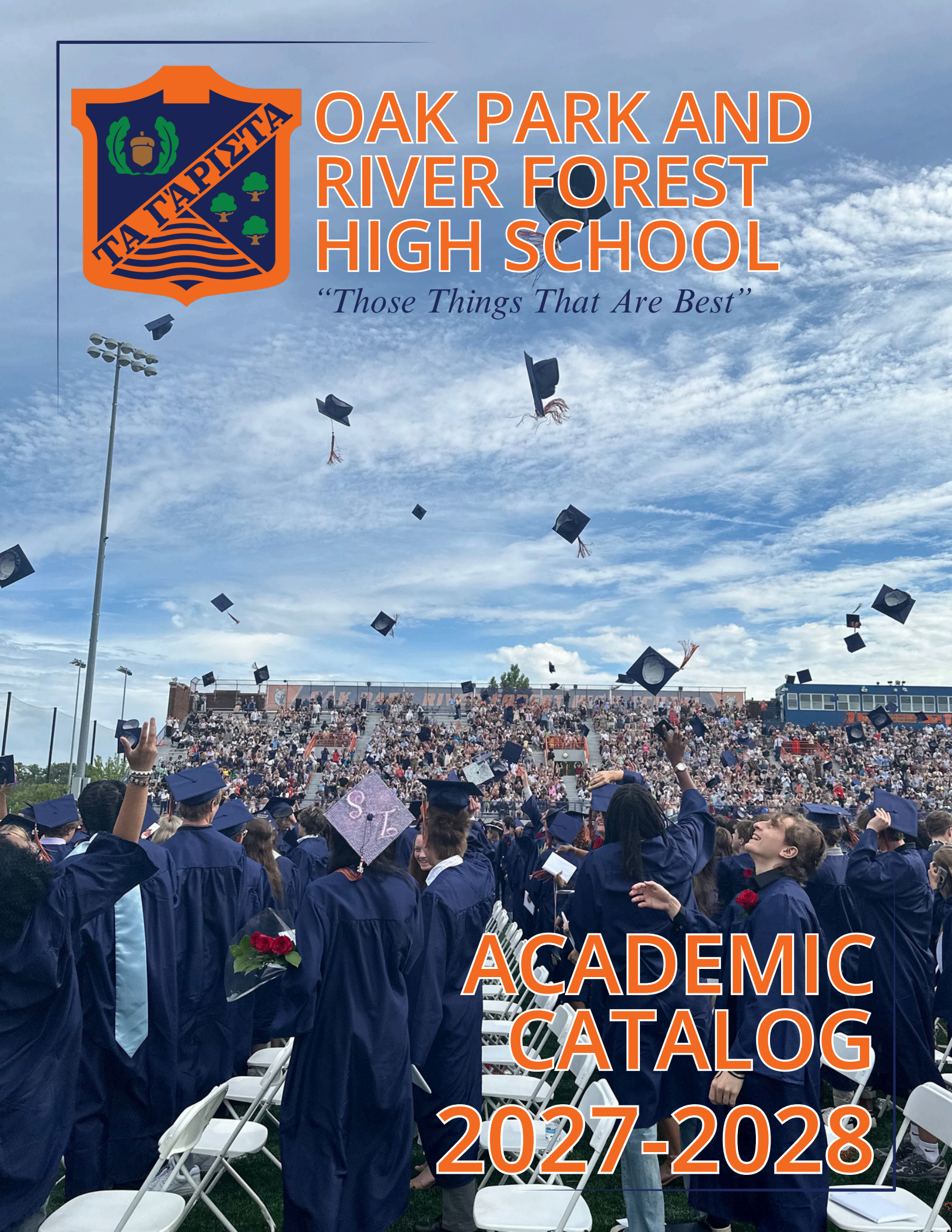


OAK PARK AND RIVER FOREST HIGH SCHOOL

"Those Things That Are Best"

ACADEMIC CATALOG 2027-2028

Stay connected with us!

Oak Park and River Forest High School
201 North Scoville Avenue
Oak Park, IL 60302

Main Phone Number: (708) 383-0700
Attendance Office: (708) 434-3104

ACCREDITATION: State of Illinois | North Central Association of Colleges and High Schools

Website
Our website provides a wealth of important information for parents and students. This includes staff contacts, student activities, college and career planning tools, library resources, school calendars, athletics, and more. Please take time to visit *oprfhs.org*!

Email and Phone
Our staff directory can be found under Quick Links on our homepage. To email an employee, click 'Contact' under the employee's name. Phone numbers are provided directly under the email contact.

ParentSquare
ParentSquare is our communications app for all-school emails, texts, and voice messages. While registering for ParentSquare is not necessary to receive school communications, it has many advantages: It consolidates district communications in one location, lets you to decide whether you want to receive communications instantly or as an end-of-day digest, and allows you to set your language preference. Visit our website for information on how to create a ParentSquare account.

Daily Bulletin and HuskiEmail
Daily Bulletin and HuskiEmail are, respectively, our daily and weekly e-newsletters. Daily Bulletin focuses primarily on student activities, while HuskiEmail includes news, accolades, upcoming events, parent group updates, and more. Parents automatically receive both publications at the beginning of the year but must subscribe to continue receiving Daily Bulletin.

Social Media
Follow Oak Park and River Forest High School on various social media platforms:

Facebook
@oprfhshuskies

Instagram
@oprfhs_huskies

YouTube
@OPRFUtube

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Welcome from the Principal!

Dear OPRFHS Students and Families,

I would like to extend a warm Huskie welcome to you! I am delighted to present the newest edition of our Academic Catalog, your essential companion for navigating academic life here at the high school. You are about to embark on an exciting and essential journey of academic exploration, and this booklet is your comprehensive guide. It not only details all our diverse course offerings but also provides the pertinent guidelines, academic procedures, and information you will need to make informed choices for the upcoming school year.

Charting Your Academic Course
Within these pages, you'll discover a wealth of opportunities designed to challenge and inspire you. We encourage you to explore different departments, consider your interests, and think about your long-term goals as you begin to plan your schedule. High school is a time for growth, discovery, and broadening your horizons, and our catalog is the first step in charting a fulfilling and personalized academic road map. I strongly encourage all students and families to take time to review this catalog together. Consider your student's passions, their strengths, and their aspirations as you explore the breadth of our curriculum. Whether it's diving into advanced placement (AP) courses, exploring new electives, or focusing on career pathways, the choices you make now will shape your journey of discovery here at OPRFHS.

A Partner in Holistic Care: The Student Services Division
Choosing courses and navigating academic procedures is just one part of the high school experience. We want to assure you that your student's overall well-being and success are our top priority, and you are not alone in this journey. Our dedicated Student Services Division is central to our commitment to the holistic care of every student. This integrated team works together to ensure that our Huskies are academically, socially, and emotionally well, providing the foundation for students to thrive both inside and outside the classroom.

The division is comprised of several key roles who partner to provide comprehensive support:
- Counselors
- Social Workers
- Deans
- Wellness Coordinator
- Psychologists
- 504 Coordinator

Whether your student needs academic planning advice, emotional support, help with attendance, college and career guidance, or assistance with accommodations, our Student Support Teams are ready to help. We urge you to view them as active partners in your student's education and well-being, and to reach out to them as you utilize this course catalog and throughout the school year.

I am confident that with the resources provided in this catalog and the support of our exceptional staff, your student will have an enriching and rewarding experience. We look forward to the rewarding and successful year ahead!

With tremendous Huskie Pride,

Lynda J. Parker
Assistant Superintendent/Principal

District and Building Leadership Contacts

Board of Education Members	
Name	**Title**
Audrey Williams-Lee	Board President
Dr. Kathleen Odell	Board Vice President
Dr. Jonathan Livingston	Board Secretary
Fred Arkin	Member
Graham Brisben	Member
Joshua Gertz	Member
Tim Brandhorst	Member

Email contact for all Board of Education Members: BoE@oprfhs.org

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Vision, Mission, and Values

Vision
Oak Park and River Forest High School will become an ever-improving model of equity and excellence that will enable all students to achieve their full potential.

Mission
Oak Park and River Forest High School provides a dynamic, supportive learning environment that cultivates knowledge, skill, and character and strives for equity and excellence for all students.

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

Our vision, mission, and values are a part of the Board of Education policies 2:10 (School District Governance), 3:10 (Goals and Objectives), and 6:10 (Educational Philosophy and Objectives)

For more information, visit the Board of Education page on the OPRFHS website.

School Crest and Motto

"Those things that are best"

The original OPRF crest was designed by Mr. Lee M. Watson, a teacher in the school, and was first used in 1908. The symbols in the crest represent the name of the school: the acorn and oak leaves for Oak, the three small trees for Park, the wavy lines for River, and the trees again for Forest.

The words on the crest are Greek for "the best" and represent the school motto, "Those things that are best." The intent behind the motto was not to say the Oak Park and River Forest High School IS the best, but that each person should strive to hold high ideals and do their best.

Human Dignity and Diversity

The Board of Education recognizes the diverse character of the Villages of Oak Park and River Forest and asserts that, in a society characterized by that diversity, it is important that persons in the school community understand both their own heritage and the heritage of others.

Respect for the rights of others encourages the understanding and interaction necessary to good citizenship. There shall be no discrimination against any individual because of race, religion, nationality, gender, disability, physical characteristics or sexual orientation.*

Each individual shall be considered as unique with individual strengths, talents, skills, and shortcomings; shall have equal access to all school-related opportunities, shall be regarded in the same high esteem, and shall equally be encouraged to fulfill his or her potential as a human being. OPRFHS is committed to providing an inclusive education for all students where racial and economic predictability are eliminated in student achievement and success.

Negative or discriminatory behavior in violation of this policy shall be challenged wherever it occurs and dealt with appropriately.

Amended: November 19, 2009

Note: *Civil Rights are defined by local, state and federal laws. For purposes of this statement, "sexual orientation" is defined as the actual or perceived state of heterosexuality, homosexuality, bisexuality, or gender expression.*

Parents/Guardians Right to Know Guidance

In accordance with ESEA Section 1111(h)(6) Parents Right to Know, District 200 is notifying every parent that you have the right and may request information regarding the professional qualifications of your child's classroom teacher. This information regarding the professional qualifications of your child's classroom teachers includes, at a minimum, the following:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.
- If at any time your child has been taught for four or more consecutive weeks by a teacher not highly qualified, the school will notify you. If you have questions, contact the Director of Student Learning.

Academic Planning

Individual Academic Planning

Individual student planning occurs throughout each school year. Students work with counselors who use teacher recommendations and student and/or parent requests to select appropriate courses. After analyzing the student requests, the administration develops a plan for staffing courses as well as purchasing equipment and supplies for the following school year. During the second and third quarters, the master schedule for the following school year is developed and the appropriate staffing for courses is determined. Families and students can view course requests in either Family Access or SchooLinks. Parents have until mid-January to request in writing that counselors make changes to requests for the next school year. **After January, all course requests are considered final.** After this, changes will be considered only as a result of second semester final grades, completion of summer school classes, or a school scheduling error. **NOTE: Requests to change lunch periods will be accommodated only for cases of demonstrated medical need as changing lunch periods causes imbalances in academic periods and lunch periods.**

Additions and Withdrawals

After the tenth day of school attendance, new classes no longer will be added to a student's schedule. **Withdrawals from a class can only be completed if there is an open seat in another available option, otherwise the student must remain in the class.** If a student withdraws from a class after the third week of school attendance, a grade of 'W' will show on the transcript and does not calculate into the student's GPA. If a student withdraws from a class after the sixth week of school attendance, a grade of 'WF' will show on the transcript. A 'WF' does calculate into a student's GPA. These notations are final once received. It is expected that an in-person conversation will occur with the classroom teacher before a withdrawal request is made.

Course Change Request Procedures

The district implements a single, comprehensive, and streamlined process for all student and family initiated course change requests. The primary objective is to maintain academic consistency, optimize school resources, and ensure equitable scheduling for all students. All requests to add or drop a course—including change-of-mind adjustments and academic level changes—must adhere to the defined procedures and be submitted within the designated timeframes outlined below.

Students engage in a thorough course selection process between November and January incorporating direct input from families, teachers, and counselors. Because student course selections directly determine staffing allocations, section offerings, and the overall master schedule, intentional planning is essential.

Once the final course selection window closes in January, the master schedule is built based on these requests and course capacities are fixed. Consequently, future schedule adjustments are neither guaranteed nor always feasible. Therefore, it is critical that students select their classes thoughtfully and deliberately during the course selection process.

COURSE CHANGE REQUEST WINDOW

- **May**: Students and families will receive an email listing their course requests and will have an opportunity to request course changes, including academic level changes, based on space availability. Requests for course changes are not guaranteed.
- **August**: Once schedules are shared, change-of-mind or academic level change requests will not be considered until the second week of school.
- **Beginning the second week of the first semester**: Students may request change-of-mind adjustments or academic level changes.
    - Academic level change requests may be initiated by a teacher, student, or family and brought to the attention of their counselor until the end of the sixth week of the first semester. These changes require discussion among all stakeholders before approval.
    - Any type of request is dependent on space availability and may require other courses to shift periods.
- **Second Semester**: Students have the first five days of the second semester to make a change-of-mind request or level change, dependent on availability of another placement option.

SCHEDULING ERRORS

If a request involves an actual scheduling error (e.g., a missing course, a class you've already taken, wrong course listed) the student should email their counselor directly at the start of the year to have the error corrected.

GUIDELINES

- Requests are subject to course availability and staffing considerations.
- Requests based solely on preference for a different class period, teacher or lunch change will not be approved.
- Students must continue attending their assigned classes until a schedule change is approved and processed.

Student Course Load

The maximum number of semester courses a sophomore, junior, or senior may take is seven. Freshmen are limited to five semester courses plus Physical Education/Health Education and, if they choose, a performance class (band, orchestra, chorus, or acting) for non-GPA bearing weight. Freshmen not enrolled in a music or acting performance course or in a academic intervention program will be enrolled in freshman Launch or study hall.

Academic Preparation for College and Career Readiness

Students planning to attend college should be aware that college admissions requirements may differ from and often exceed the requirements for graduating from high school. Although admissions requirements vary among colleges and universities, students planning to attend college should consider the following recommendations:

- **4 years of English**
- **4 years of Math**
- **3 years of History/Social Science**
- **3 years of Laboratory Science**
- **2 years of the same World Language**

To diversify their transcript, students should consider adding courses from the wide variety of elective courses OPRFHS offers.

Counselors discuss college admissions requirements and post-secondary planning along with academic demands as they help students identify colleges and universities to which they would like to apply. Students will find specific admissions information on college websites. For two-year and four-year college-bound students, in addition to a student's specific high school courses and credits, other principal factors in considering an applicant for admission to college include:

- **The rigor or difficulty of a student's high school program**
- **High school grades**
- **Test results**, including the ACT, SAT, and Advanced Placement tests
- **Personal qualities** such as motivation, enthusiasm for learning, social adjustment, emotional maturity, integrity, responsibility, special aptitudes and skills, achievement, and leadership
- **Co-curricular activities, athletic participation, and work experience** which demonstrates involvement in the life of the school and/or the community

OPRF offers several career pathways and career-related classes. For students planning to pursue post-secondary options such as moving directly into the job market, going to trade school, or acquiring certifications, counselors will work closely to ensure that their coursework at OPRF is aligned with their career interests.

Academic Rigor

Oak Park and River Forest High School offers courses with varying levels of academic rigor. Students are encouraged to collaborate with their teachers, families, and counselor to create a four-year plan that aligns with their post-secondary goals and provides opportunities for rigorous learning experiences. Recommendations for placement are made by teachers and counselors. Parents or guardians may override course recommendations by completing the Placement Change Request process.

The following factors are considered in determining the appropriate academic rigor:

- Teacher recommendation and counselor's knowledge of past performance
- Past academic achievement in the relevant subject areas
- Placement and standardized test results
- Reading proficiency
- Learning behaviors: study habits, motivation, attendance record

Academic grouping is used to denote academic rigor in some courses within the CTE, English, Fine Arts, History, Mathematics, Science, and World Languages Divisions. In honors and Advanced Placement Courses, increased emphasis is placed on concepts and abstract relationships. College Prep courses focus on critical thinking, application of knowledge, and offer tasks designed to meet the Illinois or National learning standards. Transitional courses are designed with the same content and opportunities for critical thinking and include additional supports to help students meet learning standards.

College and Career Information

College Caller Program (Room 2139)
Each year more than 200 college admissions representatives visit OPRFHS. Students are informed of these visits through a weekly College Callers Bulletin posted in the daily Student Bulletin, SchooLinks notices, and ParentSquare messages. College representatives meet with interested students in designated posted locations. Juniors or seniors wishing to meet with a college representative during a class period must obtain a College Caller pass from their counselor or counselor's secretary and obtain the signature of their classroom teacher of the class they will be missing *before* the College Caller meeting. *College Caller visits are open only to juniors and seniors.*

OPRFHS Web Page and Internet Access. Resource information is available and easily accessible through the OPRFHS website, **www.oprfhs.org**. Specific college, career, financial aid, scholarship, and other related post-secondary information is located at **www.oprfhs.org/students/student-services/college-career-information**. Other pertinent information related to post-secondary educational planning can be accessed through the various Internet bookmarks.

Graduation Requirements

A student must earn a minimum of 43 credits as specified in the table below to be eligible for an OPRFHS diploma. A credit is granted for any credit-bearing semester course in which a student earns a passing grade. A student must enroll in at least 5 full-credit courses per semester to be considered a full-time student. Requirements may be altered for Special Education students according to the provisions of their Individual Education Plan (IEP).

Graduation Requirements

Subject	Number of Credits	Comments
English	8 credits	
Mathematics	6 credits	2 credits in Algebra I or integrated equivalent credits; 2 credits in a course that includes Geometry content; 2 additional math credits
Science	4 credits	4 credits must be in a laboratory science
History	4 credits	2 World History and 2 United States History credits
Civics	1 credit	Civics must be taken at OPRFHS. Students must also pass the Constitution test within the Civics class.
World Language	1 credit	
Fine/Performing Arts	1 credit	
CTE (Career and Technical Education)	1 credit	
Digital Literacy	1 credit	Can be satisfied by enrolling in Digital Literacy, Student Helpdesk Internship, one semester of AP Computer Science Principles, or passing the computer proficiency test.
Finanical Literacy	1 credit	Satisfies the State Consumer Education graduation requirement.
Health Education	1 credit	Health Education is taken during the freshmen year at OPRFHS as part of the freshman year core P.E. program.
Driver Education and Safety Education	1 credit	Students who take Driver/Safety Education outside of the Semester 1 or 2 of the regular school year at OPRFHS **must take an additional PE elective credit.**
Physical Education	6 credits	Students must be enrolled in a PE, Health, or Driver/ Safety Education for every semester while in attendance at OPRF. **A SEVENTH credit of PE is required for students who take Driver/Safety Education outside of the traditional school day of the regular school year. This includes taking Driver Education at OPRFHS in the summer.** Students who receive a PE exemption need one additional elective credit for each exception.
Electives	7 credits	May be increased due to the reasons described above
TOTAL	**43 CREDITS**	

State and Local Graduation Requirements

ACT Exam: The state requires students to take the ACT to receive a diploma. *To meet this requirement, students must take the spring school-day ACT.* Taking a national test does not meet this requirement.

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

Writing-Intensive Courses: Four credits: Two credits of writing-intensive coursework must be earned in English, and the other two credits may be earned in English or in any other subject in courses deemed writing intensive. The total number of credits required for graduation is not increased by the writing-intensive course requirement. All English courses are deemed writing intensive.

Courses that satisfy the World Languages/Cultures requirement: All World Languages courses *except* Etymology; the following History Division courses: Asian Studies, African History, Latin American History, Modern Middle Eastern History A, and AP European History.

Courses that satisfy the Fine and Performing Arts requirement: All Visual Arts, Music, and Theatre courses.

Courses that satisfy the Career and Technical Education requirment: Any course containing 'meets CTE requirement' in its description, and all Triton Community College Career Academy programs meet the CTE graduation requirement.

Courses that satisfy EITHER the Fine and Performing Arts OR the Career and Technical Education requirement: Introduction to Multimedia Communications & Technology, Intermediate Multimedia Communications & Technology, Advanced Multimedia Communications & Technology, 'HuskieMedia' Multimedia Communications & Technology Capstone, Theatre Technology and Design, Tabula/Photo DesignPublication, and Directing.

Courses that satisfy the Computer Proficiency requirement: Digital Literacy, one semester of AP Computer Science Principles, Student Helpdesk Internship.

Computer Proficiency Testing: Students may satisfy the computer proficiency requirement by achieving a qualifying score on the local computer proficiency test. Registration for the test will be announced in early fall. Current students in grades 9 through 11 will have one week to register their interest in taking the proficiency test. *Seniors are not eligible to take this test.* Fifty-two seats per test will be offered per date in a 'lottery', with waiting and 'same day' stand-by lists. Study guides and practice tests are made available to confirmed students two weeks prior to the testing date. The test assesses knowledge and skills in line with IC3 Digital Literacy Global Standard 6 | Level 1. Visit **www.certiport.com/ic3** for more information. The student may not be enrolled in a class which meets the computer proficiency requirement during the semester that the test is taken. While successful completion of this test satisfies the computer proficiency graduation requirement, the student must successfully earn one additional elective credit to achieve the minimum number of credits required for graduation.

Grading

Grade reports are uploaded to Family Access and accessible to students and parents four times per year at the end of each quarter. The following marks are given:

A (4 points)	A is the highest mark and represents superior achievement.
B (3 points)	B represents above-average work.
C (2 points)	C represents average work. An average of C for 4 years should place a student above the lowest quarter of the class and probably in the middle third of the class.
D (1 point)	D represents below average work, but passing. A 4-year average of D will place a student in the lowest quarter of the class.
F (0 points)	F is the failure mark.
FX	An F is changed to an FX when a failed course has been successfully retaken with the exact same course. The FX mark is not computed in the GPA.
I	*Incomplete:* Usually issued due to an extended excused absence, the grade is withheld until the work is made up within a designated period of time. An I grade given as a semester grade must be resolved by the end of the next quarter or the grade will be converted to an F. The I mark is not computed in the GPA.
N	Grade and credit are withheld due to excessive absences in a credit-granting course. The N grade is not computed in the GPA.
P	*Passing:* Under some circumstances, a student may request to be graded on a pass/fail basis. Unless a student has special circumstances, a student may not request the pass/fail option for any course specifically required for graduation. The request to exercise the pass/fail option must be made to the teacher on or before the last day of the 9th week of the semester. The P mark is not computed in the GPA. In some instances, passing a course will not meet the prerequisite for another course within the same sequence and will require appropriate division head approval to move through the curriculum.
W	*Withdrawn:* When a student withdraws from a course between the 3rd and 6th week of a semester or withdraws from OPRFHS at any time during a semester, they receive a mark of W. The W mark is not computed in the GPA. A student who withdraws from a course during the first 6 weeks of a semester will have no indication of the course on their transcript.
WF (0 points)	A student who withdraws from a course after the 6th week of the of a semester receives a mark of WF. The WF mark is computed in the GPA.

Grades for each quarter are independent of each other. Two quarter grades and the final exam grade (when appropriate) are used to determine the semester grade. A student's official GPA and weighted GPA are based on their cumulative semester grades.

Grade Point Average (GPA)

Completed coursework comprises the basic component in computing a student's Grade Point Average (GPA), which is the average of a student's academic performance. Coursework in Physical Education (except for Health Education) and Driver Education is excluded from the GPA. Coursework in musical performance, theatre performance, school publications, and Newscene in the student's sophomore, junior and/or senior year will be included in the GPA.

This base GPA is then weighted by a factor called the Academic Program Index (API), representing the academic difficulty of a student's total program. The API is determined by the following formula:

API = honors level points x .01 + 1.0

There is no limit to the number of honors level courses a student may take. However, there is a limit to the number of honors level points that a student may receive per semester. A student may receive honors level points for up to 3 courses in any one semester. "Extra" points from one semester may be carried forward to subsequent semesters. A maximum of 24 honors level points will be included in the calculation of weighted grade point average.

In the last step of this process, the student's GPA is multiplied by the API. This weighted GPA is used to determine honor societies eligibility, scholarship awards, and scholarship cup. A student's high school transcript will show the unweighted and weighted GPAs.

Example: A student earns A, B or C grades in 3 honors level courses first semester. The Academic Program Index (API) is calculated as follows:

API = 3 x .01 +1.0
API = 1.03

Suppose that the student's overall GPA through the end of first semester is 3.4. The weighted GPA (WGPA) is calculated as follows:

WGPA = GPA x API
WGPA = 3.4 x 1.03
WGPA = 3.502

If this student earns A, B or C grades in 3 or more honors level courses during the second semester, the API at the end of the year will be 1.06.

Oak Park and River Forest High School does not rank our students.

Processing of Failed Courses in the GPA: When a failed course has been repeated and passed, both the failing and the passing grades will be listed on the student's transcript, but only the passing grade for the repeated course will be recognized in computing a student's overall GPA. However, if a repeated course is failed more than once, all failures except one will be counted toward the GPA.

Honors Level Points for Transfer Credits: Honors level points for A,B, or C grades in honors level courses taken in other high schools will be awarded to transfer students.

