patriot Guitar Ensemble, Patriot Singers and Advanced Chorus and have been active for four semesters in performing ensembles, earn accelerated-level grade points unless requesting a GPA waiver. Band students participating in Marching Band are offered a P.E. waiver for the first semester.*

* **IMPORTANT NOTE FOR ALL BAND CLASSES:**
In order to earn a P.E. waiver, all band students who participate in the Marching Patriots must be available for rehearsals during summer and fall evenings. Students must also obtain all necessary GPA waiver approvals.

ORCHESTRA

STEVENSON ORCHESTRA

GPA WAIVER OPTION

MUS301—SEMESTER 1 | MUS302—SEMESTER 2
OPEN TO: 9 | FULL YEAR
PREREQUISITE: ALL INCOMING FRESHMAN ORCHESTRA STUDENTS SHOULD REGISTER FOR THIS CLASS
CREDIT: COLLEGE PREP

Note: *All students enrolled in orchestra are expected to own or rent an instrument for home use, although cello and bass students may use school instruments for daily rehearsals.*

This course is open to students in grade 9, as well as transfer students who demonstrate the appropriate level of technical preparedness on violin, viola, cello, bass or harp. Students will continue developing foundational and intermediate performance techniques while expanding their knowledge of music theory and comprehensive musicianship skills. The ensemble will study and perform a variety of string orchestra and chamber music repertoire. Students are required to attend scheduled rehearsals and performances outside of the school day. Performance commitments include four formal concerts and additional curricular string events throughout the school year. Incoming students in grade 9 and transfer students are encouraged to attend a one-day summer strings camp in August to become familiar with the strings program and facilities. This course may be repeated for credit.

CONCERT ORCHESTRA

GPA WAIVER OPTION

MUS311—SEMESTER 1 | MUS312—SEMESTER 2
OPEN TO: 10-11-12 | FULL YEAR
PREREQUISITE: PRIOR ORCHESTRA EXPERIENCE AND/OR APPROVAL OF ORCHESTRA FACULTY
CREDIT: COLLEGE PREP

Note: *All students enrolled in orchestra are expected to own or rent an instrument for home use, although cello and bass students may use school instruments for daily rehearsals.*

This course is designed for students in grades 10–12 who play violin, viola, cello, bass or harp with advanced string technique. Students will study two- and three-octave scales and arpeggios while developing advanced performance techniques, music theory knowledge and comprehensive musicianship skills. The orchestra will perform a wide range of intermediate to advanced string orchestra and chamber music repertoire. Students will participate in four formal concerts as well as additional curricular string events throughout the school year. This course may be repeated for credit.

SYMPHONIC ORCHESTRA

GPA WAIVER OPTION

MUS331—SEMESTER 1 | MUS332—SEMESTER 2
OPEN TO: 9-10-11-12 | FULL YEAR
PREREQUISITE: AUDITIONS ARE REQUIRED FOR ALL STUDENTS WITH THE ORCHESTRA FACULTY
CREDIT: COLLEGE PREP

Note: *All students enrolled in orchestra are expected to own or rent an instrument for home use, although cello and bass students may use school instruments for daily rehearsals.*

This course is designed for advanced violin, viola, cello, bass and harp string students. The repertoire in this class includes works for chamber groups, string ensemble and full orchestra. Musical works highlight repertoire of the Baroque, Classical and early Romantic eras with performances on five formal concerts throughout the school year. Students in this class will work towards mastery of three-octave major and minor scales and arpeggios, concerto-level repertoire, music theory concepts and comprehensive musicianship skills. The students in this ensemble collaborate with members of Wind Symphony each year for an exploration of the full orchestra repertoire. This course may be repeated for credit.

PATRIOT ORCHESTRA

GPA WAIVER OPTION (FOR COLLEGE PREP ONLY)

MUS321—SEMESTER 1 | MUS322—SEMESTER 2
OPEN TO: 10-11-12 (QUALIFIED STUDENTS) | FULL YEAR
PREREQUISITE: ALL STUDENTS MUST HAVE COMPLETED ONE FULL YEAR OF CONCERT OR SYMPHONIC ORCHESTRA IN ADDITION TO A FORMAL AUDITION AND APPROVAL FROM THE ORCHESTRA FACULTY
CREDIT: COLLEGE PREP WITH ACCELERATED OPTION

Note: *All students enrolled in orchestra are expected to own or rent an instrument for home use, although cello and bass students may use school instruments for daily rehearsals.*

This course is designed for students in grades 10–12 who play violin, viola, cello, bass or harp and demonstrate advanced string technique. Repertoire includes works for chamber ensemble, string orchestra and full orchestra with a focus on advanced literature ranging from the mid-19th century to contemporary composers. Students will be expected to demonstrate mastery of all three-octave major and minor scales and arpeggios, concerto repertoire, music theory concepts and comprehensive musicianship skills. In addition to performing advanced repertoire, members of this ensemble collaborate annually with the Wind Ensemble to study and present full-orchestra literature. Students are required to attend scheduled rehearsals and performances outside of the school day. Performance commitments include five formal concerts and additional curricular string events throughout the year. Seniors may earn accelerated credit for this course. This course may be repeated for credit.

GUITAR

GUITAR 1

GPA WAIVER OPTION

MUS421—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: NONE

MUS422—SEMESTER 2
FULL YEAR
CREDIT: COLLEGE PREP

This course is designed for students who are interested in learning how to play the guitar and/or develop strong technical skills in guitar performance. While this course is designed for a brand new guitarist, it also supports students with some guitar experience. This course will introduce the techniques and musicianship skills in order to perform classical, blues, jazz, rock and pop repertoire. Students will learn music-reading, chord-playing, collaboration, practice, expressive performance and listening skills. Nylon string, classical guitars are provided. It is recommended to have an additional guitar at home to practice. This course may be repeated for credit.

GUITAR 2

GPA WAIVER OPTION

MUS461—SEMESTER 1
OPEN TO: 9-10-11-12

MUS462—SEMESTER 2
FULL YEAR

PREREQUISITE: GUITAR 1 OR PER AUDITION WITH THE GUITAR FACULTY
CREDIT: COLLEGE PREP

This course is designed for guitarists who are interested in advancing their guitar abilities. Students will refine and further develop musicianship to develop a high level of performance on guitar. Emphasis is placed on the development of technique, music-reading skills, sight-reading, more technical chords throughout the neck of the guitar, and expressive performance, solo repertoire and ensemble skills. Nylon string, classical guitars are provided for class use. It is recommended to have an additional guitar at home to practice. Students perform three concerts throughout the year. This class may be repeated for credit. Students repeating this course or students with guitar experiences will receive a more tailored curriculum to help develop their skills and musicianship.

PATRIOT GUITAR ENSEMBLE

GPA WAIVER OPTION (FOR COLLEGE PREP ONLY)

MUS441—SEMESTER 1
OPEN TO: 10-11-12

MUS442—SEMESTER 2
FULL YEAR

PREREQUISITE: AUDITIONS ARE REQUIRED FOR ALL STUDENTS WITH THE GUITAR FACULTY
CREDIT: COLLEGE PREP WITH ACCELERATED OPTION

This course is designed for advanced guitarists who are interested in further developing technique and musicianship through performing in an ensemble setting. The repertoire performed in this class includes chamber works for guitar, large ensemble pieces by composers from various eras and popular music. Emphasis is placed on ensemble skills, high level performance quality, advanced technique and expressive performance as soloists and ensemble members. Nylon string, classical guitars are provided for class use. It is recommended to have an additional guitar at home to practice. Students perform four concerts throughout the year. This class may be repeated for credit.

Note: *Seniors who are enrolled in Wind Ensemble, Patriot Orchestra, Patriot Guitar Ensemble, Patriot Singers and Advanced Chorus and have been active for four semesters in performing ensembles, earn accelerated-level grade points unless requesting a GPA waiver. Band students participating in Marching Band are offered a P.E. waiver for the first semester.*

* **IMPORTANT NOTE FOR ALL BAND CLASSES:**
In order to earn a P.E. waiver, all band students who participate in the Marching Patriots must be available for rehearsals during summer and fall evenings. Students must also obtain all necessary GPA waiver approvals.

GENERAL MUSIC COURSES

PIANO 1

GPA WAIVER OPTION

MUS401—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: NONE

MUS402—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

This course is designed for students of all skill levels, from non-experienced through advanced. This class will introduce students to music notation, basic music theory, keyboard technique and music terminology through the study of keyboard repertoire. Students will work independently, collaboratively and with instructor guidance to shape their musical goals, including selecting their own music to learn and perform. Students repeating this course or students with theory and composition experiences will be able to experience more advanced musical topics. This course may be repeated for credit.

MUSIC PRODUCTION 1

GPA WAIVER OPTION

MUS431—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: NONE

MUS432—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

This course will explore concepts in songwriting, production, recording, performance, audio engineering, music business, sound design, music marketing and more. Students will have access to music production software, instruments and recording equipment in order to create, edit and mix the music that interests them. Music Production 1 is open to all students with an interest in music, no prior experience is necessary. All students will attend and have the option to participate in a Music Production Showcase at the end of the semester.

MUSIC PRODUCTION 2

GPA WAIVER OPTION

MUS451—SEMESTER 1
OPEN TO: 9-10-11-12

MUS452—SEMESTER 2
ONE SEMESTER

PREREQUISITE: MUSIC PRODUCTION 1 OR APPROVAL OF INSTRUCTOR
CREDIT: COLLEGE PREP

Music Production 2 is a course designed for students interested in furthering their study and exploration of music production and the music industry. Students will pursue more advanced concepts and techniques resulting in a substantial amount of original music by the end of the course. Students will have access to music production software, instruments and recording equipment in order to create, edit and mix the music that interests them. All students will attend and have the option to participate in a Music Production Showcase at the end of the semester.

ADVANCED MUSIC PRODUCTION

DUAL CREDIT AVAILABLE WITH LOYOLA UNIVERSITY CHICAGO
GPA WAIVER OPTION

MUS471—SEMESTER 1
OPEN TO: 10-11-12

MUS472—SEMESTER 2
FULL YEAR

PREREQUISITE: MUSIC PRODUCTION 2 OR PLACEMENT BY INSTRUCTOR
CREDIT: HONORS
ADDITIONAL FEES FOR DUAL CREDIT MAY BE IMPOSED BY THE COLLEGE/UNIVERSITY.

Advanced Music Production is a course designed for students interested in pursuing advanced concepts in music production. This course will provide real world experiences to students and prepare them to participate in the music industry after high school and beyond. Students in this course will get to experience the process of recording original music in a professional studio setting and all students will attend and have the option to participate in a Music Production Showcase at the end of the semester. Students will have access to music production software, instruments and recording equipment both at home and at school. This course may be repeated for credit.

AP MUSIC THEORY

MUS801—SEMESTER 1
OPEN TO: 10-11-12

MUS802—SEMESTER 2
FULL YEAR

PREREQUISITE: MEMBERSHIP IN EITHER INSTRUMENTAL OR VOCAL ENSEMBLE OR APPROVAL OF INSTRUCTOR
CREDIT: HONORS

This course is designed for the advanced musician who is interested in enhancing their music ability through a rigorous study of Western music theory. Students learn the basics of tonal harmony, including: chord construction, four-part voice writing, harmonic analysis and harmonic sequence. Students also study ear training, sight singing, melodic, rhythmic and harmonic dictation, 20th century techniques and form/structure. Students who enroll in this course will be prepared to take the AP Music Theory exam in May, as well as entrance examinations given by schools of music for entering music majors/minors.

THEATRE COURSE OFFERINGS

WWW.D125.ORG/ACADEMICS/COURSEBOOK

Acting 1: Confidence and Collaboration
One-Semester Course
THR101 or THR102

Entertainment Production and Design
One-Semester Course
THR121 or THR122

Acting 2: Character and Comedy
One-Semester Course
THR111 or THR112

Acting 3
Semester 1 Course Only
THR211

Acting 4
Semester 2 Course Only
THR212

Advanced Acting
Dual Credit Available
One-Semester Course
THR401 or THR402

Theatre Leadership: Directing and Management
One-Semester Course
THR301 or THR302

Leadership in Theatre Studies
One-Semester Course
THR601 or THR602

SCAN QR CODE TO READ MORE ABOUT
FINE ARTS ONLINE: WWW.D125.ORG/ARTS

THEATRE DEPARTMENT

THEATRE CLASSES AT STEVENSON FEATURE A SEQUENTIAL AND CUMULATIVE CURRICULUM WHICH ALLOWS STUDENTS TO DEVELOP THEATRICAL SKILLS WHILE EXPLORING THEIR UNIQUE CREATIVITY AND CONSIDERING SOCIAL AND HISTORICAL CONTEXT AND IMPACT. SOME COURSES INCLUDE A PUBLIC PERFORMANCE COMPONENT.

WHILE THEATRE COURSES CAN PROVIDE PRE-PROFESSIONAL TRAINING FOR STUDENTS, THE ULTIMATE GOALS ARE TO DEVELOP 21ST CENTURY TRANSFER SKILLS, TO HAVE FUN CREATING ART, TO DEVELOP ENSEMBLE AND COMMUNITY, TO BUILD SELF-AWARENESS AND CONFIDENCE AND TO EXPLORE EMPATHY AND CRITICAL THINKING THROUGH DIVERSE STORIES.

ACTING 1: CONFIDENCE AND COLLABORATION

GPA WAIVER OPTION

THR101—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: NONE

THR102—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

Acting 1: Confidence and Collaboration is an introductory theatre survey and performance- based class. This course emphasizes the basic skills and techniques of theatre artists including: ensemble collaboration, confidence and risk-taking and performance. The skills students build here open doors well beyond the arts—equipping them for interviews, leadership positions and successful careers in entertainment, education, business, law and STEM. Students interested in pursuing public performance opportunities will be encouraged to audition for department productions and to take advanced level theatre courses.

ACTING 2: CHARACTER AND COMEDY

GPA WAIVER OPTION

THR111—SEMESTER 1
OPEN TO: 9-10-11-12

THR112—SEMESTER 2
ONE SEMESTER

PREREQUISITE: ACTING 1: CONFIDENCE AND COLLABORATION
CREDIT: COLLEGE PREP

Acting 2: Character and Comedy builds upon the work of Acting 1: Confidence and Collaboration with a greater emphasis on building character through improv comedy, scripted scenes, acting on film and stage combat. We will continue to build transferable skills in performing, analysis and ensemble. Successful completion of this course prepares students to enroll in Acting 3 and 4.

ENTERTAINMENT PRODUCTION AND DESIGN

GPA WAIVER OPTION

THR121—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: NONE

THR122—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

Entertainment Production and Design takes students behind the scenes of theatre, film, TV, concerts, events and digital media. Areas of study include scenery, lighting, sound engineering, costumes, special effects makeup and production management. Students will collaborate with professional designers as they learn how to safely work in our state-of-the-art scenic (woodworking), costume and lighting shops. This is a hands-on and collaborative class where students will strengthen communication, problem-solving and leadership skills while gaining a comprehensive understanding of the production process in order to prepare for careers in entertainment, fashion, STEM and other creative and hands-on fields. This course may be repeated for credit; repeating students will have the opportunity to learn digital design programs including CAD, CNC router, laser printers, 3D printers, Illustrator, Cricut and production specific software including QLab, VectorWorks, lighting consoles, sound boards, networking for entertainment control systems, motorized rigging and more.

ACTING 3

GPA WAIVER OPTION

THR211—SEMESTER 1 ONLY
OPEN TO: 10-11-12 ONE SEMESTER
PREREQUISITE: ACTING 2: CHARACTER AND COMEDY
CREDIT: COLLEGE PREP

Acting 3 is an advanced theatre course with an emphasis on student-generated performance. Specific areas of focus include improv comedy and student written performance relating to contemporary social issues. Acting 3 culminates in an original devised performance, as part of the Patriot Theatre Company season.

ACTING 4

GPA WAIVER OPTION

THR212—SEMESTER 2 ONLY
OPEN TO: 10-11-12 ONE SEMESTER
PREREQUISITE: ACTING 3 CREDIT: COLLEGE PREP

Acting 4 is an advanced theatre course which allows students to explore and perform a wide range of theatrical texts and traditions. Students will gain knowledge of influential theatre styles including Greek, Commedia dell'arte, Shakespeare and other global traditions.

ADVANCED ACTING

DUAL CREDIT AVAILABLE WITH LOYOLA UNIVERSITY CHICAGO

THR401—SEMESTER 1 THR402—SEMESTER 2
OPEN TO: 11-12 ONE SEMESTER
PREREQUISITE: ACTING 4 CREDIT: HONORS
ADDITIONAL FEES FOR DUAL CREDIT MAY BE IMPOSED BY THE COLLEGE/UNIVERSITY.

In Advanced Acting, students will experience an intensive theatre course in performance, production and leadership. Students will build on the foundations of Acting 1-4 to analyze and present complex theatrical texts. Advanced Acting prepares students to be involved in departmental productions in acting and production capacities. This course also prepares students for college and professional theatre pursuits, as well as the transfer of theatre skills to all career avenues. Students will be expected to conduct themselves as theatre professionals and role models to the entire theatre community. Advanced Acting culminates in a public showcase of a scripted work as part of the Patriot Theatre Company season. This course may be repeated for credit.

THEATRE LEADERSHIP: DIRECTING AND MANAGEMENT

GPA WAIVER OPTION

THR301—SEMESTER 1 THR302—SEMESTER 2
OPEN TO: 11-12 ONE SEMESTER
PREREQUISITE: ACTING 4 OR ENTERTAINMENT PRODUCTION AND DESIGN AND INSTRUCTOR APPROVAL
CREDIT: COLLEGE PREP

This directing course focuses on developing leadership skills and artistic directing. In addition to coaching actors, students in this class have the opportunity to put their advanced level theatre collaboration skills to use as they focus on production processes such as stage management, season development and creating community within ensembles. The course also examines innovative theatre practices that push the boundaries of the theatre experience.

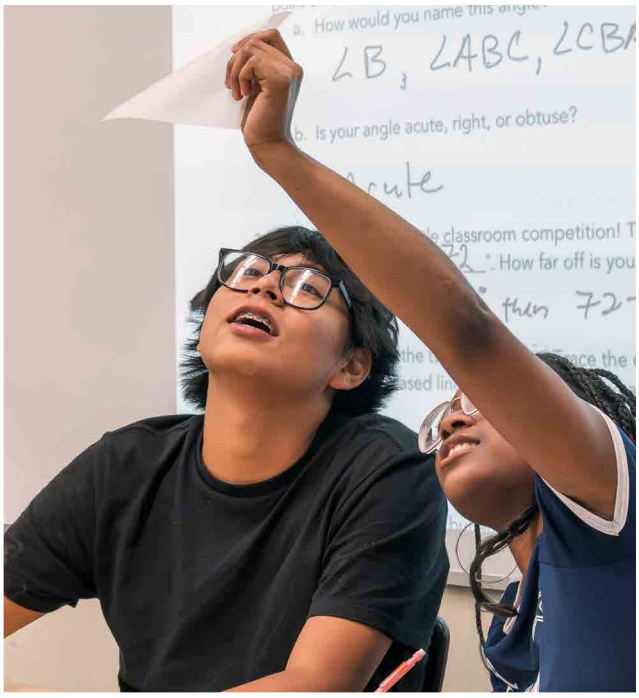
LEADERSHIP IN THEATRE STUDIES

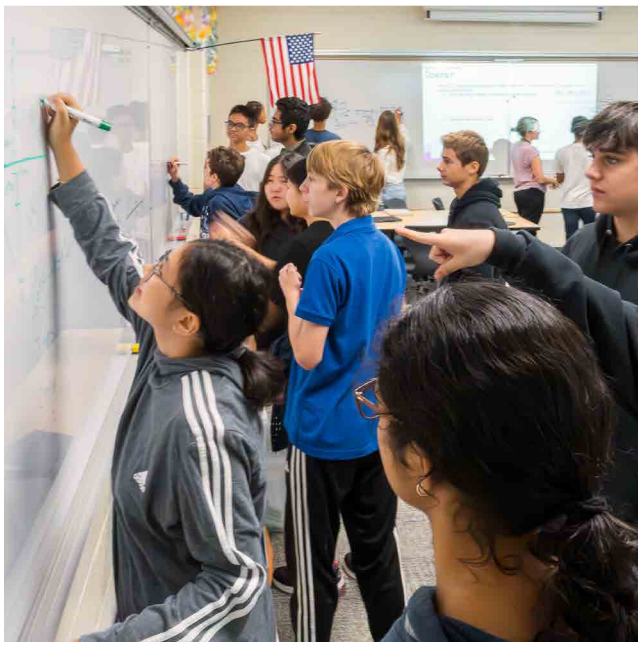
GPA WAIVER OPTION

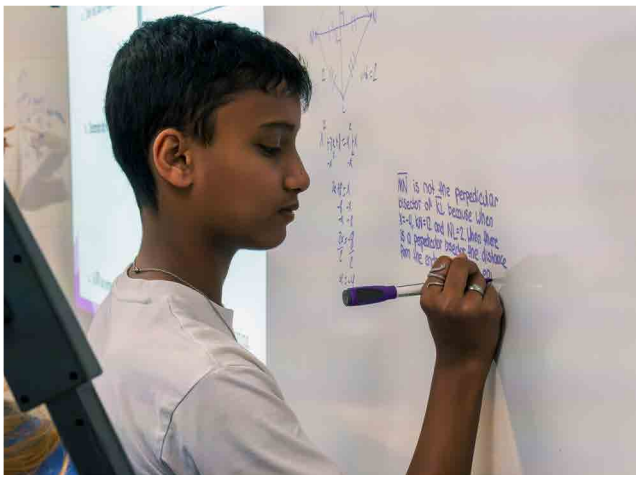
THR601—SEMESTER 1 THR602—SEMESTER 2
OPEN TO: 11-12 ONE SEMESTER
PREREQUISITE: ACTING 4 **OR** ENTERTAINMENT PRODUCTION AND DESIGN AND INSTRUCTOR APPROVAL
CREDIT: COLLEGE PREP

Leadership in Theatre Studies is a one-semester course in which students will intern and assist with theatre instruction in Acting 1: Confidence and Collaboration, Acting 2: Character and Comedy, Acting 3, Acting 4 and/or Entertainment Production and Design courses. Student leaders will lead by example, demonstrating superior ensemble behavior, providing critical feedback to their peers and modeling performance expectations. Student leaders will work with individual students and small groups as they prepare for performances. They will also have regular check-ins with their teacher, to set personal goals and plan for instructional opportunities. This course may be repeated for credit.









MATHEMATICS DIVISION

SCAN QR CODE TO READ MORE ABOUT MATHEMATICS ONLINE:
WWW.D125.ORG/ACADEMICS/MATHEMATICS

DR. DARSHAN JAIN, DIRECTOR | DJAIN@D125.ORG | 847-415-4600

The Mathematics Division is committed to ensuring all students experience mathematics as accessible, practical and worthwhile. Coursework spans algebra, geometry, advanced mathematics, quantitative literacy and mathematical modeling. Students learn to interpret data, evaluate numerical information and make informed decisions. Through modeling, they connect abstract concepts with real-world contexts, analyze data and solve authentic problems that are essential for informed citizenship, postsecondary study and the modern workplace.

Instruction is guided by the Standards for Mathematical Practice (CCSSM, 2010), which help students understand concepts and apply learning in unfamiliar contexts. These practices foster learning that is conceptual, adaptive and precise. As students progress, they strengthen their ability to explain solutions in writing, articulate reasoning verbally and engage in sense-making that builds clarity and shared understanding. The faculty emphasizes collaboration, persistence and productive struggle as essential to growth. The instructional design promotes cooperative learning, active participation and independent practice. Graphing calculators and other technologies support concept development and deepen understanding, preparing students for innovation in a rapidly changing world.

Students will experience mathematics as both practical and culturally significant, fostering equity and contributing to society through its intellectual and social relevance. To graduate, students must earn six semesters of mathematics credit, including Algebra 1 and at least one course with geometry content. Completing eight semesters is strongly recommended to prepare for college, career and vocational opportunities.