API (HONORS/AP COURSES)

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

		9th Grade	10th Grade	11th Grade	12th Grade
HONORS	ENGLISH	Englsih 1 A	English II A		African American Literature A Humanities A Women's Literature A Work of One Author: Shakespeare A
	FINE & PERFORMING ARTS			Advanced Studio Art A: 2D/3D	
	HISTORY	World History A	U.S. History A World History A	Modern Middle Eastern History A Philosophy A U.S. History A World History A	Modern Middle Eastern History A Philosophy A U.S. History A World History A
	MATHEMATICS	Math I A Math II A Math III A	Math II A Math III A	Math III A Linear Algebra A/Calculus III A	Linear Algebra A/Calculus III A
	SCIENCE	Physics-Chemistry A	Biology A	Competitive Research, Design, and Innovation A	
	WORLD LANGUAGES	Chinese 3-4 A French 2-4 A German 3-4 A Italian 2-5 A Japanese 3-4 A Latin 3-4 A Spanish 1-4 A Latina and Latino Studies for Heritage Speakers A Spanish Language, Literature, and Films 11-12A			
ADVANCED PLACEMENT	ENGLISH			AP Language & Composition	AP English Literature & Composition
	FINE & PERFORMING ARTS	AP Art History AP Music Theory		AP Art and Design AP Art History AP Music Theory	
	CAREER & TECHNICAL EDUCATION			AP Macroeconomics / AP Microeconomics	
	HISTORY		AP United States History	AP African American Studies AP European History AP Psychology AP United States History AP U.S. Politics & Government	AP African American Studies AP European History AP Psychology AP United States History AP U.S. Politics & Government
	MATHEMATICS	AP Computer Science AP Computer Science Principles	AP Computer Science AP Computer Science Principles AP Precalculus	AP Calculus AB AP Calculus AB/BC AP Computer Science AP Computer Science Principles AP Precalculus AP Statistics	AP Calculus AB AP Calculus BC AP Calculus AB/BC AP Computer Science AP Computer Science Principles AP Precalculus AP Statistics
	SCIENCE		AP Biology AP Seminar	AP Biology AP Chemistry AP Environmental Science AP Physics C AP Physics I AP Seminar AP Research	
	WORLD LANGUAGES	French AP 5 Spanish AP 5			

Dual Credit Program

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

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

Potential Dual Credit Courses

		MINIMUM ENTRACE REQUIREMENTS		
OPRFHS Course	**Triton Course (Term - Credits)**	**ACT Exam**	**SAT Exam**	**Accuplacer**
145: AP English Literature and Composition	LIT-105: World Literature **(yearlong course - 3 credits)**	English/Reading score of 19-36	Reading/ Writing score of 480-800	Reading/Writing Composition score of 550-600
1491 English Rhetoric and Composition I	RHT 101: English Rhetoric and Composition I **(Semester 1 Course - 3)**	English/Reading score of 19-36	SAT Reading and Writing score of 480-800	Reading and Writing score of 550 - 600
1492 English Rhetoric and Composition II	RHT 102: English Rhetoric and Composition II **(Semester 2 Course - 3)** ***Note: Must have taken RHT 101 and pass with minimum "C" grade***.	English/Reading score of 19-36	SAT Reading and Writing score of 480-800	Reading and Writing score of 550 - 600
145: AP English Literature and Composition	LIT-105: World Literature **(yearlong course - 3 credits)**	English/Reading score of 19-36	Reading/ Writing score of 480-800	Reading/Writing Composition score of 550-600
231: Quantitative Literacy/MAT-102	MAT-102: Liberal Arts Mathematics **(spring semester course - 3 credits)** ***Note: or High School transition course in math with grade of "C" or higher.***	Math score of 22-25	Math score of 530-590	Quantitative Reasoning, Algebra & Statistics score of 263-300
247: AP Statistics	MAT-170: Elementary Statistics **(yearlong course - 4 credits)**	Math score of 22-25	Math score of 530-590	Quantitative Reasoning, Algebra & Statistics score of 263-300

		MINIMUM ENTRACE REQUIREMENTS		
OPRFHS Course	**Triton Course (Term - Credits)**	**ACT Exam**	**SAT Exam**	**Accuplacer**
262: AP Calculus BC	MAT-133: Calculus & Analytic Geometry II **(semester course course - 5 credits)** ***Note: Must have taken AP Calculus AB and pass with minimum "C" grade***	Math score of 28-36	Math score of 640-800	Advanced Algebra & Functions score of 276-300
263: AP Calculus AB/BC	MAT-131: Calculus and Analytic Geometry I **(fall semester course - 5 credits)**	Math score of 28-36	Math score of 640-800	Advanced Algebra & Functions score of 276-300
	MAT-133: Calculus and Analytic Geometry II **(spring semester course - 5 credits)**	Pass MAT 131 (AP Calculus AB/BC - sem. 1) w/ minimum "C" grade		
556: Geoscience	PHS-100: Introduction to Earth Science **(Year-long course - 4 credits)**	No college prerequisites (no test scores needed)		
5781/2: Intro to Health Careers and Medical Terminology	AHL-101 Essentials of Medical Terminology **(Semester course - 1 credit)**	No college prerequisites (no test scores needed)		
579: Fundamentals of Nursing	NAS-100: Basic Nurse Assistant **(Year-long course - 6 credits)**	English score of 14-16 and Reading score of 14-36	SAT Reading and Writing score of 340-800	Reading and Writing score of 440-600
5801/2: Intro to Patient Care Skills	AHL-100: Introduction to Patient Care **(Semester course - 2 credits)**	No college prerequisites (no test scores needed)		
589: AP Physics C	PHY 106: General Physics (Mechanics) **(Fall semester course - 4 credits)** ***Note: AP Calculus BC (MAT 133) as prerequisite or corequisite***	English/Reading score of 19-36	400-800 Reading and Writing 480-800	Reading and Writing 550-600
638: Business Incubator	BUS 136: Entrepreneurship **(Year-long course - 3 credits)**	No college prerequisites (No test scores needed)		
643: Small Business Management	BUS 150: Principles of Management **(Year-long course - 3 credits)**	No college prerequisites (No test scores needed)		
708: Mini-Restaurant	HIA 115: Food Sanitation and Safety and HIA 101: Knife Skills **(Year-long course - 4 credits)**	No college prerequisites (No test scores needed)		
713: Education Academy	EDU 110: Diversity of Schools & Society **(Year-long course - 3 credits)**	No college prerequisites (No test scores needed)		

		MINIMUM ENTRACE REQUIREMENTS		
OPRFHS Course	**Triton Course (Term - Credits)**	**ACT Exam**	**SAT Exam**	**Accuplacer**
7152: Introduction to Education	EDU 207: Intro to Education **(Spring semester course - 3 credits)**	No college prerequisites (No test scores needed)		
7172: Early Childhood Education	EDU 206: Human Growth & Development **(Spring semester course - 3 credits)**	No college prerequisites (No test scores needed)		
754: Introduction to Engineering Design	ENT 110: Engineer Design Graphics/CAD **(Year-long course - 4 credits)**	No college prerequisites (No test scores needed)		
7881/2: Introduction to Woodworking	COT-100: Fabrication Processes (Semester course - 4 credits)	No college prerequisites (No test scores needed)		
794: Digital Electronics	ENT 104: Electricity I (Year-long course - 3 credits)	No college prerequisites (No test scores needed)		
9111/2: Athletic Training Techniques	HTH 220: Athletic Training Techniques (Semester course - 3 credits)	No college prerequisites (No test scores needed)		
9131/2: Advanced Strength Training	PED 106: Total Fitness (Semester course - 1 credit)	No college prerequisites (No test scores needed)		

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

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

School-Day Standardized Testing

OPRFHS administers standardized tests in accordance with the state's testing requirements. State tests include the following:

Test	Required For	Time Frame
ACT + Science + Writing	All juniors except those whose IEPs specify the alternate assessment	April
PreACT Secure	All sophomores except those whose IEPs specify the alternate assessment	April
PreACT 9 Secure	All freshman except those whose IEPs specify the alternate assessment	April
DLM-Alternate Assessment	Juniors with IEPs that specify the alternate assessment	April
ACCESS for ELLs	English Language Learners who have not yet attained proficient scores on a prior year's ACCESS test.	January/ February

*The ACT + Science + Writing is a graduation requirement for all Illinois public high school students, unless they have an IEP that specifies the Dynamic Learning Maps-Alternate Assessment (DLM-AA) as the appropriate state test. Further information about required state assessments is available at **www.isbe.net/assessment**.

Standardized Test Preparation

The school offers test preparation from outside companies to provide evening and Saturday classes for juniors and seniors who are interested in becoming better prepared for the PSAT, ACT, or SAT.

Communication is sent to the homes of juniors notifying them of test prep opportunities. Information about test prep programs also appears in the daily Student Bulletin, HuskiEmail, and in SchooLinks communications. There is a tuition charge (which varies according to program) for these classes. Need-based financial aid may be available. Please contact the Testing Coordinator or your student's counselor if you have questions about test preparation.

College Testing

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

ACT School Day

ACT, or American College Testing, is a graduation requirement in Illinois and most students take it during a school day in April of their junior year in high school. This is called the ACT School Day, and it is arranged by OPRFHS and is free to our students. The ACT School Day includes multiple choice math, reading, English, and science sections. It also includes a mandatory writing section. Students are encouraged to check with their colleges and universities of choice to see if the writing section is required.

The ACT School Day includes the following tests: ACT + Science + Writing, PreACT Secure, and PreACT 9 Secure. These tests are in digital format unless a student's IEP requires paper-pencil format. More information about each of these tests are listed below. Students and parents/guardians can also visit: **https://www.act.org/**

- PreACT Secure is administered at OPRF to sophomores during a school day in April. It is arranged by OPRF and is free to our students. The PreACT Secure includes multiple choice Math, Reading, English, and Science sections. Taking this test is a great way to prepare for the ACT.
- PreACT 9 Secure is administered at OPRF to freshmen during a school day in April. It is arranged by OPRF and is free to our students. The PreACT 9 Secure includes multiple choice Math, Reading, English, and Science sections. Taking this test is a great way to prepare for the ACT.

SAT/PSAT/NMSQT

In addition to the ACT School Day, students may elect to take the following on a Saturday at OPRF. These are not counted towards the graduation requirement and students must register and pay on their own.

- PSAT/NMSQT, or the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test, is an optional test. It is administered at OPRF on a Saturday in October. OPRFHS communicates the registration and payment process to junior and sophomore students and their parents/guardians at the beginning of each school year. Tuition-based PSAT prep classes are available to juniors during the first six (6) weeks of each school year. Juniors and sophomores can register and pay to take the test and prep classes. Juniors who score exceptionally well on the PSAT/NMSQT may qualify for recognition or scholarships from the National Merit Scholarship Corporation. For more information about the National Merit Scholarship Corporation, please visit: **www.nationalmerit.org**.
- SAT, or the Scholastic Aptitude Test, includes multiple choice Math, Reading, and Language sections. For more information, please visit: **https://satsuite.collegeboard.org/sat/registration/dates-deadlines**.

These tests are in digital format unless a student's IEP requires paper-pencil format. Students and parents/guardians can also visit: **https://satsuite.collegeboard.org/**.

AP EXAMS

AP, or Advanced Placement, exams are end-of-course exams that students are encouraged to take when they are registered for an AP course. ORPF currently offers twenty-nine different AP courses, which allow our students to complete rigorous, college-level coursework while in high school. Additionally, if students earn a score of 3, 4, or 5 on any AP Exam, they qualify to earn college credit at a public Illinois college or university as required by the **105 ILCS 302/College and Career Success for All Students Act**. Please use the College Board's **AP Credit Policy Search** webpage for policies from different colleges or universities, including private and out-of-state institutions.

OPRF communicates the registration and payment process to students enrolled in AP courses and their parents/guardians at the beginning of each school year. Exam sections differ by subject and may include multiple choice, free response, listening and speaking, presentation, and portfolio sections. Students can practice for AP exams through the work assigned to them in AP Classroom by their teacher and Khan Academy (**www.khanacademy.com**). Additional practice for exams in digital format is available through the BlueBook app on school-issued Chromebooks.

For more information, please visit: **https://apstudents.collegeboard.org/**.

Transcript

The high school transcript lists all courses a student has taken by semester, semester grades, weighted GPA, and unweighted GPA. Also included on the transcript if earned by the student: the Seal of Biliteracy, any CCPE (College and Career Pathway Endorsements, and College Board AP Capstone Diploma notation. The transcript is the official record of a student's academic achievement while enrolled at Oak Park and River Forest High School.

For transfer credits from another accredited high school, the records are recorded as received. If the sending school uses percentages for semester grades, these percentages will be converted to letter grades.

Note: The OPRFHS transcript format cannot be altered to accommodate individual requests.

Classification of Student Records

For complete information pertaining to student records, refer to District 200 Policy 5126 and the Administrative Regulations for Policy 5126. Information retained for each student is classified as either permanent or temporary record.

The student's **permanent record** consists of basic identifying information, the academic transcript, attendance record, accident reports and health record, and a record of release of permanent information. Permanent records will be kept for at least 60 years after the student withdraws or graduates from OPRFHS.

The student's **temporary record** consists of family background information, test scores, psychological evaluations, special education files, teacher anecdotal records, and disciplinary information. Student temporary records will be kept for at least 5 years after the student withdraws or graduates from OPRFHS.

Academic Requirements for Athletics

Illinois High School Association Policies

IHSA Policy 3.021: [Students] shall be doing passing work in at least twenty- five (25) credits of high school work per week.

IHSA Policy 3.022: [Students] shall, unless they are entering high school for the first time, have credit on the school records for passing twenty-five credit hours (5 classes) of high school work the previous semester. Such work shall have been completed in the semester for which credit is granted or in a recognized summer school program which has been approved by the Board of Education and for which graduation credit is received. If a student is not passing twenty-five credit hours (5 classes) at the end of a semester, he/she will be ineligible the following semester.

IHSA Policy 3.024: Passing work shall be defined as, work of such a grade that if on any given date a student would transfer to another school, passing grades for that course would immediately be certified on a student's transcript to the school which a student transfers.

OPRF Athletics Academic Support Protocols

A weekly grade report will be run to identify student-athletes who are currently earning a D and or F in their classes and to determine IHSA academic eligibility for the week. Students will receive support based on their tier.

Intervention Tiers
Tier 1 – Students who have 1 D or 1 F reported on their weekly grade check
Students who are earning a D or F grade are required to complete 120 minutes of academic support with the teacher from the class they are struggling in, a teacher in the department of the struggling subject, or a tutor from the SRC for one-on-one assistance.

Tier 2 – Students who have multiple D's and or an F's on their weekly grade check
Students who are earning multiple Ds and Fs in their current classes are also required to attend 120 minutes of academic support by way of meeting with the teacher from the class they are struggling in, a teacher in the department of the struggling subject, or a tutor from the SRC for one-on-one assistance.

Tier 3 – Students who have consecutive weeks of being academically ineligible per IHSA guidelines*
Students who have been identified as being academically ineligible by IHSA will need to meet with Mr. Purvis to construct an academic plan for improving grades and returning to a C average passing grades. In addition, complete 120 minutes of academic support with the teacher from the class they are struggling in, a teacher in the department of the struggling subject, or a tutor from the SRC for one-on-one assistance.

*IHSA guidelines require student athletes to pass 25 credit hours/5 classes weekly

Academic Support Resources

- Academic Assistance/Tutoring is available in the SRC from 7:00 AM to 7:00 PM Monday – Thursday and 7:00 AM to 4:30 PM on Friday.
- Academic Assistance/Tutoring is available at various times/locations throughout the school day. Please check with the Athletic Dept. or the Counselors Office for details.
- All Verification Forms are due into the Athletic Dept. by 4:00 PM each Friday.

NCAA Eligibility Requirements for Prospective College Athletes

Some student athletes have a goal to participate in athletics at the collegiate level. The OPRFHS Athletic Department and counselors are available to assist student athletes in pursuing their goal. To this end, we offer the following advice:

- Communication with the coach is essential. Student athletes who have a strong desire to compete at the collegiate level should consult with their coach prior to their junior sport season.
- The driving force behind college selection should be the academic fit. Student athletes should work in conjunction with their counselor to develop their list of potential college choices.
- Create a resume and cover letter that represents their overall high school experience and highlights their athletic accomplishments. The resume should be reviewed by a coach and/or counselor.
- Be proactive in marketing themselves to college coaches by creating a highlight video, forwarding game schedules, etc.
- During their sophomore year, students should meet with their counselor to begin the registration process with the NCAA Eligibility Center.
- Review all NCAA Academic Eligibility Requirements with their counselor or by visiting the NCAA website at **www.eligibilitycenter.org**.

NCAA Academic Eligibility Requirements

NCAA Division I, II, and III institutions have separate academic requirements. For complete up-to-date information on the requirements of all three divisions, please visit the NCAA website at **www.eligibilitycenter.org**. Additionally, OPRFHS contracts with Honest Game, a comprehensive software program that automates the academic eligibility for college sports. To connect with the OPRFHS Honest Game representative for additional information, reach out to your counselor.

Additional Information

Academic Supports and Resources

Tutoring
Tutoring is located in Room 2315 (SRC) and is open to all students before, during, and after the school day. The tutors consist of content area teachers, academic support staff , and peer tutors. Tutors help students improve content understanding, skill development, and skill application in their courses. Tutors also help students develop effective strategies for completing homework and preparing for course assessments.

Off-Campus Teaching Program
Illinois School Code states that "it is the responsibility of each school district to provide educational support for every student to meet Illinois Learning Standards." To achieve that goal, the Off-Campus Teaching Program offers academic support to students who must be off campus for medical or disciplinary reasons and to students who are awaiting a private educational placement. Contact your student's counselor for further information.

Multi-Lingual Academic Supports
Students who have limited English proficiency as measured by the WIDA-ACCESS Placement Test will be placed in the ELL Program. This resource is designed to help students improve their English skills and to assist them with their needs in their academic courses.

Library Services
The OPRFHS Library, located in Room 3315, has been serving the high school community since 1899. Students are encouraged to take advantage of the Library's collection of books, graphic novels, ebooks, audiobooks, subscription databases, digital magazines, digital newspapers, and play scripts.

The Library supports recreational reading in various ways, including book talks offered by the librarians, author visits, and participation in the Illinois Teen Readers' Choice Lincoln Award.

The Library supports the school-wide curriculum by curating resources and materials that support the curriculum and partnering with classroom teachers to develop research lessons.

The Library is open from 7:00 AM to 5:30 PM Monday - Thursday and 7:00 AM to 4:30 PM on Friday. Students' IDs serve as library cards to check out materials. Students will benefit from using the Library and its resources during their years at OPRFHS. It is a place for research, enjoying books, and developing curiosity. All are welcome.

Student Help Desk
The Student Help Desk is located in Room 3107. This student-run helpdesk assists students with firstline technical support, which includes distribution of Chromebooks, repairs, and tech questions. Tickets for assistance can be submitted by visiting the **IncidentIQ dashboard**.

Testing Center
The OPRF Testing Center, in Room 2336, is open to students from 7:00 AM to 5:00 PM Monday - Thursday and 7:00 AM to 4:30 PM on Friday. The Testing Center is a service that provides students the opportunity to make up tests (due to absence or use of IEP or 504 Plan accommodations)) before school, during Study Hall/lunch and after school. To utilize the Testing Center students must have their OPRF ID and must store all materials (such as backpacks, cell phones, and electronics) on the bookshelves provided, upon entering the room. Once each student's materials have been stored and their attendance has been recorded, the student will receive their test and the Testing Center monitor(s) will administer the test using the standards and time limits as designated by their classroom teacher(s).

Academic Learning Program
The Academic Learning Program includes Tier 2 and Tier 3 supports and interventions for students. Components of the program include the Executive Function Study Skills course, Math Enrichment Center, Mentor Study Course, and the In-School Credit Recovery courses taken online with the support of a teacher. Students are recommended for the program on both a part-time and full-time basis by their Student Support Services team (SST). Parent and administrative approval is required. Students within the program are supported by the program staff which includes teachers, counselors, a student advocate, and a program coordinator.

Mid-Quarter Progress Reports

Mid-Quarter Progress Reports will be posted in Family Access for any student who is reported by the student's teacher as receiving a D or F in any course by the midpoint of the nine-week grading period. Students and parents receive grades at the end of each quarter and at the end of each semester via Family Access. The Mid-Quarter Failure Warning to parents and students may include comments specific to the student's situation in the particular class. Comments may relate to areas of concern or areas of particularly commendable performance. Teachers can use numbered or free form comments on the notice to specify the areas in which the student needs improvement. Also, the notice includes a request that the parents contact the teacher via phone or email to discuss the student's performance and determine the best course of action. Parents may receive specific information that will help students improve their classroom performance and study skills and catch up with assignments before the end of the quarter when course grades are given. Email addresses for all teachers can be found on the school's website at **https://directory.oprfhs.org/search**.

Parent/Guardian Teacher Conferences

Scheduled parent/guardian teacher conferences occur in the fall and in the spring. These conferences are held virtually. Parents/guardians are notified by communication through ParentSquare and the via the school website of the dates of the conferences, and they are invited to schedule appointments to meet with their child's teachers to discuss their progress toward achieving course objectives. Detailed instructions are provided to help parents/guardians sign up for these virtual conferences.

Due to the time constraints of the conference times, teachers may not be able to accommodate all conference requests. In addition to the scheduled parent/guardian teacher conferences, parents/guardians are welcome to contact faculty and administrators to set up an alternate time to discuss their questions and concerns. While many topics can be handled by a phone conversation or by email exchange, some may require an in-person meeting. In such instances, parents should call or email the teacher to set up a mutually convenient meeting time. Parents/guardians should not expect teachers, counselors, deans, or administrators to be available without a pre-arranged appointment.

Beyond the GPA: Additional Student Honors

Honor Roll: Honor roll status is awarded to students who have done above-average classroom work during a specific grading term. Above-average classroom work is defined as at least a 3.0 unweighted grade point average in a minimum of 4 full-credit courses for which grades are awarded in accordance with the Board of Education's policy on grading. Grades in physical education and driver education are excluded in honor roll determination.

Scholarship Cup: The seniors who have the highest weighted GPA at the end of seven semesters are awarded the Scholarship Cup. The recipients are determined by figuring the cumulative weighted grade point averages of senior students for all semesters at Oak Park and River Forest High School. To be eligible to win the Scholarship Cup, a senior must have been enrolled at Oak Park and River Forest High School for a minimum of any five semesters preceding the award and must be eligible to earn a diploma from this high school at the conclusion of that year.

Cum Laude Society: Membership in Cum Laude, the academic honor society, is based on a student's GPA at the end of the junior's fifth semester or a senior's seventh semester. The top 5% of the junior class and the top 15% of the senior class who meet membership criteria are invited to join the society.

Seal of Biliteracy: Oak Park and River Forest High School senior students have the opportunity to be recognized by the State of Illinois for earning proficiency in English and a language other than English. The Illinois State Board of Education's Seal of Biliteracy program will place an official seal on diplomas and an official recognition on transcripts for students who qualify. Qualifications for the Seal of Biliteracy: Earn a minimum score of 480 on the Evidence-Based Reading and Writing portion of an official administration of the SAT, or earn a minimum overall composite score of 4.8 on the ACCESS for ELLs exam. Must have earned a 4 or 5 in the Advanced Placement language exam, or demonstrate an Intermediate High proficiency level (or equivalent) across the four domains of reading, writing, listening, and speaking in STAMP 4S/AAPPL assessments.

Career and College Pathway Endorsements: Many programs of study within CTE provide students the additional opportunity of earning the Illinois State Board of Education (ISBE) College and Career Pathway Endorsement (CCPE) on their official school transcript. These endorsements are earned by completing an individualized learning plan, a career-focused instructional sequence, and professional learning opportunities, all embedded within courses. See the Career and Technical Education Division course offerings beginning on Page 33 for eligible programs.

AP Capstone Diploma: Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP exams of their choosing will receive the AP Capstone Diploma designation on their OPRFHS transcript.

Special Programs

Independent Study

Independent Study is a program intended to meet the needs of students who have demonstrated a high degree of academic maturity and who possess the aptitude to pursue coursework with substantially reduced student-teacher interaction. Students who apply for and are accepted into this program are fully responsible for sustaining the Independent Study until its successful conclusion within the specified semester and school year.

In this program, students may pursue academic credit under the supervision of a teacher endorsed or certified in the subject area being studied and may complete credit requirements without attending regular class sessions. Independent Study provides opportunities for academic enrichment beyond that which is offered in the published curriculum or accessibility to sequential coursework that cannot be scheduled into the student's daily schedule.

A student may take only one Independent Study course per semester, and no more than four credits of Independent Study may apply toward graduation, unless approved by the Director of Student Learning. No course specifically required for graduation may be taken as an Independent Study, nor may specific state mandates be satisfied through Independent Study. Furthermore, students may not exceed identified course load limits during a given semester through the use of Independent Study without the approval of the Director of Student Learning.

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

Senior Instructional Leadership Corps | SILC

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

Leadership Program | Freshman Launch Study Halls

Open to Juniors and Seniors
2 semesters; 2 credits
The Leadership class at OPRFHS pairs Junior and Senior mentors chosen through a rigorous selection process with freshmen students enrolled in study halls and select mathematics classes. The Leadership juniors and seniors typically meet two days per week to develop leadership, mentorship, and tutoring skills. Those junior or senior mentors push into freshmen study halls and mathematics classes to help build community, provide academic assistance, and offer emotional support for the remainder of the week. The goal of the course is to allow students to play integral roles in creating spaces which center around our students' cultural wealth and values to transform the culture of the school into one of shared responsibility, care, and respect.

Processes and Guidelines

Teacher, Counselor, or Dean Change Request

Requests to change a teacher, counselor, or dean will not be considered until after the end of the first semester. The person making the change request must first discuss the issue/concern directly with the teacher, counselor, or dean. All teacher change requests must be approved by the teacher's Division Head. All counselor change requests must be approved by the Assistant Principal of Student Services. All dean change requests must be approved by the Assistant Principal of Operations. If resolution is not achieved as a result of the discussion, the student and parent or guardian must follow the District Decision and Appeals process described on our school website. If a counselor change is granted, the student will be moved from the current SST to the team with the counselor who currently carries the lowest caseload. In addition, the student will also change both their dean and social worker.

Credit through Online and Correspondence Courses

Credit earned through extension, online, or correspondence courses may be applied toward the satisfaction of graduation requirements provided that such study commences after the successful completion of the 8th grade year. Such credit shall be earned through the satisfactory completion of courses offered by an institution accredited by the North Central Association of Colleges and Schools or any other regional accrediting association or by an institution that is recognized by a state office of education. Students who wish to earn credit through extension, online or correspondence courses MUST seek course approval from their counselor before enrolling in the course. Division Heads must have the opportunity to fully review and approve the syllabus for any courses taken outside of OPRFHS. Online courses should not be used to acquire the graduation credit in a laboratory or speaking based course (this would apply to Science, Applied Arts/Technology, Fine Arts, and World Language Courses). Online courses may not be used to satisfy the Civics, Health, and Physical Education graduation requirements.

A maximum of four such credits may be used on the OPRFHS transcript. Requests for credits to be applied to the permanent transcript must be sent directly from the online/correspondence program to the OPRFHS Registrars' Office. If a student takes a credit through an online or correspondence program during their senior year, the final transcript from this program must be received from the outside institution by April 15 to ensure participation in graduation.

Any transcript submitted from an outside institution will show as a transfer credit grade on the transcript, will be calculated into the student's GPA, and will become part of the student's permanent record at OPRFHS.