MATHEMATICS COURSE OFFERINGS

WWW.D125.ORG/ACADEMICS/COURSEBOOK

Algebra 1
Full-Year Course
MTH151/MTH152

Geometry
Full-Year Course
MTH251/MTH252

Geometry AB/BC
Full-Year Course
MTH271/MTH272

Algebra 2
Full-Year Course
MTH351/MTH352

Algebra 2 AB/BC
Full-Year Course
MTH171/MTH172

COURSES FOCUSED ON ALGEBRAIC AND ANALYTIC REASONING (AAR)

Precalculus
Full-Year Course
MTH451/MTH452

AP Precalculus AB
Full-Year Course
MTH411/MTH412

AP Precalculus BC
Full-Year Course
MTH421/MTH422

AP Calculus AB
Full-Year Course
MTH471/MTH472

AP Calculus BC
Full-Year Course
MTH491/MTH492

College Multivariable Calculus
Semester 1 Course Only
MTH591

College Linear Algebra
Semester 2 Course Only
MTH592

COURSES FOCUSED ON APPLICATION AND QUANTITATIVE REASONING (AQR)

Mathematical Modeling
Full-Year Course
MTH431/MTH432

Advanced Mathematical Decision Making
Full-Year Course
MTH441/MTH442

Data Science
Full-Year Course
MTH481/MTH482

AP Statistics
Full-Year Course
MTH461/MTH462

CALCULATOR RECOMMENDATION

A graphing calculator is required for all mathematics courses. The TI-84 Plus CE graphing calculator is strongly recommended as the preferred calculator for all Stevenson High School mathematics courses. In addition, students will use a Stevenson-issued iPad to access notes, view feedback, engage in learning activities and collaborate.

ALGEBRA 1

MTH151—SEMESTER 1
OPEN TO: 9-10
MTH152—SEMESTER 2
FULL YEAR
PREREQUISITE: COMPLETION AND PROFICIENCY IN COMMON CORE STATE STANDARDS MATHEMATICS GRADE 8 (CCSSM 8)
CREDIT: COLLEGE PREP

Algebra 1 (MTH151/152) helps students develop proficiency in algebraic thinking. Students will explore overarching ideas of patterns of change (constant, linear and multiplicative), mathematical representations (verbal, algebraic, graphical and numeric), models (real-world scenarios in and out of context) and solutions (that validate equalities/inequalities). Creating equivalence through strategic and purposeful manipulation of algebraic forms will support students' procedural fluency. Conceptual understanding is developed by creating and connecting representations when exploring linear, exponential and quadratic functions. Students will begin explaining and performing transformations on these functions. This course also develops students' statistical literacy through the descriptive and analytic critique of data.

Successfully completing this course will prepare students for Geometry (MTH251/252). Geometry AB/BC (MTH271/272) is an option for students who have consistently demonstrated proficiency in each Algebra 1 course skill.

GEOMETRY

MTH251—SEMESTER 1
OPEN TO: 9-10
PREREQUISITE: ALGEBRA 1
MTH252—SEMESTER 2
FULL YEAR
CREDIT: COLLEGE PREP

Geometry (MTH251/252) helps students develop proficiency in deductive reasoning and geometric thinking. Students engage in exploration, conjecture, deduction, justification and abstraction to strengthen their reasoning and deepen their understanding. The course focuses on key geometric ideas, including measures (length, area and volume), transformations (congruence, symmetry and scaling) and composition (how simple objects form complex figures). Students apply algebra and prior learning to explore triangles, quadrilaterals, polygons, circles, right triangle trigonometry and conic sections, and to solve problems in both routine and non-routine contexts. Work with two- and three-dimensional figures in both digital and physical environments strengthens spatial reasoning. Students communicate their understanding through written explanations and justification using informal and formal proof structures. Emphasis on precise terminology, notation and clarity supports success in future mathematics courses.

Successfully completing Geometry (MTH251/252) will prepare students for Algebra 2 (MTH351/352). Algebra 2 AB/BC (MTH171/172) is an option for students who have consistently demonstrated proficiency in each Geometry course skill.

MTH271—SEMESTER 1
OPEN TO: 9-10
PREREQUISITE: ALGEBRA 1
MTH272—SEMESTER 2
FULL YEAR
CREDIT: COLLEGE PREP

Geometry AB/BC (MTH271/272) addresses the same essential geometry content and learning outcomes as Geometry (MTH251/252), with increased expectations for rigor, pace and adaptive application. Students explore geometric relationships with greater conceptual complexity. They increasingly apply familiar knowledge and skills independently in unfamiliar, non-routine contexts and make connections across concepts and units of study. Students continue to strengthen deductive reasoning, spatial reasoning and mathematical communication, with increased emphasis on precision, efficiency and generalization. The AB/BC sequence prepares students for future math-oriented college-level experiences in high school.

Successfully completing Geometry AB/BC (MTH271/272) will prepare students for Algebra 2 AB/BC (MTH171/172).

ALGEBRA 2

MTH351—SEMESTER 1
OPEN TO: 11-12
PREREQUISITE: GEOMETRY OR GEOMETRY AB/BC
CREDIT: COLLEGE PREP

MTH352—SEMESTER 2
FULL YEAR

Algebra 2 (MTH351/352) builds on students' prior experiences with geometric relationships and deductive reasoning to deepen their fluency in algebraic thinking. Overarching ideas from Algebra 1 around patterns of change, mathematical representations, models and solutions are further extended in scope and depth. Students' prior exposure to linear relationships will be strengthened. Students will delve deeper into understanding the value of non-real numbers, inverse operations and overlapping transformations of previously studied linear, quadratic and exponential functions. These skills will be applied to understand the characteristics of polynomial, rational, exponential, logarithmic and trigonometric functions. Students' mathematical reasoning skills will be further strengthened in verbal and written forms.

Successfully completing Algebra 2 (MTH351/352) will prepare students for Advanced Mathematical Decision Making (MTH441/442), Data Science (MTH481/482) and Precalculus (MTH451/452). Students seeking an AP Precalculus pathway should complete Algebra 2 AB/BC (MTH171/172).

MTH171—SEMESTER 1
OPEN TO: 9-10-11
PREREQUISITE: GEOMETRY AB/BC

MTH172—SEMESTER 2
FULL YEAR
CREDIT: COLLEGE PREP

Algebra 2 AB/BC (MTH171/172) addresses the same essential algebraic content and learning outcomes as Algebra 2 (MTH351/352), with increased expectations for rigor, pace and adaptive application. Algebra 2 course topics are extended to include greater conceptual complexity, with additional study of rational functions. Students increasingly apply familiar knowledge and skills independently in unfamiliar, non-routine contexts and make connections across concepts and units of study. Students continue to strengthen algebraic reasoning and mathematical communication, with increased emphasis on precision, efficiency and generalization. The AB/BC sequence prepares students for future math-oriented college-level experiences in high school.

Successfully completing Algebra 2 AB/BC (MTH171/172) will prepare students for AP Precalculus AB (MTH411/412), which in turn prepares them for AP Calculus AB (MTH471/472). AP Precalculus BC (MTH421/422) is an option for students who have consistently demonstrated proficiency in each Algebra 2 AB/BC course skill and who plan to take AP Calculus BC in the future.

PRECALCULUS

MTH451—SEMESTER 1
OPEN TO: 11-12
PREREQUISITE: ALGEBRA 2 OR ALGEBRA 2 AB/BC
CREDIT: COLLEGE PREP

MTH452—SEMESTER 2
FULL YEAR

Precalculus (MTH451/452) is a course designed to strengthen and connect students' understanding of algebraic and trigonometric relationships following Algebra 2. Topics extend beyond Algebra 2 in depth, allowing students to reinforce skills, build fluency and develop a more complete understanding of functions through multiple representations (graphical, numerical, algebraic and verbal). Students will study polynomial, rational, exponential and logarithmic functions, with an emphasis on analyzing function behavior, key features and transformations. Trigonometric concepts are developed through the unit circle, trigonometric functions, identities, equations and applications. Additional topics include sequences, series and an introduction to matrices. Across units, students connect prior learning to new concepts to build coherence and retention. The course also provides strong preparation for the ACT by further developing algebraic reasoning and problem-solving skills.

Successfully completing Precalculus (MTH451/452) will prepare students for AP Precalculus AB (MTH411/412). AP Calculus AB (MTH471/472) is not an option. AP Statistics (MTH461/462) is available. Students may also elect to take Data Science (MTH481/482) or Mathematical Modeling (MTH431/432) as non-AP course options.

AP PRECALCULUS

MTH411—SEMESTER 1
OPEN TO: 10-11-12
PREREQUISITE: PRECALCULUS OR ALGEBRA 2 AB/BC
CREDIT: HONORS

MTH412—SEMESTER 2
FULL YEAR

AP Precalculus AB (MTH411/412) is a high school mathematics course with College Board benefits. The course design prepares students for the College Board AP Precalculus Exam. This course is ideal for students preparing to complete AP Calculus AB or for those who will enroll in calculus after high school graduation. This course is students' third course in algebraic thinking and extends their previous understanding of polynomial, rational, exponential, logarithmic, trigonometric and polar functions. Learning to model real-world data, connect representations, master symbolic manipulations and apply functions to model dynamic change will prepare students for the future study of calculus.

Sophomore and Junior Students: Successfully completing this course with consistently demonstrated proficiency in all course skills will prepare students to take AP Calculus AB (MTH471/472) and AP Statistics (MTH461/462). Students may also elect to take Mathematical Modeling (MTH431/432) or Data Science (MTH481/482) as non-AP course options. Students planning to take AP Calculus BC (MTH491/492) must complete AP Precalculus BC (MTH421/422).

Senior Students: Successfully completing this course will prepare students to take calculus or another at-level math course upon entering college. At some institutions, college credit via the AP Precalculus Exam may fulfill college math requirements or serve as a tool to guide college math and science course placements.

MTH421—SEMESTER 1
OPEN TO: 10-11-12
PREREQUISITE: ALGEBRA 2 AB/BC

MTH422—SEMESTER 2
FULL YEAR
CREDIT: HONORS

AP Precalculus BC (MTH421/422) addresses the same essential content and learning outcomes as AP Precalculus AB (MTH411/412), with increased expectations for rigor, pace and adaptive application. Additionally, the course includes substantial additional topics of study necessary for preparation for AP Calculus BC. The course design prepares students for the College Board AP Precalculus Exam. Students extend their previous understanding of polynomial, rational, exponential, logarithmic, trigonometric and polar functions and explore functions involving parameters, vectors and matrices. Emphasis is placed on modeling real-world data, connecting multiple representations, mastering symbolic manipulation and applying functions to represent dynamic change.

Sophomore and Junior Students: Successfully completing this course with consistently demonstrated proficiency in all course skills will prepare students to take AP Calculus BC (MTH491/492). AP Calculus AB (MTH471/472) and AP Statistics (MTH461/462) are additional options. Students may also elect to take Mathematical Modeling (MTH431/432) or Data Science (MTH481/482) as non-AP course options.

Senior Students: Successfully completing this course will prepare students to take calculus or another at-level math course upon entering college. At some institutions, college credit via the AP Precalculus Exam may fulfill college math requirements or serve as a tool to guide college math and science course placements.

MATHEMATICAL MODELING

MTH431—SEMESTER 1
OPEN TO: 11-12
MTH432—SEMESTER 2
FULL YEAR
PREREQUISITE: PRECALCULUS OR AP PRECALCULUS
CREDIT: COLLEGE PREP

Mathematical Modeling (MTH431/432) is a capstone non-AP introductory study in mathematical modeling and design thinking. Students use mathematics to better understand real-world situations and phenomena, make predictions and inform decisions. They build on prior mathematical knowledge and apply new skills, including stochastic methods, statistical models, numerical analysis, graph theory and digital simulations. Students use digital tools to create, test and improve models that represent real-world situations and explore how changing conditions can affect outcomes. Productive collaboration and effective written and presentational communication are emphasized. Students explore problem posing, scrutinize assumptions, strategically select mathematical approaches and procedures, analyze results and engage in iteration by testing models, evaluating how well they work, making adjustments and testing again. As a capstone project, students will design and refine a mathematical model to address a self-selected problem of interest.

DATA SCIENCE

MTH481—SEMESTER 1
OPEN TO: 11-12
MTH482—SEMESTER 2
FULL YEAR
PREREQUISITE: ALGEBRA 2 OR ALGEBRA 2 AB/BC
CREDIT: COLLEGE PREP

Data Science (MTH481/482) is a field focused on formulating relevant questions and gathering, managing and analyzing data to propose practical solutions. In this non-AP introductory course, students will explore the tools of descriptive, diagnostic and predictive data analysis, as well as data presentation. Students will work independently and collaboratively, applying the data science cycle to real-world scenarios and use written and visual presentations to communicate their analysis and reasoning. Topics of study will include data analysis, sampling, data visualization, correlation/causation, bias and uncertainty, probability, modeling with data, constructing and evaluating data-based arguments, and examining the societal impact of data and its use.

After completing this course, students may be interested in exploring descriptive and analytic methods of statistics (AP Statistics MTH461/462), modeling and simulations (Mathematical Modeling MTH431/432) and computing data structures (through computer science coursework).

ADVANCED MATHEMATICAL DECISION MAKING

MTH441—SEMESTER 1
OPEN TO: 12
MTH442—SEMESTER 2
FULL YEAR
PREREQUISITE: ALGEBRA 2
CREDIT: COLLEGE PREP

Advanced Mathematical Decision Making (MTH441/442) is a capstone non-AP course that prepares students to use mathematics to make informed decisions in everyday, workplace and post-secondary settings, particularly for students considering non-STEM college majors. Students develop quantitative literacy with an emphasis on numeracy (quantities, rates, estimation, reasonableness of results, probability, combinatorics, etc.), algebraic thinking (ratios, proportions, numeric operations, algebraic operations, etc.) and modeling (functions, data summaries, analysis, decision making, justification, etc.). Students apply mathematics to real-world contexts, including finance, statistics and networks and connect their learning to real-life experiences and future workforce opportunities. Working collaboratively, students analyze situations, make and justify decisions, and communicate their conclusions through class presentations and projects. This course is closed to students who have completed Mathematical Modeling (MTH431/432) or any AP mathematics coursework.

Qualifying senior students who meet requirements will earn direct placement into a post-secondary credit-bearing mathematics course at some Illinois four-year universities and all Illinois community colleges without a college math placement test. See your school counselor for details.

AP STATISTICS

MTH461—SEMESTER 1
OPEN TO: 10-11-12
MTH462—SEMESTER 2
FULL YEAR
PREREQUISITE: COMPLETION OF PRECALCULUS OR CONCURRENT ENROLLMENT IN AP PRECALCULUS
CREDIT: HONORS

AP Statistics (MTH461/462) is a full-year course designed to be the equivalent of a first-semester college-level non-calculus-based statistics course. This course explores variation and distribution, patterns and uncertainty, and data-based predictions, decisions and conclusions. These skills are widely applicable to various Science, Technology, Engineering and Mathematics (STEM) disciplines and the study of business, social sciences and data analytics. In this introductory course, students develop statistical literacy by exploring data (describing patterns and departures from patterns), sampling and experimentation (planning and conducting a statistical study), anticipating patterns (exploring random phenomena using probability and simulation) and statistical inference (estimating population parameters and testing hypotheses). The course design prepares students for the College Board AP Statistics Exam. After completing this course, students may be interested in exploring mathematical modeling and simulation (Mathematical Modeling MTH431/432) or data management and visualization (Data Science MTH481/482).

AP CALCULUS AB

MTH471—SEMESTER 1
OPEN TO: 11-12
PREREQUISITE: ANY AP PRECALCULUS COURSE
CREDIT: HONORS

MTH472—SEMESTER 2
FULL YEAR

AP Calculus AB (MTH471/472) is a full-year capstone course designed to be the equivalent of the first semester of college calculus. Calculus focuses on the study of rates of change, limits and the analysis of functions. It is widely applicable to various Science, Technology, Engineering and Mathematics (STEM) disciplines. Calculus is also used to understand dynamic phenomena in business, finance and the social sciences. AP Calculus AB focuses on connecting mathematical representations (verbal, graphical, algebraic and numeric) so that relationships among topics of study are elucidated. In addition, students will apply prior skills in algebraic reasoning to complex problems presented in both bare and real-world contexts. Students will also apply and strengthen skills in mathematical justification (reasoning) and written communication. AP Calculus AB focuses on differential and integral calculus.

The course design prepares students for the College Board AP Calculus AB Exam. Students selecting AP Calculus AB should not expect to progress from AP Calculus AB to AP Calculus BC.

AP CALCULUS BC

MTH491—SEMESTER 1
OPEN TO: 11-12
PREREQUISITE: AP PRECALCULUS BC
CREDIT: HONORS

MTH492—SEMESTER 2
FULL YEAR

AP Calculus BC (MTH491/492) addresses all the learning outcomes of AP Calculus AB (MTH471/472) and is a full-year capstone course designed to be the equivalent of the first and second semesters of college calculus. In addition, this course extends the content and skills of AP Calculus AB to parametrically defined curves, polar curves and vector-valued functions, develops additional integration techniques and applications, and explores sequences and series.

The course design prepares students for the College Board AP Calculus BC Exam. Successfully completing this course will prepare students for College Multivariable Calculus (MTH591) and College Linear Algebra (MTH592).

COLLEGE MULTIVARIABLE CALCULUS

MTH591—SEMESTER 1 ONLY
OPEN TO: 11-12
PREREQUISITE: AP CALCULUS BC

ONE SEMESTER
CREDIT: HONORS

College Multivariable Calculus (MTH591) is a one-semester capstone course designed to be equivalent to a third-semester college calculus. The distinctive focus of this course is the application of previous calculus tools to multidimensional spaces, whereas previous coursework limited students to one- or two-dimensional settings. Topics of study include curves, surfaces, vector fields, partial derivatives, advanced integrals (line, multi-variable, surface), curl and divergence.

Students who successfully demonstrate the full proficiencies of the course may petition future college/university programs for course credits or waivers. A current syllabus is available online. This course is not affiliated with a dual-credit program.

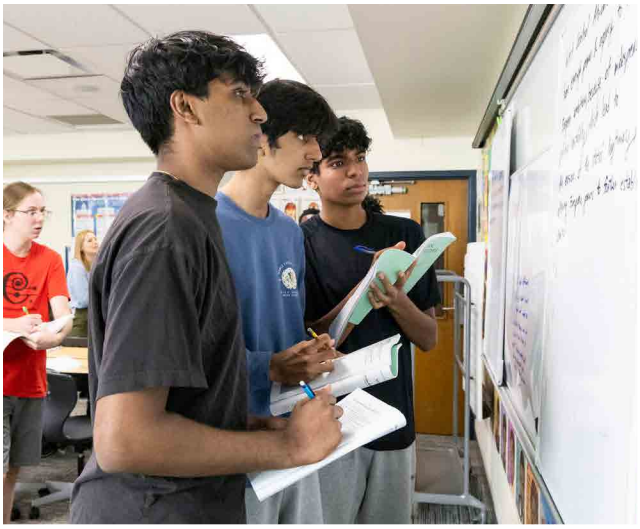
COLLEGE LINEAR ALGEBRA

MTH592—SEMESTER 2 ONLY
OPEN TO: 11-12
PREREQUISITE: AP CALCULUS BC

ONE SEMESTER
CREDIT: HONORS

College Linear Algebra (MTH592) is a one-semester capstone course that applies matrix and linear algebra techniques to model and analyze phenomena in both concrete and abstract settings. The study of linear algebra has valuable applications within the computational, physical and social sciences. Numeric, computational and estimation techniques will be used to arrive at empirical and theoretical conclusions that support students' understanding of matrix properties and operations. Mathematical reasoning will be strengthened through the writing of formal and informal proofs. Topics of study include systems of equations, matrix operations, determinants, inverses, vector spaces, inner product spaces, orthogonality, linear transformations, eigenvalues, eigenvectors, matrix diagonalization and quadratic forms. The course emphasizes skills in reading, writing and communicating mathematics verbally and analytically.

Students who successfully demonstrate the full proficiencies of the course may petition future college/university programs for course credits or waivers. A current syllabus is available online. This course is not affiliated with a dual-credit program.









MULTILINGUAL LEARNING DIVISION

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Language Learning Department
English Language Development Department

SCAN QR CODE TO READ MORE ABOUT LANGUAGE LEARNING AND ELD ONLINE: WWW.D125.ORG/ACADEMICS/ACADEMIC-DIVISIONS/MULTILINGUAL-LEARNING-ELD

Multilingual Learning: Your Key to the World—Opening Doors. Opening Minds.

To meet the aims and purpose of multilingual learning instruction, it is recommended that students take two to five years of a language. Many colleges and universities require a two- to four-year sequence in one language.

A placement exam must be taken by all incoming freshmen and transfer students who have prior experience in Spanish, French, German, Mandarin Chinese, Hebrew or Latin. By meeting proficiency standards in the placement exam, the student will be placed in the appropriate second year course.

Students who have developed proficiency in a language through life experience, rather than through formal study, may be placed by examination into the most appropriate language course for their skill level. However, no transcript credit for earlier courses in that language will be awarded.

Prior credit approval from the Multilingual Learning Director is needed before enrolling in courses for external credit. Please refer to the “External Credits” section of the coursebook.

Language Learning courses satisfy the graduation requirement for elective credits.

LANGUAGE LEARNING COURSE OFFERINGS

WWW.D125.ORG/ACADEMICS/COURSEBOOK

FRENCH COURSES

French 1
Full-Year Course
FRE101/FRE102

French 2
Full-Year Course
FRE211/FRE212

French 3
Dual Credit Available
Full-Year Course
FRE311/FRE312

AP French Language
Full-Year Course
FRE601/FRE602

GERMAN COURSES

German 1
Full-Year Course
GRE101/GRE102

German 2
Full-Year Course
GRE211/GRE212

German 3
Dual Credit Available
Full-Year Course
GRE311/GRE312

AP German Language and Culture
Full-Year Course
GRE601/GRE602

HEBREW COURSES

Beginning Hebrew
Full-Year Course
HBR101/HBR102

Intermediate Hebrew
Full-Year Course
HBR211/HBR212

Advanced Hebrew
Full-Year Course
HBR311/HBR312

LATIN COURSES

Latin 1
Full-Year Course
LAT101/LAT102

Latin 2
Full-Year Course
LAT211/LA212

Latin 3
Dual Credit Available
Full-Year Course
LAT311/LAT312

AP Latin
Dual Credit Available
Full-Year Course
LAT621/LAT622

MANDARIN CHINESE COURSES

Mandarin Chinese 1
Full-Year Course
CHI101/CHI102

Mandarin Chinese 2
Full-Year Course
CHI211/CHI212

Mandarin Chinese 3
Full-Year Course
CHI311/CHI312

Intermediate Mandarin Chinese Language Arts
Full-Year Course
CHI351/CHI352

Mandarin Chinese 4
Dual Credit Available
Full-Year Course
CHI411/CHI412

AP Chinese Language and Culture
Full-Year Course
CHI601/CHI602

Chinese Literature, Media and Culture
Full-Year Course
CHI611/CHI612

SPANISH COURSES

Spanish 1
Full-Year Course
SPA101/SPA102

Spanish 2
Full-Year Course
SPA201/SPA202

Spanish 2-3
Full-Year Course
SPA211/SPA212

Spanish 3
Full-Year Course
SPA301/SPA302

Spanish 3-4
Full-Year Course
SPA311/SPA312

Spanish 4
Full-Year Course
SPA401/SPA402

Intermediate Spanish Language Arts
Full-Year Course
SPA351/SPA352

AP Spanish Language and Culture
Full-Year Course
SPA601/SP602

Advanced Spanish Conversation and Culture
Full-Year Course
SPA511/SPA512

AP Spanish Literature and Culture
Full-Year Course
SPA611/SPA612

LANGUAGE LEARNING DEPARTMENT

FRENCH 1

FRE101—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: NONE

FRE102—SEMESTER 2
FULL YEAR
CREDIT: COLLEGE PREP

Students begin to develop their competence in French across three modes of communication: interpersonal, presentational and interpretive. They will explore the language in the context of six AP themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Performance-based assessments in the presentational and interpersonal modes (speaking and writing) provide the students the opportunity to use the language in practiced, familiar contexts. Interpretive listening and reading tasks are focused on the acquisition and recognition of basic stated information in the target language. Additionally, students explore the cultures of the French-speaking world, making comparisons and connections with their own experiences. Communication in class (teacher-student and/or student-student) is primarily in French.

FRENCH 2

FRE211—SEMESTER 1
OPEN TO: 9-10-11-12

FRE212—SEMESTER 2
FULL YEAR

PREREQUISITE: FRENCH 1 OR PASSING THE PLACEMENT EXAM FOR FRENCH 2 AND APPROVAL OF DIRECTOR
CREDIT: ACCELERATED

This course is the first in the three-year accelerated sequence that prepares students for AP French Language. Students continue to develop their competence in French across the three modes of communication in the context of the six AP themes. Performance-based assessments in the interpersonal and presentational modes (speaking and writing) provide the students the opportunity to use the language in practiced, familiar contexts as well as occasional, unfamiliar topics with increasing independence. Interpretive listening and reading is focused on the recognition of key details and making inferences about the content of authentic sources. Students continue to explore the cultures of the French-speaking world in new contexts. Communication in class (teacher-student and/or student-student) is primarily in French.

FRENCH 3

DUAL CREDIT AVAILABLE WITH LOYOLA UNIVERSITY

FRE311—SEMESTER 1
OPEN TO: 10-11-12

FRE312—SEMESTER 2
FULL YEAR

PREREQUISITE: FRENCH 2 OR PASSING THE PLACEMENT EXAM FOR FRENCH 3 AND APPROVAL OF DIRECTOR
CREDIT: ACCELERATED
ADDITIONAL FEES FOR DUAL CREDIT MAY BE IMPOSED BY THE COLLEGE/UNIVERSITY.

This course is the second in the three-year accelerated sequence that prepares students for AP French Language. Students continue to develop their competence in French across the three modes of communication in the context of the six AP themes. Performance-based assessments in the interpersonal and presentational modes (speaking and writing) provide the students the opportunity to use French independently in familiar contexts, with the increasing ability to use the language in unfamiliar contexts. Interpretive listening and reading tasks are focused on both literal comprehension and inferential interpretation. Throughout the course, students continue to explore the cultures of the French-speaking world in new contexts. In this course, students also read authentic literature including poems, short stories and excerpts from novels. Communication in class (teacher-student and/or student-student) is entirely in French.

AP FRENCH LANGUAGE

FRE601—SEMESTER 1
OPEN TO: 11-12

FRE602—SEMESTER 2
FULL YEAR

PREREQUISITE: FRENCH 3 OR PASSING THE PLACEMENT EXAM FOR AP FRENCH LANGUAGE AND APPROVAL OF DIRECTOR
CREDIT: HONORS

Students continue to work to develop their competence across the three modes of communication in the context of the six AP themes, as they simultaneously prepare for the AP French Language and Culture exam. Performance-based assessments (speaking and writing) provide the students the opportunity to use the language independently in unfamiliar contexts. Interpretive listening and reading tasks involve authentic sources designed for native speakers and are focused on both literal comprehension and inferential interpretation. A variety of authentic print, audio and video materials provide the basis for exploration of the cultures of the French-speaking world. Tasks involve students analyzing and making comparisons with their own cultural products, practices and perspectives. Communication in class (teacher-student and/or student-student) is entirely in French. Students who enroll in this course will be prepared to take the AP French Language and Culture exam in May.

GERMAN 1

GRE101—SEMESTER 1 | GRE102—SEMESTER 2
OPEN TO: 9-10-11-12 | FULL YEAR
PREREQUISITE: NONE | CREDIT: COLLEGE PREP

German 1 is an introduction to German language and culture. Students begin to develop their competence in German across the three modes of communication: interpersonal, presentational and interpretive in the context of the following AP themes: Contemporary Life and Personal and Public Identities. Performance-based assessments in the presentational and interpersonal modes provide the students the opportunity to use the language in practiced, familiar contexts. Interpretive listening and reading tasks are focused on the acquisition and recognition of basic stated information in the target language. By the end of the course, students will be able to communicate in German in a basic way in familiar contexts. Moreover, they will be able to read and understand short stories in German. Additionally, students will explore the target culture, make comparisons and connections with their own experiences and come to view language learning as a lifelong pursuit. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in German. This is the first course in a four course sequence that prepares students for AP German Language and Culture.

GERMAN 2

GRE211—SEMESTER 1 | GRE212—SEMESTER 2
OPEN TO: 9-10-11-12 | FULL YEAR
PREREQUISITE: GERMAN 1 OR PASSING THE PLACEMENT EXAM FOR GERMAN 2 AND APPROVAL OF DIRECTOR
CREDIT: ACCELERATED

Students continue to work to develop their competence in German across the three modes of communication in the context of the following AP themes: Contemporary Life, Families and Communities, and Science and Technology. Performance-based assessments in the presentational and interpersonal modes provide the students the opportunity to use the language in practiced, familiar contexts with increasing independence. Moreover, they will be able to read and understand more complex stories in German. Interpretive listening and reading are focused on the acquisition and recognition of key details in the target language. Students continue to explore the target culture in new contexts. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in German. This is the second course in a four course sequence that prepares students for AP German Language and Culture.

GERMAN 3

DUAL CREDIT AVAILABLE WITH LOYOLA UNIVERSITY

GRE311—SEMESTER 1 | GRE312—SEMESTER 2
OPEN TO: 10-11-12 | FULL YEAR
PREREQUISITE: GERMAN 2 OR PASSING THE PLACEMENT EXAM FOR GERMAN 3 AND APPROVAL OF DIRECTOR
CREDIT: ACCELERATED
ADDITIONAL FEES FOR DUAL CREDIT MAY BE IMPOSED BY THE COLLEGE/UNIVERSITY.

This course, which moves at a faster pace than German 2, begins preparation for the AP German Language and Culture Exam. Students continue to work to develop their competence in German across the three modes of communication in the context of the six AP themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Performance-based assessments in the presentational and interpersonal modes provide the students the opportunity to use the language in familiar contexts independently. Additionally, authentic materials will expand their German knowledge. Interpretive listening and reading tasks are focused on literal comprehension with increasing emphasis on inferential interpretation. Students continue to explore the target culture in new contexts. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in German. This is the third course in a four course sequence that prepares students for AP German Language and Culture.

AP GERMAN LANGUAGE AND CULTURE

GRE601—SEMESTER 1 | GRE602—SEMESTER 2
OPEN TO: 11-12 | FULL YEAR
PREREQUISITE: GERMAN 3 OR PASSING THE PLACEMENT EXAM FOR AP GERMAN AND APPROVAL OF DIRECTOR
CREDIT: HONORS

This AP German course is designed for motivated students who have successfully finished three years of German and who are interested in taking a higher level German course. It is aimed to prepare students who are interested in taking the AP German Language and Culture exam and/or in furthering their study in the German language and culture. Special emphasis is placed on the use of authentic source materials related to culture and current events and the integration of language skills. Specific work includes: analysis of articles and literature, formal and informal oral presentations, formal and informal writings, a variety of audios/videos related to conversations, announcements, news reports or academic or cultural topics related to the German-speaking world. The expectation is that all communication in the classroom (teacher-student and/or student-student) take place in German. Students who enroll in this course will be prepared to take the AP German Language and Culture exam in May.

BEGINNING HEBREW

HBR101—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: NONE

HBR102—SEMESTER 2
FULL YEAR
CREDIT: COLLEGE PREP

Beginning Hebrew is an introduction to the Hebrew language and Israeli culture. Students develop their competencies across three modes of communication: interpersonal, presentational and interpretive. Students become comfortable reading the print form of the Hebrew alphabet that appears in books and also learn the script form for writing. The course explores the language in the context of the six AP themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Performance-based assessments in the interpersonal, presentational and interpretive modes provides students with the opportunity to use the language in practiced, familiar contexts. Interpretive listening and reading tasks focus on the acquisition and recognition of basic stated information in Hebrew. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Hebrew. Additionally, students explore Israeli culture, make comparisons and connections with their own experiences and come to view language learning as a lifelong pursuit.

INTERMEDIATE HEBREW

HBR211—SEMESTER 1
OPEN TO: 9-10-11-12

HBR212—SEMESTER 2
FULL YEAR

PREREQUISITE: BEGINNING HEBREW OR PASSING THE PLACEMENT EXAM FOR INTERMEDIATE HEBREW AND APPROVAL OF DIRECTOR
CREDIT: ACCELERATED

Students continue to develop their competence in Hebrew across the three modes of communication: interpersonal, presentational and interpretive. Students also continue to learn in the context of the six AP themes: Global Challenges; Science and Technology; Contemporary Life; Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Performance-based assessments provide the opportunity to use the language in practiced, familiar contexts with increasing independence. Interpretive listening and reading activities are focused on the acquisition and recognition of key details in Hebrew. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Hebrew. Additionally, students explore Israeli culture through a variety of contexts and authentic materials, such as short stories, essays, poems, songs, news reports, advertising and video clips from Israel.

ADVANCED HEBREW

HBR311—SEMESTER 1
OPEN TO: 10-11-12

HBR312—SEMESTER 2
FULL YEAR

PREREQUISITE: INTERMEDIATE HEBREW OR PASSING THE PLACEMENT EXAM FOR ADVANCED HEBREW AND APPROVAL OF DIRECTOR
CREDIT: HONORS

Students continue to develop their competence in Hebrew across the three modes of communication: interpersonal, presentational and interpretive in a near-immersion environment. Students also continue to learn in the context of the six AP themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Performance-based assessments provide the opportunity to use the language independently in familiar contexts. Interpretive listening and reading activities are focused on the ability to interpret and infer meaning in Hebrew. Practice is provided regularly, both within the classroom and at home. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Hebrew. Students continue to explore Israeli culture through a variety of contexts and authentic materials, such as short stories, essays, poems, songs, news reports, advertising, art, video clips and movies from Israel. This course may be repeated for credit.

LATIN 1

LAT101—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: NONE

LAT102—SEMESTER 2
FULL YEAR
CREDIT: COLLEGE PREP

Latin 1 focuses on learning the basics of Latin grammar, syntax and vocabulary. This course is designed to enable students to read materials in Latin with ease and understanding and to write original Latin sentences employing the vocabulary and grammatical structures learned. Additionally, basic prefixes, suffixes and roots of vocabulary words and word families will be studied. This class will also cover topics in Roman history, mythology and culture.

LATIN 2

LAT211—SEMESTER 1
OPEN TO: 9-10-11-12

LAT212—SEMESTER 2
FULL YEAR

PREREQUISITE: LATIN 1 OR PASSING THE PLACEMENT EXAM FOR LATIN 2 AND APPROVAL OF DIRECTOR
CREDIT: ACCELERATED

Latin 2 focuses on refining students' knowledge of grammar and syntax from Latin 1 in order to facilitate the translation of more complex passages. Readings will focus on daily life in Rome, mythology and the heroic ideal. In addition, students will complete a semester of vocabulary study based on Latin roots, which is designed to increase students' English vocabulary. Students will also study prescription writing in Latin abbreviations, Latin in modern law and Latin in medicine and anatomy.

LATIN 3

DUAL CREDIT AVAILABLE WITH LOYOLA UNIVERSITY

LAT311—SEMESTER 1
OPEN TO: 10-11-12

LAT312—SEMESTER 2
FULL YEAR

PREREQUISITE: LATIN 2 OR PASSING THE PLACEMENT EXAM FOR LATIN 3 AND APPROVAL OF DIRECTOR
CREDIT: ACCELERATED
ADDITIONAL FEES FOR DUAL CREDIT MAY BE IMPOSED BY THE COLLEGE/UNIVERSITY.

Students will explore various selections of Latin literature. Students will continue to refine their skills in literal translation, sight translation, scansion and literary analysis both in the target language and in English in order to facilitate greater fluency in the reading of Latin literature. Authors that will be studied include Ovid, Catullus, Cicero, Plautus and Caesar. Caesar is studied in order to provide a bridge to Advanced Placement in fourth year.

AP LATIN

DUAL CREDIT AVAILABLE WITH LOYOLA UNIVERSITY

LAT621—SEMESTER 1
OPEN TO: 11-12

LAT622—SEMESTER 2
FULL YEAR

PREREQUISITE: LATIN 3 AND APPROVAL OF DIRECTOR
CREDIT: HONORS
ADDITIONAL FEES FOR DUAL CREDIT MAY BE IMPOSED BY THE COLLEGE/UNIVERSITY.

Students will complete preparation for the AP Latin exam. Students will continue to refine reading, writing, listening and speaking skills. Training in translation, meter and poetic devices involved in the study of major Latin works of literature will be stressed. The students will become more comfortable in the reading and interpretation of Vergil's *Aeneid* and Caesar's *De Bello Gallico.* To achieve this endeavor, both the cultural component (history, politics, social structure and art) and the linguistic aspect (grammar, vocabulary and structure) will be emphasized. Students proceeding to AP Latin will be provided with summer readings by the classroom instructor. Students who enroll in this course will be prepared to take the AP Latin exam in May.

MANDARIN CHINESE 1

CHI101—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: NONE

CHI102—SEMESTER 2
FULL YEAR
CREDIT: COLLEGE PREP

Mandarin Chinese 1 is an introduction to Chinese language and culture. It is designed for students who are not heritage/native speakers*. Students begin to develop their competence in Chinese across the three modes of communication: interpersonal, presentational and interpretive in the context of the following global themes: Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Performance-based assessments in the presentational and interpersonal modes provide the students the opportunity to use the language in practiced, familiar contexts. Interpretive listening and reading tasks are focused on the acquisition and recognition of basic stated information in the target language. By the end of the course, students will be able to communicate in Mandarin (the spoken language) and Hanzi (the written language) in a basic way in familiar contexts. Additionally, students explore the target culture, make comparisons and connections with their own experiences and come to view language learning as a lifelong pursuit. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Mandarin.

* *There is a placement exam for heritage students or students with prior knowledge that includes reading, writing and a short interview. The results from the exam will determine the appropriate course for the student.*

MANDARIN CHINESE 2

CHI211—SEMESTER 1 CHI212—SEMESTER 2
OPEN TO: 9-10-11-12 FULL YEAR
PREREQUISITE: MANDARIN CHINESE 1 OR PASSING THE PLACEMENT EXAM FOR MANDARIN CHINESE 2 AND APPROVAL OF DIRECTOR
CREDIT: ACCELERATED

In this course, students continue to work to develop their competence in Chinese across the three modes of communication in the context of the following AP themes: Contemporary Life, Families and Communities, Beauty and Aesthetics and Science and Technology. Performance-based assessments in the presentational and interpersonal modes provide the students the opportunity to use the language in practiced, familiar contexts with increasing independence. Interpretive listening and reading are focused on the acquisition and recognition of key details in the target language. Students continue to explore the target culture in new contexts. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Mandarin.

MANDARIN CHINESE 3

CHI311—SEMESTER 1 CHI312—SEMESTER 2
OPEN TO: 9-10-11-12 FULL YEAR
PREREQUISITE: MANDARIN CHINESE 2 OR PASSING THE PLACEMENT EXAM FOR MANDARIN CHINESE 3 AND APPROVAL OF DIRECTOR
CREDIT: ACCELERATED

This course requires students to engage in interpersonal, presentational and interpretive tasks at more advanced proficiency levels. Students continue to work to develop their competence in Chinese across the three modes of communication in the context of the six AP themes. Performance-based assessments in the presentational and interpersonal modes provide the students the opportunity to use the language in familiar contexts independently. Interpretive listening and reading tasks are focused on literal comprehension with increasing emphasis on inferential interpretation. Students continue to explore the target culture in new contexts. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Mandarin.

INTERMEDIATE MANDARIN CHINESE LANGUAGE ARTS

CHI351-SEMESTER 1 CHI352-SEMESTER 2
OPEN TO: 9-10-11-12 FULL YEAR
PREREQUISITE: INTERMEDIATE OR HIGHER PROFICIENCY IN THE DOMAINS OF SPEAKING AND LISTENING AS DEMONSTRATED ON MANDARIN CHINESE LANGUAGE PROFICIENCY ASSESSMENT (E.G., AAPPL), TEACHER RECOMMENDATION, OR DIRECTOR APPROVAL
CREDIT: ACCELERATED

This course is designed specifically for students with lived Mandarin Chinese language experience, either from prior schooling in a Chinese-speaking country or as native/heritage speakers of Chinese. Students will develop their literacy skills in Chinese as they explore literature from the Chinese-speaking world and engage in focused development of reading and writing skills. While special focus will be placed on developing foundational literacy skills (e.g., Mandarin character decoding and character writing), students will also develop critical thinking and oracy skills in Chinese as they collaboratively explore topics related to current events, culture and media.

MANDARIN CHINESE 4

DUAL CREDIT AVAILABLE WITH NORTH CENTRAL COLLEGE

CHI411—SEMESTER 1 CHI412—SEMESTER 2
OPEN TO: 10-11-12 FULL YEAR
PREREQUISITE: MANDARIN CHINESE 3 OR PASSING THE PLACEMENT EXAM FOR MANDARIN CHINESE 4 AND APPROVAL OF DIRECTOR
CREDIT: ACCELERATED
ADDITIONAL FEES FOR DUAL CREDIT MAY BE IMPOSED BY THE COLLEGE/UNIVERSITY.

Students continue to work to develop their competence in Mandarin Chinese across the three modes of communication in the context of the six AP themes. Performance-based assessments provide the students opportunity to use the language independently in unfamiliar contexts. Interpretive listening and reading tasks are focused on both literal and comprehension and inferential interpretation. Practice is provided regularly, both within the classroom and at home. Cultural information and comparisons are drawn from authentic print, literary works and class discussion. Students will participate in class debates and facilitate classroom discussion through their own student-led presentation. The expectation is that the communication in the classroom take place primarily in Chinese. This course begins preparation for the AP Chinese Language and Culture exam.

AP CHINESE LANGUAGE AND CULTURE

CHI601—SEMESTER 1 | CHI602—SEMESTER 2
OPEN TO: 11-12 | FULL YEAR
PREREQUISITE: MANDARIN CHINESE 4, THREE YEARS OF HIGH SCHOOL MANDARIN STUDY, OR PASSING THE PLACEMENT EXAM FOR AP CHINESE LANGUAGE AND CULTURE AND APPROVAL OF DIRECTOR
CREDIT: HONORS

This course is designed to prepare students for the AP Chinese Language and Culture exam, i.e. a level comparable to fourth semester (or equivalent) college/university courses in Mandarin Chinese. The course focuses on language proficiency while dealing with level- and age-appropriate cultural content throughout the course. Students engage in readings, conversation and composition and research projects. The expectation is that all communication in the classroom takes place in the target language. By the end of the year, students will be able to understand the spoken language formally (lectures, news, etc.) and in conversation (dialogues…); to acquire vocabulary and structures that enable students to understand, analyze contextualized materials (advertisement, posters, newspaper, magazine articles, letters, etc.); to describe an event or activity in a cohesive and coherent manner with linguistic accuracy; to write appropriately employing the organization, vocabulary and structure appropriate to the purpose of their writing and to demonstrate cultural appropriateness through spoken and written discourse.

CHINESE LITERATURE, MEDIA AND CULTURE

CHI611—SEMESTER 1 | CHI612—SEMESTER 2
OPEN TO: 11-12 | FULL YEAR
PREREQUISITE: AP CHINESE LANGUAGE AND CULTURE OR PLACEMENT TEST
CREDIT: HONORS

Students continue to work to develop their competence in Chinese across the three modes of communication within the context of critical analysis of literature and media, as well as a close investigation of culture and social trends. Performance-based assessments provide students the opportunity to use the language independently and collaboratively in both familiar and unfamiliar literary, media and cultural contexts. Interpretive listening, viewing and reading tasks are focused on both literal comprehension and inferential interpretation of both familiar and unfamiliar pieces of literature, media and culture. Practice is provided regularly, both within the classroom and at home. Throughout the course, students continue to explore the target culture as they are invited to situate their own experiences within new contexts.

SPANISH 1

SPA101—SEMESTER 1 | SPA102—SEMESTER 2
OPEN TO: 9-10-11-12 | FULL YEAR
PREREQUISITE: NONE | CREDIT: COLLEGE PREP

Students begin to develop their competence in Spanish across three modes of communication: interpersonal, presentational and interpretive. They will explore the language in the context of the six AP themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Performance-based assessments in the presentational and interpersonal modes provide the students the opportunity to use the language in practiced, familiar contexts. Interpretive listening and reading tasks are focused on the acquisition and recognition of basic stated information in the target language. Practice is provided regularly, both within the classroom and at home. Additionally, students explore the target culture, make comparisons and connections with their own experiences and come to view language learning as a lifelong pursuit. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Spanish.

SPANISH 2

SPA201—SEMESTER 1 | SPA202—SEMESTER 2
OPEN TO: 9-10-11-12 | FULL YEAR
PREREQUISITE: SPANISH 1 OR PASSING THE PLACEMENT EXAM FOR SPANISH 2 AND APPROVAL OF DIRECTOR
CREDIT: COLLEGE PREP

Students continue to work to develop their competence in Spanish across the three modes of communication in the context of the six AP themes. Performance-based assessments provide the students the opportunity to use the language in practiced, familiar contexts with increasing independence. Interpretive listening and reading are focused on the acquisition and recognition of key details in the target language. Practice is provided regularly, both within the classroom and at home. Students continue to explore the target culture in new contexts. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Spanish.

SPANISH 2-3

SPA211—SEMESTER 1
OPEN TO: 9-10-11-12
SPA212—SEMESTER 2
FULL YEAR
PREREQUISITE: SPANISH 1 OR PASSING THE PLACEMENT EXAM FOR SPANISH 2-3 AND APPROVAL OF DIRECTOR
CREDIT: ACCELERATED

In comparison to Spanish 2, Spanish 2-3 has a faster pace and students are asked to engage in interpersonal, presentational and interpretive tasks at more advanced proficiency levels. Students continue to work to develop their competence in Spanish across the three modes of communication in the context of the six AP themes. Performance-based assessments provide the students the opportunity to use the language in practiced, familiar contexts as well as occasional unfamiliar topics with increasing independence. Interpretive listening and reading are focused on the acquisition and recognition of key details with emerging evidence of inference making in the target language. Practice is provided regularly, both within the classroom and at home. Students continue to explore the target culture in new contexts. In this course, students also begin reading poems and short stories by authors who appear on the AP Spanish Literature and Culture reading list. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Spanish.

SPANISH 3

SPA301—SEMESTER 1
OPEN TO: 10-11-12
PREREQUISITE: SPANISH 2
SPA302—SEMESTER 2
FULL YEAR
CREDIT: COLLEGE PREP

Students continue to work to develop their competence in Spanish across the three modes of communication in the context of the six AP themes. Performance-based assessments provide the students the opportunity to use the language in familiar contexts independently. Interpretive listening and reading tasks are focused on literal comprehension with increasing emphasis on inferential interpretation. Practice is provided regularly, both within the classroom and at home. Students continue to explore the target culture in new contexts. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Spanish.

SPANISH 3-4

SPA311—SEMESTER 1
OPEN TO: 10-11-12
SPA312—SEMESTER 2
FULL YEAR
PREREQUISITE: SPANISH 2-3 OR PASSING THE PLACEMENT EXAM FOR SPANISH 3-4 AND APPROVAL OF DIRECTOR
CREDIT: ACCELERATED

Students continue to work to develop their competence in Spanish across the three modes of communication in the context of the six AP themes. Performance-based assessments provide the students the opportunity to use the language independently in unfamiliar contexts. Interpretive listening and reading tasks are focused on both literal comprehension and inferential interpretation. Practice is provided regularly, both within the classroom and at home. Throughout the course, students continue to explore the target culture in new contexts. In comparison to the college prep sequence of courses, Spanish 3-4 accelerated has a faster pace and students are asked to engage in interpersonal, presentational and interpretive tasks at more advanced proficiency levels. In this course, students also continue reading authentic literature including poems, short stories and plays. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Spanish.