Homeschool Guidelines

(Full and Part-Time)

A parent or guardian can choose to homeschool their child for a specified duration of the time. If a student is seeking to attend a homeschool full-time, with the intention of transferring credits back to OPRF, that student will need to withdraw from our school. A student who is being homeschooled full-time cannot be concurrently enrolled at Oak Park and River Forest High School. Students who are being homeschooled part-time remain enrolled at OPRF and need to be enrolled in a minimum of one course per semester. For both full-time and part-time homeschooled students, earned homeschool credits will be granted as transfer courses when brought back to OPRF.

Please note the following when seeking Homeschool status:

- The parent or guardian will need to complete a **Statement of Assurance for Homeschooling form** and submit the completed form to our Registrar via email at registrar@oprfhs.org.
- If the student will be homeschooled full-time, once the Statement of Assurance for Homeschooling form has been approved by the Registrar, the parent needs to withdraw their child from OPRF.
- Both full and part-time homeschooled students can take up to a total combined number of seven courses per semester. For example, a part-time student taking three courses at OPRF could take four homeschool courses. Full-time homeschooled students can take up to seven semester credits. A maximum of only three homeschool credits earned in a summer may transfer to OPRFHS.
- Once an accredited program has been identified and approved by the Registrar (All programs must be accredited by Cognia for credits to transfer back to OPRF), the student can register for and complete homeschool courses. At completion of the homeschool program, the parent or guardian will then complete a **Form to Report Homeschool Credits** and attach an official transcript from the program where the credits were earned. The Form to Report Homeschool Credits should include the following information:
    - Dates of attendance in the homeschool program
    - Enrollment and completion dates for each course
    - Name of each course and duration of course (semester or full year)
    - Final semester grade for the course
    - Additional information upon the request of the Registrar
- Official transcripts also need to be sent to the Registrar directly from the accredited program. You may be asked to provide additional information to the Registrar, such as gradebook pages from courses being transferred to OPRF.
- For AP coursework being transferred in as homeschool credit, please note that coursework can only be accepted from programs that are authorized by the College Board to issue AP credit. A list of approved programs can be found on the College Board site.
- Any student who wishes to transfer online AP coursework for AP credit on the OPRF transcript must also register for and take the corresponding AP exam for the semester grade(s) to be added to the student's OPRF transcript as AP courses. Due to the timing of spring AP exams, all online AP coursework will initially be entered on the transcript as honors-level credit. If the corresponding AP test is taken, the course will be changed on the transcript to indicate AP credit. The student does not need to earn a particular score on the AP test for the grade to be added to their transcript.
- Courses that do not receive pre-approval before a student begins work will not be accepted by the school as transfer credits. Parents and students MUST verify accreditation of the courses and have a Statement of Assurance for Homeschooling Form on file with the Registrar prior to enrolling in the course.
- Students considering participation in a sport at a Division I or II college/university will need to make sure the homeschool courses are also NCAA-approved.

- Part-time homeschooled students who attend OPRF for at least one-half of the regular school day, excluding lunch, are eligible to participate in extra-curricular activities and clubs, as long as they pay school fees in full. Full-time homeschooled students **are not eligible** to participate in clubs and activities (Board of Education Policy 7:40). However, if the full-time homeschooled student has participation in extra-curricular activities indicated as part of their Individualized Education Plan (IEP) that will be permitted.
- If homeschooled students wish to participate in athletics, the student needs to be enrolled in a minimum of five (5) classes with curriculum approval by the Assistant Superintendent of Student Learning. Weekly progress reports must be provided to the Athletic Office and are overseen by the Illinois High School Association.
- For students who wish to be eligible to earn an Oak Park and River Forest High School diploma, at least 22 out of the required 43 credits must be earned at Oak Park and River Forest High School.

Transfer Student Enrollment Process

- Please verify that your student lives within our **District's attendance area** before proceeding with your request for enrollment.
- Residency verification documents must be submitted through the online enrollment form. You can upload your documents from your phone or computer, as a .pdf or .jpg file. (**A list of required documents is available here**). Please note that every family who enrolls in the district completes an online form that specifically states that the district may require a home visit and/or additional documentation to verify residency. Without exception, the district runs a database check and conducts a home visit for every transfer student. For more information, **click here**.
- Enrollment is not the same as course registration. Enrollment, which is a separate process from course registration, involves going online and providing the school the required information for your student every year. Failure to complete enrollment and provide proofs of residency every year result in the student's schedule being pulled and course selections removed.
- Online enrollment must be completed for every student attending our high school, including fifth-year seniors, as well as off-campus students.
- Students who enroll at Oak Park And River Forest High School are no longer required to take an entrance exam as long as academic achievement test data has been shared during enrollment. During the enrollment process, grades/transcripts and assessment data can be uploaded online or emailed to Kimberly Asbury, Testing Specialist, at kasbury@oprfhs.org. If families can't provide grades and assessment data within a few days after enrollment, then the entrance exam can be administered. If testing is required, the counselor will arrange a time to come into the building to test during school hours of 8:00 am - 2:30 pm. For more information about the placement process and placement testing **click here**.
- Submit Health Documents. A school physical is required for all incoming freshman and new/transfer students only. You may email physicals to medicalforms@oprfhs.org, or you can contact the Health Services office if you have additional questions.

Academic Data Accepted:
  - Unofficial transcript that identifies high school credits earned or last report card for 8th or 9th graders depending if no high school credits have been obtained.
  - Recent standardized achievement tests in Reading and Math such as: MAP (NWEA), iReady, Renaissance STAR, TerraNova, Aspire, SAT, PSAT or any standardized test achievement test.
  - IEP or 504 Plan (if applicable).
- Meet with Counselor to review course selections. The counseling office will schedule an appointment once the enrollment and testing have been completed.
- Student will receive their class schedule, locker assignments, ID card, and Chromebook. Please contact the Business Office for more information about school fees. You may also contact the Food Services Department for information about fee waivers, the free and reduced lunch program, and SNAP accounts.

District Appeals Process

For specific questions or concerns, reach out to district personnel according to chart below:

Areas	Initial Contact	First Level Appeal	Second Level Appeal
Attendance	Teacher	Dean	Assistant Principal of Operations
Academic Dishonesty	Teacher	Division Head	Director of Student Learning
Course Change	Counselor	Assistant Principal of Student Services	Assistant Superintendent/ Principal
Course Level Change	Teacher	Division Head	Director of Student Learning
Curriculum	Teacher	Division Head	Director of Student Learning
Discrimination/ Harassment	Dean/Complaint Manager	Executive Director of Equity and Student Success	Nondiscrimination Coordinator
Special Education	Case Manager	Program Chair	Assistant Director of Special Education

Academic Offerings and Course Descriptions

Career and Technical Education Division
- Business Education
- Family and Consumer Sciences
- Health Careers
- Engineering and Technology
- Media Production and Broadcasting
- Early College and Career Academy

English Division
- Grade-level English Courses
- English Electives
  - Literary Ideas and Topics (LIT)
  - Publications

Fine & Performing Arts Division
- Music
  - Non Performance Classes
  - Performance Classes
    - Instrumental Music
    - Choral Music
- Theatre Arts
- Visual Arts

History Division
- History
- History Electives

Mathematics Division
- Mathematics

Physical Education Division
- Physical Education
- Driver Education

Science Division
- Science

Special Education Division
- Introduction to Special Education Services at OPRFHS
- Specialized Programming

World Language Division
- Chinese
- French
- German
- Italian
- Japanese
- Latin
- Spanish
- World Languages and Culture
- English Language Learners

Course Numbering System and Descriptors

The Academic Catalog lists full-year courses as three-digit codes. A one-semester course offered only during a specific semester contains four digits with the final digit reflecting the semester in which the course is offered.

If the description of a course lacks the designation “Open to . . .” it may be assumed that the course is open to all students. If no prerequisite is indicated, it may be assumed that there is no prerequisite for the course. All questions regarding course descriptions should be directed to the Division Head of the division in which the course is offered or to the Director of Student Learning.

Any course with an “A” following the name of the course indicates that the course is an honors-level course. Any course with the AP distinction also receives honors-level credit.

CAREER AND TECHNICAL EDUCATION DIVISION

Mr. Matt Prebble | CTE Division Head | (708) 434-3670 | mprebble@oprfhs.org

OPRF's Career and Technical Education program helps students find and follow a pathway focused on delivering academically rigorous, hands-on, skills-based education to students of all ages that better prepares them for further education and entry into high-wage, high-skill, and in-demand occupations.

While concentrating in CTE courses provides a valuable high school experience, the real payoff comes after graduation:

- The graduation rate for students to concentrate in CTE is 95%, compared with 85% for non-CTE students
- 96% of employers have a favorable view of CTE applicants
- Concentrating in CTE increases earning potential by 45%

Parents of CTE students have higher levels of satisfaction towards their students' prospects:

- 91% of parents of CTE students say their student is better prepared for their career future.
- 90% of parents of CTE students say their student is learning real-world skills.

Sources: Dept of Education; Advance CTE; Econofact; Business Wire

Taking CTE classes in high school offers valuable benefits and experiences:

- Access to Career and Technical Student Organizations, such as FCCLA and DECA.
- Industry-recognized credentials and certifications, such as Certified Nursing Assistant, ServeSafe Food Handler and Food Manager, and Comptia A+ Computer Technician.
- Early college credit - many CTE courses at OPRF offer dual credit, where credit is earned by taking and passing a course. OPRF also offers Dual Enrolment credit with Triton College, where students take classes on campus during the regular school day.

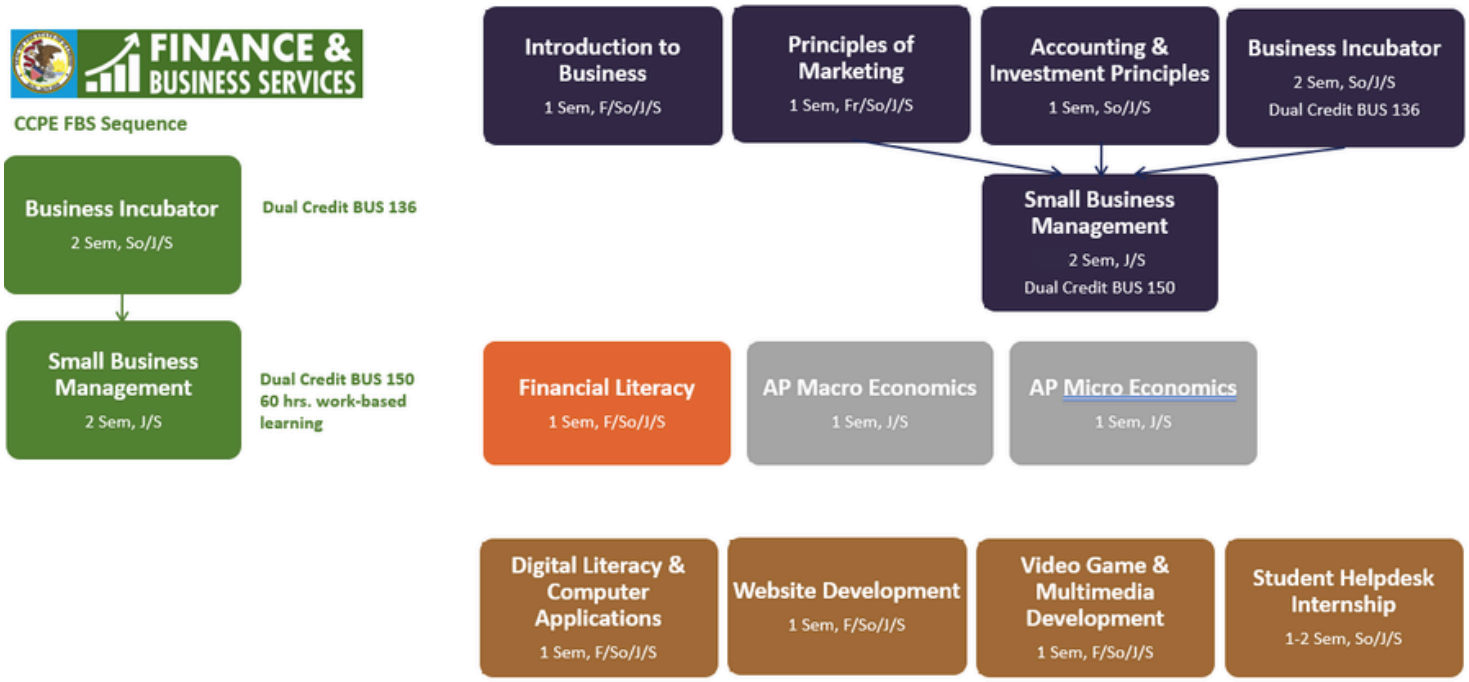
Additionally, many programs of study within CTE provide students the additional opportunity of earning the Illinois State Board of Education (ISBE) College and Career Pathway Endorsement (CCPE) on their official school transcript. These endorsements are earned by completing a career-focused instructional sequence that include professional, hands-on work-based learning opportunities. Currently, CCPEs are offered in the following pathways.



CTE courses are offered primarily within the areas of Broadcasting, Business Education, Engineering & Technology Education, Family & Consumer Sciences, Health Careers, and Early College Career Academy OPRF/Triton Community College partnership.

Business Education

Scope and Sequence



Business Education Courses

Financial Literacy F/S

6001/2
Open to freshmen and sophomores
Prerequisite: None
Meets state Consumer Education requirement
1 semester | 1 credit

This course is designed to equip students with the knowledge and skills needed to make informed financial decisions and navigate an evolving economy. Students will learn their rights and responsibilities as consumers and explore their role in the marketplace. Topics include decision-making, money management, budgeting, banking services, savings and investments, credit, insurance, taxes, housing, transportation, and basic economics. Through a career exploration unit, students will apply financial literacy concepts to real-world scenarios while examining career pathways, earning potential, and the changing workplace landscape shaped by artificial intelligence (AI), inflation, and emerging economic trends. The course emphasizes practical application to prepare students for financial independence, career readiness, and lifelong financial well-being.

Financial Literacy J/S
6021/2
Open to juniors and seniors
Meets state Consumer Education requirement
1 semester | 1 credit

This course is designed to equip students with the knowledge and skills needed to make informed financial decisions and navigate an evolving economy. Students will learn their rights and responsibilities as consumers and explore their role in the marketplace. Topics include decision-making, money management, budgeting, banking services, savings and investments, credit, insurance, taxes, housing, transportation, and basic economics. Through a career exploration unit, students will apply financial literacy concepts to real-world scenarios while examining career pathways, earning potential, and the changing workplace landscape shaped by artificial intelligence (AI), inflation, and emerging economic trends. The course emphasizes practical application to prepare students for financial independence, career readiness, and lifelong financial well-being.

Website Development I
6071/2
Open to all grade levels
Prerequisite: Basic computer skills recommended
Meets CTE requirement
1 semester | 1 credit

This course is designed for students who are interested in creating websites and learning basic HTML and CSS coding. Students will learn the fundamentals of web page design using HTML, HTML editors, and graphic editors as well as programming tools such as JavaScript. Students will make several different websites and maintain and revise their work as needed. Students will learn to create pages, add hyperlinks, add and link to images, make tables, and create forms. Students will learn how to use templates, cascading style sheets and interactive elements to enhance web pages. Software packages such as Adobe Dreamweaver and Photoshop are utilized. Other software could be used to create content for the websites (audio and video editing).

Accounting and Investment Principles
6281/2
Open to sophomores, juniors, and seniors
Prerequisite: None
Meets CTE requirement
1 semester | 1 credit

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

Digital Literacy and Computer Applications
6331/2
Open to all grade levels
Prerequisite: None
Meets Digital Literacy requirement
1 semester | 1 credit

Students use a variety of application software and equipment to perform tasks frequently needed in business, marketing and management. Students will explore a variety of applications such as graphics, word processing, email, spreadsheets, and presentation software. Emphasis is placed on digital literacy and ethical citizenship as well as skills needed in business related occupations. Students will use both the Google and Microsoft Office Suites as well as other applications and emerging technologies available on the Internet. Responsible, ethical and professional use of these digital tools is encouraged. Both team and individual projects are incorporated into the curriculum as well. Successful completion of this course fulfills the computer proficiency graduation requirement.

Introduction to Business
6341/2
Open to all grade levels
Prerequisite: None
Meets CTE requirement
1 semester | 1 credit

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

Video Game and Multimedia Development
6361/2
Prerequisite: None
Meets state Consumer Education requirement
Meets CTE requirement
1 semester | 1 credit

Video Game and Multimedia Development prepares students for careers in business and industry working with interactive media products and services; with an emphasis on the entertainment industries. This course emphasizes the development of digitally generated or computer-enhanced products using multimedia technologies. Using state-of-the-art video game design software, students create several different types of video games, including arcade, RPG, and FPS game styles. Students will be introduced to both Drag and Drop and GML programming language. Students will learn to analyze, design, and create interactive three dimensional animation and games. Instruction will include an overview of 2D and 3D graphics, modeling, texturing, lighting, animation, and rules of game play. Industry software will be utilized to create simple games as individual or group projects Students will also learn to create their own game sprites and background music. Students will learn to design and create their own game elements and use them in games that they create. This course is available for students who are interested in in-depth knowledge and experience with high-level video game development. Students will develop an understanding of professional business practices including the importance of ethics, communication skills, and knowledge of the “virtual workplace.”

AP Macroeconomics
6371 (Semester One only)
Open to juniors and seniors
Prerequisite: None
1 semester | 1 credit

Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies.

AP Microeconomics
6372 (Semester Two only)
Open to juniors and seniors
Prerequisite: None
1 semester | 1 credit

Students cultivate their understanding of the principles that apply to the functions of individual economic decision-makers by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like scarcity and markets; costs, benefits, and marginal analysis; production choices and behavior; and market inefficiency and public policy.

Business Incubator
638
Eligible for dual credit from Triton College | BUS 136
Open to sophomores, juniors, and seniors
Prerequisite: None
Meets CTE requirement
2 semesters | 2 credits

Develop your own start-up! This fun, dynamic entrepreneurship programs aims to fulfill students' business aspirations through a project based learning approach in which students apply what they learn about economics, marketing, human relations, psychology, business law, ownership, financial planning and accounting to their own business idea. Local entrepreneurs serve as mentors and subject matter experts who guide student teams through the process of developing a business concept, securing seed money to test it with real potential customers, and pitch it for investment at the end of the course. In addition to learning entrepreneurial and business concepts, students also develop a growth mindset and a range of '21st century' transferable and professional skills. Finally, the course gives students the opportunity to gain the 'Entrepreneurship and Small Business' certification offered through Certiport which can be added to resumes and college applications and validates the skills and knowledge for those students with entrepreneurship and business career aspirations. Students will have the opportunity to earn dual credit with Triton College upon successful completion of the course.

Student Helpdesk Internship
6391/2
Open to sophomores, juniors, and seniors
Prerequisite: None
Meets CTE requirement OR Digital Literacy requirement
1 semester | 1 credit | Can take both semesters

This course is a student-run help desk that prepares students to provide first-line technical support to students, support staff, and teachers. Students are trained to listen, observe, and assess general end-user issues. The hands-on classroom environment gives students authentic learning experiences involving troubleshooting hardware, software, and network programs as well as processing tickets and inventory stock. Students have individualized career pathways of study that include customer service, leadership, certification, coding, and apps. Successful completion of this course fulfills the computer proficiency graduation requirement. Students who enroll in two semesters of Helpdesk will earn an applied art credit in addition to satisfying the computer proficiency requirement.

Principles of Marketing
6401/2, 6458/2
Open to all grade levels
Prerequisite: None
Meets CTE requirement
1 credit | 1 semester

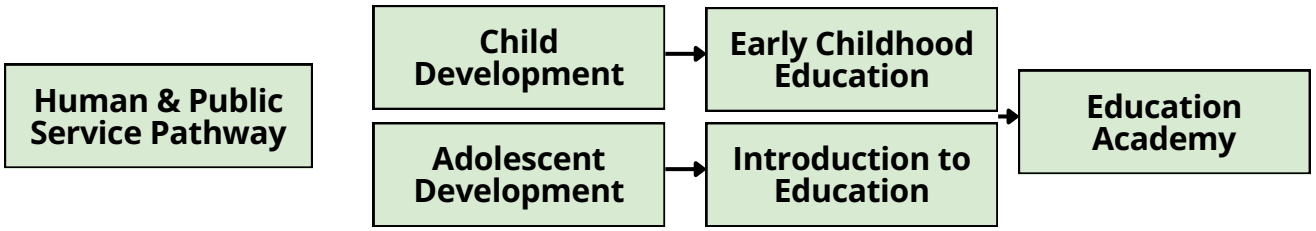
In this hands-on, project-based class, students will explore the principles of marketing, such as concept development, branding, pricing strategy, promotion, advertising, distribution, portfolio management, marketing communications, customer segmentation, targeting, market research, and sales. Students will learn how to use industry tools to develop marketing plans and strategies based on problem/opportunity briefs provided by a local community client. The course culminates with a final project in which students present their recommendations to local clients.

Small Business Management
643
Eligible for dual credit from Triton College | BUS 150
Open to juniors and seniors
Prerequisite: Principles of Marketing OR Accounting and Investment Principles OR Business Incubator (required if pursuing College & Career Pathway Endorsement in Finance & Business Services)
Meets CTE requirement
2 *semesters | 2 credits*

In this year-long capstone course, students apply prior business learning through the hands-on management of OPRF's Huskie Store. Students take responsibility for areas such as merchandising and store layout, market research, inventory purchasing and control, supply chain operations, advertising and promotion, customer service, human resources, labor relations, and regulatory considerations. Through this school-based enterprise and workplace experience, students set goals, develop employability skills, respond to authentic business challenges, and assume increasing responsibility in areas of management that match their interests. Classroom instruction supports the workplace experience through continued study of business management concepts, reflection on current issues, and application of professional skills.

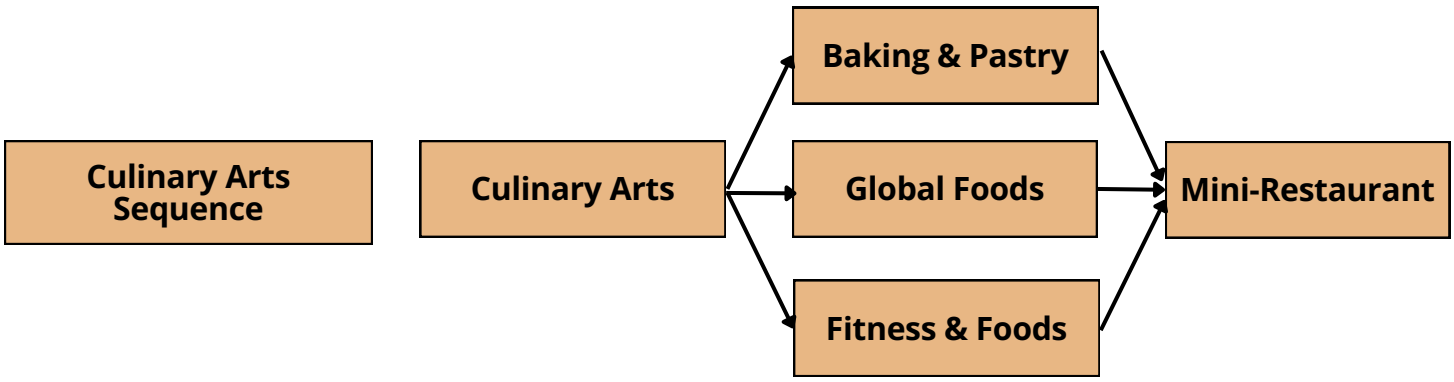
Family and Consumer Sciences

Scope and Sequence



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





Family and Consumer Sciences Courses

Culinary Arts
7031/2
Open to all grade levels
Prerequisite: None
Meets CTE requirement
1 semester | 1 credit

Culinary Arts exposes students to culinary basics and principles. This course includes classroom and laboratory experiences needed to develop a knowledge and understanding of culinary principles and nutrition for people of all ages. Culinary experiences will focus on food service and preparation management using the decision-making process while meeting basic needs by applying nutrition concepts and maximizing resources when planning/preparing/serving food. Industry recognized safety and sanitation practices will be emphasized. Industry recognized knife skills will be highlighted. Units of study will include fruits/vegetables, soups/salads/sauces, dairy/eggs, grains, quick/yeast breads, and meal planning/entrees.

Baking and Pastry
7041/2
Open to all grade levels
Prerequisite: Culinary Arts
1 semester | 1 credit

This is a course that will concentrate on advanced food experiences in baking and pastry making. Students will build on the beginning baking skills learned in Culinary Arts to establish a strong foundation of principles and techniques. Experiences will focus on safety/sanitation, basic principles in baking, ingredients, quick breads, yeast breads, pies, pastries, specialty desserts, ice cream, chocolate, cookies, cakes, and piping/decorating with various icings. This class is recommended for students planning to pursue a degree in the culinary or pastry arts, as well as culinary enthusiasts.

Global Foods
7071/2
Open to all grade levels
Prerequisite: Culinary Arts
1 semester | 1 credit

Global Foods is a culinary tour of the world and an adventure into advanced food preparation skills. This course will expand students' horizons and broaden knowledge of other countries while developing an appreciation of international food customs and practices. Units of study will include safety and sanitation and regional and international cuisine. Students will prepare foods from various regions of the United States and other continents, such as Europe, Africa, Asia, and South America. While exploring connections between what we eat and cultures around us, students will cover the history and each region's dietary customs/needs/trends, cuisines, and cooking methods. All of these concepts can be interpreted through culinary laboratory experiences.

Mini-Restaurant
708 | Capstone Course
Eligible for dual credit from Triton College | HIA 115 (Food Sanitation and Safety) and HIA 101 (Knife Skills)
Open to sophomores, juniors, and seniors
Prerequisite: Baking & Pastry, Global Foods, or Fitness & Foods
2 semesters | 2 credits

Students interested in hospitality related careers will learn about operating and running a commercial restaurant. In this class, students will rotate through the various functions needed to operate the OPRFHS Kettlestrings' Café including front and back of the house operations. This course provides terminology, culinary math (basic mathematical principles, portion cost, total yields, etc), and practical experiences needed for the development of culinary competencies and workplace skills. Safety and sanitation instruction and classroom application will prepare students for an industry recognized sanitation exam (ServSafe). Content will also include basic knife skills, such as how to hold a knife properly, knife safety, knife sharpening, and basic knife cuts through proper fruit and vegetable preparation (brunoise, small dice, medium dice, large dice, fine julienne, julienne, batonnet, paysanne, and tourne). Classroom experiences will develop skills needed for food-service workers to be successful in the front of the house, back of the house, and workstations. Additional course content includes event planning, customer service and relations, food service styles, hors d'oeuvres, quantity food production, advertising, and monitoring customer and industry trends. Students will be provided training experiences on commercial equipment and facilities to simulate those found in business and industry.