INTERMEDIATE SPANISH LANGUAGE ARTS

SPA351-SEMESTER 1
OPEN TO: 9-10-11-12
SPA352-SEMESTER 2
FULL YEAR
PREREQUISITE: INTERMEDIATE OR HIGHER PROFICIENCY AS DEMONSTRATED ON SPANISH LANGUAGE PROFICIENCY ASSESSMENT (E.G., AAPPL), TEACHER RECOMMENDATION, OR DIRECTOR APPROVAL
CREDIT: ACCELERATED

This course is designed specifically for students with lived Spanish language experience, either from prior schooling in a Spanish-speaking country or as native/heritage speakers of Spanish. Students will develop their literacy skills in Spanish as they explore literature from the Spanish-speaking world and engage in focused development of writing skills. Additionally, students will develop critical thinking and oracy skills in Spanish as they collaboratively explore topics related to current events, culture and media.

SPANISH 4

SPA401—SEMESTER 1
OPEN TO: 11-12
PREREQUISITE: SPANISH 3

SPA402—SEMESTER 2
FULL YEAR
CREDIT: COLLEGE PREP

Students continue to work to develop their competence in Spanish across the three modes of communication in the context of the six AP themes. Performance-based assessments provide the students the opportunity to use the language independently in unfamiliar contexts. Interpretive listening and reading tasks are focused on both literal comprehension and inferential interpretation. Practice is provided regularly, both within the classroom and at home. Cultural information and comparisons are drawn from authentic print, literary works and class discussion. Students will participate in classroom debates and facilitate classroom discussion through their own student-led presentation. Upon completion of this course, students will be prepared to enter into AP Spanish Language and Culture. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Spanish.

AP SPANISH LANGUAGE AND CULTURE

SPA601—SEMESTER 1
OPEN TO: 10-11-12
PREREQUISITE: INTERMEDIATE SPANISH LANGUAGE ARTS, SPANISH 4 OR SPANISH 3-4
CREDIT: HONORS

SPA602—SEMESTER 2
FULL YEAR

This course is designed to prepare students for the AP Spanish Language and Culture exam and provides a transition to the AP Spanish Literature and Culture course. Students continue to work to develop their competence in Spanish across the three modes of communication: interpretive, interpersonal and presentational, within the context of the six AP themes: Families and Communities, Science and Technology, Global Challenges, Contemporary Life, Personal and Public Identities, Beauty and Aesthetics. Performance-based assessments provide the students the opportunity to use the language independently in familiar and unfamiliar contexts. Interpretive listening and reading tasks are focused on both literal comprehension and inferential interpretation. Practice is provided regularly, both within the classroom and at home. Cultural information and comparisons are drawn from authentic print and audio-visual sources, literary works and class discussion. Students will research a variety of cultural topics and facilitate discussion through their own student-led presentations. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place in Spanish.

AP SPANISH LITERATURE AND CULTURE

SPA611—SEMESTER 1
OPEN TO: 11-12
PREREQUISITE: AP SPANISH LANGUAGE AND CULTURE
CREDIT: HONORS

SPA612—SEMESTER 2
FULL YEAR

This course is designed to introduce students to the formal study of Peninsular Spanish, Latin American and U.S. Hispanic literature. The course aims to develop students' critical reading and analytical writing skills in Spanish as well as their ability to make interdisciplinary connections and explore linguistic and cultural comparisons. This course will be conducted entirely in Spanish appropriate to this level and covers the entire official AP Spanish Literature and Culture reading list. Literary texts are grouped by themes and presented in chronological order within each of the following themes: las sociedades en contacto, la construcción del género, el tiempo y el espacio, las relaciones interpersonales, la dualidad del ser and la creación literaria. Students are expected to discuss literary texts and their different historical, sociocultural and geopolitical contexts in a variety of interactive oral and written formats in Spanish. Students who enroll in this course will be prepared to take the AP Spanish Literature and Culture exam in May.

ADVANCED SPANISH CONVERSATION AND CULTURE

SPA511—SEMESTER 1
OPEN TO: 10-11-12
PREREQUISITE: SPANISH 3-4, SPANISH 4 OR AP SPANISH LANGUAGE AND CULTURE
CREDIT: COLLEGE PREP

SPA512—SEMESTER 2
FULL YEAR

Advanced conversation and culture builds upon the communicative focus in the presentational, interpretive and interpersonal modes from prior coursework, but will uniquely explore the language through a cultural lens. The aim of this course is to present how the language manifests itself in various regions of the Spanish-speaking world through both historical and contemporary settings. Students who like to travel or who are thinking about studying abroad in college will enjoy this course and the experience it will provide prior to graduation. In discovering Spanish throughout the world, students will also engage in film studies, literature and a comprehensive review of grammar, all of which will prepare them for continued language study at the university level. Teacher-student and/or student-student interactions are conducted exclusively in Spanish.

ENGLISH LANGUAGE DEVELOPMENT (ELD) DEPARTMENT

THE STEVENSON HIGH SCHOOL ENGLISH LANGUAGE DEVELOPMENT (ELD) PROGRAM IS PART OF THE MULTILINGUAL LEARNING DIVISION AND IS DESIGNED TO SUPPORT STUDENTS AT STEVENSON WHO ARE IDENTIFIED AS MULTILINGUAL LEARNERS. THE GOALS OF THIS PROGRAM ARE TO STRENGTHEN STUDENTS' LITERACY AND ORACY SKILLS IN ENGLISH AND TO EMPOWER STUDENTS TO BECOME MULTILINGUAL AND MULTILITERATE BY SUSTAINING STUDENTS' ACADEMIC ENGAGEMENT WITH THEIR HOME LANGUAGES. APPROPRIATE PLACEMENT OF STUDENTS IN THE ELD PROGRAM IS DONE THROUGH STATE AND NATIONAL TESTING SCORES, HOME LANGUAGE SURVEYS, TEACHER RECOMMENDATIONS AND THE COOPERATIVE EFFORTS OF THE STUDENT SERVICES DEPARTMENT AND THE ELD FACULTY IN THE MULTILINGUAL LEARNING DIVISION.

ELD COURSE OFFERINGS

WWW.D125.ORG/ACADEMICS/COURSEBOOK

English Language Development (ELD) 1
Full-Year Course
ELD161/ELD162

Current Events
One-Semester Course
ELD561 or ELD562

English Language Development (ELD) 2
Full-Year Course
ELD261/ELD262

English Language Development (ELD) 3 Language
Full-Year Course
ELD361/ELD362

English Language Development (ELD) 3 Literature
Full-Year Course
ELD371/ELD372

English Language Development (ELD) 4
Full-Year Course
ELD461/ELD462

ENGLISH LANGUAGE DEVELOPMENT (ELD) 1

ELD161—SEMESTER 1 ELD162—SEMESTER 2
OPEN TO: 9-10-11-12 FULL YEAR
PREREQUISITE: WIDA-SCREENER/ACCESS EXAM COMPOSITE 1.0-1.9
CREDIT: COLLEGE PREP

This is a two-credit course for students in the ELD program at the beginning level who are new to the English language or have emerging English vocabulary and communication skills. The course meets two periods each day. Students work on developing and expanding their vocabulary, grammar, speaking, listening, reading and writing skills. Students will practice their writing skills in the context of the course readings and will start with basic sentence structures and end with essay writing. Speaking and listening will focus on proper pronunciation as well as interpersonal and presentational communication.

ENGLISH LANGUAGE DEVELOPMENT (ELD) 2

ELD261—SEMESTER 1 ELD262—SEMESTER 2
OPEN TO: 9-10-11-12 FULL YEAR
PREREQUISITE: PROFICIENCY AS DEMONSTRATED ON WIDA-SCREENER/ ACCESS EXAM COMPOSITE 2.0-2.9 OR SUCCESSFUL COMPLETION OF ELD 1, TEACHER RECOMMENDATION OR DIRECTOR APPROVAL.
CREDIT: COLLEGE PREP

This is a two-credit course for students in the ELD program at the intermediate level. This course will meet two periods each day and instruction is entirely in English. Students will build on all four language domains (listening, speaking, reading and writing) across thematic units. Their writing skills move beyond paragraph construction to composing, revising and editing essays within various writing genres. Speaking and listening is practiced and assessed as students are expected to have conversational and presentational English speaking skills.

ENGLISH LANGUAGE DEVELOPMENT (ELD) 3 LANGUAGE

ELD361—SEMESTER 1
OPEN TO: 9-10-11-12
ELD362—SEMESTER 2
FULL YEAR
PREREQUISITE: PROFICIENCY AS DEMONSTRATED ON WIDA-SCREENER/ ACCESS EXAM COMPOSITE 3.0-3.9 OR SUCCESSFUL COMPLETION OF ELD 2, TEACHER RECOMMENDATION OR DIRECTOR APPROVAL
CREDIT: COLLEGE PREP

Note: *May be taken concurrently with English Language Development (ELD) 3 Literature*

This is one of two courses available for students in the ELD program at the advanced level. This course may be taken concurrently with English Language Development (ELD) 3 Literature (ELD371/372) or may be taken alone. Students will leverage their own cultural and linguistic assets as they work to expand their English language proficiency. In addition to a focus on the development of advanced literacy skills, including argumentative writing and literary analysis, students will foster their listening and speaking skills by participating in discussions, debates and oral presentations.

ENGLISH LANGUAGE DEVELOPMENT (ELD) 3 LITERATURE

ELD371—SEMESTER 1
OPEN TO: 9-10-11-12
ELD372—SEMESTER 2
FULL YEAR
PREREQUISITE: PROFICIENCY AS DEMONSTRATED ON WIDA-SCREENER/ ACCESS EXAM COMPOSITE 3.0-3.9 OR SUCCESSFUL COMPLETION OF ELD 2, TEACHER RECOMMENDATION OR DIRECTOR APPROVAL
CREDIT: COLLEGE PREP

Note: *May be taken concurrently with English Language Development (ELD) 3 Language*

This is one of two courses available for students in the ELD program at the advanced level. This course may be taken concurrently with English Language Development (ELD) 3 Language (ELD361/362) or may be taken alone. Students will leverage their own cultural and linguistic assets as they work to expand their English language proficiency. Students will explore both fiction and nonfiction literature through both common and independent reading tasks. Students will make text-to-self connections as they engage in literary analysis and argumentative writing, including multi-page process writing.

ENGLISH LANGUAGE DEVELOPMENT (ELD) 4

ELD461—SEMESTER 1
OPEN TO: 9-10-11-12
ELD462—SEMESTER 2
FULL YEAR
PREREQUISITE: PROFICIENCY AS DEMONSTRATED ON WIDA-SCREENER/ ACCESS EXAM COMPOSITE 4.0-4.8 OR SUCCESSFUL COMPLETION OF ELD 3: LANGUAGE AND/OR ELD 3: LITERATURE, TEACHER RECOMMENDATION OR DIRECTOR APPROVAL.
CREDIT: COLLEGE PREP

This is an English course for students who are transitioning out of the ELD program. Students are expected to produce work with ELD support similar to that of a student in a Communication Arts English course. Students' proficiencies will advance in the areas of literary analysis, writing, grammar, oral communication and research. Students will explore literary works from their own cultural backgrounds and experiences and use literature as a pathway to greater understanding of diverse perspectives and narratives.

CURRENT EVENTS

ELD561—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: NONE
ELD562—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

This one-semester elective course is designed to develop students' academic, social and instructional language across the five WIDA Standards (Social and Instructional Language, the Language of Language Arts, the Language of Mathematics, the Language of Science and the Language of Social Studies) through discussion and guided written reflection around current events and students' own experiences. Special focus will not only be given to written, audio and visual sources that are connected with the WIDA Standards, but also to students' own cultural and linguistic experiences across these standards. Additionally, added focus will be given to academic, social and instructional language for WIDA's five complementary strands (the Language of Music and Performing Arts, the Language of Humanities, the Language of Visual Arts, the Language of Health and Physical Education and the Language of Technology and Engineering.) This course may be repeated for credit.









PHYSICAL WELFARE DIVISION

SCAN QR CODE TO READ MORE ABOUT PHYSICAL WELFARE ONLINE: WWW.D125.ORG/ACADEMICS/PHYSICAL-WELFARE

ABYGAIL AUSTIN, DIRECTOR | AAUSTIN@D125.ORG | 847-415-4229

Physical Education Department **Health Education Department**

The Division of Physical Welfare empowers students to become independent, self-reflective and healthy lifelong movers. We believe that understanding how to fuel both body and mind is essential for personal growth and well-being. Our programs emphasize the value of self and others, fostering a sense of belonging through healthy relationships and cultivating strength and emotional resilience through movement.

Our courses are designed to inspire and equip students with the knowledge and skills needed to pursue and plan for lifelong wellness. Students learn to make healthy, responsible lifestyle decisions while engaging in activities that build positive physical, social and emotional habits.

Beyond traditional physical and health education, our comprehensive curriculum empowers students to take ownership of their well-being. Through a movement-based curriculum and comprehensive Health Education Programs, students gain the essential knowledge and skills to become healthy, lifelong learners.

Our curriculum offers diverse and engaging activities that:

- Foster physical literacy
- Promote health-related fitness
- Cultivate a mind-body connection
- Encourage critical thinking and self-reflection
- Inspire lifelong engagement
- Build community and leadership

Students have the opportunity to choose activities that align with their interests, allowing them to further develop their knowledge and skills. We are committed to providing equal opportunities for daily physical education to every student, regardless of their athletic ability or physical capabilities. Individual needs and interests guide their Physical Education choices.

Physical Welfare courses required for graduation:

- All students must be enrolled in a Physical Education course
- Health Education

PHYSICAL EDUCATION AND HEALTH EDUCATION COURSE OFFERINGS

WWW.D125.ORG/ACADEMICS/COURSEBOOK

PHYSICAL EDUCATION COURSES

Freshman Foundational Fitness Choice P.E.
One-Semester Course
PED121 or PED122

Alternative Physical Education
Full-Year Course
PED111/PED112

Lifeguard Training and Certification
Semester 1 Course Only
PED501

Choice P.E.
Full-Year Course
PED451/PED452
Early Bird Option
PED031/PED032

Adventure Education
One-Semester Course
PED331 or PED332

Alternative Physical Education Leadership
Full-Year Course
PED41L/PED42L

Physical Education Leadership Training
Full-Year Course
PED61L/PED62L

Pool Leadership
Full-Year Course
PED71L/PED72L

Senior Leadership
Full-Year Course
PED81L/PED82L

HEALTH EDUCATION COURSES

Health Education
One-Semester Course
PED201 or PED202

Applied Health
One-Semester Course
PED231 or PED232

PHYSICAL EDUCATION

THE PHYSICAL EDUCATION DEPARTMENT OFFERS A HEALTH-RELATED, MOVEMENT-BASED PROGRAM GROUNDED IN THE PILLARS OF WELLNESS. THROUGH THIS FRAMEWORK, STUDENTS ACQUIRE THE KNOWLEDGE AND PRACTICAL EXPERIENCES NEEDED TO BUILD HEALTHY, SUSTAINABLE HABITS THAT SUPPORT THEIR WELL-BEING THROUGH ADOLESCENCE AND INTO ADULTHOOD.

EXCESSIVE ABSENTEEISM OR NON-PARTICIPATION MUST BE MADE UP. MAKEUP CARDS ARE ISSUED TO STUDENTS AND THEY CAN USE THE WEST FITNESS CENTER OR FITNESS MEZZANINE DURING THEIR LUNCH HOUR OR WORK DIRECTLY WITH THEIR TEACHER TO COORDINATE AN APPROPRIATE TIME AND LOCATION TO COMPLETE MAKEUP CREDIT.

MEDICAL EXCUSES ARE ACCEPTED FROM PARENTS/GUARDIANS FOR UP TO THREE DAYS. EXCUSES OF LONGER DURATION MUST BE WRITTEN BY A PHYSICIAN. STUDENTS WITH PHYSICIANS' NOTES WILL BE ACCOMMODATED IN AN ALTERNATIVE ACTIVITY. IF A PHYSICAL EDUCATION STUDENT IS ALSO A STUDENT ATHLETE, ANY MEDICAL RESTRICTIONS IN PHYSICAL EDUCATION WILL ALSO AFFECT THEIR ATHLETIC PARTICIPATION.

ALL CLASSES IN PHYSICAL EDUCATION, WITH THE EXCEPTION OF LEADERSHIP AND AQUATICS COURSES, ARE PASS/FAIL.

FRESHMAN FOUNDATIONAL FITNESS CHOICE P.E.

PED121—SEMESTER 1
OPEN TO: 9
PREREQUISITE: NONE

PED122—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

Freshman Foundational Fitness Choice P.E. is designed for students to learn to develop and maintain physical fitness in a variety of self-selected activities. The course begins with the Foundations of Fitness, where students learn how to develop and apply a personal fitness plan, how to perform basic lifting techniques and how to utilize a fitness center safely. Students who are able to demonstrate safety in and around the water will choose activities in which they will participate and apply their fitness plan. (Students needing additional support for achieving swimming proficiency will participate in American Red Cross Learn to Swim lessons.)

ADVENTURE EDUCATION

PED331—SEMESTER 1
OPEN TO: 9-10-11-12

PED332—SEMESTER 2
ONE SEMESTER

PREREQUISITE: A FOUNDATIONAL FITNESS CLASS OR ANY PREVIOUS PHYSICAL EDUCATION COURSE
CREDIT: COLLEGE PREP

Students in this course will participate in individual, partner and team activities to work towards becoming better problem solvers and communicators, while learning to trust others and be trusted. Some units will require students to be in the pool. Activities may include team building, outdoor games, biking, archery, climbing/rappelling, kayaking and canoeing. Multiple credits may be earned for this course.

CHOICE P.E.

PED451—SEMESTER 1 PED452—SEMESTER 2
OPEN TO: 9-10-11-12 ONE SEMESTER
PREREQUISITE: A FOUNDATIONAL FITNESS CLASS, ANY PREVIOUS PHYSICAL EDUCATION COURSE OR DIRECTOR APPROVAL
CREDIT: COLLEGE PREP

This course is designed for students to develop and maintain their lifelong wellness in activities of their choice. Students will choose the activity in which they will participate each semester. (Regardless of activity selected, all students will learn how to apply their fitness plan, reflect on their fitness and build their knowledge of health-related fitness.) This course may be repeated for credit.

EARLY BIRD OPTION

PED031 (EARLY BIRD)—SEMESTER 1 PED032 (EARLY BIRD)—SEMESTER 2
OPEN TO: 10-11-12 ONE SEMESTER
PREREQUISITE: A FOUNDATIONAL FITNESS COURSE, ANY PHYSICAL EDUCATION CLASS OR DIRECTOR APPROVAL
CREDIT: COLLEGE PREP

(See description for Choice P.E.). Early Bird Physical Education is scheduled from 7-8:25 a.m. on Monday/Wednesday/Friday. Students with excessive absences and/or tardies will be removed from the Early Bird program and placed in a Physical Education class during the school day, or will not earn credit for the course. This course may be repeated for credit.

PHYSICAL EDUCATION LEADERSHIP TRAINING

GPA WAIVER OPTION

PED61L—SEMESTER 1 PED62L—SEMESTER 2
OPEN TO: 11 FULL YEAR
CREDIT: COLLEGE PREP

Note: *The Physical education Leadership program is a two-year commitment*

The first year of the Leadership Program is designed for students to become effective teacher aides and strong leaders. There will be active participation in all activities offered within the Stevenson Physical Education program. Students will learn to lead group activities, to develop skill progression and to study methods and techniques of teaching physical education. The focus of this program is to develop and expand on leadership skills in group and individual led discussions or teaching opportunities where students will be asked to continually reflect on their leadership experience. Students will have the opportunity to apply the skills they learn by assisting Physical Education classes and planning two field days for junior high students. Failure to comply with the Stevenson High School Student Guidebook Code of Conduct and P.E. Leader Code of Conduct can result in immediate dismissal.

SENIOR LEADERSHIP

GPA WAIVER OPTION

PED81L—SEMESTER 1 PED82L—SEMESTER 2
OPEN TO: 12 FULL YEAR
PREREQUISITE: PHYSICAL EDUCATION LEADERSHIP TRAINING
CREDIT: COLLEGE PREP

Students will apply what they learned in Physical Education Leadership Training by serving as teacher aides with a Physical Education teacher. All students will participate in fitness testing. Failure to comply with the Stevenson High School Student Guidebook Code of Conduct and P.E. Leader Code of Conduct can result in immediate dismissal.

LIFEGUARD TRAINING AND CERTIFICATION

GPA WAIVER OPTION

PED501—SEMESTER 1 ONLY OPEN TO: 10-11-12
ONE SEMESTER
PREREQUISITE: ABILITY TO DEMONSTRATE REQUIRED SWIM SKILLS, WHICH INCLUDE A SWIM-TREAD-SWIM WITHOUT STOPPING TO REST AND A TIMED EVENT SEQUENCE. STUDENTS MUST BE AT LEAST 15 YEARS OLD BY THE END OF THE COURSE.
ADDITIONAL FEE TO RECEIVE AMERICAN RED CROSS CERTIFICATE.
CREDIT: COLLEGE PREP

This course is designed to provide students with the ability to earn American Red Cross Lifeguarding and First Aid certification. Students will also learn skills in oxygen administration, preventing disease transmission and CPR/AED. Students will be charged a fee if they wish to receive their American Red Cross certification. Students taking this class will be encouraged to participate in our Pool Leadership program. (Materials for the course are available in the Patriot Superstore.)

POOL LEADERSHIP

GPA WAIVER OPTION

PED71L—SEMESTER 1 | PED72L—SEMESTER 2
OPEN TO: 11-12 | ONE SEMESTER OR FULL YEAR
PREREQUISITE: STUDENTS MUST HAVE AN AMERICAN RED CROSS LIFEGUARDING CERTIFICATION.
CREDIT: COLLEGE PREP

Students will continue to serve as water safety instructors, lifeguards and pool aides to the aquatics program. Each student will receive ongoing Lifeguard In-Service Training that will keep their certifications current and their skills sharp. At the end of each semester a student must receive a recommendation in their evaluation to continue in the leadership program. Materials for the course are available in the Patriot Superstore. Failure to comply with the Stevenson High School Student Guidebook Code of Conduct and P.E. Leader Code of Conduct can result in immediate dismissal.

ALTERNATIVE PHYSICAL EDUCATION LEADERSHIP

GPA WAIVER OPTION

PED41L—SEMESTER 1 | PED42L—SEMESTER 2
OPEN TO: 11-12 | FULL YEAR
PREREQUISITE: ADMISSION BASED ON WRITTEN APPLICATION SUBMITTED TO AND APPROVED BY THE ALTERNATIVE PHYSICAL EDUCATION COORDINATOR DURING SOPHOMORE YEAR. (APPLICATIONS ARE AVAILABLE ON THE PHYSICAL WELFARE WEBPAGE.) THE ALTERNATIVE PHYSICAL EDUCATION LEADERSHIP PROGRAM IS A TWO-YEAR COMMITMENT.
CREDIT: COLLEGE PREP

New students will engage in training which takes place in class during the first semester. Students will perform one-on-one or in small groups working with individuals who have a variety of special needs. Leaders also participate in work with the students outside of the regular school day. Failure to comply with the Stevenson High School Student Guidebook Code of Conduct and P.E. Leader Code of Conduct can result in immediate dismissal.

ALTERNATIVE PHYSICAL EDUCATION

PED111—SEMESTER 1 | PED112—SEMESTER 2
OPEN TO: 9-10-11-12 | FULL YEAR
PREREQUISITE: A PHYSICIAN'S VERIFICATION MUST BE ON FILE
CREDIT: COLLEGE PREP

Alternative Physical Education is for students with disabilities that merit an adapted curriculum. All curriculum will be modified and adapted so that all students can participate and benefit. The instructor will work with the doctor in an effort to design a program to meet the individual needs of each student.

HEALTH EDUCATION

THE EMPHASIS IN HEALTH EDUCATION IS ON EMPOWERING STUDENTS TO MAKE INFORMED DECISIONS THAT SUPPORT THEIR PERSONAL WELLNESS. THROUGH RELEVANT, EXPERIENTIAL LEARNING, STUDENTS DEVELOP THE KNOWLEDGE AND SKILLS NEEDED TO BUILD HEALTHY HABITS THAT SUPPORT THEIR PHYSICAL, EMOTIONAL AND SOCIAL WELL-BEING THROUGH ADOLESCENCE AND INTO ADULTHOOD.