Fitness and Foods
9121/2
Open to juniors and seniors | May not take Athletic Study Hall
Prerequisite: Culinary Arts
Course meets PE requirement
1 semester | 1 credit

Fitness and Foods stresses the importance of healthy eating and physical activity across the lifespan. The class explores a healthy lifestyle, nutrition, wellness and helps students obtain their fitness goals. Students will be exposed to a variety of physical activities and understanding how to make fitness a part of their daily routine. Students will also learn about their nutritional needs across the lifespan. Culinary lab experiences incorporate healthy meal planning options.

Clothing Construction 1
7051/2
Open to all grade levels
Prerequisite: None
Meets CTE requirement
1 semester | 1 credit

Students interested in clothing, textiles and apparel design will increase their personal skills and abilities in this hands-on introduction to sewing and clothing construction. Through a variety of projects, including pajama pants and hoodies, this course will provide students with skills and techniques that build fundamental sewing proficiency.

Clothing Construction 2
7061/2
Open to all grade levels
Prerequisite: Clothing Construction 1
1 semester | 1 credit

This class is for students interested in advancing their clothing construction and design skills. Students will have the opportunity to be their own designer and create a clothing line of 3 garments: patterned project, upcycle/recycle project and an inspiration/drafted project. Students will learn advanced sewing skills/techniques that emphasize current industry technology. Students will practice creating their own fashion brand which includes determining their target audience, logo creation and fabric choice. A student-run fashion show will showcase each designer's creation at the end of the semester.

Fashion Merchandising
7112
Open to all grade levels
Prerequisite: None
1 semester | 1 credit

Fashion Merchandising is an orientation course that provides a basic foundation for merchandising clothing and accessories. This course explores all levels of the industry, including the development of fashion, consumer demand, design principles, marketing sales, fashion promotion and career planning and opportunities. By the end of the semester, students will be able to: learn about basic fashion and apparel industry concepts, learn about textile fibers, yarns, fabrics and finishes, understand the role fashion designers play in the fashion industry and how clothing is transmitted from concept to product, and learn the importance of marketing.

Housing and Interior Design
7221/2
Open to all grade levels
Prerequisite: None
Meets CTE requirement
1 semester | 1 credit

This course provides experiences in housing choices and interior decorating decisions for both independent and family living. Specific areas of study will include: elements and principles of design, furniture/architectural styles, exterior/interior construction, service zone planning, and room/furniture arrangement. There is an emphasis on using a home designer software program where students complete a design plan.

Education Pathway Courses

Illinois State Board of Education
College & Career Pathway Endorsement:
HPS (Human & Public Services) | OPRF Program of Study: Education

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

School-wide requirements

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

Program of Study-specific requirements

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

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

Child Development

7161/2
Open to all grade levels
Prerequisite: None
Meets CTE requirement
1 semester | 1 credit

This course is designed to provide students with an introduction to the development of children from birth through the school-age years (through age 12). Coursework will include child development theorists, prenatal development, and focus on the development (physical, social, emotional, and intellectual) of children. The knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants, toddlers, preschoolers, and school-aged children will be discussed. Additionally, this course provides students with information and experiences needed for the developmental competencies related to child care, daycare, and other education services occupations.

Adolescent Development
7121/2
Open to all grade levels
Prerequisite: None
Meets CTE requirement
1 semester | 1 credit

This course is designed to provide students with an introduction to the development of children in the grade levels of middle school and high school (the adolescent years, 12-18). Coursework will include human development theorists and focus on the development (physical, social, emotional, and intellectual) of the adolescent years. The knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development will be discussed. The focus of Adolescent Development is to prepare students to explore and enter careers in which they will interact with children, families, and educators. This course will provide students with information and experiences related to careers at the middle and high school level.

Early Childhood Education
7171/2
Eligible for dual credit through Triton College |EDU 206 (Human Growth and Development)
Open to all grade levels
Prerequisite: Child or Adolescent Development
Meets CTE requirement
1 semester | 1 credit

Early Childhood Education (ECE) is a course offered to students after successful completion of Child Development or Adolescent Development. This course will give students practical experience of working with preschool-aged and school-aged children. The students will interact at the worksite learning facilities, Pilgrim Preschool and a District 97 elementary school. This course provides students with information and practical experiences needed for the developmental competencies related to child care, daycare, and other education services occupations. Coursework includes group care, observation/guidance, relationship development, family & community relationships, personal & professional development, preschool development, school-age development, the philosophy of care centers and the state and local regulations governing care-giving operations. Students will also learn about developmentally appropriate practices and apply it to lesson planning. Time will be spent learning how to guide children and develop classroom activities to teach. The learning experiences will involve working with children/adults, simulating those found in business and industry, as well as preparation for developing and facilitating these activities. Students will meet standards in developing programs and assisting with children's and/or adult's activities. The focus is on research-based practices, philosophies, skills, and management techniques that support the positive development of children. Field experience is embedded into the course. Students will have the opportunity to earn dual credit with Triton College upon successful completion of the course.

Introduction to Education
7151/2
Eligible for dual credit through Triton College |EDU 207 (Introduction to Education)
Open to all students
Prerequisite: Child or Adolescent Development
1 semester | 1 credit

Introduction to Education is a course offered to students after successful completion of Adolescent Development or Child Development. This course will give students practical experience of working with adolescent-aged children. The students will interact at the worksite learning facilities, a District 97 middle school and OPRF. This course will provide students with information and practical experiences in the adolescent years of development. Students will learn about developmentally appropriate practice and apply it to lesson planning. This is an overview of the social, historical and philosophical foundations of American Education, which provides a perspective for understanding current issues. It also includes teacher preparation, multicultural and international education, and educational organization, structure, governance, finance, and curriculum. Field experience is embedded into the course.

Education Academy
713
Eligible for dual credit through Triton College | EDU 110 (Diversity of Schools and Society)
Open to sophomores, juniors, and seniors
Prerequisite: Early Childhood Education or Introduction to Education
2 semesters| 2 credits

Education Academy is a capstone course offered to students after successful completion of Early Childhood Education or Intro to Education. This course entails opportunities to learn about education and its related fields at the elementary, middle, and high school level. During field experience and placements, students will work with a mentor to assist, observe, and teach young children. Responsibilities include journaling, formal/informal observing, creating a visual display, creating and teaching lessons, creating and developing objectives, and shadowing. Through this controlled environment, students will examine and practice methods of teaching, learning styles, time management and planning strategies, presentation and questioning skills, classroom management, use of technology, and evaluation techniques. Classroom study will focus on the overview of how schooling is shaped by the social contexts in which it occurs, particularly in multicultural and global contexts. Students will investigate their personal beliefs and assumptions about their involvement with families while depicting a comprehensive way to think about children's development in the context of their relationships with their family, school, and community. Students also will explore opportunities in education careers and develop/expand their career portfolio. The course is recommended to anyone pursuing a career working with children. Field experience is embedded into the course.

Pathways to Teaching
Concordia University | Chicago
714
Dual Enrollment available from Concordia | EDUC 1050 and EDUC 202
Open to seniors
Prerequisite: None
2 semesters| 2 credits

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

Courses included in this sequence include the following Concordia University courses:

EDUC-1050: Introduction to American Education (3 credit hours from CUC; 1 credit from OPRFHS)
The future teacher will construct a foundation of understanding teaching and schooling in a diverse society by investigating historic and current understandings of education in a changing world. Field experience required (dual credit through Concordia).

EDUC-2020: Human and Cognitive Development (3 credit hours from CUC; 1 credit from OPRFHS)
Overview of human development with an emphasis on early childhood, middle and high school years. Includes an emphasis on brain development and how children learn and view their world. Field experience required (dual credit through Concordia).

Note: Students travel to Concordia University by bus every Tuesday and Thursday. The bus leaves OPRFHS at 7:30 AM and returns by 9:40 AM.

Health Careers

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

Health Sciences & Technology | Scope & Suggested Sequence

Introduction to Health Careers & Medical Terminology (578) > **Introduction to Patient Care Skills (580)** > **Fundamentals of Nursing (579)**

Students can meet all of the College & Career Pathway Endorsement requirements by completing all three courses above.

Introduction to Health Careers and Medical Terminology
5781/2
Dual credit available through Triton College | AHL 101 (Essentials of Medical Terminology)
Open to all students
Prerequisite: None
Meets state CTE requirement
1 semester | 1 credit

This semester course is a survey course offering a broad range of information on career opportunities in the health field and available educational programs in Illinois. Participation in this course will assist the high school student in making appropriate career decisions in the health occupations. This course also offers students the opportunity to earn 1.0 Hour of Dual Credit with Triton College for their Essentials of Medical Terminology course (AHL 101). Students will study definitions of medical prefixes, root words, suffixes, and abbreviations. Students will leave the course having developed oral and written skills in the language used to communicate within health care professions.

Introduction to Patient Care Skills
5801/2
Dual credit available through Triton College | AHL 100 (Introduction to Patient Care)
Open to all students
Prerequisite: Introduction to Health Careers and Medical Terminology (effective for the class of 2031)
Meets state CTE requirement
1 semester | 1 credit

This semester course introduces students to the basic principles of patient care in a health care setting. Throughout the course, students will build their knowledge in the areas of the use of medical equipment, medical terminology, hygiene and disease prevention, and ethical/legal responsibilities. Additionally, students will learn how to practically assess patient vital signs, body mechanics, and diet.

Fundamentals of Nursing
579
Dual credit available through Triton College | NAS 100 (Basic Nurse Assistant)
Open to juniors and seniors
Prerequisite: Introduction to Patient Care Skills (effective for the class of 2031)
Note: A BLS (Basic Life Support) / CPR certification is earned in this course
Meets state CTE requirement
2 semesters | 2 credits

This year-long course prepares students for entry into a variety of healthcare areas by offering the Basic Nurse Assistant Training Program (BNATP) curriculum. OPRFHS is an IDPH-approved provider, and students have the opportunity to take the Illinois Nurse Assistant certification exam at the conclusion of the course. Through classroom instruction, lab practice, and hands-on clinical experience at a local healthcare facility, students learn foundational concepts and Illinois Department of Public Health (IDPH) CNA skills. Topics covered include taking vital signs, patient transport, feeding, hygiene, disease prevention, CPR, safe patient transfers, positioning, medical charting, professional ethics, and specialized care for Alzheimer's and dementia patients.

Throughout the school year, students participate in clinical rotations at local healthcare facilities under the direct supervision of a registered nurse. Clinical shifts occur approximately 10 times per year during regular school hours, and participating students are excused from their scheduled classes on those days.

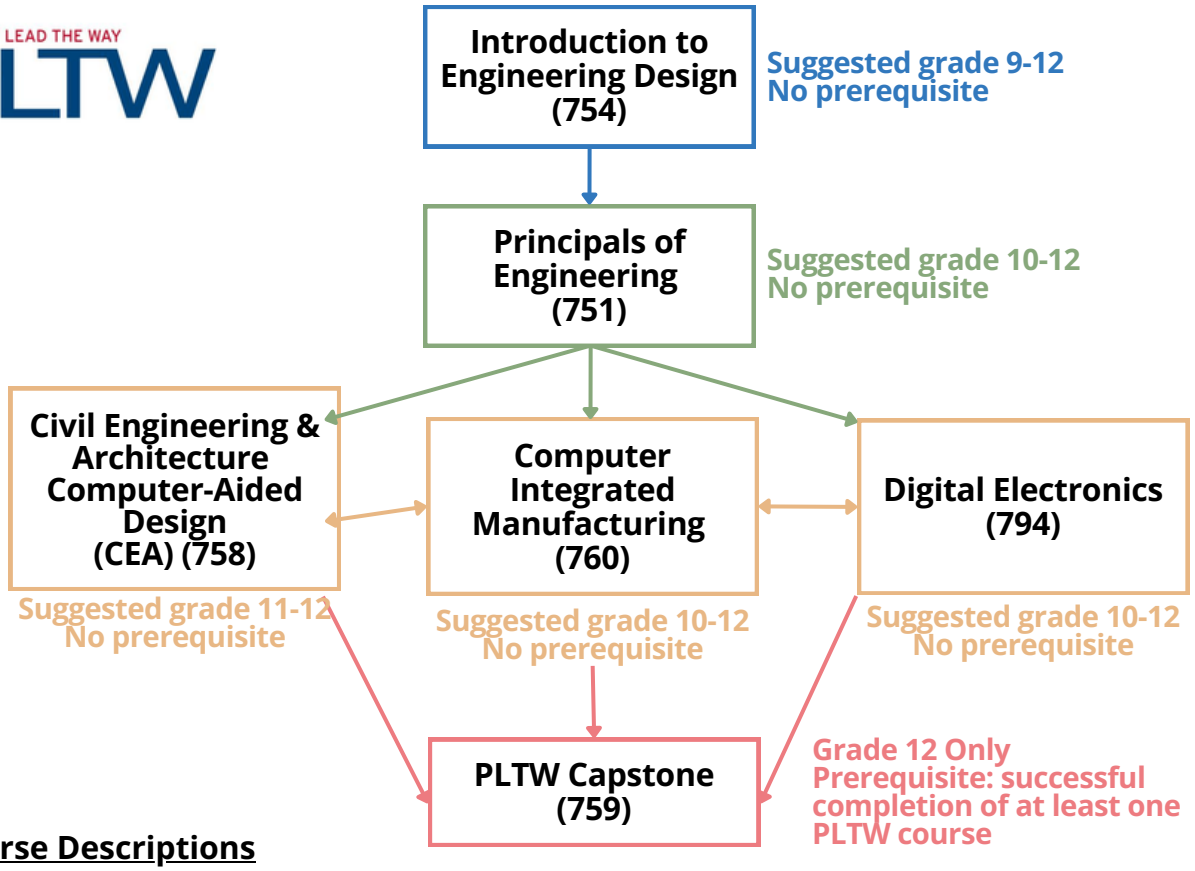
Students who wish to enroll in this course must complete an application through the counseling department. Evidence of immunization records and an original Social Security card are required. Student information will be processed for a Health Care Worker Background Check (HCWBC) as part of the course requirements. Applicants must be at least 16 years old by the first day of class.

Technology and Engineering Education

Project Lead the Way (PLTW)

The PLTW Pathway to Engineering Program is designed to encompass all 4 years of high school. Foundation courses are supplemented by a number of electives to create 5 rigorous, relevant, reality-based courses. Activities are hands-on and project-based. Students learn how to use the same industry-leading 3D design software that is used by companies such as Intel, Lockheed Martin, and Pixar. Students explore aerodynamics, astronautics, and space life sciences and apply biological and engineering concepts related to biomechanics and robotics. Students design, test, and actually construct circuits and devices such as smart phones and tablets and work collaboratively on a culminating capstone independent study project. Students interested in a pre-engineering college preparatory experience can take a full sequence of PLTW courses. Students can also opt to take selected courses as stand-alone experiences. For more information about the Project Lead the Way Program, see **www.pltw.org**.

SUGGESTED COURSE PROGRESSION



Simplified Course Descriptions

IED: Guided use of the "Design Process" to learn how engineers solve problems and use Computer-Aided Design (CAD) Software to communicate design ideas.
PoE: Implementation of Science, Math, and Technology to explore Engineering Principles across a wide variety of engineering disciplines. Mechanics, Statistics, Robotics, Kinematics, and Statistics are covered.
DE: Use of binary code, programming language, and logic-based problem solving to understand the operation of the electronic devices that shape our world.
CIM: Use computer-aided design software, computer-aided manufacturing software, and computer-controlled machinery to design, manufacture, and assemble a variety of products.
CEA: Introductory course exploring Architecture and Civil Engineering in both residential and commercial building applications.
PTLW Capstone: This course offers an open-ended yearlong investigation of the design and development process that is used by engineers and business.

Project Lead the Way Courses

Principles of Engineering
751
Open to sophomores, juniors, and seniors
Prerequisite: None
2 semesters | 2 credits

This survey course exposes students to some of the major concepts of a post-secondary course of study in engineering. Students will learn about how engineers use design thinking, technological systems, and man- ufacturing processes to solve problems. Having acquired an understanding of design thinking, students will generate solutions for real world challenges. Finally, students will also learn how to document their work and communicate their solutions to peers and members of the professional community.

Introduction to Engineering Design
754
Eligible for dual credit from Triton College | ENT 110 (Engineering Design Graphics/CAD)
Open to all students
Prerequisite: None
2 semesters | 2 credits

In this course, students use 3D modeling software to help design and test solutions for meaningful problems. Students will also learn how to document their work and communicate solutions to peers and members of the professional community. The major focus of the Introduction to Engineering course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Four hours of Dual Credit may be available for Triton College's Production Drawings & CAD (ENT 110) course. An additional 3.0 Hours of Dual Credit may be available for Triton College's Autodesk Inventor Design (ENT 255) course.

Civil Engineering and Architecture
758
May be eligible for dual credit with Triton College
Open to juniors and seniors
Prerequisite: None
2 semesters | 2 credits

In this course, students will investigate the roles of civil engineers and architects, project-planning, site-planning, building design, project documentation, and presentation. Having acquired an understanding of those topics, students will work in teams and utilize modeling software to address real world problems and communicate their solutions. Specifi cally, students will be asked to simulate the real life practice of civil engineers and architects as they complete their own property development project.

Project Lead the Way Capstone
759
May be eligible for dual credit from Triton College
Open to seniors
Prerequisite: Successful completion of at least one PLTW course.
2 semesters | 2 credits

In this capstone course, students apply what they've learned about the engineering design process in previous PLTW courses to develop a solution to a real-world engineering problem. Students will perform research to select, validate, and justify a technical problem. After carefully defi ning the problem, teams will work under the mentorship of an industry professional and their teacher to design, build, and test a working prototype for their problem. The course will culminate with students presenting and defending their original solution to an outside panel of professionals.

Computer Integrated Manufacturing
760
May be eligible for dual credit from Triton College
Open to sophomores, juniors, and seniors
Prerequisite: None
2 semesters | 2 credits

In this course, students will study how robotics, automated manufacturing, and design analysis are utilized in factory systems. That understanding will be applied as students actually use computer numerical control (CNC) equipment to produce real models of three-dimensional designs. In addition to technical concepts, the course incorporates fi nance, ethics, and engineering design which refl ects an integrated approach that leading manufacturers have adopted to improve safety, quality, and efficiency. Finally, students will utilize all knowledge gained throughout the course in a final open-ended problem to build a factory system.

Digital Electronics
794
Eligible for dual credit from Triton College |ENT 104 (Electricity I)
Open to sophomores, juniors, and seniors
Prerequisite: None
2 semesters | 2 credits

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

Automotive Technology Courses

Introduction to Automotive Technology
7741/2
Open to sophomores, juniors, and seniors
Prerequisite: None
Meets CTE requirement
1 semester | 1 credit

This course provides students with the knowledge and skills to perform preventative auto maintenance and basic automotive repair. Specifi c course topics include tune-up, oil change, and lubrication skills; tire replacement, alignment, and balancing; and basic knowledge of brake, cooling, electrical, emission, fuel, ignition, steering, suspension, and transmission systems.

Advanced Automotive Technology
7761/2
Open to juniors and seniors
Prerequisite: Introduction to Automotive Technology
1 semester | 1 credit

This course provides students with an introduction to diagnostic skills and techniques employed by professional automotive technicians. Students will learn how to diagnose and repair common issues with engine performance, electrical systems, computer systems, lubrication, exhaust and emission control, steering and suspension, fuel systems, cooling systems, braking, and powertrain.

Automotive Capstone
7751/2
Open to juniors and seniors
Prerequisite: Advanced Automotive Technology
1 semester | 1 credit

The Automotive Capstone course provides students with an in-depth opportunity to apply the knowledge and skills learned in their Introductory and Advanced Automotive courses. In addition to a review of topics covered in the Advanced Automotive courses, the following will be addressed in the Capstone: alternative fuel systems, advanced computer engine diagnostics, automotive HVAC diagnostic and repair, powertrain performance, and transmission diagnostic and repair. This course may be repeated.

Woodworking and Home Remodeling Courses

Introduction to Woodworking
7881/2
Eligible for dual credit from Triton College | ENT 110 (Fabrication Processes)
Open to all students
Prerequisite: None
Meets CTE requirement
1 semester | 1 credit

Students will complete various projects to learn and apply home remodeling skills such as case and cabinet construction. Proper and safe use of hand tools and power woodworking machinery is emphasized. Computer Aided Design (CAD) and Computer Numerical Control (CNC) are also utilized. Students may earn 4.0 Hours of Dual Credit for Triton College's Fabrication Processes (ENT 116) course.

Advanced Woodworking
7891/2
Open to all students
Prerequisite: Introduction to Woodworking
1 semester | 1 credit

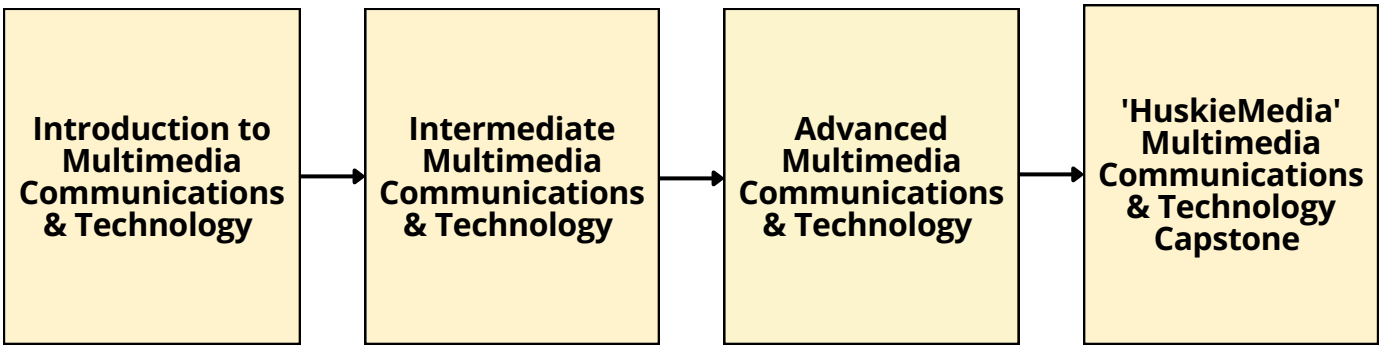
Students in this course will develop the skills necessary to design and build fine furniture and cabinetry. Units of study include elements of design, advanced woodworking skills with power and hand tools, production planning, production strategies, and financial fundamentals of running a small business. Students would also be exposed to manufacturing processes used in millwork industry.

Woodworking Capstone
7901/2
Open to all sophomores, juniors, and seniors
Prerequisite: Advanced Woodworking
1 semester | 1 credit

The Woodworking Capstone course provides students with an in-depth opportunity to apply the knowledge and skills learned in their Introductory and Advanced Woodworking courses. Specific learning experiences in this course include erection, installation, and maintenance of commercial and residential cabinetry, and the repair and maintenance of stationary woodworking machinery. This course may be repeated.

Media Production and Broadcasting

Scope and Sequence



Media Production and Broadcasting Courses

Introduction to Multimedia Communications & Technology

1061/2
Open to freshmen, sophomores, and juniors
Prerequisite: None
Meets CTE requirement
1 semester | 1 credit

This course provides students with the basic knowledge and skills necessary for careers in television, video, film, radio, and journalism. Camera operation, use of graphics and other visuals, lighting, audio techniques, editing, production principles, research, storytelling and career opportunities are typical topics covered within this course.

Intermediate Multimedia Communications & Technology

1101/2
Open to all grade levels
Prerequisite: Introduction to Multimedia Communications & Technology OR Journalism
Meets CTE requirement
1 semester | 1 credit

This course is designed to provide students with the skills needed for a careers in radio and television broadcasting, and journalism. Instruction includes camera operations, basic audio and video editing, sound and lighting techniques, sound mixing, and how these are applied fields such as journalism. Students learn the operation and maintenance of video recording equipment, video /digital cameras, microphones, computers, lighting/grip equipment, and other production equipment used in the video and audio production of broadcast programs. Students also learn to use and maintain various types of audio recorders, amplifiers, transmitters, receivers, microphones, and sound mixers to record and broadcast radio programs.

Advanced Multimedia Communications & Technology
1021/2
Open to sophomores, juniors, and seniors
Prerequisite: Intermediate Multimedia Communications & Technology
Meets CTE requirement
1 semester | 1 credit

Students work in a team-based environment to perfect their skills learned in previous courses in creating a variety of video and audio related broadcasts designed to communicate and report information on current events and issues. Instruction includes single and multi-camera operations, linear and nonlinear video editing, production and post -production processes, animation graphics, sound mixing, multi-track production, audio editing, and special effects. Students learn how to use digital editing equipment and software to electronically cut and paste video and sound segments together, as well as how to regulate and monitor signal strength, volume, sound quality, brightness, and clarity of outgoing signals. This course also provides students with an understanding of the FCC and other governmental agencies regulations related to radio and television broadcasting and journalism.

'HuskieMedia' Multimedia Communications & Technology Capstone
949
Open to juniors and seniors
Prerequisite: Advanced Multimedia Communications & Technology
Meets CTE requirement
2 semesters| 2 credits

Students work as a media production team to plan, create, and publish audio and video content for authentic school and community audiences. Projects may include news and feature stories, interviews, promotional content, public service announcements, podcasts, live broadcasts, and school-event coverage. Students develop skills in scriptwriting, production planning, recording, editing, broadcasting, and live production using industry-standard equipment and workflows. Through career development experiences, students assume responsibility for managing productions, meeting deadlines, collaborating with clients and stakeholders, and contributing to student-led or school-based media enterprises.

Triton Early College Career Academy

The Early College Career Academy is a program that allows academically qualified students who are enrolled in OPRF to experience college life, earn college credit, possibly earn a post-secondary certificate or industry credential, and possibly earn eligibility for State or National Examination while exploring career pathways on the Triton College campus. Through our partnership with Triton College, OPRF students can enroll in the fall and/or spring semester. After successful completion of the program, Triton College will award a grade and college credit or certificate of completion.

Programs are offered at Triton College and bus transportation is provided by OPRF, unless otherwise noted.

Cosmetology I

970
Open to juniors
Registration requirements: Submission of Early College application and high school authorization forms, placement testing: required accuplacer reading & writing ccore of 440+
Meets CTE requirement
4 credits per semester | Up to 8 credits per school year

Cosmetology I introduces students to the requirements to become a licensed cosmetologist. It offers students instruction in both theory and practical application in the following areas: tools and their use, shampoo, understanding chemicals and use, types of hair, sanitation, hygiene, skin diseases and conditions, anatomy and physiology, electricity, ethics, nail technology and esthetics as they relate to the Barber, Cosmetology, Esthetics, and Nail Technology Act. Knowledge, skills, and activities completed in this course will help prepare students for Cosmetology II, while earning hours towards licensure. The course runs Monday through Thursday from 1:00 to 5:00pm.

Cosmetology II

972
Open to seniors
Prerequisite: Cosmetology I
Registration requirements: submission of Early College application and high school authorization forms
Meets CTE requirement
4 credits per semester | Up to 8 credits per school year

This course builds upon the knowledge and skills attained in Cosmetology I and will provide instruction, which may be a combination of classroom instruction and hands on experience in the following areas: practical chemical application/hair treatment, hair styling/hair dressing, and shop management, sanitation and interpersonal relations as they relate to the Barber, Cosmetology, Esthetics, and Nail Technology Act, as well as labor and compensation laws. Instruction may also include instruction in nail technology, esthetics, individualized skill development, and career planning. This course offers a curriculum of advanced theoretical and practical skill development to prepare students for the cosmetology licensure examination and progression to obtain the 1500 hours of study in cosmetology. Students earn the Triton Cosmetology Certificate and are eligible for the State exam upon successful completion of both years of the program. The course runs Monday through Thursday from 1:00 to 5:00pm.

Barber I
980
Open to juniors
Registration requirements: Submission of Early College application and high school authorization forms, placement testing: required accuplacer reading & writing score of 440+
Meets CTE requirement
4 credits per semester | Up to 8 credits per school year

This course offers students curriculum in both theory and practice in the following areas as they relate to the practice of barber science and art: anatomy; physiology; skin diseases; hygiene and sanitation; barber history; barber law; hair cutting and styling; shaving, shampooing, and permanent waving; massaging; and barber implements as they relate to the Barber, Cosmetology, Esthetics, and Nail Technology Act. The knowledge, skills, and activities completed in this course will help prepare students for Barbering II, while also earning hours towards licensure. The course runs Monday through Thursday from 1:00 to 5:00pm.

Barber II
982
Open to seniors
Prerequisite: Barber I
Registration requirements: submission of Early College application and high school authorization forms
Meets CTE requirement
4 credits per semester | Up to 8 credits per school year

This course offers advanced theoretical and practical skill development to prepare students for the barbering license exam. Training will cover at a minimum: anatomy; physiology; skin diseases; hygiene and sanitation; barber history; barber law; hair cutting and styling; shaving, shampooing, and permanent waving; massaging; bleaching, tinting, and coloring; and barber implements as they relate to the Barber, Cosmetology, Esthetics, and Nail Technology Act, as well as labor and compensation laws. Knowledge, skills, and activities completed in Barbering I and II will prepare students to take the licensure exam and progression to obtain the 1500 hours of study in barbering. Students earn the Triton Barber Certificate and are eligible for the State exam upon successful completion of both years of the program. The course runs Monday through Thursday from 1:00 to 5:00pm.

Fire Science Certificate
795
Open to seniors
Registration requirements: submission of Early College application and high school authorization forms
Meets CTE requirement
4 credits per semester | Up to 8 credits per school year

This course provides students with the skills needed to prevent and extinguish fires, maintain, and repair fire service-related equipment, provide basic emergency medical treatment, and prepare public service information concerning fires and hazardous materials. Instruction includes the physical characteristics of fire as well as general safety practices, basic fire behavior, and extinguishing principles. Students learn rescue and extrication procedures, types and use of ground ladders, proper ventilation techniques, and appropriate use of various water supply systems, and how to use ropes and tie knots. Students also learn basic emergency medical techniques and practices which include medical legal considerations, terminology, airway management, patient assessment and transportation, and emergency treatment. Students earn the Triton Basic Operation Firefighter Certificate upon successful completion. Coursework is aligned with the Illinois State Fire Marshal Pathway. The course runs Monday through Friday from 8:30 to 10:30am.

Heating and Cooling
796
Open to seniors
Registration requirements: submission of Early College application and high school authorization forms
Meets CTE requirement
4 credits per semester | Up to 8 credits per school year

This course is an introduction to the principles and practices employed in the installation, maintenance, and repair of basic air conditioning and heating systems units. Instruction is provided in safety precautions related to electricity, heating units, rotating machinery, refrigerants, and the use of power tools. Instruction includes basic electrical concepts, circuits, transformers, motors and motor controls, and circuit protection devices. Emphasis is also placed on basic refrigeration principles, gas laws, pressure, fluidics, heat and heat transfer, refrigerants, compressors, and lubrication systems. Activities include experiences in using hand tools, gauges, and test instruments used in cutting, reaming, flaring, swaging, bending, soldering, and brazing copper tubing; evacuating and charging refrigeration systems, and inspecting and testing electrical and air conditioning circuits and component parts. Students will earn the Triton HVAC Installation Assistant Certification upon successful completion. This is part of a stackable certificate. Students can take four additional Triton College courses to earn the HVAC Installation Technician Certificate. The course runs Monday through Thursday. On Fridays, students travel to Triton as normal to participate in the Des Plaines Valley Region Work-Based Learning Program, which provides students the opportunity to further devleop their college and career readiness through the lens of the HAC career program. This is delivered though instruction/coaching, and placement in local manufacturing and HVAC companies to earn formal work-based learning experiences.

Emergency Medical Technician
7972
Open to seniors
Registration requirements: submission of Early College application and high school authorization forms; health requirement confirmation, background check forms, and completion of CPR course (facilitated by OPRF's Nursing program)
Meets CTE requirement
2 credits per semester | Up to 4 credits per school year

This course places a special emphasis on the knowledge and skills needed in medical emergencies. Topics typically include clearing airway obstructions, controlling bleeding, bandaging, methods for lifting and transporting injured persons, simple spinal immobilization, infection control, stabilizing fractures, and responding to cardiac arrest. The course also covers the legal and ethical responsibilities involved in dealing with medical emergencies. NOTE: This course is offered outside of the regular school day: 2 evenings (6-10pm) during the week, and 4 hours (times vary) on either Saturday or Sunday.

Note: transportation is not provided.

ENGLISH DIVISION

Ms. Erika Eckart | Division Head | (708) 434-3378 | eeckart@oprfhs.org

Placement recommendations are based on providing students with instruction, practice, and assessment to increase their literacy skills. While there is no single indicator for success, students are welcomed into supportive, challenging curriculum that emphasize growth and achievement in reading, writing, vocabulary development, language appreciation, listening and speaking.

Scope and Sequence

<table>
<tr><th>9th Grade</th><th>10th Grade</th><th>11th Grade</th><th>12th Grade</th></tr>
<tr><td>English Accelerate</td><td>English II Accelerate</td><td rowspan="2">English III</td><td rowspan="4">Year-Long Electives
English for College and Career
(Triton Transitional English)
AP Literature and Composition
(Triton dual credit)

Semester-Long Electives
Creative Writing**
Journalism**
Speech
Communications**

**open to Juniors in addition to their English III or AP Language course

Asian American Voices
Experiments
Latinx Voices*
LGBTQ Voices*
Popular Fiction
Science Fiction
Sports and Literature
The Visual Word
War and Literature
Women's Literature*
Shakespeare*

*may take for Honors credit

Honors
African American Lit A
Humanities A
English Rhetoric and Composition I
English Rhetoric and Composition II</td></tr>
<tr><td rowspan="2">English I A</td><td>English II</td></tr>
<tr><td>English II A</td><td>AP Language and Composition</td></tr>
<tr><td>Additional Support:
Literacy Seminar I
or
Literacy Seminar II</td><td>Additional Support:
Literacy Connections</td><td>Additional Support:
College and Career Literacy</td></tr>
<tr><td></td><td colspan="3">Publication Electives available to 10-12 grade students
Tabula (Yearbook) Trapeze (Newspaper)</td></tr>
</table>

Freshman Courses

English Accelerate
12EX
Open to qualifying freshmen
Note: Taken concurrently with World History Accelerate and Literacy Seminar I
Prerequisite: None
2 semesters | 2 credits

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

English I A
115
Open to freshmen
Prerequisite: None
2 semesters | 2 credits

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

Sophomore Courses

English II Accelerate
122
Open to sophomores
Prerequisite: English Accelerate or teacher recommendation
2 semesters | 2 credits

The second year of English builds upon students' reading, writing, and speaking skills developed in the freshman year. The class engages students in analytical reading of a variety of texts with an emphasis on classic and contemporary works of fiction that represent multiple voices and perspectives. The course develops students' ability to navigate complex texts and make inferences through close textual analysis. Students practice a variety of written forms, including expository and literary analysis essays, narrative, and poetry. Through our diverse array of readings and rich classroom discussions, students explore their evolving sense of selves and develop their capacity for empathy and compassion. The accelerated course is designed to offer a more supported experience, altering pacing and texts to meet student needs and is co-taught by an English/Reading teacher and a Special Education teacher.

English II
144
Open to sophomores
Prerequisite: English I A or English Accelerate
2 semesters | 2 credits

The second year of English builds upon students' reading, writing, and speaking skills developed in the freshman year. The class engages students in analytical reading of a variety of texts with an emphasis on classic and contemporary works of fiction that represent multiple voices and perspectives. The course develops students' ability to navigate complex texts and make inferences through close textual analysis. Students practice a variety of written forms, including expository and literary analysis essays, narrative, and poetry. Through our diverse array of readings and rich classroom discussions, students explore their evolving sense of selves and develop their capacity for empathy and compassion.

English II A
136
Open to sophomores
Prerequisite: English I A or Teacher Recommendation
2 semesters | 2 credits

The second year of English builds upon students' reading, writing, and speaking skills developed in the freshman year. The class engages students in analytical reading of a variety of texts with an emphasis on classic and contemporary works of fiction that represent multiple voices and perspectives. The course develops students' ability to navigate complex texts and make inferences through close textual analysis. Students practice a variety of written forms, including expository and literary analysis essays, narrative, and poetry. Through our diverse array of readings and rich classroom discussions, students explore their evolving sense of selves and develop their capacity for empathy and compassion.

The honors version of this course requires well-developed executive functioning skills and capacity for self-directed learning.

Junior Courses

English III
133
Open to juniors
Prerequisite: English II or English II A
2 semesters | 2 credits

The third year of college preparatory English builds upon students' reading, writing, and speaking skills developed in the prior two years of English. The class engages students in an analytical reading of a variety of texts with an emphasis on diverse voices, including Indigenous authors. The course develops students' ability to navigate complex texts and make inferences through close textual analysis. Through our diverse array of readings and rich classroom discussions, students explore their evolving sense of selves and develop their capacity for empathy and compassion. English III emphasizes composition including narrative, literary analysis, synthesis, and argument writing; grammar/usage, research methods, and citation are explicitly taught. An extended argument based on research is required, usually during the second semester.

AP English Language and Composition
129
Open to juniors
Prerequisite: English II A, English II, or Teacher Recommendation
2 semesters | 2 credits

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

Senior Courses

English for Career and College Preparation / RHT 099
157
Open to seniors
Dual credit eligible through Triton College | RHT 099
Prerequisite: English III or AP English Language and Composition
2 semesters | 2 credits

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

AP English Literature and Composition
145
Eligible for dual credit through Triton College | LIT 105 (World Literature)
Open to seniors
Prerequisite: English III or AP English Language and Composition
2 semesters | 2 credits

This Advanced Placement course includes reading and writing assignments that are comparable to those of a freshman college English course. In reading, emphasis is on the evaluation of a work of literature selected from a variety of centuries and cultures in respect to its aesthetic qualities, its selective and critical reflection of human experience, and its essential truth. In composition, emphasis is on key phases of the composing process, including gathering and analyzing data, organizing, drafting, revising, editing. Triton College dual credit may be available.

English Rhetoric and Composition I
1491
Eligible for dual credit through Triton College | RHT 101
Open to seniors
Prerequisite: 3 years of English and an ACT score of at least 19 on English and Reading
1 *semester | 1 credit*

English Rhetoric and Composition I emphasizes logical, coherent writing skills for competency in any school or professional writing situation. Eligible for dual credit with Triton College.

English Rhetoric and Composition II
1652
Eligible for dual credit through Triton College | RHT 102
Open to seniors
Prerequisite: RHT 101 AND 3 years of English and an ACT score of at least 19 on English and Reading
1 *semester | 1 credit*

This course offers a writing sequence for students to develop awareness of the writing process. Students learn inventional, organizational and editorial strategies. The course stresses the variety of uses for writing and emphasizes critical skills in reading, thinking and writing. Eligible for Dual Credit with Triton College.

English Elective Courses

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

Creative Writing
1511/2
Open to juniors and seniors
Prerequisite: English III or AP English Language and Composition
Note: May be taken as a junior concurrently with English III or AP English Language and Composition
1 semester | 1 credit

This elective explores the craft of poetry, prose, and drama writing. It provides for the exchange of students' creative writing while establishing criteria for literary criticism. Works by established authors are read and discussed as models for student writing. Assigned writings include poems, short stories, essays, and reviews. Open to seniors and juniors who are concurrently enrolled in English III or AP English Language and Composition.

Speech Communication
1561/2
Open to juniors and seniors
Prerequisite: English III or AP English Language and Composition
Note: May be taken as a junior concurrently with English III or AP English Language and Composition
1 semester | 1 credit

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

Journalism
1521/2
Open to juniors and seniors
Prerequisite: English III or AP English Language and Composition
Note: May be taken as a junior concurrently with English III or AP English Language and Composition
1 semester | 1 credit

Students will develop the skills needed to write and report articles for freelancing to publications of their choice. An emphasis will be placed on understanding the different requirements for various print publications, considering the cultural and technological developments affecting the field, and students will practice writing in various styles. A general understanding of ethics will be discussed and applied as students prepare articles for possible publication with the goal of being published in the Trapeze or another publication by the semester's end.

African-American Literature A
1541/2
Open to seniors
Prerequisite: English III or AP English Language and Composition
1 semester | 1 credit

Challenging senior-level elective course in the study of representative African American authors, both female and male, contemporary and classic. Exploration of ideas that shape and influence the tradition of African American literature. Critical reading of texts with attention to a variety of genres. Review of current literacy criticism of primary sources. Study of related art and music. The class includes a substantial writing component that incorporates rhetorical strategies such as argumentation, comparison-contrast, and definition. Emphasis on literary analysis and research. Students are expected to maintain a rigorous pace of assigned reading and to address complex writing assignments.

Asian American Voices
1581/2
Open to seniors
Prerequisite: English III or AP English Language and Composition
1 semester | 1 credit

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

Experiments in Reading Literature and the World
1711/2
Open to seniors
Prerequisite: English III or AP English Language and Composition
1 semester | 1 credit

This course focuses on self, leadership, social relationships, community, voice, access, equity, justice, and cultural literacy through the study of English. The course examines texts and uses writing and oral expression to explore how students can deepen their connection to themselves, their classmates, and their community. Project-based learning measurements include an oral history project, a documentary project, a community-based exhibition, and a final project in which students will develop their own unique forms of expression. Students should be motivated to merge their real lives with their academic lives.

Humanities A
1641/2
Open to seniors
Prerequisite: English III or AP English Language and Composition
1 semester | 1 credit

Challenging senior-level elective course in the study of literature, film, and music. Explores a variety of texts in order to understand more comprehensively the universal human experience and its aesthetic expression by great composers, dramatists, film directors, and storytellers. Students are expected to propose potential answers to some of humanity's most crucial and persistent universal questions. The class includes meaningful and pleasurable student dialogue as well as a substantial number of written critical essays that incorporate classical rhetorical strategies such a argumentation, comparison-contrast, definition, and illustration. Analysis and synthesis are required.

Latino Voices in Literature
1761/2
Open to seniors
Prerequisite: English III or AP English Language and Composition
Note: Honors optional
1 semester | 1 credit

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

LGBTQ Voices in Literature
1551/2
Open to seniors
Prerequisite: English III or AP English Language and Composition
Note: Honors optional
1 semester | 1 credit

This course will uplift voices of the Lesbian, Gay, Bisexual, Transgender, and Queer communities in literature and activism during the 20th and 21st centuries. We will explore the history of American activism from the Stonewall Riots to the HIV and AIDS epidemic to contemporary movements that continue to demand equal rights for LGBTQ+ individuals across the globe. We will examine fiction, nonfiction, critical essays, poetry, and diverse representation of LGBTQ+ individuals, families, and subcultures. Students will write and create in multiple genres: Critical Analysis, Personal Narrative, Poetry and multi-genre presentations.

Popular Fiction
1711/2
Open to seniors
Prerequisite: English III or AP English Language and Composition
1 semester | 1 credit

Students read examples of several types of popular fiction, including mystery, science fiction, fantasy, thriller, and romance. They also read theories about what makes certain types of literature popular and critical reviews of the texts and genres studied. By the end of this course, students are able to draw on their exposure to both popular literature and literary theory to explain the appeal of specific texts.

Science Fiction and 20th Century American Culture
1741/2
Open to seniors
Prerequisite: English III or AP English Language and Composition
1 semester | 1 credit

Students explore how science fiction has influenced and reflected 20th century American culture. Students critically read a series of science fiction texts, including novels, short stories, and comic books and watch film adaptations. Texts cover a wide range of sub-genres and include women writers and writers of color. The course has a substantial writing component, calling upon the students' creative, critical, and research skills.

The Work of One Author: William Shakespeare
1771/2
Open to seniors
Prerequisite: English III or AP English Language and Composition
Note: Honors optional
1 or 2 semesters | 1 or 2 credits

This semester-long class will focus on works of William Shakespeare for a better understanding of the human condition. Students will utilize various lenses such as that of the actor, director, and critical theorist to examine works to learn how themes such as love, lust, greed, jealousy, and revenge play on us as people. The class is student centered (and often student led) and will also examine Shakespeare's continuing influence on film. Students will study, watch, analyze, act, and/or direct Shakespeare's plays. Students opting for honors credit will complete additional coursework. The first 2 weeks of the semester will be used as a trial period in which students can sample both the honors and the college prep work to make an informed decision about which level they would like to take.

Note: Two 1-semester courses are offered; either semester may be taken independently of the other.

Sports and Literature
1751/2
Open to seniors
Prerequisite: English III or AP English Language and Composition
1 semester | 1 credit

Students read the literature of sport as it appears in various forms, including novels, biographies, poetry, short stories, drama, film, and magazine and newspaper journalism. The world of sports is a microcosm of the human condition, and some of the finest authors in the world have written literature about sports, displaying the best and worst of human behavior under the most dramatic of situations.

The Visual Word
1701/2
Open to seniors
Prerequisite: English III or AP English Language and Composition
1 semester | 1 credit

Students explore two forms of storytelling--novels and movies--and learn what happens when a distinguished filmmaker adapts a distinguished novel to film. Students compare 6 to 8 novels or shorter fiction with movie versions of each, analyzing the narrative and artistic decisions of the writers and directors to understand better the art of storytelling and its purposes. Students gain a more sophisticated understanding of their society and its cultural products by considering such oppositions as art and commerce, individual creativity and collaborative fabrication, culture, mass culture, and the verbal and the visual.

War and Literature
1781/2
Open to seniors
Prerequisite: English III or AP English Language and Composition
1 semester | 1 credit

War is a human phenomenon and a necessary part of academic study. Teachers can humanize this phenomenon through a study of historical literature that offers a lens through which a reader can examine a multitude of perspectives. By studying the literature of war, students explore soldiers dilemmas, personal responsibility versus taking orders, the aims and consequences of imperialism, and what happens to an individual in combat.

Women's Literature
1791/2
Open to seniors
Prerequisite: English III or AP English Language and Composition
Note: Honors optional
1 semester | 1 credit

Students explore diverse women's literature using a thematic approach to the study of literature written by multicultural women to explore and analyze women's struggles, roles, experience, perspectives, transition, and contributions in society in their correlating historical and social contexts. Emphasis is placed on close textual analysis, class discussions, collaborative projects, and synthesis of course experiences through oral and written reflection exposition, persuasion, and narration. Students opting for honors credit will complete additional coursework. The first 2 weeks of the semester will be used as a trial period in which students can sample both the honors and college prep work to make an informed decision about which level they would like to take.

Note: Two 1-semester courses are offered; either semester may be taken independently of the other.

Publications

Tabula
946GP
Open to recommended sophomores, juniors, and seniors
Prerequisite: English I Accelerate or English I A
2 semesters | 1 credit per year | Maximum of 2 credits may be counted towards elective credits

The school yearbook captures the life of the school year in words and pictures. The staff of writers, photographers, and designers meets for one class period daily. While it off ers fun and excitement, this course also demands work and responsibility. Student selection is by application.

Trapeze
947GP
Open recommended sophomores, juniors, and seniors
Prerequisite: English I Accelerate or English I A
2 semesters | 1 credit per year | Maximum of 2 credits may be counted towards elective credits

The student newspaper is published approximately 18 times per year. This course is a cooperative effort of students with a wide variety of skills and interests to produce a publication that provides the school community with interesting, entertaining, and significant material on current happenings and issues. Activities include interviewing and writing; ad solicitation, ad design and publication; art/photo ideas, drafts and proofing, and coordination of material into page layouts. Personal computers are used extensively for word processing and business needs. Student selection is by application.

English Division Academic Support Courses

Literacy Seminar I
117X
Open to freshmen based on 8th grade reading scores
Prerequisite: None
Note: Taken concurrently with English I Accelerate and World History Accelerate
2 semesters | 2 credits

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

Literacy Seminar II
935
Open to freshmen based on 8th grade reading scores
Prerequisite: None
2 semesters | 2 credits

This course provides strategic reading instruction to increase the student's ability to read content area text across various disciplines. Students learn to read for different purposes with different types of text and to read for depth. The course helps students acquire necessary skills and knowledge to support improvements in content area reading. The course also helps students form positive student habits such as note taking, organization, and study strategies.

Literacy Connection
936
Open to sophomores only based on 9th Grade performance
Prerequisite: None
2 semesters | 2 credits

This course provides support for sophomores whose freshman reading data suggest that the student would benefit from additional reading enrichment. This course focuses on improving literal and inferential reading comprehension, vocabulary development, and the application of skills for all disciplines. This course is designed to increase the student's ability to successfully read and understand materials to improve academic performance across the content areas and to build lifelong literacy skills. The course also helps students form positive student habits such as note taking, organization, and study strategies.

College and Career Literacy
941
Open to juniors only based on 10th Grade performance
Prerequisite: None
2 semesters | 2 credits

This course provides support for juniors whose sophomore reading assessment data suggest that the student would benefit from additional reading enrichment. This course focuses on improving literal and inferential reading comprehension, reading endurance, vocabulary development, and the application of skills for all disciplines. This course is designed to increase the student's ability to successfully read and understand materials to improve academic performance across the content areas and to build lifelong literacy skills. The course also helps students acquire, practice, and improve skills necessary for success on college/career admission assessments.

FINE & PERFORMING ARTS DIVISION

Mr. Thomas Ruzinok | Division Head | (708) 434-3257 | truzinok@oprfhs.org

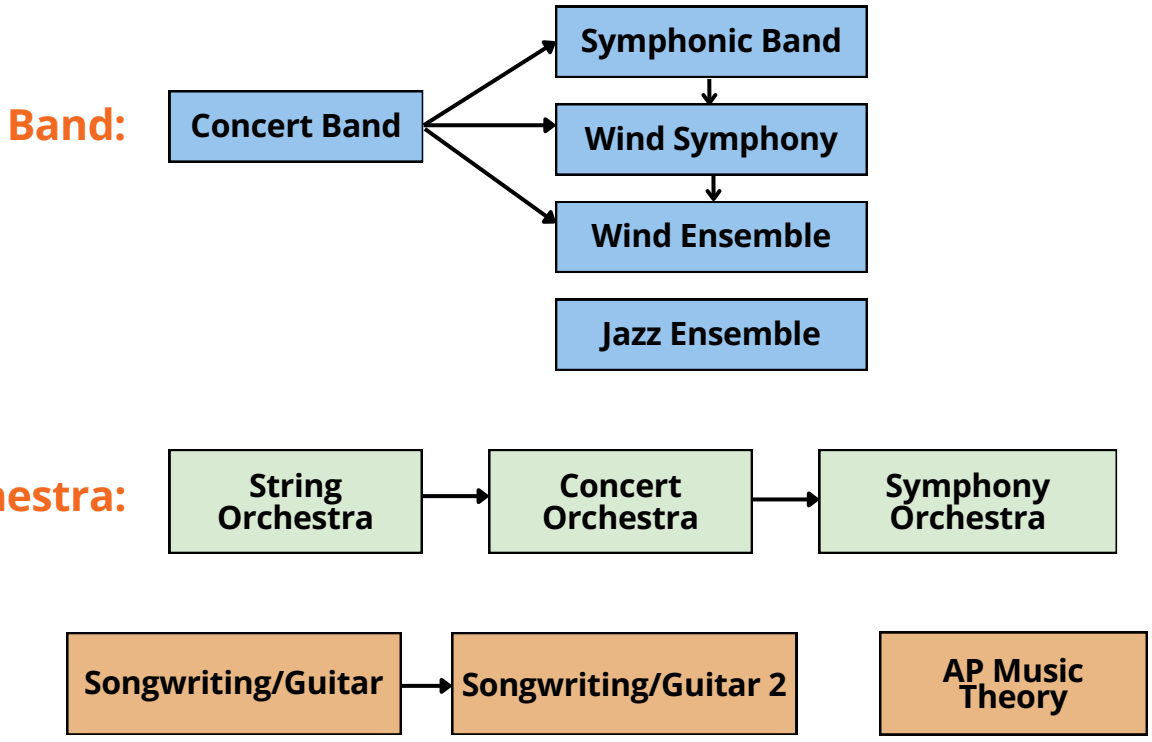
Students enrolled in courses in the Fine Arts Division develop their creative and career potential through a broad range of courses. Classes in the Visual Arts Department, Music Department, and Theatre Department encourage students to express themselves and to develop those skills that communicate their individual ideas. Fine Arts classes are for students who are beginners, who want to explore new fields, or who are quite advanced. Courses exist for all interests and levels of accomplishment. Some courses are studio-oriented and/or very hands-on, others are rehearsal and performance-based, while others are classroom-based explorations. In many instances, courses build on one another. The prerequisites make it easier to develop and improve one's expression, knowledge, and skills.

Please note that some Music and Theatre courses require attendance and performance at concerts outside of school hours.