HEALTH EDUCATION

PED201—SEMESTER 1 | PED202—SEMESTER 2
OPEN TO: 10 | ONE SEMESTER
PREREQUISITE: NONE | CREDIT: COLLEGE PREP

The following Health Education units are taught:

- Wellness and Mental Health
- Nutrition
- CPR and AED
- Reality of Drugs
- Social Health

Within the Adult CPR unit, students have the opportunity to receive Adult CPR and AED certification (summer school excluded) through the American Red Cross. (Student participation in the Adult CPR unit is a requirement.) Health Education should be completed by the end of the sophomore year. During the semester that a student takes Health Education, the student is excused from Physical Education. By completing the Reality of Drugs unit, students will be prepared for the "46th Credit" exam which is a graduation requirement.

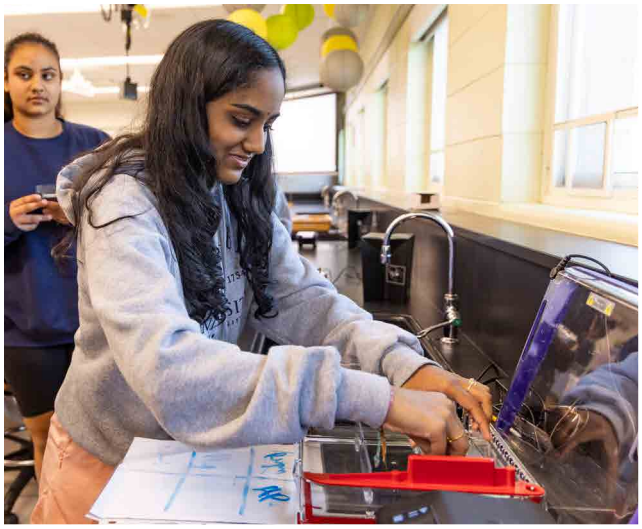
APPLIED HEALTH

GPA WAIVER OPTION

PED231—SEMESTER 1 | PED232—SEMESTER 2
OPEN TO: 10-11-12 | ONE SEMESTER
PREREQUISITE: HEALTH EDUCATION
ADDITIONAL FEE TO RECEIVE AMERICAN RED CROSS CERTIFICATE
CREDIT: COLLEGE PREP

The purpose of Applied Health is to develop professional skills that can be applied to a career in healthcare. This course empowers students with real usable skills and credentials in the allied medical health field. Topics in the course include professional rescue skills, injury management, health career exploration, functional anatomy and terminology, long-term wellness and personal/professional social/emotional life skills.

The course is lab-based and highly dependent on attendance and participation. A fee is required for any student who wishes to earn the American Red Cross certification. During the semester that a student takes Applied Health, the student is excused from Physical Education.









SCIENCE DIVISION

DR. STEVE WOOD, DIRECTOR | SWOOD@D125.ORG | 847-415-4401

SCAN QR CODE TO READ MORE ABOUT SCIENCE ONLINE:
WWW.D125.ORG/ACADEMICS/SCIENCE

Science is as much a way of knowing as it is a body of knowledge. The Science Division at Stevenson is dedicated to a laboratory approach to science education that will involve each student in the process of discovery. This approach enables students to have practice in the kinds of analytical problem solving that will help them throughout life. Students will engage in the Science and Engineering Practices outlined in the Next Generation Science Standards (NGSS) as they "do science." At the same time, students build an integrated information base for post-secondary studies and see the cross-cutting concepts that run through all Science disciplines.

Science Curriculum Guidance

Students must complete two years of science to graduate: one year in the biological sciences and one year in the physical sciences. This requirement can be met with two semesters of Biology or AP Biology and two semesters of a physical science course. For college-bound students, four years of laboratory science are strongly recommended. Ideally, students should take biology, chemistry and physics before enrolling in a second course within any one discipline.

SCIENCE DIVISION COURSE OFFERINGS

WWW.D125.ORG/ACADEMICS/COURSEBOOK

Chemistry (P)
Full-Year Course
SCI211/SCI212

Biology (B)
Full-Year Course
SCI111/SCI112

Biology (B)
Full-Year Course
SCI111/SCI112

Chemistry (P)
Full-Year Course
SCI211/SCI212

Earth Science (P)
Full-Year Course
SCI271/SCI272

Physics (P)
Full-Year Course
SCI401/SCI402

Science Research
Full-Year Course
SCI351/SCI352

AP Biology (B)
Full-Year Course
SCI631/SCI632
Early Bird Option
SCI63E1/SCI63E2

AP Chemistry (P)
Full-Year Course
SCI651/SCI652
Early Bird Option
SCI65E1/SCI65E2

Earth Science Dual Credit (P)
Full-Year Course
SCI671/SCI672

AP Physics 1 (P)
Full-Year Course
SCI611/SCI612
Early Bird Option
SCI61E1/SCI61E2

Horticulture(B)
One-Semester Course
SCI531 or SCI532

Biology (B)
Full-Year Course
SCI111/SCI112

Chemistry (P)
Full-Year Course
SCI211/SCI212

Earth Science (P)
Full-Year Course
SCI271/SCI272

Physics (P)
Full-Year Course
SCI401/SCI402

Science Research
Full-Year Course
SCI351/SCI352

AP Biology (B)
Full-Year Course
SCI631/SCI632
Early Bird Option
SCI63E1/SCI63E2

AP Chemistry (P)
Full-Year Course
SCI651/SCI652
Early Bird Option
SCI65E1/SCI65E2

Earth Science Dual Credit (P)
Full-Year Course
SCI671/SCI672

AP Physics 1 (P)
Full-Year Course
SCI611/SCI612
Early Bird Option
SCI61E1/SCI61E2

Horticulture(B)
One-Semester Course
SCI531 or SCI532

AP Environmental Science (1B and 1P)
Full-Year Course
SCI641/SCI642

AP Physics 2 (P)
Full-Year Course
SCI681/SCI682

Human Anatomy and Physiology (B)
Full-Year Course
SCI521/SCI522

AP Physics C (P)
Full-Year Course
SCI661/SCI662
Early Bird Option
SCI66E1/SCI66E2

KEY:
B=BIOLOGICAL SCIENCE
P=PHYSICAL SCIENCE

BIOLOGY

SCI111—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: NONE
CREDIT: COLLEGE PREP BIOLOGICAL SCIENCE

SCI112—SEMESTER 2
FULL YEAR

In this lab-based course, students explore macromolecules, comparative anatomy, group behavior, genetics, evolution, DNA technology, ecology, diffusion/osmosis, gene expression, cancer and the cell cycle, human impacts, homeostasis and interactions between body systems. Students will work collaboratively and engage with the science and engineering practices. Students will work together to complete a pig dissection in this course. This course can fulfill students' graduation requirement for two semesters of biological science.

CHEMISTRY

SCI211—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: NONE
CREDIT: COLLEGE PREP PHYSICAL SCIENCE

SCI212—SEMESTER 2
FULL YEAR

In this lab-based course, students explore atomic structure, the periodic table, intermolecular forces, thermodynamics, types of reactions, reaction rates, equilibrium and acids and bases. Students will work collaboratively and engage with the science and engineering practices. This course can fulfill students' graduation requirement for two semesters of physical science.

EARTH SCIENCE

SCI271—SEMESTER 1
OPEN TO: 10-11-12
PREREQUISITE: NONE
CREDIT: COLLEGE PREP PHYSICAL SCIENCE

SCI272—SEMESTER 2
FULL YEAR

In this lab-based course, students explore minerals, rocks, plate tectonics, earthquakes, volcanoes, weathering, running water, glaciers, wind, atmospheric science and astronomy. Students will work collaboratively and engage with the science and engineering practices, applying their learning in several hands-on engineering projects across the year. This course can fulfill students' graduation requirement for two semesters of physical science.

PHYSICS

SCI401—SEMESTER 1
OPEN TO: 10-11-12
PREREQUISITE: NONE
CREDIT: COLLEGE PREP PHYSICAL SCIENCE

SCI402—SEMESTER 2
FULL YEAR

In this lab-based course, students explore constant and changing velocity, forces, energy, momentum, electrostatics, electricity and magnetism, circuits and waves. Students will work collaboratively and engage with the science and engineering practices. This course can fulfill students' graduation requirement for two semesters of physical science.

HORTICULTURE

SCI531—SEMESTER 1
OPEN TO: 10-11-12
PREREQUISITE: NONE
CREDIT: COLLEGE PREP BIOLOGICAL SCIENCE

SCI532—SEMESTER 2
ONE SEMESTER

In this lab-based course, students explore plant structure, function, ecology and cultivation. Students will work collaboratively and engage with the science and engineering practices, including frequent visits and learning in Stevenson's greenhouse and green roof environments. This course does not satisfy the biological science graduation requirement, but it is beneficial for students who are interested in learning more about plants and plant propagation.

SCIENCE RESEARCH

SCI351—SEMESTER 1
OPEN TO: 10-11-12
PREREQUISITE: NONE
CREDIT: COLLEGE PREP ELECTIVE SCIENCE

SCI352—SEMESTER 2
FULL YEAR
PASS/FAIL COURSE

In this lab-based course, students explore scientific inquiry and research methods. Students will work collaboratively and engage with the science and engineering practices. In this course, students design and conduct experiments, analyze data and present findings for their original research project that will be entered into symposia, competitions and publications. This course may be repeated for credit.

HUMAN ANATOMY AND PHYSIOLOGY

SCI521—SEMESTER 1
OPEN TO: 11-12
PREREQUISITE: NONE
CREDIT: ACCELERATED BIOLOGICAL SCIENCE

SCI522—SEMESTER 2
FULL YEAR

In this lab-based course, students go beyond basic biology of human body systems and delve into the complex relationships required to maintain homeostasis. Students will work collaboratively and engage with the science and engineering practices. In this course students conduct dissections. This course does not satisfy the biological science graduation requirement, but it is beneficial for students considering careers in health-related fields.

EARTH SCIENCE DUAL CREDIT

DUAL CREDIT AVAILABLE AT NO COST THROUGH COLLEGE OF LAKE COUNTY

SCI671—SEMESTER 1
OPEN TO: 10-11-12
PREREQUISITE: NONE
CREDIT: HONORS (DUAL CREDIT) PHYSICAL SCIENCE

SCI672—SEMESTER 2
FULL YEAR

In this lab-based course, students explore geology, meteorology and astronomy. Students will work collaboratively and engage with the science and engineering practices. This course is a dual-credit, college-level science course where students can earn college credit hours at no cost through the College of Lake County.

AP PHYSICS 1

SCI611—SEMESTER 1
OPEN TO: 10-11-12
PREREQUISITE: NONE
CREDIT: HONORS PHYSICAL SCIENCE

SCI612—SEMESTER 2
FULL YEAR

EARLY BIRD OPTION

SCI61E1—SEMESTER 1

SCI61E2—SEMESTER 2

In this 1.5 period lab-based course, students explore linear, circular and simple harmonic motion; forces; energy; momentum; rotation and fluids. Students will work collaboratively and engage with the science and engineering practices. This course can fulfill students' graduation requirement for two semesters of physical science and is beneficial for students considering majors or careers in science or engineering. Students who enroll in this course will be prepared to take the AP Physics 1 exam in May.

AP PHYSICS 2

SCI681—SEMESTER 1
OPEN TO: 11-12
PREREQUISITE: AP PHYSICS 1 OR PHYSICS
CREDIT: HONORS PHYSICAL SCIENCE

SCI682—SEMESTER 2
FULL YEAR

In this lab-based course, students explore electrostatics, circuits, electromagnetism, thermodynamics, waves and sound, optics and modern physics topics. Students will work collaboratively and engage with the science and engineering practices. This course is beneficial for students considering majors or careers in science or engineering. Students who enroll in this course will be prepared to take the AP Physics 2 exam in May.

AP BIOLOGY

SCI631—SEMESTER 1
OPEN TO: 10-11-12
PREREQUISITE: NONE
CREDIT: HONORS BIOLOGICAL SCIENCE

SCI632—SEMESTER 2
FULL YEAR

EARLY BIRD OPTION

SCI63E1—SEMESTER 1

SCI63E2—SEMESTER 2

In this 1.5 period lab-based course, students explore evolution, proteins, cell evolution, DNA, photosynthesis, ecology, cellular respiration, gene expression, gene regulation, genetics and cell signaling. Students will work collaboratively and engage with the science and engineering practices. This course can fulfill students' graduation requirement for two semesters of biological science and is beneficial for students considering majors or careers in science or health-related fields. Students who enroll in this course will be prepared to take the AP Biology exam in May.

AP ENVIRONMENTAL SCIENCE

SCI641—SEMESTER 1 SCI642—SEMESTER 2
OPEN TO: 11-12 FULL YEAR
PREREQUISITE: NONE
CREDIT: HONORS BIOLOGICAL SCIENCE, HONORS PHYSICAL SCIENCE

In this lab-based course, students explore earth systems, ecology, populations, energy use, climate change and pollution. Students will work collaboratively and engage with the science and engineering practices. This course takes field trips throughout the year. Students who enroll in this course will be prepared to take the AP Environmental Science exam in May.

AP CHEMISTRY

SCI651—SEMESTER 1 SCI652—SEMESTER 2
OPEN TO: 10-11-12 FULL YEAR
PREREQUISITE: NONE
CREDIT: HONORS PHYSICAL SCIENCE

EARLY BIRD OPTION

SCI65E1—SEMESTER 1 SCI65E2—SEMESTER 2

In this 1.5 period lab-based course, students explore bonding, gases, atomic theory, kinetics, solutions, acids and bases, electrochemistry, molecular geometry, thermodynamics and equilibrium. Students will work collaboratively and engage with the science and engineering practices. This course can fulfill students' graduation requirement for two semesters of physical science and is beneficial for students considering majors in science. Students who enroll in this course will be prepared to take the AP Chemistry exam in May.

AP PHYSICS C

SCI661—SEMESTER 1 SCI662—SEMESTER 2
OPEN TO: 11-12 FULL YEAR
PREREQUISITE: PHYSICS OR AP PHYSICS 1, AND COMPLETION OR CONCURRENT ENROLLMENT IN AP CALCULUS AB OR BC, OR APPROVAL OF DIRECTOR
CREDIT: HONORS PHYSICAL SCIENCE

EARLY BIRD OPTION

SCI66E1—SEMESTER 1 SCI66E2—SEMESTER 2

In this 1.5 period lab-based course, students explore linear, rotational and simple harmonic motion; forces; energy; momentum; electrostatics; DC circuits; magnetostatics; and electromagnetic induction. Students will work collaboratively and engage with the science and engineering practices. This course is beneficial for students considering majors or careers in science or engineering. Students who enroll in this course will be prepared to take both the AP Physics C Mechanics and AP Physics C Electricity and Magnetism exams in May.









SCAN QR CODE TO READ MORE ABOUT SOCIAL STUDIES ONLINE:
WWW.D125.ORG/ACADEMICS/SOCIAL-STUDIES

SOCIAL STUDIES DIVISION

BRAD SMITH, DIRECTOR | BSMITH@D125.ORG | 847-415-4651

Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides a coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion and sociology, as well as appropriate content from the humanities, mathematics and natural sciences. The primary purpose of social studies is to help students develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent 21st century world.

A minimum of three years of study in Social Studies is recommended for college-bound students.

Social Studies Courses Required for Graduation:

- One year of World History and Geography
- One year of U.S. History (or AP U.S. History)
- One semester of Government (or AP U.S. Government and Politics)—Both Government and AP U.S. Government satisfy the Illinois civics requirements for graduation.
- One semester of Economics, AP Macroeconomics, AP Microeconomics or Personal Finance is necessary for graduation.

SOCIAL STUDIES COURSE OFFERINGS

WWW.D125.ORG/ACADEMICS/COURSEBOOK

World History and Geography*
Full-Year Course
SOC101/SOC102

Constitutional Law
One-Semester Course
SOC511 or SOC512

Global Relations
One-Semester Course
SOC531 or SOC532

Law In American Society
One-Semester Course
SOC431 or SOC432

Sociology
One-Semester Course
SOC541 or SOC542

AP Comparative Government and Politics
One-Semester Course
SOC631 or SOC632

Psychology
One-Semester Course
SOC551 or SOC552

World Religions
Dual Credit Available
One-Semester Course
SOC501 or SOC502

AP European History
Full-Year Course
SOC601/SOC602

AP Human Geography
Full-Year Course
SOC611/SOC612

AP African American Studies
Full-Year Course
SOC691/SOC692

AP Comparative Government and Politics (Online Option)
One-Semester Course
SOC63Q1 or SOC63Q2

U.S. History*
Full-Year Course
SOC321/SOC322

AP U.S. History*
Full-Year Course
SOC621/SOC622

American Studies (AP U.S. History and AP English Language and Composition)
Full-Year Course
SOC581/SOC582

Sociology Dual Credit
One-Semester Course
SOC571 or SOC572

Economics*
One-Semester Course
SOC411 or SOC412

AP Macroeconomics*
One-Semester Course
SOC641 or SOC642

AP Microeconomics*
One-Semester Course
SOC651 or SOC652

Philosophy and Political Theory
Dual Credit Available
One-Semester Course
SOC671 or SOC672

Government*
One-Semester Course
SOC401 or SOC402

AP Government–United States*
One-Semester Course
SOC681 or SOC682

Political Thought and Its Literature
One-Semester Course
SOC561 or SOC562

AP Psychology
Full-Year Course
SOC661/SOC662

AP Psychology–Blended
Full-Year Course
SOC6B1/SOC6B2

AP Government–United States* (Online Option)
SOC6Q1 or SOC6Q2

AP Macroeconomics–Blended
One-Semester Course
SOC64B1 or SOC64B2

AP Microeconomics–Blended
One-Semester Course
SOC65B1 or SOC65B2

** Courses marked with an asterisk fulfill Social Studies graduation requirement*

WORLD HISTORY AND GEOGRAPHY

SOC101—SEMESTER 1
OPEN TO: 9-10
PREREQUISITE: NONE

SOC102—SEMESTER 2
FULL YEAR
CREDIT: COLLEGE PREP

World History and Geography is a one-year course required for graduation and a prerequisite for all courses in Social Studies. Students taking World History and Geography develop core academic skills in reading and writing while studying history from the origins of human civilizations to the present. Patterns and changes in political and economic systems, social structures, religious beliefs and ideologies and cultural accomplishments are studied from a global perspective with case studies from every world region. Through collaboration, discussion and debate, World History and Geography students will improve their: 1) historical and geographic literacy, 2) historical evaluation and analysis and 3) historical argumentation for the purpose of becoming better readers, writers and critical thinkers. With the foundational study of World History and Geography, students develop global perspective, appreciation for global and community diversity and an understanding of the historical forces that have shaped our present world.

CONSTITUTIONAL LAW

SOC511—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY
CREDIT: COLLEGE PREP

SOC512—SEMESTER 2
ONE SEMESTER

Constitutional Law provides students with an understanding of how the U.S. Constitution came into existence, why it took the form it did and how it functions in contemporary American society. Students will develop analytical and evaluative skills by applying constitutional principles to a variety of legal issues and political controversies. Students will assume a lawyer's role in oral argument activities. Students interested in legal careers, criminal and civil rights and public service should consider this course.

GLOBAL RELATIONS

SOC531—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY
CREDIT: COLLEGE PREP

SOC532—SEMESTER 2
ONE SEMESTER

This one-semester course focuses on significant and contemporary global events. The emphasis in the course will be on international events after the Cold War. A major goal of the course is to encourage an understanding and evaluation of the international system through major current events. Students will be expected to read current news publications in addition to assigned text materials and will be engaged in several issue-based simulations throughout the course.

LAW IN AMERICAN SOCIETY

SOC431—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY
CREDIT: COLLEGE PREP

SOC432—SEMESTER 2
ONE SEMESTER

In this one-semester course, students will develop a basic understanding of our legal system, its terminology and its procedures. An emphasis will be placed on analyzing real world issues and court cases that relate to our rights as citizens and the role of our legal system. The class will rely heavily on class discussions, group projects and simulations. We will explore the lawmaking process, civil law, criminal law, criminal investigations and criminal behavior. Students will also prepare opening statements, learn how to question witnesses and engage in mock trial activities. This class will expose students to skills and content that will prove useful for those considering careers in law, criminal justice, crime prevention and other public occupations.

PSYCHOLOGY

SOC551—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY
CREDIT: COLLEGE PREP

SOC552—SEMESTER 2
ONE SEMESTER

Psychology is a scientific study that deals with emotional, behavioral and mental processes of people in society. Special emphasis includes: abnormal psychology (psychological disorders and treatments) and social psychology (people's perceptions of themselves and others, group behavior and interpersonal attraction). In addition, other topics covered include personality, learning, memory and the brain. This course will provide an introduction to topics typically covered in an introductory level college psychology course. Students will learn how psychology applies to their lives by partaking in class discussions and group projects. Upon completion of this course students should have a better understanding of themselves and the wide variety of people around them.

SOCIOLOGY

SOC541—SEMESTER 1 SOC542—SEMESTER 2
OPEN TO: 9-10-11-12 ONE SEMESTER
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY
CREDIT: COLLEGE PREP

The purpose of this course is to provide students with a chance to examine human social interaction and social organization. Sociology focuses on special topics such as groups, culture, socialization, deviance and inequalities (gender, social class, race, ethnicity). This class will explore these areas through sociological readings and engaging in discussing and simulation. Students will learn how to become more reflective of themselves, their community and their society. Students will be required to complete ten community service hours as an alternative to a traditional final exam. Upon completion of this course and required service hours, students should gain a better understanding of themselves and their place in the social world.

WORLD RELIGIONS

DUAL CREDIT AVAILABLE WITH LOYOLA UNIVERSITY CHICAGO

SOC501—SEMESTER 1 SOC502—SEMESTER 2
OPEN TO: 10-11-12 ONE SEMESTER
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY
CREDIT: HONORS
ADDITIONAL FEES FOR DUAL CREDIT MAY BE IMPOSED BY THE COLLEGE/UNIVERSITY.

This course is designed to introduce students to the major religions of the world. Students will analyze each religion's foundations, historical development, principle themes and beliefs and cultural impact. Its primary purpose is to equip students with an understanding of the major ideas and practices of the world's religions so that they may better understand the world in which they live. World Religions is a course in a dual credit partnership with Loyola University Chicago which allows students grades 10-12 with a 2.5 GPA or above to choose to register for college credit while still in high school. If all requirements are met the student can transfer earned credit in this class from Loyola University Chicago to the college they attend. Loyola Registration requires additional fees determined and collected by the University.

AP EUROPEAN HISTORY

SOC601—SEMESTER 1 SOC602—SEMESTER 2
OPEN TO: 10-11-12 FULL YEAR
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY
CREDIT: HONORS

This course focuses on dominant ideas in the world today (democracy, industrialism, capitalism, communism, the scientific method) through the advanced study of European history, with a focus on understanding how European ideas, culture, politics and economics have shaped the world from 1450 to the present. Students will collaboratively engage with, discuss and debate historical evidence in order to improve their capacities in: 1) historical comprehension, 2) historical analysis and 3) historical argumentation. As a result, students will learn that history is an interpretive, dynamic study of the past that empowers them to impact the future. Students who enroll in this course are prepared to take the AP European History exam in May.

AP HUMAN GEOGRAPHY

SOC611—SEMESTER 1 SOC612—SEMESTER 2
OPEN TO: 10-11-12 FULL YEAR
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY
CREDIT: HONORS

The purpose of the Advanced Placement course in human geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of our world. Students employ geographical and spatial concepts and tools to analyze topics such as human population movement and organization, cultural patterns and processes, political organization, agricultural and rural land use, industrialization and economic development and city and urban land use. Students will be expected to integrate college-level reading with maps, graphs and other spatial data sets to conduct analyses, apply models and draw conclusions. A summer reading assignment must be completed prior to beginning this course. Students who enroll in this course are prepared to take the AP Human Geography exam in May.

AP AFRICAN AMERICAN STUDIES

SOC691—SEMESTER 1
OPEN TO: 10-11-12
SOC692—SEMESTER 2
FULL YEAR
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY
CREDIT: HONORS

This year-long Social Studies elective credit course is designed to prepare students to meet the AP College Board interdisciplinary standards on their assessment. The course is designed to examine a diversity of African American experiences using authentic and varied sources of information. Students will study topics from early African kingdoms to the ongoing challenges and accomplishments of the present day. Recurring social studies inquiry skills of questioning, source analysis and argumentation will be developed using a variety of literary, historical, data set and visual forms of evidence. Students are required to complete a research project of their choice, drawn from topics or themes within the course, and submitted to AP as part of the AP Exam and scored by AP graders. Students who enroll in this course will be prepared to take the remainder of the AP African American Studies exam in May.

AP COMPARATIVE GOVERNMENT AND POLITICS

SOC631—SEMESTER 1
OPEN TO: 10-11-12
SOC632—SEMESTER 2
ONE SEMESTER
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY
CREDIT: HONORS

This one-semester elective course introduces students to the rich diversity of political life outside the United States. Students use a comparative approach to examine the political structures; policies; and political, economic and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems by reading and interpreting data, making comparisons and applications and developing evidence-based arguments. This course does not satisfy the Stevenson government graduation requirement, nor the Illinois Civics requirement for graduation for the State of Illinois. Students are prepared to take the AP Comparative Government and Politics exam in May.

AP COMPARATIVE GOVERNMENT AND POLITICS—ONLINE

SOC63Q1—SEMESTER 1
OPEN TO: 10-11-12
SOC63Q2—SEMESTER 2
ONE SEMESTER
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY
CREDIT: HONORS

AP Comparative Government and Politics is offered in an asynchronous online setting. The primary mode of instruction, assessment, feedback and collaboration will be online. Instructional activities are adjusted for an asynchronous online instructional setting. There will be no regular physical class meeting period or time. Activities and assignments will have daily due dates. Students will receive regular individualized feedback from the teacher. In-person remediation may be required on an individualized student basis with the teacher during a lunch or 8th period. Some assessments will be in-person using the testing center. The online version meets the exact same curricular requirements and students will be prepared to take the AP Comparative Government and Politics exam in May.

U.S. HISTORY

SOC321—SEMESTER 1
OPEN TO: 11
SOC322—SEMESTER 2
FULL YEAR
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY
CREDIT: COLLEGE PREP

This course fulfills the graduation requirement of one year of U.S. history, as established by the State of Illinois. With an emphasis on the 20th century, the overriding goal of this course is to give students the skills and opportunity to understand how the current domestic and international status of the U.S. developed. Similar to the World History and Geography experience in Social Studies, this course is designed to help students identify causes and effects, events and philosophies, which led to the contemporary situation and provide them with a historical basis for decision-making through the use of historical inquiry skills such as: analyzing primary, secondary and tertiary sources; developing historical arguments and communicating conclusions. Geographic themes such as location, mobility and interaction with the environment are stressed within this historical treatment as well.

AP U.S. HISTORY

SOC621—SEMESTER 1 SOC622—SEMESTER 2
OPEN TO: 11 FULL YEAR
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY
CREDIT: HONORS

This sequence fulfills the graduation requirement of one year of U.S. history as set by the State of Illinois. In this Advanced Placement course, students investigate significant events, individuals, developments and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation and continuity and change. This course will develop college-level reading and writing skills through the advanced study of United States history. Students who enroll in this course are prepared to take the AP U.S. History exam in May.

AMERICAN STUDIES (AP U.S. HISTORY AND AP ENGLISH LANGUAGE AND COMPOSITION)

SOC581—SEMESTER 1 SOC582—SEMESTER 2
OPEN TO: 11 FULL YEAR
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY, SOPHOMORE ENGLISH
CREDIT: HONORS

Students are scheduled for consecutive periods of history and English, allowing for an integrated study of the two disciplines, development of skills for informed citizenship and thematic movements in our country's history and literature. This course fulfills the College Board's objectives for both AP English Language and Composition and AP U.S. History, with attention to how a shared focus on both content and skills reinforces the development of the common and separate course objectives, including preparation for both AP exams. The AP U.S. History component focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence and interpreting and synthesizing historical narrative) and an understanding of content objectives and themes. SAT and AP exam preparation are used to sharpen reading, editing and revising skills. Students who enroll in this course are prepared to take both the AP English Language and Composition and the AP U.S. History exams in May.

ECONOMICS

SOC411—SEMESTER 1 SOC412—SEMESTER 2
OPEN TO: 11-12 ONE SEMESTER
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY
CREDIT: COLLEGE PREP

Students in this course develop the economic awareness and decision-making skills to make rational and informed economic decisions in life, become responsible consumers and develop essential business and job skills for their futures. Through collaborative and interactive activities and units, students gain an understanding of basic economic concepts, the impact economic factors can have on their lives and their role in the growing global economy. Students improve their critical-thinking skills to better understand world events and participate as global citizens. This course also fulfills the Economic/Personal Finance graduation requirement.

SOCIOLOGY DUAL CREDIT

DUAL CREDIT AVAILABLE WITH LOYOLA UNIVERSITY CHICAGO

SOC571—SEMESTER 1 SOC572—SEMESTER 2
OPEN TO: 11-12 ONE SEMESTER
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY
CREDIT: HONORS
ADDITIONAL FEES FOR DUAL CREDIT MAY BE IMPOSED BY THE COLLEGE/UNIVERSITY.

Sociology is a course in partnership with Loyola University Chicago which allows students to take a college class while still in high school. The student can transfer earned credit in this class from Loyola University Chicago to the college they attend. As an introductory survey course, Sociology aims to provide students with an understanding of how sociologists do research and what the seminal pieces of research in their field reveal. The class will explore the structures of society, especially family, education, peers and media, all of which influence individuals by creating and maintaining culture and social stability. The class also examines social inequalities, especially social class, race and gender. Sociology is a social science, and as such, it uses scientific study to examine society. It is not a debate class or a class centered around rhetorical arguments. This scientific analysis of society is useful in many academic disciplines, and so sociology is often a prerequisite for other areas of study such as medicine, law and criminal justice, nursing, education and psychology, among others.

AP MACROECONOMICS

SOC641—SEMESTER 1 SOC642—SEMESTER 2
OPEN TO: 11-12 ONE SEMESTER
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY
CREDIT: HONORS

The purpose of an Advanced Placement course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics. It places emphasis on the different philosophies and theories associated with macroeconomic analysis and policy. Students will analyze both basic and extensive economic concepts in order to become informed economic consumers, producers and suppliers. Students who enroll in this course are prepared to take the AP Macroeconomics exam in May. Successful completion of this class fulfills the Economics/Personal Finance graduation requirement.

AP MACROECONOMICS—BLENDED

SOC64B1—SEMESTER 1 SOC64B2—SEMESTER 2
OPEN TO: 12 ONE SEMESTER
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY
CREDIT: HONORS

AP Macroeconomics is also offered in a blended learning setting for seniors only. The same course requirements are met. The blended format is a combination of traditional in-person classroom instruction, small group or individualized sessions and asynchronous learning activities during class time. Students still meet for a period of AP Macroeconomics at a set period each day with the teacher determining for students the type of class setting for the day. Most weeks the course meets in person on two or three days each week for face-to-face instruction. On non-face-to-face days, the instructor will be in the classroom and may require some students to be in-person for support. The instructor will also be available on asynchronous days to answer questions or offer additional support while students are doing work in the classroom or other designated locations around the school building. If a student is absent on an in-person day they must meet with the instructor on the next asynchronous day. This blended AP Macroeconomics course will involve using technology to provide every student with a more unique learning experience, including greater individual autonomy with regards to the location, pace and time when learning occurs.

AP MICROECONOMICS

SOC651—SEMESTER 1 SOC652—SEMESTER 2
OPEN TO: 11-12 ONE SEMESTER
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY
CREDIT: HONORS

This is an Advanced Placement level course preparing students for the AP Microeconomics exam. Coursework in AP Microeconomics includes: the basic economic problem, the nature of markets, the firm, the factor markets and the role of government. Successful completion of this class fulfills the Economics/Personal Finance graduation requirement. Students who enroll in this course are prepared to take the AP Microeconomics exam in May.

AP MICROECONOMICS—BLENDED

SOC65B1—SEMESTER 1 SOC65B2—SEMESTER 2
OPEN TO: 12 ONE SEMESTER
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY
CREDIT: HONORS

AP Microeconomics is also offered in a blended learning setting for seniors only. The same course requirements are met. The blended format is a combination of traditional in-person classroom instruction, small group or individualized sessions and asynchronous learning activities during class time. Students still meet for a period of AP Microeconomics at a set period each day with the teacher determining for students the type of class setting for the day. Most weeks the course meets in person on two or three days each week for face-to-face instruction. On non-face-to-face days, the instructor will be in the classroom and may require some students to be in-person for support. The instructor will also be available on non-face-to-face days to answer questions or offer additional support while students are doing work in the classroom or other designated locations around the school building. If a student is absent on an in-person day they must meet with the instructor on the next non-face-to-face day. This blended AP Microeconomics course will involve using technology to provide every student with a more unique learning experience, including greater individual autonomy with regards to the location, pace and time when learning occurs.

PHILOSOPHY AND POLITICAL THEORY

DUAL CREDIT AVAILABLE WITH LOYOLA UNIVERSITY CHICAGO

SOC671—SEMESTER 1 SOC672—SEMESTER 2
OPEN TO: 11-12 ONE SEMESTER
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY
CREDIT: HONORS
ADDITIONAL FEES FOR DUAL CREDIT MAY BE IMPOSED BY THE COLLEGE/UNIVERSITY.

What is the meaning of life? What is reality? How do I know what I know? This course introduces philosophies and political theories by which humans have attempted to understand and organize their world. It is a college-level elective that explores major world philosophies, their influence on each other and their influence on the present. Students will contemplate ethical dilemmas to cultivate more thoughtful decision making in their lives. Students will learn the theories of major philosophers and utilize those ideas in discussion, debates and written assignments. Students will synthesize those ideas into a personal philosophy of their own. Upon successful completion of course requirements, students electing to receive dual credit from Loyola University Chicago will receive three credit hours for *Philosophy 130: This course introduces students to the fundamental philosophical issues that bear on our understanding of persons in three equally weighted components, namely, Persons & Knowledge, Persons & Values, and Persons & Reality*.

GOVERNMENT

SOC401—SEMESTER 1 SOC402—SEMESTER 2
OPEN TO: 12 ONE SEMESTER
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY, U.S. HISTORY
CREDIT: COLLEGE PREP

Topics considered in this course include the fundamental concepts and structure of federal, state and local government; methods of selecting candidates for office; methods by which individuals and groups may influence government officials and mechanics of voting. Instruction and assessment will address the principles of representative government, as enunciated in the American Declaration of Independence, the U.S. Constitution and the Constitution of the State of Illinois. This course satisfies the Illinois civics requirement for high school graduation and Stevenson's graduation requirement of one semester of government.

POLITICAL THOUGHT AND ITS LITERATURE

SOC561—SEMESTER 1 SOC562—SEMESTER 2
OPEN TO: 12 ONE SEMESTER
PREREQUISITE: U.S. HISTORY AND JUNIOR ENGLISH
CREDIT: COLLEGE PREP

This one-semester elective course, which can be taken as an English credit or social studies credit, helps students develop skills in the areas of reading, literary analysis, writing, oral communication and research in order to help them be better prepared for future education. Students explore the overarching themes of the course—the individual's understanding of self and others, individualism v. collectivism in democracy, ethics and morals, political partisanship, race relations, diversity, income inequality, politics and media relations, civil liberties and many other important political issues—through short stories, essays, articles, novels, poetry, drama and other intriguing texts. Through their reading and inquiry, students are introduced to various stylistic techniques that help them learn strategies to improve their reading comprehension, writing, listening and speaking skills. Students write in multiple formats throughout the year, including narrative and argumentative, which is a framework for critical thinking. Authentic class discussion plays a vital role in that students talk in class as a means of enhancing their speaking and listening skills as a critical thinker. Students will participate in a mock trial, reach outside of the community, participate in class discussions and examine what it means to develop a world view and what it means to be a political scientist.

AP PSYCHOLOGY

SOC661—SEMESTER 1 SOC662—SEMESTER 2
OPEN TO: 12 FULL YEAR
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY, U.S. HISTORY
CREDIT: HONORS

The purpose of the year-long, Advanced Placement course in psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of humans and animals. This course will provide the student with a learning experience equivalent to that obtained in an introductory college psychology course. The course satisfies the psychology requirement typically needed by students wishing to pursue a career in business, engineering, education, law, medicine and any other health-related fields (including preparation for the MCAT). Particular emphasis includes neuroscience, sleep, mental illness and treatment, memory, personality and social psychology. Students who enroll in this course are prepared to take the AP Psychology exam in May.

AP PSYCHOLOGY—BLENDED

SOC6B1—SEMESTER 1 SOC6B2—SEMESTER 2
OPEN TO: 12 FULL YEAR
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY, U.S. HISTORY
CREDIT: HONORS

AP Psychology is also offered in a blended learning setting. The same course requirements are met. The blended format is a combination of traditional in-person classroom instruction, small group or individualized sessions and asynchronous learning activities during class time. Students still meet for a period of AP Psychology at a set period each day with the teacher determining for students the type of class setting for the day. Most weeks the course meets in person on two or three days each week for face-to-face instruction. On non-face-to-face days, the instructor will be in the classroom and available to answer questions or offer additional support while students are doing work in the classroom or other designated locations around the school building. If a student is absent on an in-person day they must meet with the instructor on the next non-attendance day. This blended AP Psychology course will involve using technology to provide every student with a more unique learning experience, including greater individual autonomy with regards to the location, pace and time when learning occurs.

AP GOVERNMENT–UNITED STATES

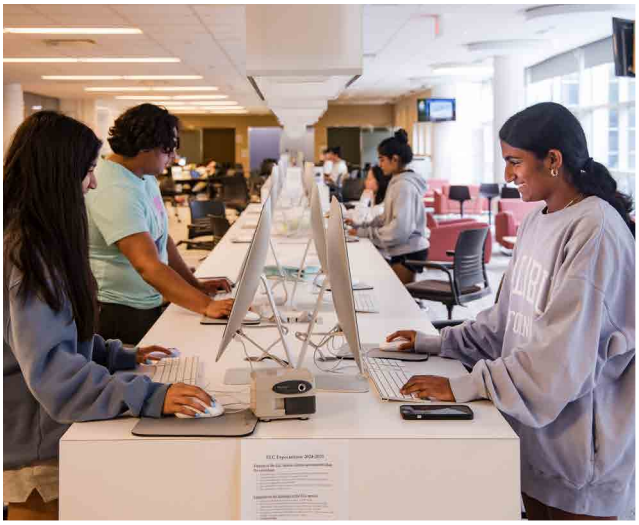
SOC681—SEMESTER 1 SOC682—SEMESTER 2
OPEN TO: 12 ONE SEMESTER
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY, U.S. HISTORY
CREDIT: HONORS

This course gives students the tools to engage meaningfully in the local, state and national political process. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs and ideas that constitute United States political reality. Civics skills will be acquired to help students learn to use the skills, knowledge and attitudes that will prepare them to be competent and responsible citizens. Instruction and assessment will address the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the U.S.A. and the Constitution of the State of Illinois. This course satisfies the Illinois civics requirement for high school graduation and Stevenson's graduation requirement of one semester of government. Students who enroll in this course will be prepared to take the AP United States Government and Politics exam in May.

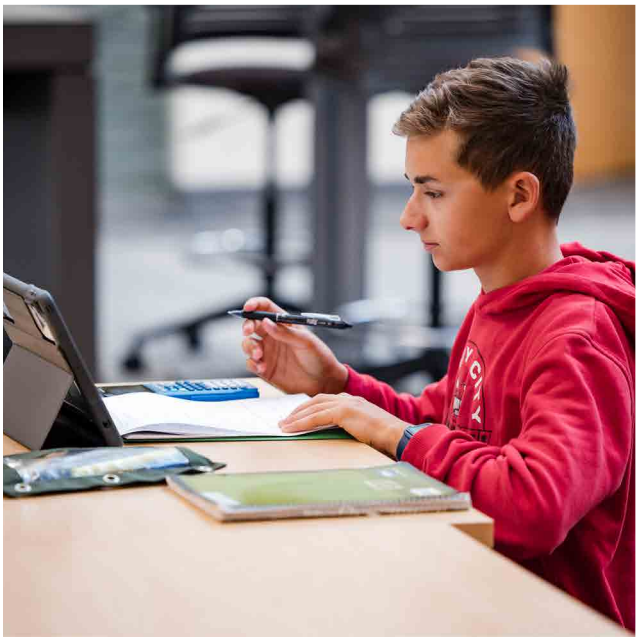
AP GOVERNMENT–UNITED STATES—ONLINE

SOC6Q1—SEMESTER 1 SOC6Q2—SEMESTER 2
OPEN TO: 12 ONE SEMESTER
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY, U.S. HISTORY
CREDIT: HONORS

AP Government–United States can also be taken in an asynchronous online setting while fulfilling the same curricular requirements. Instructional activities are adjusted for an asynchronous online instructional setting. There will be no regular physical class meeting period or time. Activities and assignments will have daily due dates. Students will receive regular individualized feedback from the teacher. Common AP Government team assessments will be conducted in-person during the school day in the testing center. Daily in-person office hours with the teacher will be available for all students enrolled in the course. In-person remediation may be required by the teacher as needed on an individual student basis during office hours.









STUDENT LEARNING PROGRAMS

SCAN QR CODE TO READ MORE ABOUT STUDENT LEARNING PROGRAMS: WWW.D125.ORG/ACADEMICS/TUTORING

BRETT ERDMANN, DIRECTOR | BERDMANN@D125.ORG | 847-415-4506

Stevenson High School provides a continuum of courses and support programs to ensure that all students have access to a rigorous course of study while supporting their individual needs to ensure success. None of the following courses meet the core course graduation requirements; however, some courses do provide elective credit. The following pages describe this continuum.

ACADEMIC LITERACY 1

The focus of this course provides instruction in the skills needed for success in high school and beyond. This course emphasizes fundamental literacy within all academic disciplines with a focus on those subjects and skills most appropriate to freshman year. Students will learn strategies to support reading, writing and listening and speaking skills in Science, Communication Arts, Social Studies and Mathematics. Depending on their benchmark and/or ongoing assessment results, this course may be required of some entering freshmen. This pass/no credit course counts for one elective Communication Arts credit but is not an English graduation credit.

ACADEMIC LITERACY 2

This course provides in-depth instruction in the skills needed for success in high school and beyond, tailored to the curriculum needs of sophomores and juniors. This course emphasizes fundamental literacy within a variety of academic disciplines. Students will learn strategies to support reading, writing, listening and speaking skills in Science, Communication Arts and Social Studies. Depending on their benchmark, post-performance and/or ongoing assessment results, this course may be required of some students. This pass/no credit course counts for one elective Communication Arts credit but is not an English graduation credit.

ACADEMIC LITERACY 2+

This course provides in-depth instruction in the skills needed for success in high school and beyond, tailored to the curriculum needs of sophomores and juniors. This course emphasizes fundamental literacy within a variety of academic disciplines. Students will learn strategies to support reading, writing, listening and speaking skills in Science, Communication Arts and Social Studies. Depending on their reading and literacy benchmark, post-performance and/or ongoing assessment results, this course may be required of a student to specifically focus on reading fluency and necessary reading comprehension skills. This pass/no credit course counts for one elective Communication Arts credit but is not an English graduation credit.

MENTOR MATH

A student is placed into Mentor Math upon the recommendation of the content teacher when in-class instruction is not fully sufficient to support the student in either Algebra 1, Geometry or Algebra 2. The class is designed to offer intensive, small group Mathematics instruction with a Mathematics teacher to reinforce current content and develop prerequisite skills. This course is pass/no credit and counts for one elective mathematics credit per semester, but does not count toward the six math credits needed for graduation. Students must enter the course by the nine-week mark to receive credit.

MENTOR SKILLS

Mentor Skills is a course designed to help students achieve academic and social-emotional growth in a supportive environment that focuses on the district's three social-emotional learning (SEL) skills: self-regulation, communication and connection and decision-making. In addition, students develop executive functioning skills and habits of mind to support success in high school and beyond. Students are identified for the Mentor Skills class by their Student Support Team (SST) based on entrance criteria. Mentor Skills is a semester-long, pass/no credit course that may be repeated for credit (a maximum of four semesters).

GUIDED STUDY

The Guided Study Program is a supportive, non-credit intervention space designed to help students strengthen skills in their current academic courses while developing positive academic habits and greater independence. Placement is determined by the student's feeder school or Student Support Team (SST). Students are enrolled by their SST when classroom performance demonstrates a need for additional structured support and other available interventions, such as Mandatory Targeted Tutoring, have not been utilized. Guided Study is available in several formats to meet different levels of student need.

- Guided Study (GS) is a scheduled full-period course during the school day. In a small-class setting, a certified educator with a content-area specialty provides personalized support with skill development, targeted practice, assignment completion, organization and academic habits. Weekly progress checks help students monitor their learning, strengthen self-advocacy and build greater independence.
- Guided Study Lunch (GSL) provides a daily, structured intervention for students who need additional support with course skills, work completion and organization. Guided Study Lunch meets for 20 minutes during half of the student's lunch period.
- Guided Study After School (GSAS) provides a structured intervention for students who need additional support with course skills, work completion and organization outside of the regular school day. Guided Study After School meets from 3:30–4 p.m. on Tuesdays, Wednesdays and Thursdays in the QLC. Students may exit at the end of the semester or when established exit criteria are met.

Across all Guided Study options, the goal is to provide targeted support while helping students develop the skills, habits and self-advocacy necessary for greater academic independence.

STUDENT LEARNING PROGRAMS (TUTORING AND LEARNING SUPPORTS)

STUDENT TUTORIAL PROGRAMS

Content area tutors are available in the ILC from 7 a.m.-5:30 p.m. and the ELC from 7 a.m.-3:30 p.m. on regular school days. Mathematics tutors are available in the ILC from 7 a.m.-4:30 p.m. on regular school days. Students are encouraged to work with a tutor to meet their academic goals. No appointment is necessary.

MANDATORY TARGETED TUTORING

Mandatory Targeted Tutoring is an intervention for students who need additional assistance with specific course skills. A student is enrolled in Mandatory Targeted Tutoring when classroom performance demonstrates a need for additional support. A student is dismissed from Mandatory Targeted Tutoring at the discretion of the classroom teacher based on an examination of the learning trends. An email is sent to both the student and parents/guardians indicating the student's requirement entry into and exit from Mandatory Targeted Tutoring. Mandatory Targeted Tutoring sessions can be completed with a teacher or an ILC/ELC tutor.

Content area tutors are available in the ILC and ELC on regular school days to provide Mandatory Targeted Tutoring.

SPECIAL EDUCATION SERVICES

TRACI WALLEN, DIRECTOR | TWALLEN@D125.ORG | 847-415-4801

SCAN QR CODE TO READ MORE ABOUT SPECIAL EDUCATION SERVICES: WWW.D125.ORG/ACADEMICS/ACADEMIC-DIVISIONS/SPECIAL-EDUCATION

Stevenson High School provides all students with special education needs a free and appropriate public education. Students and their parents/guardians serve as members of the IEP team and fully participate in determining the eligibility for Special Education Services. Once a student has been found eligible for special education and/or related services, an individualized education plan is developed to determine the appropriate services. This multi-disciplinary team is responsible for determining the most appropriate education placement in the least restrictive environment.

The ISBE Educational Rights and Responsibilities guide and the Procedural Safeguards are posted on the Special Education homepage of the Stevenson website. In addition, they are available upon request from the Special Education Division.

Stevenson High School offers a full continuum of services and programs, as outlined in this section.