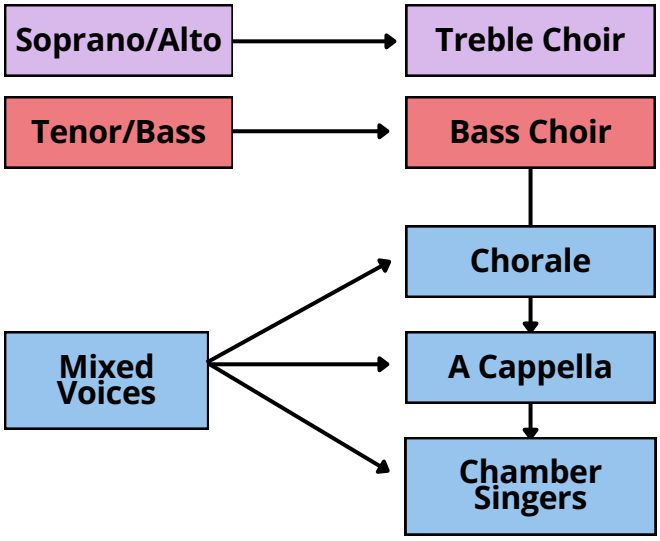
Courses within the division may not be repeated unless:
1) specified within the description of the course,
2) teacher and division head permission is given in writing, or
3) student previously received a failing grade

Music
Scope and Sequence

Instrumental Music



Vocal Music



Non-Performance Courses

AP Music Theory

807
Open to recommended sophomores, juniors, and seniors
Prerequisite: None
2 semesters | 2 credits

This course is designed for students considering a major or minor in music at the college level. Course content includes the study of music theory, harmony, composition, the evolution of Western "art" music, and music literature. Students will learn the skills necessary to pass typical entrance exams given by college music programs. Course activities include listening to music, analyzing scores, composing and performing music, and practicing music dictation. The Advanced Placement Theory exam will be offered as an option for possible college credit. Students must be able to read music.

Songwriting / Guitar I

8101 (Semester One only)
Open to all grade levels
Prerequisite: None
Note: Acoustic guitar provided
1 semester | 1 credit

Students will learn techniques that successful writers use to craft vivid, memorable songs. Whether the student is a relative beginner or an experienced songwriter, students will learn how to brainstorm ideas, overcome writer's block, and express themselves more effectively in words and music. Combining technical principles with pure creative expression, this hands-on course will help students find their voice, sharpen their craft, and create songs listeners will appreciate and remember. In addition to songwriting, students will work on guitar skills, as well as music business approaches to release their music to the world.

Songwriting / Guitar II
8112 (Semester Two only)
Open to all grade levels
Prerequisite: Songwriting / Guitar I or audition
Note: Acoustic and electric guitars provided
1 semester | 1 credit

This class will be a deeper examination of the topics covered in Songwriting/Guitar I. Students will further their understanding of songwriting by examining music theory, lyricism, song form and construction. Students will work to sharpen their personal creative processes by exploring varied approaches to songwriting. This course will also cover more advanced guitar techniques. Students will work to find their own creative voice through music making and will learn business approaches to promote and release their creative work. As a summative assessment, students will write and release their own full song.

Performance Courses

Instrumental Music

Students may enroll in instrumental performance ensembles all four years. Specific course placement is determined by annual audition and/or consent of instructor.

Concert Band
812
Open to freshmen wind and percussion instrumentalists
Prerequisite: One year of private lessons and / or one year of prior experiences in an organized ensemble (either public or private)
2 semesters | 2 credits

Study and performance of repertoire from various styles and periods of history. Emphasis on fundamental skills of instrumental performance. Four performances are scheduled during the year.

Symphonic Band
814
Open to sophomore, junior, and senior wind and percussion instrumentalists
Prerequisite: None
2 semesters | 2 credits

Study and performance of repertoire from various styles and periods of history. Emphasis is on fundamental performance skills. Four formal evening concerts are scheduled during the year.

Wind Symphony
815
Open to wind and percussion instrumentalists at all grade levels
Prerequisite: Audition with instructor
2 semesters | 2 credits

Study and performance of repretoire from various styles and periods of history. Emphasis is placed on refining performance skills beyond fundamental level. Four formal evening concerts are scheduled during the year in addition to performances at other special events.

Wind Ensemble
820
Open to sophomore, junior, and senior wind and percussion instrumentalists
Prerequisite: Audition with instructor
2 semesters | 2 credits

The most advanced group of wind and percussion musicians. This ensemble studies and performs advanced level music. Four formal in-school concerts are scheduled during the year in addition to performances at other special events.

String Orchestra
817
Open to string instrumentalists
Prerequisite: None (Students should have beginning level experience; students must provide own instrument.)
2 semesters | 2 credits

This course is designed for string players who need to perfect the basic skills of musicianship and technique as appropirate to their instrument. Concerts/skills covered in the course include tuning, shifting, vibrato, ear training, scales, arpeggios, and basic production of a clear tone. Four evening concerts scheduled during the year.

Concert Orchestra
816
Open to string instrumentalists
Prerequisite: Audition with instructor
2 semesters | 2 credits

Study and performance of repertoire from various styles and periods of history; study of performance skills and orchestra repertoire at the appropriate level. Four evening concerts scheduled during the year. Wind and percussion players are selected from Wind Symphony.

Symphony Orchestra
842
Open to sophomore, junior, and senior string instrumentalists
Prerequisite: Audition with instructor
2 semesters | 2 credits

This is the advanced orchestra. Extensive work is undertaken to improve performance of advanced repertoire for orchestra. Four formal concerts are scheduled each year. Wind and percussion players are selected from the Wind Ensemble.

Jazz Ensemble
844
Open to wind and percussion instrumentalists at all grade levels
Prerequisite: Audition with instructor
2 semesters | 2 credits

Performance of repertoire from various periods of jazz history; fundamentals in jazz style, articulation, and improvisation. Performances are scheduled throughout the year.

Choral Music

Students may enroll in vocal performance ensembles all four years. Specific course placement is determined by annual audition and/or consent of instructor.

Treble Choir
826
Open to beginning and intermediate sopranos and altos
Prerequisite: None
2 semesters | 2 credits

This course is for beginning and intermediate singers interested in exploring choral music. Activities include the study of vocal technique, work on “solfege” studies, musical terminology, and diverse repertoire representing various cultures, styles, and historical periods. Three evening performances are scheduled during the year.

Bass Chorus
827
Open to first year tenor and bass singers
Prerequisite: None
2 semesters | 2 credits

This course is for beginning and intermediate singers in the bass range. Activities include the study of vocal technique, work on "solfege" studies, musical terminology, and diverse repertoire representing various cultures, styles, and historical periods. Three evening performances are scheduled during the year.

Chorale
836
Open to all tenor and bass singers and to sophomore, junior, and senior sopranos and altos
Prerequisite: *Tenor and basses:* None | *Sopranos and altos:* Audition with instructor
2 semesters | 2 credits

This course is for beginning and intermediate singers interested in exploring choral music. Repertoire is selected for mixed voices (SATB). Activities include the study of vocal technique, work on "solfege" studies, musical terminology, and diverse repertoire representing various cultures, styles, and historical periods. Three evening performances are scheduled during the year.

A Cappella Choir
840
Open to juniors and seniors
Prerequisite: Audition with instructor
2 semesters | 2 credits

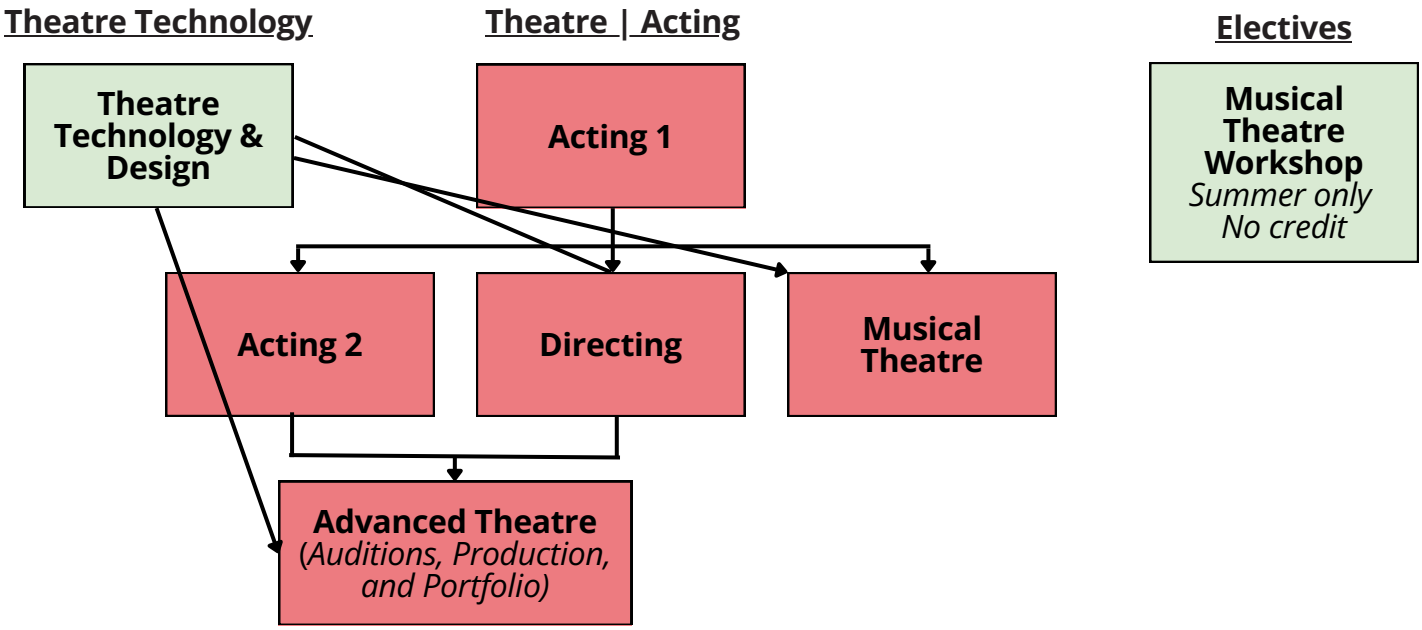
This is the advanced mixed choir. Members are expected to meet the performance schedule, which includes major historic and contemporary repertoire. They are also expected to explore and develop a knowledge and understanding of historical performance practices and a diverse range of musical styles in many languages and to study the cultural aspects of choral music. A Cappella will perform at four to six public concerts each year. The choir periodically accepts invitations to perform outside of the Oak Park and River Forest communities.

Chamber Singers
841
Open to sophomores, juniors and seniors
Prerequisite: Audition with instructor
2 semesters | 2 credits

Chamber Singers is a capstone course designed for students interested in a career in vocal performance and/or music education. Membership in Chamber Singers is for male and female singers and is by audition only. Course work is focused on collegiate level choral literature and advanced music theory concepts. Emphasis is placed on independent study. Vocal balance and blend will have a high priority in the composition of this ensemble. Chamber Singers at a minimum will perform five public concerts each year as well as compete in the IHSA State Organizational Contest and various school and community events.

Theatre

Scope and Sequence



Theatre Courses

Acting I

0911/2
Open to all grade levels
Prerequisite: None
Note: Meets Fine Art requirement. Students may take this course more than once
1 semester | 1 credit

This course is an in-depth introduction into the world of theatre. Students learn historical, cultural, and practical theatre concepts. Students enhance their theatre knowledge through audition techniques, theatre terminology, theatre history, improvisation, and monologue performance. All aspects of this course include a performance component. Students will be on stage practically every day of the semester. This course is open to all students, regardless of previous acting/theatre experience.

Acting II

0911/2
Open to all grade levels
Prerequisite: Acting I
Note: Students may take this course more than once
1 semester | 1 credit

This course is designed for students with some acting experience who wish to develop the talent and technique necessary for success on the OPRFHS stages and beyond. Students focus on script and character analysis using resources from The Goodman Theatre, The Chicago Shakespeare Theatre, and other theatrical sources. Students explore different genres of theatre through units focused on physical comedy, Shakespearean acting, famous playwrights, and advanced scene study.

Directing
0941/2
Open to all grade levels
Prerequisite: Acting I or Theatre Technology and Design
Note: Meets Fine Art or CTE requirement
1 semester | 1 credit

This course is highly recommended for students who intend to apply to direct a production in Studio 200. It provides solid preparation in the techniques required to coach actors effectively and to manage successfully all the elements necessary for a full-scale production.

Musical Theatre
0921/2
Open to all grade levels
Prerequisite: Acting I of Theatre Technology and Design
Note: Students may take this course more than once
1 semester | 1 credit

This performance-based course provides an opportunity for students to prepare, produce, and perform musical theatre selections. Students may write or produce selections from the American Musical Theatre and explore its history and impact on popular culture. Students analyze the script, music, characters, choreography, and history of the current winter musical. Students learn musical theatre auditioning techniques and cabaret performance. Due to the performance nature of this class, it can be repeated.

Advanced Theatre
0951/2
Open to all grade levels
Prerequisite: Acting I or Theatre Technology and Design
Note: Students may take this course more than once
1 semester | 1 credit

This performance-based course will prepare students for auditions and portfolio material for college entrance. The goal is for students to develop audition monologues and skills (for actors) and portfolio/interviewing skills (for technical theatre candidates) that will enhance their chances of acceptance to conservatories, universities, or training programs of their choice. In addition,students will write, rehearse, and produce a production through this course. Performance and/or theatre technical skills are required. Due to the performance nature of this class, it can be repeated.

Theatre Technology and Design
1001/2
Open to all grade levels
Prerequisite: None
1 semester| 1 credit | May be taken for a full-year

This course provides a hands-on exploration of the design and production of scenery, lighting, sound, costumes, props, and makeup for the theatre. Students are introduced to scene construction, lighting techniques, stage materials, stage safety, theatre production processes, and the principles of design on which all stagecraft is based. Students read plays critically and learn how to develop a concept to support the design of scene elements and lighting. Students draw plans, build set models, design lighting, and discuss their concepts in formal presentations to the class. There is a requirement of 20 hours outside of the school day to work on the production sets. This course may be used as either a Fine Arts credit or an Applied Arts credit. Open to all students, no pre-requisite or previous experience required 1 semester; 1 credit. Students can take either the first semester, second semester, or both. Students can expand their design concepts by taking the course multiple times as the productions and concepts change yearly.

Visual Arts

Scope and Sequence

Art Foundations
(prerequisite course & Summer course offering)

Classes below can be taken in any order (except Wheelthrowing)

3D Sequence:

- **Metal-working / Jewelry**
- **Sculpture**
- **Beginning Wheel-throwing**
  - **Intermediate Wheel-throwing**

2D Sequence:

- **Drawing**
- **Painting**
- **Printmaking**

Either Art Foundations or Photo 1 can be taken as a prerequisites for our sequences

Photo 1 - 35 mm BW Film
(prerequisite course)

Design Sequence:

- **Graphic Design & Comm. 1**
  - **Entertainment Arts**
  - **Graphic Design & Comm. 2**

Photo Sequence:

- **Photo 2 Film/Digital**
  - **Advanced Photo Film/Digital**

AP Art History

Full year course
No prerequisite

History of Film

No prerequisite

Advanced Studio Art A 3D

Prerequisite: Intermediate Wheelthrowing, Metalworking, or Sculpture

Advanced Studio Art A 2D

Prerequisite: Drawing and/or Painting

AP Art & Design

Full year course

Prerequisite: 2 upper-level art courses

Tabula Photo/Design Publication

Full year course
Fulfills Fine Arts credit

Prerequisites: Photo 1 and 2 or Graphic Design 1 and 2 + a teacher rec. and an application

Visual Arts Courses

Art Foundations
6511/2
Open to all grade levels
Prerequisite: None
Note: Meets local Fine Art requirement
1 semester | 1 credit

Art Foundations is an introductory studio course in which students gain exposure to the visual culture through a variety of 2- and 3-dimensional media. Through the use of elements and principles of design, students will see, feel, and think about the world within a contemporary and historic perspective.

Drawing
6551/2
Open to all grade levels
Prerequisite: Art Foundations
1 semester | 1 credit

Introduction to the study of form and space on a 2-dimensional surface, using various drawing techniques. Principles of visual organization and creative thinking are emphasized. Drawing media covered include pencils, ink, markers, conte, charcoal, graphite, and pastels.

Painting
6671/2
Open to all grade levels
Prerequisite: Art Foundations
1 semester | 1 credit

Students are introduced to a variety of techniques in acrylic painting through the use of the elements and principles of art. Styles and influences of the painting masters of the past and present are studied.

Introduction to Sculpture
6602
Open to all grade levels
Prerequisite: Art Foundations
1 semester | 1 credit

Sculpture students will develop technical skill in a variety of media such as ceramics, wire, paper, found objects, plaster, wood, and paper-mache'. Concept, process, and a resulting product will be synthesized in the process of identity-seeking and self-expression through sculpture. Historical and contemporary examples of sculpture will inform and inspire exploration of the media.

Beginning Wheelthrowing
6611/2
Open to all grade levels
Prerequisite: Art Foundations
1 semester | 1 credit

This course explores basic form development and material exploration using the potter's wheel. Emphasis is placed on mastering basic techniques and exercising some aesthetic consideration. Specific assignments focus on developing the essential skills in the production of wheel thrown ceramic forms.

Intermediate Wheelthrowing
6661/2
Open to all grade levels
Prerequisite: Beginning Wheelthrowing
1 semester | 1 credit

Students develop technical skills acquired in Beginning Wheel Throwing and learn to produce more complex forms. Visual matters such as form, surface decoration, and personal style expand students' capabilities while taking into consideration the necessities of form and function. Hands-on experience in glaze formulation, firing methods, and finishing processes is provided.

Metalworking / Jewelry
6641/2
Open to all grade levels
Prerequisite: Art Foundations
1 semester | 1 credit

In this introductory course in metalworking/jewelry, students gain exposure to basic sheet metal construction and soldering using copper, nickel, and brass. Students gain proficiency in sawing, drilling, sanding, forming, stamping, and other finishing techniques. More complex technical projects and stone setting are introduced using sterling silver. Additional assignments focus on silver casting using the lost wax technique and wire pulling/ stretching. Students gain knowledge of metal fabrication and jewelry design. Exploration is encouraged while following specific, assigned projects.

Printmaking
6762 (Semester Two only)
Open to all grade levels
Prerequisite: Art Foundations
1 semester | 1 credit

This course introduces the creative side of image making. Students build upon their previous drawing experience using various techniques of printmaking. The printing processes to be explored are Xerox transfer, relief printing, etching, lithography, collograph, monoprint, and serigraphy. The course familiarizes students with the long tradition of the print.

Graphic Design & Communications I
6721/2
Open to all grade levels
Prerequisite: Art Foundations or Photo 1
Meets CTE requirement
1 semester | 1 credit

This course provides learning experiences common to all graphic communications occupations. Instruction should include use of color, balance, and proportion in design; three-dimensional visualization; sketching; design procedures; layout; selection of type styles; selection of appropriate drawing tools and media; and the use of the computer as a communication tool. Planned learning activities will allow students to become knowledgeable of fundamental principles and methods and to develop technical skills related to the graphic arts industry.

Graphic Design & Communications II
6531/2
Open to sophomores, juniors, and seniors
Prerequisite: Graphic Design & Communications I
Meets CTE requirement
1 semester | 1 credit

Graphic Communications II provides learning experiences related to the tools, materials, processes and practices utilized in the printing industry. Instruction is provided in industrial safety; stencil preparation and duplicating equipment operation; print screen preparation and printing; machine typesetting; ink and color preparation; assembly, binding, and trimming operations; layout, digital paste up and copy preparation. In addition, the course provides the student with learning experiences in the use of cameras and photographic equipment, development and processing of photographic negatives and prints, negative stripping and related platemaking procedures, photocomposition, photoengraving, lithography, and offset presswork. Use of the computer in graphic arts occupations is emphasized.

Entertainment Arts
6521/2
Open to all grade levels
Prerequisite: Graphic Design or Drawing
1 semester | 1 credit

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

Photo 1 - 35mm BW Film
6831 (Semester One only)
Open to all grade levels
Prerequisite: None
Note: Meets local Fine Arts requirement
1 semester | 1 credit

This class is the first course in the series of photography courses. Photo 1 students will learn how to use a fully manual 35mm SLR camera, how to develop black and white film, and how to process black and white prints. In this first semester course, emphasis is placed on understanding the functions of a manual camera and learning the basics of photography such as metering, shutter use, aperture control, composition, and techniques/skills necessary for traditional darkroom printing. Students must provide their own fully manual 35mm SLR camera in addition to any supplemental film and paper they find necessary to complete the semester.

Photo 2 - Film/Digital
6841/2
Open to all grade levels
Prerequisite: Photo 1 - 35mm BW Film
1 semester | 1 credit

This class is the second course in the series of photography courses. Photo 2 students will continue to improve their camera and printing skills using a fully manual 35mm SLR camera. Students will learn more advanced techniques and methods of creative expression. New techniques include special effects imagery, studio lighting, panoramic imagery, and an introduction to color film and Adobe programs as a photographic tool. Students will learn about creating a visual style or telling a visual story through research, discussion, and exposure to contemporary photographic works. Students must provide their own fully manual 35mm SLR camera in addition to any supplemental film and paper they find necessary to complete the semester.

Advanced Photography - Film/Digital
6852 (Semester Two only)
Open to all grade levels
Prerequisite: Photo 1 - 35mm BW Film
1 semester | 1 credit

This course is a continuation and advancement of the skills and techniques learned in Photo 1 and Photo 2, as well as a general introduction to developing communication skills through the artistry of photography. Photographic tools, cameras, Adobe Programs, and the darkroom are used to bring out expressive qualities of the graphic image. Advanced processes will be introduced in composition, technique, and multimedia imagery. Emphasis will be placed on communication and creative expression, both visually and verbally, as employed by contemporary media and graphic arts and on the creation of a body of work suitable for college admission and exhibition at the end of the term.

History of Film
6781/2
Open to all grade levels
Prerequisite: None
Note: Meets local Fine Arts requirement
1 semester | 1 credit

This course introduces the historical development of film as an art form through viewing, discussing, and researching contemporary and classic film in a variety of genres. Film structure, editing, and cinema-photography also are emphasized. Film as a social statement and as a reflection of cultural values is noted.

Advanced Studio Art A: 2-Dimensional
6851 (Semester One only)
Open to juniors and seniors
Prerequisite: Art Foundations and one of the following: Drawing, Painting, Graphic Design 1 or 2, a photography course, or Printmaking
1 semester | 1 credit

The student goal for this course is to develop an application portfolio which will be acceptable for art school/university entry requirements based on the student's interest in 2-dimensional artmaking. This course is designed for the serious student of the visual arts and provides students the opportunity to develop their personal aesthetic through the guidance of the visual arts faculty. Each student will propose a plan of study which will include a written statement of their goals and objectives and concentrate on 2-dimensional work during the fall semester.

Advanced Studio Art A: 3-Dimensional

6682 (Semester Two only)
Open to juniors and seniors
Prerequisite: Art Foundations AND one of the following: Intermediate Wheel Throwing, Metalworking/ Jewelry, and Introduction to Sculpture
1 semester| 1 credit

The student goal for this course is to develop an application portfolio which will be acceptable for art school/ university entry requirements based on the student's interest in 3-dimensional artmaking. This course is designed for the serious student of the visual arts and provides students the opportunity to develop their personal aesthetic through the guidance of the visual arts faculty. Each student will propose a plan of study which will include a written statement of his/her goals and objectives and concentrate on 3-dimensional work during the spring semester.

AP Art History

681
Open to juniors and seniors
Prerequisite: None
2 semesters | 2 credits

This course is a comprehensive study of art and the creative process throughout history and from around the world. The class is taught using a discussion and writing-based approach so that students acquire the vocabulary, analytical skills, writing techniques, and self-confidence needed to communicate effectively the meaning of art. Students learn how works of art from all traditions and cultures, both Western and non-Western, are intertwined with their historical and social contexts.

AP Art and Design

690
Open to juniors and seniors
Prerequisite: Successful completion of Art Foundations and two upper-level art classes
2 semesters | 2 credits

This course affords students the opportunity to develop their personal aesthetic and makes it possible for highly motivated high school students to do college-level work. Students create a digital portfolio of their artwork which they submit through the AP website for possible college credit. The student's AP portfolio consists of two sections: "Quality", excellence demonstrated in original works; and "Sustained Investigation", an in-depth, personal commitment to a particular artistic concern. The AP portfolio will be documented by the student in digital form, and the "Sustained Investigation" section is accompanied by a written statement supporting the student's progress and rationale for their particular path of discovery. Prospective students are encouraged to take a wide variety of art courses in preparation for this class and must present a portfolio for review.

Tabula/Photo Design Publication

948
Open to sophomores, juniors and seniors
Prerequisite: Photo 1 and 2 OR Graphic Design 1 and 2
Note: Student selection is by application
2 semesters | 1 credit per year | Maximum of two credits can be earned

Photography students learn to work as a group collecting images and representing/documenting student and school events for Tabula, the school yearbook. The cooperative effort of photographers, designers, and writers for the production of Tabula provides a real working environment and an opportunity to practice collaborative problem solving.

HISTORY DIVISION

Ms. Amy Hill | Division Head | (708) 434-3379 | ahill@oprfhs.org

The central goals of the courses in this division are to foster knowledge of the past; learn skills for discerning the present; practice critical thinking, reading, writing, and study techniques; and explore criteria for evaluating and shaping the directions for the future. Students should strive to excel in required courses which prepare them for citizenship and in elective courses which prepare them for additional schooling, personal development, and successful careers.

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

Scope and Sequence

<table>
<tr><th>9th Grade</th><th>10th Grade</th><th>11th Grade</th><th>12th Grade</th></tr>
<tr><td>World History Accelerate
World History A</td><td>United States History Accelerate
United States History
United States History A
AP United States History</td><td>Civics (11th OR 12th)</td><td>Civics (11th OR 12th)</td></tr>
<tr><td></td><td></td><td colspan="2"><u>Electives</u>
African History
AP African American Studies
AP European History
AP Psychology
AP United States Politics and Government
Asian Studies
Comparative Religions
Criminal & Civil Law
Equity and Youth Action
Hip Hop in United States History & Society
History of Chicago
Holocaust Studies
Latin American History
Modern Middle Eastern History A
Philosophy A
Psychology
Sociology
Sports & Resistance in United States History
Women in History
Youth and Social Justice
Bridge to AP History/Social Science</td></tr>
</table>

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

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

History Division Courses

World History Accelerate
12HX
Open to qualifying freshmen
Note: Taken concurrently with English I Accelerate and Literacy Seminar I
Prerequisite: None
2 semesters | 2 credits

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

World History A
325
Open to all students
Prerequisite: None
2 semesters | 2 credits

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

United States History Accelerate
331
Open to sophomores, juniors, and seniors
Prerequisite: World History Accelerate or equivalent
2 semesters | 2 credits

The focus of this course is the study of the historical development of the United States, its ideas and institutions from the Age of Exploration to the present. Students will learn fundamental concepts in civics, economics, and geography. They will obtain knowledge of culture through a survey of major issues, movements, people and events in the United States history. Students taking this course will have additional supports to accelerate literacy, writing, and executive functioning skills. Successful completion of this course satisfies the American History graduation requirement.