STUDY SKILLS PROGRAM

Study Skills is a special education course for students with Individualized Education Plans (IEPs). It provides specialized instruction in areas of identified disabilities and fosters independence and self-awareness. Students will work toward achieving their annual IEP goals and post-secondary outcomes. This is a pass/no credit course for which students earn one credit.

INSTRUCTIONAL COURSES

Special education instructional courses are designed to meet the needs of students who require specialized instruction in the courses required for graduation. They are taught by a special education teacher and are only available to students with an individualized education plan.

AUTISM SPECTRUM (ASP) SUPPORT PROGRAM

The Autism Spectrum (ASP) Support Program is a strategy-based program that serves as a platform for the development of social/emotional, executive functioning and core content skills for individual learners. Because these skills are pervasive in all coursework at Stevenson High School and beyond, students in this class will develop compensatory strategies to improve deficit areas through the application of evidence-based practices. A student's support team bridges direct instruction and classroom support through regular collaboration and communication with their teachers, as well as push-in services taking place within the classroom. Students may participate in lessons to further develop social skills and independent living skills, based on the needs of each student. ASP study skills programming is individualized for each student, based upon individual IEP goals, services and transition plans.

STRUCTURED LEARNING PROGRAM

The Structured Learning Program is designed to meet the needs of students requiring a highly structured, consistent learning environment. The program's significantly individualized instruction focuses on increasing students' self-management skills and independence, as well as further development of functional academic skills. The program offers a modified curriculum that is supplemented with one-to-one assistance and supervision throughout the school day.

SUPPORTED ACADEMIC AND INDEPENDENT LIVING (SAIL)

The Supported Academic and Independent Living (SAIL) program offers a modified, functional curriculum for students with mild to moderate intellectual and functional deficits. The SAIL program focuses on functional academic skills, independent living and prevocational skills. Students in the SAIL program participate in small group instruction to develop their foundational skills.

EDUCATIONAL LIFE SKILLS PROGRAM (ELS)

The Educational Life Skills Program (ELS) is designed as a school-within-a-school, supporting students with moderate to severe functional and cognitive deficits. The ELS program offers individualized, one-to-one support as well as small group instruction. Student learning is highly modified and individualized per student based on their specific IEP goals. The ELS program emphasizes functional life skill domains, including adaptive skills, self-care, recreation/leisure, community, vocational skill sets and communication. Students in the ELS program participate in community-based instruction to generalize skills.

ON-SITE ALTERNATIVE EDUCATION PROGRAM

The Alternative Education Program (AEP) is a highly supervised program that addresses the individual needs of students with an IEP who have been challenged with emotional, behavioral and medical aspects of their education. AEP provides a separate and highly structured learning environment for students to meet graduation requirements and reach post-secondary transition goals. Through a non-traditional setting, social-emotional learning is emphasized within the context of academic growth and achievement.

ALTERNATIVE OFF-CAMPUS PROGRAMMING

For students requiring intensified support systems and supervision, with extensive, related service programming that needs to be provided in a more immediate and centralized fashion, Stevenson High School supports alternate off-site placement within a variety of therapeutic settings.

TRANSITION PROGRAM

Stevenson High School's Transition Service Program provides individualized skill development for Special Education students ages 18 through 21. The curriculum for the transition program includes learning targets focusing on the development and enhancement of daily living skills and vocational training in the areas of work behavior and communication.

Placement into the transition program is addressed on an annual basis by each student's IEP Team upon completion of all Stevenson High School graduation requirements.

EXCEPTIONAL LEARNERS COLLABORATIVE (ELC)

The Exceptional Learners Collaborative, ELC, is a special education cooperative and joint agreement between four school districts located in Vernon Hills (Lake County), Illinois. The ELC will ensure support for the full continuum of services to our exceptional learners in District 125. Related service supports for students with an IEP include assistive technology consultation, occupational therapy, physical therapy, speech and language, social work, vision itinerant, hearing itinerant, psychological services, audiology and mobility services.

RELATED SERVICE SUPPORTS

The Stevenson High School Special Education Program, in partnership with the Exceptional Learners Collaborative (ELC), offers comprehensive related-service supports including speech language, physical/occupational therapy, prevocational support/coordination and counseling.

HEARING/VISION ITINERANT SERVICES

Itinerant support services are provided for students challenged with mild to severe vision/hearing exceptionalities, ensuring access to all school resources. These supports are provided through the Exceptional Learners Collaborative (ELC), which supports the provision of direct service and consultation with Special Education/mainstream staff.

APPENDIX

LEGAL NOTICE TO STUDENTS AND PARENTS/GUARDIANS CONFIDENTIALITY OF STUDENT RECORD INFORMATION

IN ACCORDANCE WITH THE PROVISIONS OF THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT AND ITS REGULATIONS, THE ILLINOIS SCHOOL STUDENT RECORDS ACT AND ITS REGULATIONS, AND BOARD POLICY 7:340, STUDENT RECORDS, AND ITS ADMINISTRATIVE PROCEDURES, EACH PARENT/GUARDIAN AND STUDENT IS ADVISED AS FOLLOWS:

1. DIRECTORY INFORMATION MAY BE RELEASED TO THE GENERAL PUBLIC WITHOUT WRITTEN CONSENT FROM A PARENT/GUARDIAN, UNLESS A PARENT/GUARDIAN REQUESTS THAT SUCH INFORMATION NOT BE RELEASED. ANY PARENTS/GUARDIANS WHO DO NOT WANT SUCH INFORMATION TO BE MADE PUBLIC SHOULD CHECK "L DO NOT WISH TO RELEASE INFORMATION" UNDER THE REQUEST TO RELEASE STUDENT INFORMATION WHEN COMPLETING THE ONLINE REGISTRATION DURING THE SUMMER. PARENTS/GUARDIANS MAY ALSO MAKE SUCH REQUESTS BY CONTACTING THE DISTRICT OFFICE. DIRECTORY INFORMATION IS LIMITED TO:
   A. STUDENT'S NAME
   B. STUDENT'S ADDRESS
   C. PARENT'S OR GUARDIAN'S NAME
   D. PARENT'S OR GUARDIAN'S MAILING ADDRESS
   E. PARENT'S OR GUARDIAN'S TELEPHONE NUMBER
   F. PARENT'S OR GUARDIAN'S ELECTRONIC MAIL (E-MAIL) ADDRESS
   G. STUDENT'S BIRTH DATE AND PLACE
   H. STUDENT'S GENDER
   I. STUDENT'S GRADE LEVEL
   J. STUDENT'S MAJOR FIELD OF STUDY
   K. STUDENT'S DATES OF ATTENDANCE IN SCHOOL
   L. STUDENT'S ACADEMIC DEGREES, HONORS, AND AWARDS
   M. INFORMATION IN RELATION TO THE STUDENT'S PARTICIPATION IN SCHOOL-SPONSORED ACTIVITIES, ORGANIZATIONS, AND ATHLETICS
   N. PHOTOGRAPHS, VIDEOS, OR DIGITAL IMAGES USED FOR INFORMATIONAL OR NEWS-RELATED PURPOSES (WHETHER BY A MEDIA OUTLET OR BY THE SCHOOL) OF THE STUDENT PARTICIPATING IN SCHOOL OR SCHOOL-SPONSORED ACTIVITIES, ORGANIZATIONS, AND ATHLETICS THAT HAVE APPEARED IN SCHOOL PUBLICATIONS, INCLUDING BUT NOT LIMITED TO YEARBOOKS, NEWSPAPERS, OR SPORTING OR FINE ARTS PROGRAMS, EXCEPT THAT: (I) NO PHOTOGRAPH HIGHLIGHTING INDIVIDUAL FACES WILL BE USED FOR COMMERCIAL PURPOSES, INCLUDING SOLICITATION, ADVERTISING, PROMOTION OR FUNDRAISING WITHOUT THE PRIOR, SPECIFIC, DATED AND WRITTEN CONSENT OF THE PARENT/GUARDIAN OR STUDENT, AND (II) NO IMAGE ON A SCHOOL SECURITY VIDEO RECORDING WILL BE DESIGNATED AS DIRECTORY INFORMATION.

2. DISTRICT 125 MAINTAINS SCHOOL RECORDS FOR EACH STUDENT. A SCHOOL STUDENT RECORD IS ANY RECORD THAT CONTAINS PERSONALLY IDENTIFIABLE INFORMATION OF A STUDENT, OR INFORMATION THAT WOULD LINK THE DOCUMENT TO A STUDENT, EXCEPT FOR RECORDS KEPT IN THE SOLE POSSESSION OF A STAFF MEMBER, WHICH ARE DESTROYED NO LATER THAN THE STUDENT'S GRADUATION OR PERMANENT WITHDRAWAL, AND ARE NOT ACCESSIBLE OR REVEALED TO ANYONE OTHER THAN A TEMPORARY SUBSTITUTE TEACHER; VIDEO OR OTHER ELECTRONIC RECORDINGS CREATED AND MAINTAINED BY LAW ENFORCEMENT PROFESSIONALS WORKING IN THE SCHOOL OR FOR SECURITY OR SAFETY REASONS OR PURPOSES, PROVIDED THE INFORMATION WAS CREATED AT LEAST IN PART FOR LAW ENFORCEMENT OR SECURITY OR SAFETY REASONS OR PURPOSES; AND ELECTRONIC RECORDINGS MADE ON SCHOOL BUSES. THESE CONSIST OF TWO TYPES OF RECORDS: PERMANENT RECORDS AND TEMPORARY RECORDS.

A STUDENT'S PERMANENT RECORD CONSISTS OF:

   A. BASIC IDENTIFYING INFORMATION, INCLUDING THE STUDENT'S NAME AND ADDRESS, BIRTH DATE AND PLACE, GENDER,
   B. ACADEMIC TRANSCRIPT INCLUDING GRADES, CLASS RANK, GRADUATION DATE, GRADE LEVEL ACHIEVED, SCORES ON COLLEGE ENTRANCE EXAMINATIONS, AND THE UNIQUE STUDENT IDENTIFIER ASSIGNED AND USED BY THE SIS,
   C. ATTENDANCE RECORD,
   D. HEALTH RECORD,
   E. RECORD OF RELEASE OF PERMANENT RECORD INFORMATION,
   F. SCORES RECEIVED ON ALL STATE ASSESSMENT EXAMS ADMINISTERED AT THE HIGH SCHOOL LEVEL, AND
   G. IF NOT MAINTAINED IN THE TEMPORARY RECORD, HONORS AND AWARDS RECEIVED, INFORMATION CONCERNING THE STUDENT'S PARTICIPATION IN SCHOOL-SPONSORED ACTIVITIES OR ATHLETICS, OR OFFICES HELD IN SCHOOL-SPONSORED ORGANIZATIONS.

NO OTHER INFORMATION WILL BE PLACED IN THE STUDENT'S PERMANENT RECORD. THE PERMANENT RECORDS WILL BE KEPT BY DISTRICT 125 FOR SIXTY (60) YEARS AFTER GRADUATION, A TRANSFER, OR PERMANENT WITHDRAWAL. A STUDENT'S TEMPORARY RECORD CONSISTS OF ALL INFORMATION BY WHICH THE STUDENT MAY BE INDIVIDUALLY IDENTIFIED BUT IS NOT REQUIRED TO BE IN THE STUDENT PERMANENT RECORD. A STUDENT'S TEMPORARY RECORDS MUST INCLUDE:

   A. A RECORD OF RELEASE OF TEMPORARY RECORD INFORMATION,
   B. SCORES RECEIVED ON THE STATE ASSESSMENT EXAMS ADMINISTERED IN THE ELEMENTARY GRADE LEVELS (KINDERGARTEN THROUGH GRADE 8)
   C. INFORMATION REGARDING SERIOUS DISCIPLINARY INFRACTIONS (THOSE INVOLVING DRUGS, WEAPONS, OR BODILY HARM TO ANOTHER) THAT RESULTED IN EXPULSION, SUSPENSION, OR THE IMPOSITION OF PUNISHMENT OR SANCTION,
   D. INFORMATION PROVIDED UNDER SECTION 8.6 OF THE ABUSED AND NEGLECTED CHILD REPORTING ACT,
   E. COMPLETED HOME LANGUAGE SURVEY FORM,
   F. HEALTH-RELATED INFORMATION, AND
   G. ACCIDENT REPORTS.

THE TEMPORARY RECORD MAY INCLUDE FAMILY BACKGROUND INFORMATION, INTELLIGENCE EXAM SCORES (GROUP AND INDIVIDUAL), APTITUDE EXAM SCORES, REPORTS OF PSYCHOLOGICAL EVALUATIONS (INCLUDING INFORMATION ON INTELLIGENCE, PERSONALITY, AND ACADEMIC INFORMATION), ELEMENTARY AND SECONDARY ACHIEVEMENT LEVEL EXAM RESULTS, PARTICIPATION IN EXTRACURRICULAR ACTIVITIES, INCLUDING ANY OFFICES IN SCHOOL-SPONSORED CLUBS OR ORGANIZATIONS, HONORS AND AWARDS RECEIVED, TEACHER ANECDOTAL RECORDS, OTHER DISCIPLINARY INFORMATION, SPECIAL EDUCATION RECORDS, RECORDS ASSOCIATED WITH PLANS DEVELOPED UNDER SECTION 504, AND ANY VERIFIED REPORTS OF INFORMATION FROM NON-EDUCATIONAL PERSONS OR ORGANIZATIONS OF CLEAR RELEVANCE TO THE EDUCATION OF THE STUDENT. THE TEMPORARY RECORD WILL BE DESTROYED FIVE YEARS AFTER GRADUATION, A TRANSFER, OR PERMANENT WITHDRAWAL.

A SUMMARY OF THE TYPES OF RECORDS MAINTAINED BY DISTRICT 125 ARE LISTED BELOW ALONG WITH THE OFFICIALS OR CUSTODIANS OF THESE RECORDS:

RECORD	TYPE OF RECORD	CUSTODIAN OF RECORD
A. DIRECTORY INFORMATION	PERMANENT & TEMPORARY	REGISTRAR
B. ACHIEVEMENT EXAM DATA	TEMPORARY	COUNSELOR & REGISTRAR
C. COURSES/GRADES	PERMANENT	COUNSELOR & REGISTRAR
D. ATTENDANCE DATA	PERMANENT	DEAN & REGISTRAR
E. GRADUATION STATUS	PERMANENT	COUNSELOR & REGISTRAR
F. ENROLLMENT/TRANSFER INFORMATION	PERMANENT	REGISTRAR & COUNSELOR
G. IQ/PSYCHOLOGICAL DATA	TEMPORARY	SPECIAL EDUCATION/PSYCHOLOGIST
H. FAMILY/SOCIAL HISTORY	TEMPORARY	SPECIAL EDUCATION
I. DISCIPLINE	TEMPORARY	DEAN
J. COUNSELING RECORDS	TEMPORARY	COUNSELOR, SOCIAL WORKER, PSYCHOLOGIST
K. ACTIVITIES AND AWARDS	TEMPORARY	STUDENT ACTIVITIES DIRECTOR
L. TRANSCRIPT REQUEST FORMS	TEMPORARY	REGISTRAR
M. HEALTH RECORDS	PERMANENT	SCHOOL NURSE
N. HEALTH-RELATED INFORMATION	TEMPORARY	SCHOOL NURSE
O. ACCIDENT REPORTS	TEMPORARY	SCHOOL NURSE
P. IEP'S AND SPECIAL EDUCATION RECORDS	TEMPORARY	SPECIAL EDUCATION
Q. SECTION 504 PLANS AND RECORDS	TEMPORARY	STUDENT SERVICES/SECTION 504 COORDINATOR
R. HOME-SCHOOL COMMUNICATIONS	TEMPORARY	VARIOUS

3. DISTRICT EMPLOYEES AND SCHOOL OFFICIALS WHO HAVE A CURRENT, DEMONSTRABLE EDUCATIONAL OR ADMINISTRATIVE INTEREST IN THE STUDENT MAY HAVE ACCESS TO THE STUDENT RECORDS FOR THE PURPOSE OF FURTHERING SUCH INTEREST WITHOUT PARENT/GUARDIAN CONSENT. A SCHOOL OFFICIAL IS A BOARD MEMBER, ATTORNEY, AUDITOR, INSURANCE REPRESENTATIVE, INDEPENDENT EVALUATOR, CONTRACTOR, CONSULTANT, VOLUNTEER, OR OTHER PERSON TO WHOM DISTRICT 125 HAS OUTSOURCED INSTITUTIONAL SERVICES OR FUNCTIONS FOR WHICH DISTRICT 125 WOULD OTHERWISE USE EMPLOYEES.
4. EACH PARENT/GUARDIAN OF A STUDENT UNDER 18 YEARS OLD HAS A RIGHT TO INSPECT AND COPY INFORMATION IN THE STUDENT'S RECORDS. SUCH REQUESTS MUST BE MADE IN WRITING TO THE PRINCIPAL. ACCESS TO THE RECORDS WILL BE GIVEN WITHIN 10 BUSINESS DAYS OF DISTRICT 125'S RECEIPT OF THE REQUEST. ACCESS WILL NOT BE GIVEN WITH RESPECT TO CONFIDENTIAL LETTERS/RECOMMENDATIONS CONCERNING POST-SECONDARY INSTITUTIONS, INCLUDING BUT NOT LIMITED TO A COLLEGE/UNIVERSITY. WHERE PARENTS/GUARDIANS ARE DIVORCED OR SEPARATED, BOTH SHALL BE PERMITTED TO INSPECT AND COPY THE STUDENT'S RECORDS UNLESS DISTRICT 125 RECEIVED A COPY OF A COURT ORDER INDICATING OTHERWISE. WHEN A STUDENT REACHES 18 YEARS OLD, GRADUATES FROM HIGH SCHOOL, MARRIES, OR ENTERS MILITARY SERVICE, ALL RIGHTS AND PRIVILEGES ACCORDED TO THE PARENTS/GUARDIANS BECOME EXCLUSIVELY THOSE OF THE STUDENT AND NO ONE OTHER THAN THE STUDENT CAN REQUEST RECORDS OR INFORMATION IN SUCH RECORDS.
5. DISTRICT 125 CHARGES $0.35 PER PAGE FOR COPIES OF STUDENT RECORDS. NO PARENT/GUARDIAN OR STUDENT WILL BE PRECLUDED FROM RECEIVING COPIES BECAUSE OF FINANCIAL HARDSHIP.
6. PARENTS/GUARDIANS HAVE THE RIGHT TO REQUEST A HEARING TO CHALLENGE THE ACCURACY, RELEVANCY, OR PROPRIETY OF THEIR STUDENT'S RECORDS, EXCEPT FOR ACADEMIC GRADES AND REFERENCES TO EXPULSIONS OR OUT-OF-SCHOOL SUSPENSIONS IF THE CHALLENGE IS MADE AT THE TIME THE STUDENT'S SCHOOL RECORDS ARE FORWARDED TO ANOTHER SCHOOL TO WHICH THE STUDENT IS TRANSFERRING. PARENTS/GUARDIANS ALSO HAVE THE RIGHT TO INSERT A WRITTEN REBUTTAL CONCERNING THE CONTENT OF SUCH RECORDS.
7. UPON REQUEST FOR A HEARING CONCERNING THE CONTENT OF THE STUDENT'S RECORDS, THE PRINCIPAL WILL ARRANGE AN INFORMAL MEETING WITH THE PARENT/GUARDIAN. IF THEREAFTER THE PARENT/GUARDIAN WISHES TO PROCEED WITH A HEARING, THE PARENT/GUARDIAN MUST SUBMIT SUCH A REQUEST IN WRITING TO THE SUPERINTENDENT. THE PARENT/GUARDIAN HAS THE RIGHT TO PRESENT EVIDENCE AND CALL WITNESSES, CROSS-EXAMINE WITNESSES, LEGAL COUNSEL, AND RECEIVE WRITTEN STATEMENTS OF THE DECISION AND THE REASONS FOR SUCH DECISION. THE PARENT/GUARDIAN MAY INSERT A WRITTEN STATEMENT OF REASONABLE LENGTH DESCRIBING THEIR POSITION ON DISPUTED INFORMATION. THE PARENT/GUARDIAN MAY APPEAL THE DECISION TO AN ADMINISTRATIVE TRIBUNAL OR OFFICIAL DESIGNATED BY THE STATE BOARD OF EDUCATION.
8. PARENTS/GUARDIANS HAVE THE RIGHT TO FILE A COMPLAINT WITH THE U.S. DEPARTMENT OF EDUCATION CONCERNING ALLEGED FAILURES BY DISTRICT 125 TO COMPLY WITH THE REQUIREMENTS OF THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA). THE NAME AND ADDRESS OF THE OFFICE THAT ADMINISTERS FERPA IS:
   FAMILY POLICY COMPLIANCE OFFICE
   U.S. DEPARTMENT OF EDUCATION
   400 MARYLAND AVENUE S.W.
   WASHINGTON, D.C. 20202-4605
9. UPON GRADUATION, TRANSFER OR PERMANENT WITHDRAWAL OF THE STUDENT, DISTRICT 125 WILL NOTIFY THE PARENTS/GUARDIANS AND THE STUDENT OF THE DESTRUCTION SCHEDULE FOR THE STUDENT'S PERMANENT AND TEMPORARY RECORDS AND OF THEIR RIGHT TO REQUEST A COPY.
10. REQUESTS FOR DISTRICT 125 TO RELEASE A STUDENT'S RECORDS TO ANY PERSON OTHER THAN THE PARENTS/GUARDIANS (OR STUDENT AGE 18 OR OLDER) MUST BE IN WRITING.
11. UPON RECEIPT OF A COURT ORDER OF PROTECTION, THE PRINCIPAL WILL FILE IT IN THE RECORDS OF A STUDENT WHO IS THE "PROTECTED PERSON" UNDER THE ORDER OF PROTECTION. NO INFORMATION OR RECORDS SHALL BE RELEASED TO THE RESPONDENT NAMED IN THE ORDER OF PROTECTION. WHEN A STUDENT WHO IS A "PROTECTED PERSON" UNDER AN ORDER OF PROTECTION TRANSFERS TO PUBLIC OR PRIVATE SCHOOL, OR AS SOON AS POSSIBLE, THE PRINCIPAL WILL, AT THE REQUEST OF THE PETITIONER, PROVIDE, WITHIN 24 HOURS OF THE TRANSFER OR AS SOON AS POSSIBLE, WRITTEN NOTICE OF THE ORDER OF PROTECTION, ALONG WITH A CERTIFIED COPY OF THE ORDER, TO THE SCHOOL TO WHICH THE STUDENT IS TRANSFERRING.

12. DISTRICT 125 MAY GRANT ACCESS TO, OR RELEASE INFORMATION FROM, STUDENT RECORDS WITHOUT PARENT/GUARDIAN CONSENT OR NOTIFICATION TO ANY PERSON FOR THE PURPOSE OF RESEARCH, STATISTICAL REPORTING, OR PLANNING, PROVIDED THAT NO STUDENT OR PARENTS/GUARDIANS CAN BE IDENTIFIED FROM THE INFORMATION RELEASED, AND THE PERSON TO WHOM THE INFORMATION IS RELEASED SIGNS AN AFFIDAVIT AGREEING TO COMPLY WITH ALL APPLICABLE STATUTES AND RULES PERTAINING TO SCHOOL STUDENT RECORDS.

13. DISTRICT 125 WILL GRANT ACCESS TO, OR RELEASE INFORMATION FROM, A STUDENT'S RECORDS PURSUANT TO A COURT ORDER, PROVIDED THAT THE PARENTS/GUARDIANS WILL BE GIVEN PROMPT WRITTEN NOTICE OF SUCH ORDER'S TERMS, THE NATURE AND SUBSTANCE OF THE INFORMATION PROPOSED TO BE RELEASED, AND AN OPPORTUNITY TO INSPECT AND COPY SUCH RECORDS AND TO CHALLENGE THEIR CONTENTS. HOWEVER, DISTRICT 125 WILL COMPLY WITH AN EX PARTE COURT ORDER REQUIRING IT TO PERMIT THE U.S. ATTORNEY GENERAL OR DESIGNEE TO HAVE ACCESS TO A STUDENT'S RECORDS WITHOUT NOTICE TO OR THE CONSENT OF THE STUDENT'S PARENTS/GUARDIANS.

14. DISTRICT 125 WILL GRANT ACCESS TO, OR RELEASE INFORMATION FROM, ANY STUDENT RECORD AS SPECIFICALLY REQUIRED BY FEDERAL OR STATE LAW. **NOTE: IT IS STEVENSON'S POLICY TO SHARE INFORMATION REGARDING THE CRIMINAL ACTIVITIES OF STUDENTS WITH JUVENILE AUTHORITIES, INCLUDING LOCAL POLICE DEPARTMENTS, AND PERMITTED BY LAW.**

15. DISTRICT 125 WILL GRANT ACCESS TO, OR RELEASE INFORMATION FROM, STUDENT RECORDS TO ANY PERSON POSSESSING A WRITTEN, DATED CONSENT, SIGNED BY THE PARENTS/GUARDIANS (OR STUDENT AGE 18 OR OLDER) STATING TO WHOM THE RECORDS MAY BE RELEASED; THE INFORMATION OR RECORD TO BE RELEASED; THE REASON FOR THE RELEASE; THE RIGHT OF THE PARENTS/GUARDIANS OR ELIGIBLE STUDENT TO COPY THE INFORMATION TO BE DISCLOSED, CHALLENGE ITS CONTENTS, LIMIT THE CONSENT TO DESIGNATED RECORD(S) OR PORTION(S) OF THE INFORMATION CONTAINED IN THOSE RECORDS, AND REVOKE THE CONSENT IN WRITING AT ANY TIME; THE CONSEQUENCES OF A REFUSAL TO CONSENT, IF ANY; AND THE DATE ON WHICH THE CONSENT EXPIRES. ONE COPY OF THE SIGNED CONSENT FORM WILL BE KEPT IN THE TEMPORARY RECORDS AND ONE COPY IS MAILED TO THE PARENTS/GUARDIANS (OR STUDENT AGE 18 OR OLDER) BY THE SUPERINTENDENT OR DESIGNEE.

16. DISTRICT 125 MAY RELEASE STUDENT RECORDS, OR INFORMATION CONTAINED THEREIN, TO THE OFFICIAL RECORDS CUSTODIAN OF ANOTHER ILLINOIS SCHOOL, OR AN OFFICIAL WITH SIMILAR RESPONSIBILITIES IN A SCHOOL OUTSIDE OF ILLINOIS, IN WHICH THE STUDENT HAS ENROLLED OR INTENDS TO ENROLL, UPON WRITTEN REQUEST FROM SUCH OFFICIAL.

17. PRIOR TO THE RELEASE OF ANY RECORDS, OR INFORMATION UNDER ITEMS 14 AND 16 ABOVE, DISTRICT 125 WILL PROVIDE PROMPT WRITTEN NOTICE TO THE PARENTS/GUARDIANS (OR STUDENT AGE 18 OR OLDER) OF THIS INTENDED ACTION. THIS NOTIFICATION SHALL INCLUDE A STATEMENT CONCERNING THE NATURE AND SUBSTANCE OF THE RECORDS TO BE RELEASED AND THE RIGHT TO INSPECT, COPY, AND CHALLENGE THE CONTENTS. IF THE RELEASE IS UNDER 14 ABOVE AND RELATES TO MORE THAN 25 STUDENTS, A NOTICE PUBLISHED IN THE NEWSPAPER IS SUFFICIENT.

18. DISTRICT 125 MAY RELEASE STUDENT RECORDS, OR INFORMATION CONTAINED THEREIN, IN CONNECTION WITH AN EMERGENCY WITHOUT PARENT/GUARDIAN CONSENT IF THE KNOWLEDGE OF SUCH INFORMATION IS NECESSARY TO PROTECT THE HEALTH OR SAFETY OF THE STUDENT OR OTHER PERSONS. DISTRICT 125 EMPLOYEES AND SCHOOL OFFICIALS SHALL MAKE THIS DECISION IN TAKING INTO CONSIDERATION THE NATURE OF THE EMERGENCY, THE SERIOUSNESS OF THE THREAT TO THE HEALTH OR SAFETY OF THE STUDENT OR OTHER PERSONS, THE NEED FOR SUCH RECORDS TO MEET THE EMERGENCY, AND WHETHER THE PERSONS TO WHOM SUCH RECORDS ARE RELEASED ARE IN POSITION TO DEAL WITH THE EMERGENCY. DISTRICT 125 WILL NOTIFY THE PARENTS/GUARDIANS (OR STUDENTS AGE 18 OR OLDER) AS SOON AS POSSIBLE OF THE INFORMATION RELEASED, THE DATE OF THE RELEASE, THE PERSON, AGENCY OR ORGANIZATION TO WHOM THE RELEASE WAS MADE, AND THE PURPOSE OF THE RELEASE.

19. DISTRICT 125 WILL GRANT ACCESS TO, OR RELEASE INFORMATION FROM STUDENT RECORDS TO JUVENILE AUTHORITIES WHEN NECESSARY FOR THE DISCHARGE OF THEIR OFFICIAL DUTIES UPON THEIR REQUEST BEFORE THE STUDENT'S ADJUDICATION, PROVIDED THEY CERTIFY IN WRITING THAT THE INFORMATION WILL NOT BE DISCLOSED TO ANY OTHER PARTY EXCEPT AS PROVIDED UNDER LAW OR ORDER OF COURT. "JUVENILE AUTHORITIES" MEANS:
    (A) A CIRCUIT COURT JUDGE AND COURT STAFF MEMBERS DESIGNATED BY THE JUDGE;
    (B) PARTIES TO THE PROCEEDING UNDER THE JUVENILE COURT ACT OF 1987 AND THEIR ATTORNEYS;
    (C) PROBATION OFFICERS AND COURT APPOINTED ADVOCATES FOR THE JUVENILE AUTHORIZED BY THE JUDGE HEARING THE CASE;
    (D) ANY INDIVIDUAL, PUBLIC OR PRIVATE AGENCY HAVING COURT-ORDERED CUSTODY OF THE CHILD;
    (E) ANY INDIVIDUAL, PUBLIC OR PRIVATE AGENCY PROVIDING EDUCATION, MEDICAL OR MENTAL HEALTH SERVICE TO THE CHILD WHEN THE REQUESTED INFORMATION IS NEEDED TO DETERMINE THE APPROPRIATE SERVICE OR TREATMENT FOR THE MINOR;
    (F) ANY POTENTIAL PLACEMENT PROVIDER WHEN SUCH RELEASE IS AUTHORIZED BY THE COURT TO DETERMINE THE APPROPRIATENESS OF THE POTENTIAL PLACEMENT;
    (G) LAW ENFORCEMENT OFFICERS AND PROSECUTORS;
    (H) ADULT AND JUVENILE PRISONER REVIEW BOARDS;
    (I) AUTHORIZED MILITARY PERSONNEL; AND
    (J) INDIVIDUALS AUTHORIZED BY COURT.

20. DISTRICT 125 WILL GRANT ACCESS TO, OR RELEASE INFORMATION FROM STUDENT RECORDS, TO A SHOCAP (SERIOUS HABITUAL OFFENDER COMPREHENSIVE ACTION PROGRAM) COMMITTEE MEMBER, PROVIDED THAT:
    (A) THE COMMITTEE MEMBER IS A STATE OR LOCAL OFFICIAL OR AUTHORITY;
    (B) THE DISCLOSURE CONCERNS THE JUVENILE JUSTICE SYSTEM'S ABILITY TO EFFECTIVELY SERVE, PRIOR TO ADJUDICATION, THE STUDENT WHOSE RECORDS ARE TO BE RELEASED AND THE OFFICIAL OR AUTHORITY CERTIFIES IN WRITING THAT THE RECORDS WILL NOT BE DISCLOSED TO ANY OTHER PARTY EXCEPT AS PROVIDED UNDER STATE LAW WITHOUT THE PRIOR WRITTEN CONSENT OF THE STUDENT'S PARENTS/GUARDIANS;
    (C) THE DISCLOSURE'S PURPOSE IS LIMITED TO IDENTIFYING SERIOUS HABITUAL JUVENILE OFFENDERS AND MATCHING THOSE OFFENDERS WITH COMMUNITY RESOURCES PURSUANT TO SECTION 5-145 OF THE JUVENILE COURT ACT OF 1987; AND
    (D) THE RELEASE, TRANSFER, DISCLOSURE, OR DISSEMINATION CONSISTENT WITH THE FAMILY EDUCATION RIGHTS AND PRIVACY ACT.

21. UPON THEIR REQUEST, MILITARY RECRUITERS AND INSTITUTIONS OF HIGHER LEARNING WILL HAVE ACCESS TO SECONDARY STUDENTS' NAMES, ADDRESSES, AND TELEPHONE LISTINGS, UNLESS AN OBJECTION IS MADE BY THE STUDENT'S PARENTS/GUARDIANS. ANY PARENTS/GUARDIANS WHO DO NOT WANT SUCH INFORMATION TO BE RELEASED SHOULD CHECK: "I DO NOT WISH TO RELEASE INFORMATION" UNDER THE REQUEST TO RELEASE STUDENT INFORMATION WHEN COMPLETING THE ONLINE REGISTRATION DURING THE SUMMER.

22. IT IS THE STUDENT'S RIGHT THAT NO PERSON MAY CONDITION THE GRANTING OR WITHHOLDING OF ANY RIGHT, PRIVILEGE OR BENEFITS, OR MAKE AS A CONDITION OF EMPLOYMENT, CREDIT OR INSURANCE, THE SECURING BY ANY INDIVIDUAL OF ANY INFORMATION FROM A STUDENT'S TEMPORARY RECORD WHICH SUCH INDIVIDUAL MAY OBTAIN THROUGH THE EXERCISE OF ANY RIGHT SECURED UNDER STATE OR FEDERAL LAW.

23. COPIES OF THE BOARD POLICY 7:340, STUDENT RECORDS, AND ITS ADMINISTRATIVE PROCEDURES ARE AVAILABLE FOR INSPECTION IN THE DISTRICT'S ADMINISTRATIVE OFFICE. POLICY 7:340 IS ALSO AVAILABLE ON THE DISTRICT'S WEBSITE. IF YOU HAVE ANY QUESTIONS, PLEASE CALL 847-415-4000 AND ASK FOR THE PRINCIPAL.

COURSE LIST BY NAME

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VOC531	VOC532	CONSTRUCTION SKILLS AND MANAGEMENT 2	24
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SOC571	SOC572	SOCIOLOGY DUAL CREDIT (H)	97
SOC581	SOC582	AMERICAN STUDIES (AP U.S. HISTORY AND AP ENGLISH LANGUAGE AND COMPOSITION) (H)	97
SOC601	SOC602	AP EUROPEAN HISTORY (H)	95
SOC611	SOC612	AP HUMAN GEOGRAPHY (H)	95
SOC621	SOC622	AP U.S. HISTORY (H)	97
SOC631	SOC632	AP COMPARATIVE GOVERNMENT AND POLITICS (H)	96
SOC63Q1	SOC63Q2	AP COMPARATIVE GOVERNMENT AND POLITICS ONLINE (H)	96
SOC641	SOC642	AP MACROECONOMICS (H)	98
SOC64B1	SOC64B2	AP MACROECONOMICS—BLENDED (H)	98
SOC651	SOC652	AP MICROECONOMICS (H)	98
SOC65B1	SOC65B2	AP MICROECONOMICS—BLENDED (H)	98
SOC661	SOC662	AP PSYCHOLOGY (H)	100
SOC671	SOC672	PHILOSOPHY AND POLITICAL THEORY (H)	99
SOC681	SOC682	AP GOVERNMENT—UNITED STATES (H)	100
SOC691	SOC692	AP AFRICAN AMERICAN STUDIES (H)	96
SOC6B1	SOC6B2	AP PSYCHOLOGY—BLENDED (H)	100
SOC6Q1	SOC6Q2	AP GOVERNMENT-UNITED STATES ONLINE (H)	100
SPA101	SPA102	SPANISH 1 (CP)	77
SPA201	SPA202	SPANISH 2 (CP)	77
SPA211	SPA212	SPANISH 2-3 (A)	78
SPA301	SPA302	SPANISH 3 (CP)	78
SPA311	SPA312	SPANISH 3-4 (A)	78
SPA351	SPA352	INTERMEDIATE SPANISH LANGUAGE ARTS (A)	78
SPA401	SPA402	SPANISH 4 (CP)	79
SPA511	SPA512	ADVANCED SPANISH CONVERSATION AND CULTURE (CP)	79
SPA601	SPA602	AP SPANISH LANGUAGE AND CULTURE (H)	79
SPA611	SPA612	AP SPANISH LITERATURE AND CULTURE (H)	79

KEY: (CP) COLLEGE PREP, (A) ACCELERATED, (H) HONORS

THR101	THR102	ACTING 1: CONFIDENCE AND COLLABORATION (CP)	60
THR111	THR112	ACTING 2: CHARACTER AND COMEDY (CP)	60
THR121	THR122	ENTERTAINMENT PRODUCTION AND DESIGN (CP)	60
THR211	—	ACTING 3 (CP)	61
—	THR212	ACTING 4 (CP)	61
THR301	THR302	THEATRE LEADERSHIP: DIRECTING AND MANAGEMENT (CP)	61
THR401	THR402	ADVANCED ACTING (H)	61
THR601	THR602	LEADERSHIP IN THEATRE STUDIES (CP)	61
VOC071	VOC072	COMPUTER SUPPORT SERVICES	24
VOC111	VOC112	CRIMINAL JUSTICE	24
VOC121	VOC122	LAW ENFORCEMENT AND CSI	24
VOC171	VOC172	GAME PROGRAMMING AND VIRTUALIZATION	24
VOC191	VOC192	CYBERSECURITY	24
VOC221	VOC222	FIRE FIGHTING	24
VOC291	VOC292	CERTIFIED NURSE ASSISTING	24
VOC311	VOC312	EMERGENCY MEDICAL SERVICES	24
VOC321	VOC322	MEDICAL ASSISTING	24
VOC431	VOC432	AUTOMOTIVE COLLISION REPAIR 1	24
VOC451	VOC452	AUTOMOTIVE COLLISION REPAIR 2	24
VOC471	VOC472	AUTOMOTIVE SERVICE 1	24
VOC491	VOC492	AUTOMOTIVE SERVICE 2	24
VOC511	VOC512	CONSTRUCTION SKILLS AND MANAGEMENT 1	24
VOC531	VOC532	CONSTRUCTION SKILLS AND MANAGEMENT 2	24
VOC591	VOC592	COSMETOLOGY 1	24
VOC611	VOC612	COSMETOLOGY 2	24
VOC671	VOC672	MULTIMEDIA DESIGN 1	24
VOC691	VOC692	MULTIMEDIA DESIGN 2	24
VOC711	VOC712	PRINCIPLES OF BIOMEDICAL SCIENCE	24
VOC871	VOC872	WELDING AND FABRICATION 1	24
VOC891	VOC892	WELDING AND FABRICATION 2	24
VOC911	VOC912	EARLY EDUCATION AND TEACHING 1	24
VOC931	VOC932	EARLY EDUCATION AND TEACHING 2	24
VOC951	VOC952	CULINARY ARTS 1	24
VOC971	VOC972	CULINARY ARTS 2	24

KEY: (CP) COLLEGE PREP, (A) ACCELERATED, (H) HONORS

STUDENT SERVICES

SARAH BOWEN, DIRECTOR |
SBOWEN@D125.ORG | 847-415-4501

The Student Services Division is dedicated to supporting all students in the development of the social-emotional skills: responsible decision-making, relationship skills, social awareness, self-awareness and self-management, which are necessary to achieve their goals of success in post-secondary endeavors, and to positively contribute to a global society. The Student Services Division is composed of school counselors, post-secondary counselors, a Career Resource Specialist, social workers, psychologists and a Substance Use Prevention Specialist who work collaboratively to ensure success for every student.

ADMINISTRATION CONTACT INFORMATION

Abygail Austin 847-415-4229
Director of Physical Welfare

D'Wayne Bates.....847-415-4226
Director of Athletics

Sarah Bowen 847-415-4501
Director of Student Services

Dr. Wendy Custable 847-415-4101
Superintendent

Dr. Dave Eddy.....847-415-4461
Director of Student Activities

Brett Erdmann 847-415-4506
Director of Student Learning Programs

Dr. Laurie Feinzimer 847-415-4143
Director of Student Wellness Initiatives

Justin Fisk.....847-415-4701
Director of Multilingual Learning and ELD

Troy Gobble 847-415-4105
Principal

Jon Grice.....847-415-4751
Director of Fine Arts

Dr. Darshan Jain 847-415-4600
Director of Mathematics

Doug Kahler.....847-415-4301
Director of Information Services

Jacqueline King.....847-415-4151
Director of Applied Arts
Director of Computer Science, Engineering and Technology

Dr. Kimberly Musolf.....847-415-4326
Director of Communication Arts

Mark Onuscheck.....847-415-4124
Director of Curriculum, Instruction and Assessment

Dr. Eric Ramos 847-415-4002
Assistant Principal of Operations

Dr. Anthony Reibel.....847-415-4201
Director of Assessment, Research and Evaluation

Brad Smith.....847-415-4651
Director of Social Studies

Traci Wallen 847-415-4801
Director of Special Education

Dr. Steve Wood 847-415-4401
Director of Science

FOUR-YEAR COURSE PLAN WORKSHEET

NAME _____ DATE _____

COUNSELOR _____ GRADUATION YEAR _____

COLLEGE CHOICE(S) _____

CAREER GOAL(S)/MAJOR _____

CO-CURRICULAR ACTIVITIES _____

OUTSIDE ACTIVITIES/JOBS _____

9TH GRADE GOAL _____

10TH GRADE GOAL _____

11TH GRADE GOAL _____

12TH GRADE GOAL _____

REQUIRED COURSES TO ADD: Physical Education, Driver Education, Health, World History and Geography, U.S. History, Economics/Personal Finance and Government.

STEVENSON HIGH SCHOOL MINIMUM GRADUATION REQUIREMENTS

Communication Arts	8 semesters/credits
Mathematics	6 semesters/credits
Biology	2 semesters/credits
Physical Science	2 semesters/credits
U.S. History	2 semesters/credits
World History and Geography	2 semesters/credits
Government	1 semester/credit
Economics or Personal Finance	1 semester/credit
Health	1 semester/credit
Driver Education	1 semester/credit
Required Electives (Fine Arts, Applied Arts, or Multilingual Learning)	2 semesters/credits
Additional Credits and P.E.	17 semesters/credits
Total Credits	**45 semesters/credits**

College-bound students should schedule a minimum of four academic units each semester. Academic units include Communication Arts, Mathematics, Science, Social Studies and Multilingual Learning courses. Certain colleges may require additional electives in Fine Arts or Applied Arts for admission. Students are strongly encouraged to contact colleges to determine admission requirements. Students should see their counselor for personalized assistance.

SUGGESTED COLLEGE ADMISSION SEQUENCE

English ..... 8 semesters/credits
Emphasis on written and oral communication and literature

Mathematics ..... 6 semesters/credits
Including algebra, advanced algebra, geometry and/or trigonometry

Science ..... 6 semesters/credits
Emphasis on laboratory sciences with a foundation in biology, chemistry and physics

Social Studies ..... 6 semesters/credits
Emphasis on history and government

Electives ..... 4 semesters/credits
Four semesters in Multilingual Learning, Applied Arts, Computer Science, Engineering and Technology or Fine Arts

One credit is earned for each semester course passed.

No credit is earned for lunch or study hall.

If you intend to participate in college athletics, refer to the NCAA Eligibility Center online at www.eligibilitycenter.org

Passing the Illinois and Federal Constitution tests must be achieved to meet graduation requirements. To participate in the graduation ceremony, the "46th Credit" test must be passed.

Students must submit a FAFSA or complete the opt-out process in order to graduate.

The school-day ACT given to juniors in the spring is a graduation requirement in the State of Illinois. No other ACT administration fulfills this requirement.

FRESHMAN YEAR	
SEMESTER 1	SEMESTER 2
1-Communication Arts	1-Communication Arts
2-Math	2-Math
3-Science	3-Science
4-Lunch	4-Lunch
5-	5-
6-	6-
7-	7
8-	8-
Semester Credits:	Semester Credits:
Previous Summer School Credits:	
Total Year Credits:	

SOPHOMORE YEAR	
SEMESTER 1	SEMESTER 2
1-Communication Arts	1-Communication Arts
2-Math	2-Math
3-Science	3-Science
4-Lunch	4-Lunch
5-	5-
6-	6-
7-	7
8-	8-
Semester Credits:	Semester Credits:
Previous Summer School Credits:	
Total Year Credits:	

JUNIOR YEAR	
SEMESTER 1	SEMESTER 2
1-Communication Arts	1-Communication Arts
2-Math	2-Math
3-	3-
4-Lunch	4-Lunch
5-	5-
6-	6-
7-	7
8-	8-
Semester Credits:	Semester Credits:
Previous Summer School Credits:	
Total Year Credits:	

SENIOR YEAR	
SEMESTER 1	SEMESTER 2
1-Communication Arts	1-Communication Arts
2-	2-
3-	3-
4-Lunch	4-Lunch
5-	5-
6-	6-
7-	7
8-	8-
Semester Credits:	Semester Credits:
Previous Summer School Credits:	
Total Year Credits: Honors Graduation: minimum 42 credits after 7 semesters Graduation: minimum 45 credits after 8 semesters	

ADLAI E. STEVENSON



WHO WAS ADLAI E. STEVENSON?

Adlai Ewing Stevenson II (February 5, 1900-July 14, 1965) was one of the most famous public figures in America during the middle of the 20th century. He was the Democratic Party nominee for president of the United States in 1952 and 1956, served one term as governor of the state of Illinois (1948-1952) and was the U.S. ambassador to the United Nations during the Cuban Missile Crisis.

Stevenson's father, Lewis, was Illinois Secretary of State from 1914-1917 and his grandfather, Adlai E. Stevenson, was the nation's 23rd vice president, serving under President Grover Cleveland from 1893-1897. Stevenson was regarded as one of the most intelligent and finest orators in American political history.

For much of his adult life, Stevenson lived on St. Mary's Road near Libertyville. His home today has been transformed into the Adlai Stevenson Center on Democracy. On July 14, 1965, Stevenson died of a heart attack. District 125 school board members voted later that month to name the newly formed district and its new high school in his honor. Adlai E. Stevenson High School opened in August 1965.



ADLAI E. STEVENSON, THEN GOVERNOR OF ILLINOIS, SPEAKS WITH PRESIDENT HARRY TRUMAN IN THE OVAL OFFICE.

Adlai E. Stevenson High School

1 Stevenson Drive | Lincolnshire, IL 60069

(847) 415-4000 | d125.org

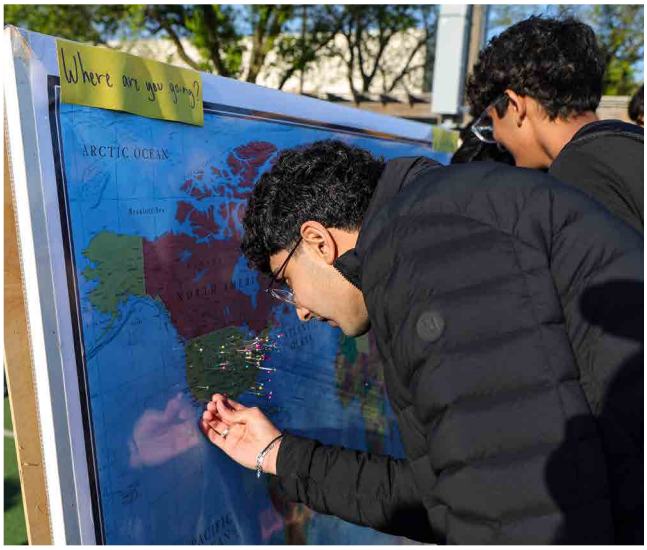
Serving the Communities of: Lincolnshire • Long Grove • Prairie View |

And Portions of: Buffalo Grove • Deerfield • Hawthorn Woods • Indian Creek • Kildeer • Lake Forest • Mettawa • Mundelein • Palatine • Riverwoods • Vernon Hills • Wheeling |









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