United States History
333
Open to sophomores, juniors, and seniors
Prerequisite: World History or equivalent
2 semesters | 2 credits

The focus of this course is the study of the historical development of the United States, its ideas and institutions from the Age of Exploration to the present. Students will learn fundamental concepts in civics, economics, and geography. They will obtain knowledge of culture through a survey of major issues, movements, people and events in the United States history. Successful completion of this course satisfies the American History graduation requirement.

United States History A
335
Open to sophomores, juniors, and seniors
Prerequisite: World History or equivalent
2 semesters | 2 credits

The focus of this course is the study of the historical development of the United States, its ideas and institutions from the Age of Exploration to the present. Students will learn fundamental concepts in civics, economics, and geography. They will obtain knowledge of culture through a survey of major issues, movements, people and events in the United States history. Students taking this class will be challenged with a greater complexity in reading materials and the application of ideas through performance and discussion. Successful completion of this course satisfies the American History graduation requirement.

AP United States History
337
Open to sophomores, juniors, and seniors
Prerequisite: World History or equivalent
2 semesters | 2 credits

Ambitious students are assisted in developing the factual and interpretive abilities necessary to succeed on the 3-hour American History Advanced Placement exam. Emphasis is placed on writing analytical essays and papers. Students are expected to work at the level of an introductory college survey course. High scores on the AP exam often result in college credit. Successful completion of this course meets the American history graduation requirement.

Civics
3361/2
Open to juniors and seniors
Prerequisite: United States History or equivalent
Meets state Civics requirement
1 semester |1 credit

In this course, students will work to refine the writing, reading, and critical thinking skills they have developed in the History Division's core curriculum. Refining these skills will come as students explore the social, political and economic issues confronting American society through the lens of the United States government, politics and the democratic process. This is the only course that fulfills the Illinois State Board of Education civics graduation requirement.

History Elective Courses

Women in History
3351/2
Open to juniors and seniors
Prerequisite: United States History or equivalent
1 semester |1 credit

This course explores the political, economic, and social experience of women throughout history. With a major focus on contemporary issues, Women in History is a semester course where, first quarter, students are introduced to the discipline of Women and Gender Studies. Second quarter, students explore women's activism throughout American history from the Antebellum period through the present. Student interests served well by this course: US History, gender, sociology, and current events. Skills targeted by this course: Literacy, writing, critical thinking, and oral presentation.

Sociology
3581/2
Open to juniors and seniors
Prerequisite: United States History or equivalent
1 semester | 1 credit

Sociology is the scientific study of human societies and human group behavior. This course of study teaches us to look at life from a completely new perspective – in a scientific, systematic way. In this class, students strive to expose the patterns of social behavior that exist in our society. Once these patterns are exposed, students are invited to investigate the causes and effects of these behaviors and topics such as the sociological imagination, culture and socialization, while ultimately proposing new sociologically-informed solutions to the social problems that exist in our society including inequalities and other issues related to social class, gender, race, sexuality and equity. Skills targeted by this course: research, reading comprehension, argumentative writing, and critical thinking.

Psychology
3591/2
Open to juniors and seniors
Prerequisite: United States History or equivalent
1 semester | 1 credit

An introduction to the science of psychology, this course includes units on psychological perspectives, scientific methodology, personality, biopsychology, healthy adjustment, consciousness, abnormal behavior, developmental psychology, and therapy. Student interests served well by this course: psychology, human behavior, natural sciences. Skills targeted by this course: reading for understanding.

Asian Studies
3641 (First Semester only)
Open to juniors and seniors
Prerequisite: United States History or equivalent
1 semester | 1 credit

This semester-long course introduces students to the histories and cultures of modern Asia. With a particular focus on India, China, Korea, and Japan, students follow these Asian histories by exploring varied topics such as food, empires, religion, pop culture, conflict, colonialism, war, communism, international relations, and current events. Students will learn about these topics by watching Asian films, reading primary and secondary sources, and developing independent research. Skills targeted in this course include: critical analysis, literacy, research, and argumentative writing.

African History
3651 (First Semester only)
Open to juniors and seniors
Prerequisite: United States History or equivalent
1 semester | 1 credit

This is a survey course in the rich variety of cultures, religions, and nations located on the African continent. Included is the study of Africa's geography, its natural resources, and its importance in the global village. Study begins with prehistoric times, continues through Africa's long history, and includes the arrival of Asians, Arabs, and Europeans to the African continent. Africa's experience during the Age of Imperialism through the emergence of the independent nations is also studied. Major emphasis is placed on the Nile Valley civilizations, kingdoms of West Africa, the African diaspora, African nationalism, and Africa's role in the late twentieth century. Reading, map skills, essay skills, chronology, vocabulary, class projects, and current events are emphasized. Student interests served well by this course: Africa, history, race, and culture. Skills targeted by this course: reading, map skills, critical thinking, writing and research.

Modern Middle Eastern History A
3671/2
Open to juniors and seniors
Prerequisite: United States History or equivalent
1 semester | 1 credit

This honors level course provides a historical understanding of the social and political changes in the Middle East since the emergence of the Ottoman Empire, particularly over the past two centuries. It covers the main social, economic, and intellectual currents that have transformed this region of the world. The primary emphasis is how events today have been shaped and affected by the past. Focus is on the lands of the former Ottoman Empire (present-day Turkey, Palestine/Israel, Syria, Iraq, and Egypt) and Iran. Student interests served well by this course: history, culture, politics, U.S. and international relations, and current events. Skills targeted by this course: critical thinking, analysis, and complex reading for understanding.

Philosophy A
3681/2
Open to juniors and seniors
Prerequisite: United States History or equivalent
1 semester | 1 credit

This honors level course is an inquiry into the following: the nature of knowledge and truth; what constitutes morality; the existence of the mind, personal identity, and soul; free will and determinism; and religion. The course combines careful reading of classical, modern and contemporary texts with the application of philosophical thinking to current issues. The course aims to acquaint students with the questions, issues, and methodologies typical to philosophy, encourage self-reflection, and sharpen student's powers of critical thinking and written expression. Student interests served well by this course: history, values, morality, reading, essay writing and class discussion. Skills targeted in this course: critical thinking, analysis and reason, complex reading and independent opinion.

Criminal and Civil Law
3721/2
Open to juniors and seniors
Prerequisite: United States History or equivalent
1 semester | 1 credit

This course offers students an authentic introduction to the law by utilizing published court cases and teaching students how to analyze them like lawyers. Students are challenged to examine case law in three primary areas: criminal law, criminal procedure and constitutional law. These units of study not only push students to grapple with sophisticated texts and complex legal questions, but also to confront how the American legal system, and specifically our constitutional rights, intersect with the political, social and economic spheres of our daily lives. Student interests served well by this course: Law, Government, US History and Criminal Justice. Skills targeted in this course: Analytical reading and writing, oral advocacy, logical reasoning and critical thinking.

Holocaust Studies
3741/2
Open to juniors and seniors
Prerequisite: United States History or equivalent
1 semester | 1 credit

This course offers students a deep, interdisciplinary study of the Holocaust. Beginning with an introduction to Genocide Studies, the course examines the long history and myriad manifestations of antisemitism; traces the Nazi rise to power and Nazis' systemic mass murder; and studies the psychology of genocide, upstanding, and bystanding. It examines how the United States – and the rest of the world – responded to the Holocaust, and studies the proliferation of Holocaust Denial. The course centers the stories of Holocaust survivors and victims. During the class, each student will trace the story of one individual who lived through the Holocaust, learning how they experienced the events studied in the course. The course culminates in a collaborative capstone project.

The History of Chicago
3751/2
Open to juniors and seniors
Prerequisite: United States History or equivalent
1 semester | 1 credit

The History of Chicago is a course designed to develop students' knowledge and excitement about this city's rich history and culture. The course follows Chicago's history chronologically, but along the way we will study the art, architecture, geography, music, literature, crimes and scandals, sports, civil rights, education, immigration, social class issues, and politics that have shaped and defined the city. Student interests served well by this course: US History, Chicago, and social justice. Skills targeted by this course: reading, critical thinking, nonfiction/argumentative writing and oral presentation.

Sports and Resistance in American History
3761/2
Open to juniors and seniors
Prerequisite: United States History or equivalent
1 semester | 1 credit

This course views race, gender, and class divides in American history through the sporting lens with an emphasis on the periods from the Progressive Era through the present. This unique examination will emphasize the roles of government, governing bodies in sports, the media, owners, and athletes in the triumphs and struggles that have engulfed our nation's history. Viewing race, gender, and class through this prism will allow students to address these issues through a path that will appeal to the interests of a wide range of students. Student interests served well by this course: athletics, gender, race, US history, and current events. Skills targeted by this course: reading, oral presentation, and critical thinking.

Latin American History
3771 (First Semester only)
Open to juniors and seniors
Prerequisite: United States History or equivalent
1 semester | 1 credit

Organized thematically from pre-Columbian times to the present, units of study include European contact and conquest, colonial history, independence movements in Latin America, postcolonial readjustment, neo-colonialism, nationalism, revolution and counter-revolution, and modern issues. This course will enhance students' understanding not only of Latin culture and American foreign policy vis-a-vis Latin America, but also of their place in the world. Student interests served well by this course: history, culture, politics, US and international relations and current events. Skills targeted by this course: reading, map skills, critical thinking, writing and research.

Youth and Social Justice
3782 (Second Semester only)
Open to juniors and seniors
Prerequisite: United States History or equivalent
1 semester | 1 credit

This course examines issues such as race, gender, sexual orientation, law, and the criminal justice system through the lens of sociology and social justice. This course is intended for college prep students and is designed to further enhance essential skills aligned with Common Core State Standards such as reading comprehension, writing, speaking, and analytical thinking. Students will utilize various reading and writing strategies intended to prepare them for further academic achievement. Student interests served well by this course: history, current events, social justice, activism, and politics. Skills targeted by this course: oral presentation, writing and reflection.

Hip Hop in United States History and Society
3791/2
Open to juniors and seniors
Prerequisite: United States History or equivalent
1 semester | 1 credit

This course examines the culture of Hip Hop and its continued impact on society through literature, media, film, discussions, and presentations. From Hip Hop's early origins in the South Bronx of the 1970s through today, students will explore the elements of Hip Hop, its connection to historical events, and societal impact. Students will expand upon their knowledge of Hip Hop culture, its impact on American culture and society, and the role they play within it. Student interests served well by this course: race, gender, politics, history, music, and sociology. Skills targeted in this course: critical thinking, analysis, writing, and reading for understanding.

Comparative Religions
3731/2
Open to juniors and seniors
Prerequisite: United States History or equivalent
1 semester | 1 credit

In this course, students will explore and compare religions from all over the world, examining each belief system's core ideologies, traditions, and historical growth. They will learn about how the traditions have adapted and developed over time, and how they ultimately shape and impact the modern world. The course aims to deepen students' understanding of human relationships, cultural diversities, and the ways in which religion influences personal choices and beliefs. Students will excplore the religious, spiritual, and philosophical traditions of East Asia, Africa, and India as well as the Abrahamic traditions (Judaism, Christianity, and Islam). The will also inquire into what makes a religion, the goals of religion, how cultures unify across differences, and threads that connect and separate different traditions.

Equity and Youth Action

3802 (Second Semester only)
Open to juniors and seniors
Prerequisite: United States History or equivalent
1 semester | 1 credit

Equity and Youth Action engages students in dialogues about racial equity and diversity and develops solidarity across identities. The course is solution-based, whereby students will collaborate to widen conversations and understandings of racial equity and steps to challenge racial inequity. Students will understand that race affects everyone's lives while understanding the intersectionality of other social identities. Students will also walk away with the understanding of the importance of equity in society. Participants will engage in workshops on how to discuss race in a respectful manner and disrupt the cycle of socialization. Students will be equipped with the tools to encourage and help lead discussions and civic engagement about racial equity. This course will provide opportunities to conduct academic research, participate in collaborative discussions, and to create topically oriented art-integrated projects reflecting on transformative steps toward racial equity.

AP United States Politics and Government

3691/2
Open to juniors and seniors
Prerequisite: United States History or equivalent
1 semester | 1 credit

This course introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. This course explores the theoretical underpinning of U.S. government and politics to provide students with a firm understanding of current events. This course will prepare students to take the AP United States Politics and Government exam, scores from which may count for college credit depending on college or university of choice.

AP Psychology

361
Open to juniors and seniors
Prerequisite: United States History or equivalent
2 semesters | 2 credits

The AP Psychology Course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students will study the psychological facts, principles, and theories associated with each of the major subfields within psychology and learn about the methods psychologists use in their science and practice. The course is intended to provide the scope and level of academic accomplishment expected in a college introductory psychology course. In addition, the course aims to instill knowledge, skills and attitudes to apply to one's own life, while also preparing students to be successful on the AP Psychology exam, scores from which may count for college credit depending on college or university of choice. Student interests served well by this course: psychology, human behavior.

AP African American Studies

345
Open to juniors and seniors
Prerequisite: United States History or equivalent
2 semesters | 2 credits

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

AP European History

344
Open to juniors and seniors
Prerequisite: United States History or equivalent
2 semesters | 2 credits

AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments and processes in four historical periods from approximately 1450 to the present. Students develop and use continuity over time; and argument development. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individuals and society; and national and European identity. This course prepares students to take the AP European History exam, scores from which may count for college credit depending on the college or university of choice.

Bridge to AP History and Social Science

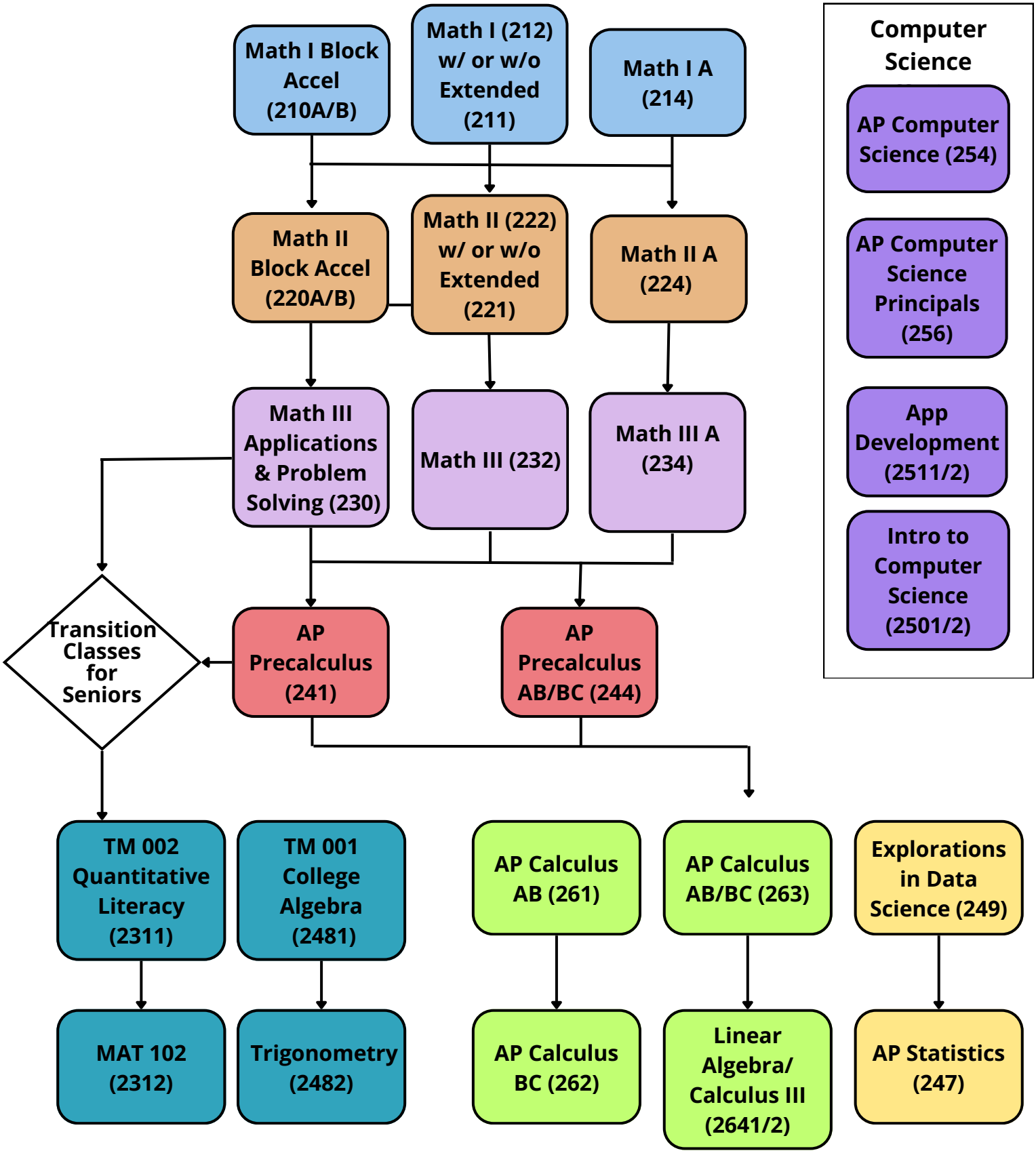
338
Open to sophomores and juniors
Prerequisite: United States History or equivalent
2 semesters | 2 credits

The Bridge to AP History and Social Science course complements the AP courses in the History Division by focusing on developing essential academic skills such as thesis development, argumentation, and document-based analysis. Students will regularly engage with college-level texts, primary sources, and scholarly documents, learning how to effectively analyze these sources and integrate them into their written work. Students enroll concurrently with their AP course in the History Division upon the recommendation of their current-year History teacher.

MATHEMATICS DIVISION

Dr. Julie Frey | Division Head | (708) 434-3747 | jfrey@oprfhs.org

Scope and Sequence



Mathematics Division Courses

Math I Block Accelerate
210 A/B (Two Periods)
Open to qualifying freshmen
Prerequisite: None
2 semesters | 2 credits + 2 elective credits

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

Math I Extended
211
Open to qualifying freshmen
Prerequisite: Math 8 or equivalent
2 semesters | 2 elective credits

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

Math I
212
Open to freshmen
Prerequisite: Math 8 or equivalent
Note: Completion of summer math packet recommended
2 semesters | 2 credits

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

Math I A
214
Open to freshmen
Prerequisite: Open to freshmen who have taken Pre-Algebra or Math 8 and have a qualifying MAP or STAR Math score
2 semesters | 2 credits

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

Math II Block Accelerate

220 A/B (Two Periods)
Open to qualifying sophomores
Prerequisite: Math I or equivalent
2 semesters | 2 credits + 2 elective credits

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

Math II Extended

221
Open to qualifying sophomores
Prerequisite: Math I or equivalent
2 semesters | 2 elective credits

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

Math II

222
Open to freshmen and sophomores
Prerequisite: Math I or equivalent
2 semesters | 2 credits

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

Math II A

224
Open to freshmen and sophomores
Prerequisite: Math I A or equivalent topics
2 semesters | 2 credits

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

Math III / Applications and Problem-Solving
230
Open to juniors
Prerequisite: Math II Accelerate, Math II or equivalent topics
2 semesters | 2 credits

This course is designed to strengthen foundational skills, critical thinking, and problem solving. This course will utilize exploration and experimentation to solidify conceptual understanding of key math concepts. Topics include the exploration of linear functions, systems of functions, piecewise-defined functions, along with arithmetic sequences and series. Students will continue to explore polynomial functions and learn to find zeros. Graphing, manipulating, and understanding rational functions, rational exponents, and radical functions will be introduced. Exponential and logarithmic functions will be explored, modeled, and solved using logarithmic properties. Trigonometric functions will be defined and graphed. Students will have the opportunity to explore these topics through real-world applications.

Quantitative Literacy (TM002)
MAT 102
231
E*ligible for dual credit through Triton College | MAT102 (Liberal Arts Mathematics)*
Open to seniors only
Prerequisite: Math III or equivalent
Note: Completion of summer math packet *required*
1 semester | 1 credit

Successful completion of this course qualifies students to enter all Illinois community colleges GECC mathematics courses, not a calculus-based mathematics course sequence. This course includes general education statistics, general education mathematics, quantitative literacy, or elementary math modeling. The second semester of this course is equivalent to the Triton College course MAT 102 (Liberal Arts Mathematics). Topics covered include sets, logic, consumer mathematics, statistics, and probability. Dual credit through Triton College may be available.

Math III
232
Open to juniors
Prerequisite: Math II or equivalent topics
2 semesters | 2 credits

This is a third-year high school math course. Topics include the exploration of linear functions and systems including piecewise-defined functions and arithmetic sequences and series. A comprehensive study of polynomial functions including dividing polynomials and finding zeros. Graphing, manipulating and solving rational functions will be explored, as well as rational exponents and radical functions. Exponential and logarithmic functions will be explored, modeled, and solved using logarithmic properties. Trigonometric functions will be defined and graphed. A brief unit on trigonometric identities will be included. Students will continue to look at data analysis and statistics, including the normal distribution and margin of error. Coordinate geometry will be used to prove theorems and explore circles. Finally, two and three dimensional models will be explored.

Math III A
234
Open to sophomores and juniors
Prerequisite: Math II A or equivalent topics
2 semesters | 2 credits

This is a third-year high school math course at the honors level. Topics include the exploration of linear functions and systems including piecewise-defined functions and arithmetic sequences and series. A comprehensive study of polynomial functions including dividing polynomials and finding zeros. Graphing, manipulating and solving rational functions will be explored, as well as rational exponents and radical functions. Exponential and logarithmic functions will be explored, modeled, and solved using logarithmic properties. Trigonometric functions will be defined and graphed. A brief unit on trigonometric identities will be included. Students will continue to look at data analysis and statistics, including the normal distribution and margin of error. Coordinate geometry will be used to prove theorems and explore circles. Finally, two and three dimensional models will be explored. In addition, students will be required to have and be able to use a comprehensive set of problem solving strategies, work through complex problems independently, and employ previously learned knowledge to enter problems in multiple ways.

College Algebra and Trigonometry (TM001)
248
Open to seniors only
Prerequisite: Math III or equivalent
Note: Completion of summer math packet *required*
2 semesters | 2 credits

Successful completion of this semester-long course qualifies students to enter all Illinois community colleges GECC mathematics course pre-calculus or equivalent course. Topics include: Algebraic expression, Problem solving, Inequality Functions, Absolute Value Functions, Creating Equations, Systems of Equations, Polynomial Functions, Exponential Functions, Radical Functions and Rational Functions. Heavy emphasis on and pre- calculus skills. The second semester of this course focuses on trigonometric functions and how they are used in the real world. Topics include: the unit circle, trigonometric functions, trig with astronomy, geography, engineering, physics and statistics.

AP Pre-Calculus
241
Open to all students who meet the prerequisites
Prerequisite: Advanced Algebra or Math III
2 semesters | 2 credits

This course is designed to prepare students for college level calculus. Topics include: Graphing functions including linear functions, slope, transformation, composition of functions, inverse functions and modeling. Complex number and quadratic functions. Polynomial functions including finding zeros. Rational functions and their graphs. Polynomial and rational inequalities. Exponential and logarithmic functions including their properties, growth and decay. Semi-log plots, rate of change for log and exponential functions will also be covered. Trigonometric functions including angle and radian measures, the unit circle, right angle trigonometry, trigonometric functions and graphs. Trigonometric identities including the sum,distance, double, and half angle formulas. Polar coordinates and graphs of polar equations. Arithmetic and Geometric sequences and summation notation. A graphing calculator is recommended.

AP Pre-Calculus AB/BC
244
Open to all students who meet the prerequisites
Prerequisite: Math IIIA or equivalent topics AND teacher recommendation
2 semesters | 2 credits

This course is designed to prepare students for AP Calculus AB and AP Calculus AB/BC. Topics include: Graphing functions including linear functions, slope, transformation, composition of functions, inverse functions and modeling. Complex number and quadratic functions. Polynomial functions including finding zeros. Rational functions and their graphs. Polynomial and rational inequalities. Exponential and logarithmic functions including their properties, growth and decay. Semi-log plots, rate of change for log and exponential functions will also be covered. Trigonometric functions including angle and radian measures, the unit circle, right angle trigonometry, trigonometric functions and graphs. Trigonometric identities including the sum, distance, double, half angle formulas, and the product to sum/sum to product identities. Polar coordinates and graphs of polar equations. Vectors including the dot product. Matrices. Conic Sections. Arithmetic and Geometric sequences and summation notation. Mathematical Induction, the Binomial Theorem, and probability. Students are expected to take the College Board Advanced Placement exam in May. A graphing calculator is required.

AP Statistics
247
Open to juniors and seniors
Eligible for dual credit through Triton College | MAT 107 (Elementary Statistics)
Prerequisite: Math III or equivalent topics
2 semesters | 2 credits

The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Four broad conceptual themes covered are exploring data, planning a study, probability models, and statistical inference. Students are expected to take the College Board Advanced Placement exam in May. A graphing calculator that handles lists of data and includes built-in statistical functions such as confidence intervals, tests of significance, and probability distributions is required.

Calculus Concepts A
260
Open to all students who meet the prerequisites
Prerequisite: Pre-Calculus or College Algebra and Trigonometry course
2 semesters | 2 credits

This course is designed for students who wish to continue on a calculus pathway. This course includes the study of functions, limits, derivatives, and integrals. This course is the equivalent of 1-1/2 semesters of college calculus. A graphing calculator is recommended.

AP Calculus AB
261
Open to juniors and seniors
Prerequisite: Pre-Calculus or equivalent topics AND teacher recommendation
2 semesters | 2 credits

This college level course includes the study of functions, limits, derivatives, and integrals. This course is the equivalent of 1-1/2 semesters of college calculus. Students are expected to take the College Board Advanced Placement exam in May. A graphing calculator is required.

AP Calculus AB / AP Calculus BC
263
Eligible for dual credit through Triton College | MAT 131 (Calculus and Analytic Geometry I) and MAT 133 (Calculus and Analytic Geometry II)
Open to juniors and seniors
Prerequisite: Pre-Calculus A or equivalent topics AND teacher recommendation
Note: Completion of summer math packet is required
2 semesters | 2 credits

This course is for students that have successfully completed Pre-Calculus A. This college level course covers two semesters of college calculus in 2 semesters of high school. Topics include the study of functions, limits, derivatives, integrals, Taylor polynomials, advanced methods of integration, polar coordinates, vectors, parametric equations, and convergence and divergence of infinite series. Students are expected to take the College Board Advanced Placement exam in May. A graphing calculator is required.

AP Calculus BC
2621
Eligible for dual credit through Triton College | MAT 133 (Calculus and Analytic Geometry II)
Open to juniors and seniors
Prerequisite: Completion of AP Calculus AB
Note: Completion of summer math packet is required
1 semester | 1 credit

This course is for students that have successfully completed AP Calculus AB. The course will cover AP Calculus BC topics not completed in AP Calculus AB, as well as some Pre-Calculus topics in preparation. The expectation is that all students will be ready for the AP Calculus BC exam by the completion of this semester. Students will learn how to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students will also learn how to use technology to help solve problems, experiment, interpret results and support conclusions.

Linear Algebra A | Calculus III A
2641/2
Open to juniors and seniors
Prerequisite: Completion of AP Calculus AB/BC or AP Calculus BC
Note: Completion of summer math packet is required
1 semester | 1 credit

Calculus III A is the third of three courses in the basic calculus sequence. This course combines the study of calculus with linear algebra, a field that is fundamental to multiple areas of science. Topics in Calculus III include vector functions, functions of 2 or more variables, partial derivatives, quadratic surfaces using multiple interpretations, surface integrals, Green's theorem, and Stroke's theorem. Linear Algebra topics include linear equations, matrix theory, linear transformations of vectors, vector spaces, eigenvalues, and eigenvectors.

Introduction to Computer Science
2501/2
Open to all students
Prerequisite: Math I or Math II
Note: This course meets the local CTE requirement
1 semester | 1 credit

This course provides an introduction to computer science and programming. Students will discover the theory and capabilities of computers by investigating various aspects of the field and learning to write computer programs to conduct experiments and solve practical problems. The course focuses on two programming languages - Scratch and Python - to support students in developing effective programming solutions. It prepares students for the more rigorous AP Computer Science or Honors Computer Science courses. Most coursework will be completed during class in a computer lab under the supervision of the teacher. Some laboratory work may be required outside of class; students may use a home computer with internet access for this purpose.

Mobile App Development
2511/2
Open to juniors and seniors
Prerequisite: Introduction to Computer Science or Semester One of AP Computer Science or Semester One of AP Computer Science Principles
1 semester | 1 credit

Students will learn to develop their own apps for Android devices. The course introduces students to Android app programming by providing a solid foundation in app design, development, and deployment, including publishing apps to the Google Play Store. This course covers major Android concepts such as views, activities, intents, broadcast receivers, and content providers. Students will also explore location-based services, sensors, and app deployment.

Explorations in Data Science
2491/2
Open to juniors, and seniors
Prerequisite: Can be taken after or with Math III (Advanced Algebra)
2 semesters | 2 credits

In this course, students will learn to understand, question, and represent data through project-based units. The units will give students opportunities to become data explorers through active engagement, and develop their understanding of data analysis, sampling, correlation/ causation, bias and uncertainty. Students will learn to model with data, create and evaluate data-based arguments, and understand the importance of data in society. By the end of the course, students will have developed a portfolio of data science work that demonstrates their knowledge, skills, and understanding.

AP Computer Science
253
Open to all students
Prerequisite: Math I
Note: one semester of this course meets the local CTE requirement
2 semesters | 2 credits

This Advanced Placement course is similar to an introductory college-level computer science course. It provides students with programming skills applicable to many career fields, including computer programming, mathematics, engineering, business, and the natural sciences. Students will develop fundamental computer programming skills using the Java language to solve a variety of problems using common algorithms and data structures. Students will apply these skills to a variety of problems using hands-on programming activities. Additional laboratory time outside of regular class may be required. Students will also be prepared to take the College Board Advanced Placement exam in May and are expected to take the exam.

AP Computer Science Principles
256
Open to sophomores, juniors, and seniors
Prerequisite: Math I
Note: This course meets the local CTE requirement and/or the local computer proficiency requirement
2 semesters | 2 credits

This course introduces students to the essential concepts of computer science and explores how computing and technology can influence the world around us. Students creatively address real-world issues and challenges by using processes and tools similar to those used by artists, writers, computer scientists, and engineers. (Designed by the AP Program to help students develop leadership skills in computer science. The course explores topics such as digital information, the internet, programming data, and performance-based projects.) Successful completion of this course fulfills the computer proficiency graduation requirement. Students will also be prepared to take the College Board Advanced Placement exam in May and are expected to take the exam.

PHYSICAL EDUCATION DIVISION

Mr. Brian Beyers | Division Head | (708) 434-3250 | bbeyers@oprfhs.org

The State of Illinois requires each student to participate in daily physical education, and the study must be a part of the regular school curriculum. The District requires that each student successfully complete 8 semesters of Physical Education (Driver Education and Health are taken during the school year in place of physical education). The OPRFHS Physical Education program requires that all students participate in the curriculum in order to experience a well-balanced experience.

Freshmen and sophomores will have a core curriculum selected for them during the first two years. In most cases, freshmen will meet the swim, dance, fitness, and sport requirements in the first year. Sophomores should satisfy the second swim, Self-Defense or StepBack, and CPR/AED review. Generally, juniors and seniors have the option of selecting courses during their final two years but may be placed in a class needed to fulfill the above requirements. Students who receive a PE exemption need one additional elective credit for each exemption.

Notes:

- Grades in Physical Education courses, except for Health Education, are excluded from the GPA.

Scope and Sequence

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

Physical Education Division Courses

Health Education
5011/2
Open to freshmen
5021/2
Open to sophomores, juniors, and seniors
Prerequisite: None
Meets the state Health Education requirement
1 semester | 1 credit

Topics covered in this course include, but are not limited to, those areas mandated by the Illinois School Code Comprehensive Health Education Program (105 ILCS 110/3). Subject matter includes the prevention and control of diseases including AIDS, consumer health, safety education, mental wellness, alcohol and drug use and abuse, human growth and development, human sexuality, nutrition, physical fitness, dental care, and steroid abuse.

NOTE: It is generally expected that Health Education will be taken during the freshman year as part of the freshman core physical education program.

Freshman Physical Education
9011/9012
Open to freshmen
Prerequisite: None
1 semester | 1 credit

This course teaches fitness through a variety of movement activities, including fitness, dance, and swim. Students will learn about the 5 basic health-related principles while being exposed to the latest in exercise techniques. Students will use resistance machines, free weights, cardio machines, and other functional fitness equipment to improve overall health. This course also incorporates a variety of movement activities including dance, Zumba, yoga, pilates, and stretching. A variety of dance styles will be chosen to enhance muscular flexibility, endurance, coordination, and memorization skills. Students will have the opportunity to work cooperatively to choreograph and perform dance routines. Students will learn beginning swim skills, life-saving techniques, and water games. One portion of the course is a gender-specific swim class providing differentiated instruction in basic survival techniques and propulsion. Students are taught a variety of strokes along with aquatic games and training techniques to improve overall fitness levels. The class also incorporates Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillation (AED) training.

Sophomore Physical Education
9021F/9022F and 9021M/9022M
Open to sophomores
Prerequisite: None
1 semester | 1 credit

This course designed for sophomores addresses students' physical and social-emotional needs through aquatics and self-defense training combined with classroom presentations related to specific gender and social issues. One portion of the course is a gender-specific swim class providing differentiated instruction in basic survival techniques and propulsion. Students are taught a variety of strokes along with aquatic games and training techniques to improve overall fitness levels. The class also incorporates Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillation (AED) training. The second portion of the course involves the theory and practice of self-defense. Discussions and guest speakers address gender-specific topics such as healthy and unhealthy relationships, the influence of media on culture, sexual harassment, sexual assault, dating violence, bullying, Internet safety, and how to avoid violence and unsafe situations. Both genders are taught gender-specific self-defense skills using a nationally recognized rape and aggression prevention program taught by certified instructors.

Racket Sports
9041/2
Open to juniors and seniors
Prerequisite: None
1 semester | 1 credit

This course combines fitness concepts and activities, tennis, badminton, and pickleball to improve hand-eye coordination, racket skills, fitness and agility with the expectation of improving physical health. Students will be provided differentiated instruction in the basic tennis strokes, scoring, rules, and etiquette of tennis. Students will participate in skill building activities and tournament play throughout the semester. Physical fitness activities will be incorporated into the class to benefit overall personal health.

Individual and Team Sports
9061/2
Open to juniors and seniors
Prerequisite: None
1 semester | 1 credit

This course is designed to integrate cooperative skills in the areas of technique and strategy as they pertain to team sports. The course may include, but is not limited to, the following team sports: flag football, soccer, lacrosse, softball, ultimate Frisbee, floor hockey, volleyball, basketball, and team handball; as well as, but not limited to following individual sports: badminton, pickleball, tennis, golf/disc golf and track & field. Students will learn rules, strategy, techniques, and fundamentals of each team sport. Fitness concepts and activities will be incorporated to enhance student's well-being. Students will be evaluated on their participation, ability to execute rules, incorporate strategy, and exhibit good sportsmanship.

Competitive Team Sports
9071/2
Open to junior and senior
Prerequisite: None
1 semester | 1 credit

This course is designed to integrate individual and team building skills using the techniques and strategies involved in the sports of flag football and basketball. Students learn the skills involved in the 2 sports and are assessed on skill growth and the ability to execute the rules and strategies of the game, to exhibit overall sportsmanship, and to work within a team to achieve a goal. Fitness principles, strategies, and techniques will also be infused into the curriculum throughout the semester using a variety of facilities and equipment.

Dance
9081/2
Open to juniors and seniors
Prerequisite: None
1 semester | 1 credit

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

Company Dance
9091/2
Open to juniors and seniors
Prerequisite: Complete 9th grade PE, two semesters of Dance, and Teacher recommendation
1 semester | 1 credit

This semester-long course is designed to enhance previous dance experience. Each semester will feature new content from the previous semester and offers advanced and intensive technique training in ballet and modern dance with scheduled master classes in other dance forms. Students will also study dance composition and dance history and will participate in dance viewing and dance critique. This class will often include live accompaniment and will always require dance participants to wear appropriate dance attire. Students may attend one curriculum-related field trip each semester.

Advanced Adventure Education
9101/2
Open to juniors and seniors
Prerequisite: Successful completion of 9th and 10th grade PE swimming instruction
1 semester | 1 credit

This advanced course is designed to develop team building and leadership skills using experiential education. Students will participate in, design, and lead a variety of team building activities, challenge courses, orienteering, wall climbing, high ropes course, and kayaking experiences.

Athletic Training Techniques
9111/2
Dual Credit-eligible through Triton College | HTH 220
Open to juniors and seniors
Prerequisite: Health Education
Note: Athletic Study Hall not allowed when taking this course | The class can only be taken once
1 semester | 1 credit

Students will be provided with a general overview of the sports medicine team and the history of sports medicine. It includes introductory information about the athletic trainer's scope of practice, including injury prevention, treatment, rehabilitation, emergency injury management, and administrative functions. Students will learn basic human anatomy, injury diagnosis/ treatment/ prevention of common upper and lower extremity injuries and management of concussion. This course is intended to help students understand sports medicine, various associated disciplines, and their role in the physically active community. Students enrolled in this course will not provide patient care.

Holistic Wellness and Self-Defense 2.0
9031/2
Open to juniors and seniors
Prerequisite: None
Note: This course can only be taken once per school year | Classroom sessions make up 40% of this course
1 semester | 1 credit

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

Fitness and Foods
9121/2
Open to juniors and seniors
Prerequisite: Culinary Arts
Note: Athletic Study Hall not allowed when taking this course
1 semester | 1 credit

Fitness & Foods stresses the important of healthy eating and physical activity across the lifespan. The class explores a healthy lifestyle, nutrition, wellness and helps students obtain their fitness goals. Students will be exposed to a variety of physical activities and understanding how to make fitness a part of their daily routine. Students will also learning about their nutritional needs across the lifespan. Culinary lab experiences incorporate healthy meal planning options.

Advanced Strength Training
9131/2
Eligible for dual credit through Triton College | PED 106 (Total Fitness)
Open to juniors and seniors
Prerequisite: None
1 semester | 1 credit

This course will give students the concepts and techniques that will allow them to gain muscle mass, increase speed and agility, and increase overall muscular and core strength. Students will participate in a comprehensive semester-long class that will allow them to design and implement their own fitness plan and to learn the basic fundamentals of weight training, strength training, conditioning, and nutrition. This course includes both activity and cognitive sessions. Students will learn to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Coaches may have the ability to implement sport-specific workout plans for their athletes.

Mind and Body Fitness
9151/2
Open to juniors and seniors
Prerequisite: None
1 semester | 1 credit

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

Adapted PE Leaders
9045PL
Open to juniors and seniors (Application, Teacher Approval Required)
Prerequisite: None
Note: Athletic Study Hall not allowed when taking this course
1 semester | 1 credit

This is a one semester course designed for any student who is interested in assisting special education peers within the physical education setting. Students will develop an understanding and gain experience in: modifying activities to meet individual needs, developing lesson and assisting with instruction, and working alongside peers with special needs to develop meaningful connections. Students will be involved assisting students in our Adapted PE curriculum and engaging in a variety of sports, recreational activities, and fitness concepts. This course fulfills the PE requirement. In addition, our Adapted PE classes swim several days throughout the semester (approximately once per week) and leaders are required to be in the pool during these days.

Driver Education

Dan Kleinfeldt | Department Head | 708-434-3253 | dkleinfeldt@oprfhs.org

Driver Education is a one semester course that meets daily. Students must be at least 15 years old by the beginning of the course. Under Illinois law, students must have passed at least 8 classes in the previous calendar year to be eligible to participate in any of the phases of Driver Education. Students automatically will be scheduled into Driver Education according to their eligibility, with priority being given to the older students starting with seniors, juniors, and sophomores (oldest to youngest within each grade). If age prohibits a qualified student from being scheduled into Driver Education, that student will have to register to take Driver Education during first or second semester of the following year or during summer school. Thirty hours of class work in Driver Education meets the safety education graduation requirement. All students must pass tests on the rules of the road, signs, and vision before qualifying for instruction. A lab fee is assessed each time a student takes the course.

Under Illinois law, a student must successfully complete a Driver Education course in order to drive under the age of 18 years. It is also a prerequisite for receiving a rate discount on auto insurance from most companies. Upon successful completion of the Driver Education course, students will receive an informational letter from the Driver Education Department describing the procedure to obtain a driver's license. Upon receipt of this letter, students will be eligible to appear at the Secretary of State's office with their 50-hour sheet to obtain a license. Successful completion of driver education will provide insurance discounts and the privilege of taking the driving test under the legal age of 18 years.

Note: Students taking Driver Education at a commercial driving school will need to show proof of completion of the course and submit to OPRF the documentation from the Secretary of State's office. A valid driver's license may also be submitted as proof of completion.

Additional Note: Students who take Driver Education outside of the regular school year must take an additional PE course in place of the Driver Education course.

Driver Education
9201/2
Open to sophomores, juniors, and seniors
Prerequisite: Open to students who are at least 15 years old by the beginning of the course and who have passed at least 8 classes in the previous calendar year.
Note: Students will be scheduled into Driver Education by age, with priority being given to the older students. The state of Illinois mandates certain attendance requirements for this course.
1 semester | 1 credit

This course is based on an integrated curriculum of classroom theory, simulation activities, and actual behind the wheel experience. If a student fails the course, he or she must repeat it within 2 years of the date that instruction initially began, or the student will have to reapply for the learner's permit. The grade earned in Driver Education is not used when computing a student's grade point average. When Safety Education is granted in lieu of Driver Education, no credit is given.

SCIENCE DIVISION

Mr. Matthew Kirkpatrick | Division Head | (708) 434-3802| mkirkpatrick@oprfhs.org

The graduation requirement for our division is:
• 4 total credits | 4 credits must be in a Laboratory Science course (each semester is 1 credit)

Students preparing to enter an Illinois public college or university should plan to complete three years of laboratory sciences as required for admission. Students preparing for a career or collegiate program in STEM should plan to take at least four years of the course offerings in our division.

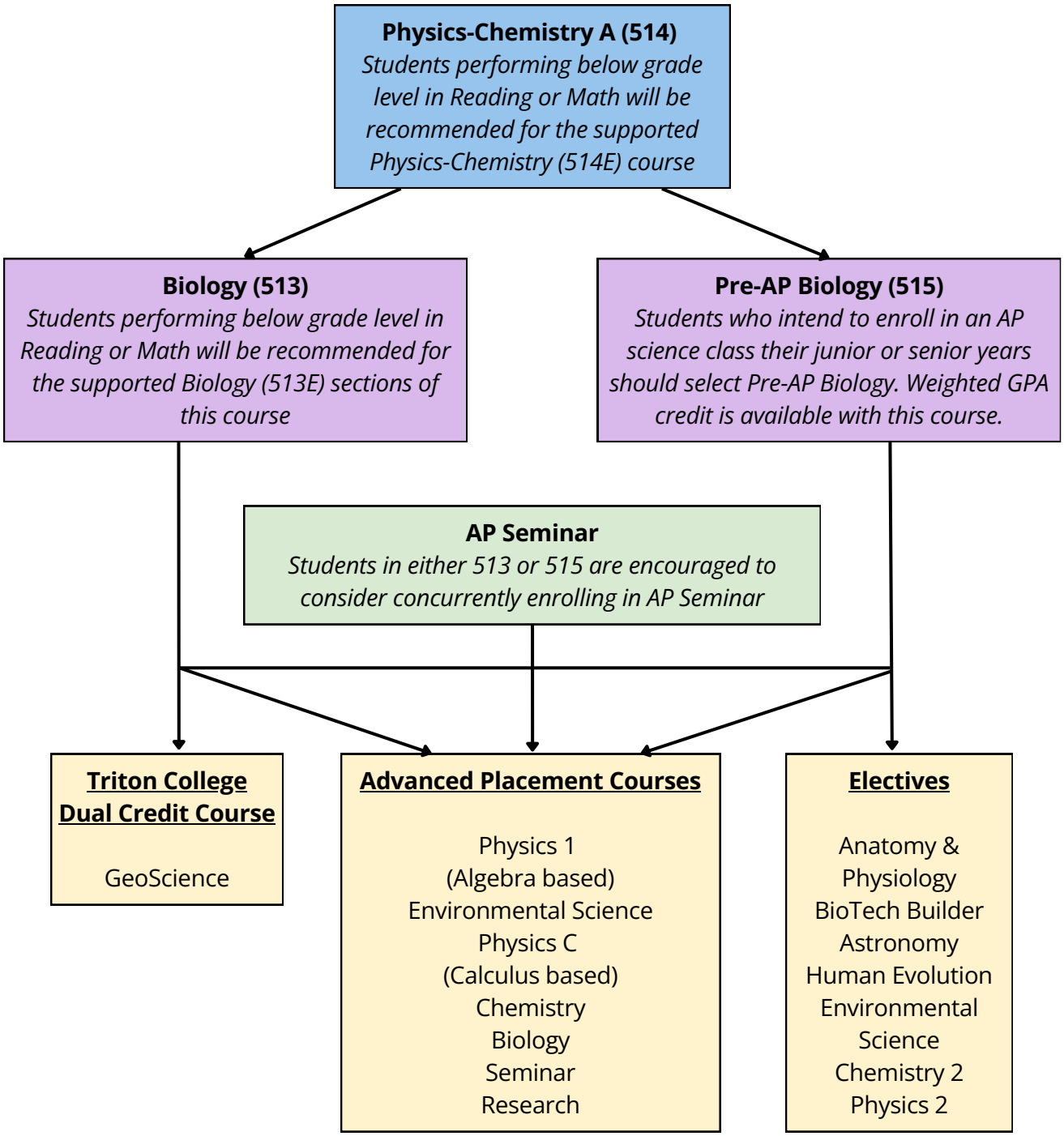
Mission Statement
To cultivate a collaborative community of students and teachers who develop transferable scientific skills and understanding of the natural world through active inquiry, authentic problem-solving, and the pursuit of discovery.

Vision Statement
To be a division where every student is empowered to think, talk, and act like a scientist while creating dynamic classroom environments driven by curiosity.

Core Values
- The Power of "Doing": We prioritize the active, daily practice of science—modeling, data synthesis, and evidence-based argumentation. We value classrooms where students are empowered and challenged daily.
- Cultivating Curiosity & Agency: We believe students thrive when science is grounded in real-world phenomena. We provide frameworks for all students to develop and investigate scientific questions, while creating pathways for them to follow their own unique curiosities and share original findings.
- Iterative Growth (The Scientific Process): We rely on productive, equitable student collaboration to drive peer learning. We normalize the mistakes, revisions, and setbacks inherent to authentic scientific discovery. We foster classroom environments that encourage intellectual risk-taking, where modifying an initial model or re-analyzing data is valued as a necessary step toward deeper understanding.
- Collaborative Leadership: We maximize our collective impact by learning as a team through purposeful teacher collaboration to design and deliver uniform, high-quality educational experiences across our division.

In an effort to help all students realize their full potential, we offer a wide variety of academic content, challenge, and support in our courses. The following provides sequences and descriptions for the course offerings in the Science division:

Scope and Sequence



Life Science Courses

Biology
513
Open to sophomores or juniors
Prerequisite: Completion of Physics-Chemistry (Any level)
2 semesters | 2 laboratory credits

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

Pre-AP Biology A
515
Open to sophomores and juniors
Prerequisite: Completion of Physics-Chemistry (Any level)
2 semesters | 2 laboratory credits

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

AP Biology
587
Open to sophomores, juniors, and seniors
Prerequisite: Completion of Physics-Chemistry (Any level) and completion of Biology or Pre-AP Biology.
Biology requirement can be waived by Division Head.
2 semesters | 2 laboratory credits

This fast-paced and rigorous course follows the College Board's Advanced Placement curriculum. It is designed to be the equivalent of a 2-semester college introductory biology course usually taken by biology majors during their first year. The classwork differs significantly from our first-year courses in biology with respect to the kind of textbook used, the range and depth of topics covered, the type of laboratory work done by students, and the time and effort required of students. This course will engage students in a lab-based curriculum with emphasis placed on open-ended inquiry labs. Content topics include biochemistry, cell biology, genetics, diversity of life, ecology, and animal and plant structure and function.

Human Evolution
5591/2
Open to juniors and seniors
Prerequisite: Completion of Physics-Chemistry (any level) and Biology (any level)
1 semester | 1 laboratory credit

This course is about the study of man from a physical aspect. Course work includes information, ideas, concepts, and theories of biological anthropology. Topics of study include the evolutionary biology of humans, the fossil record, the human skeleton, both individual and population genetics, primatology, human adaptation, human behavior, and the development of culture.

Anatomy and Physiology of the Human Body
517
Open to juniors and seniors
Prerequisite: Completion of Physics-Chemistry (any level) and Biology (any level)
2 semesters | 2 laboratory credits

Starting with the microscopic study of body tissues, this course then explores in detail the major systems of the human body. The course is designed for students who have serious interest in pursuing careers related to human or veterinary medicine, nursing, or sports medicine and for those students who would like to enhance their knowledge in biology and physiology.

BioTech Builder I: Laboratory Foundations & Molecular Techniques
5551
Open to juniors and seniors
Prerequisite: Phys-Chem (any course) and Biology (any course)
1 semester | 1 laboratory credit

BioTech Builder I is an immersive, hands-on laboratory course designed to teach students the core techniques used in biotechnology, medical research, and pharmaceutical labs today. Starting with basic laboratory safety and precise chemical preparation, students learn how to cultivate microscopic cells and measure their growth using professional laboratory instruments. Throughout the semester, students dive deep into the building blocks of life:

- DNA Discovery: Learn how to isolate DNA, copy specific genetic sequences, cut and analyze DNA fragments, and read genetic codes.
- Protein Science: Genetically direct cells to produce specific proteins and enzymes, then extract, purify, and test how well those proteins work.

By the end of this course, students will have the option to earn industry-recognized microcredentials in BioScience Lab Skills, qualifying them to enter the workforce directly as lab technicians or assistants. They will leave with the practical confidence, precision, and foundational mastery needed to design and build real-world biotechnology solutions in Semester 2 BioTech Builder course.

BioTech Builder II: Synthetic Biology & Biomanufacturing Applications
5552
Open to juniors and seniors
Prerequisite: BioTech Builder I
1 *semester | 1 laboratory credit*

In BioTech Builder II, students transition from foundational lab training to active problem-solving in two of the fastest-growing fields in modern science: biomanufacturing and synthetic biology. Building on the industry-level skills mastered in Semester 1, students explore how scientific breakthroughs move from a benchtop experiment to real-world impact:

- Biomanufacturing & Quality Control: Discover how lifesaving medicines, agricultural products, and sustainable materials are scaled up for real-world use while adhering to strict industry safety and quality standards.
- Engineering Life (Synthetic Biology): Use an engineering approach to bio-design: drafting biological solutions, testing them in the lab, analyzing results, and refining the design to solve complex real-world problems.

Capstone Project & Public Showcase: Applying everything learned throughout the year, students work in collaborative teams to research, design, and test an original solution to a relevant issue rooted in synthetic biology and/or biomanufacturing. The year culminates in a Year-End STEM Symposium, where students present their findings to parents, peers, and/or community members.

Physical Science Courses

Physics-Chemistry A
514
Open to freshmen and sophomores
Prerequisite: Concurrent enrollment in or completion of Math I
2 semesters | 2 laboratory credits

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

Chemistry II
5741/2
Open to sophomores, juniors, and seniors
Prerequisite: Completion of Physics-Chemistry (any level) and completion or concurrent enrollment in Biology (any level)
1 semester | 1 laboratory credit

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

AP Chemistry
588
Open to juniors and seniors
Prerequisite: Completion of Physics-Chemistry (any level), completion of Biology (any level), AND completion of Math III
2 semesters | 2 laboratory credits

This course is designed to be the equivalent of the first-year college course in general chemistry. The class work assumes that the student has both a mastery of mathematics and a high level of understanding from the first-year course in chemistry. Topics include electrochemistry, kinetics, equilibrium, descriptive chemistry, and acids and bases. The laboratory is used to conduct quantitative experiments.

Physics II
5641/2
Open to sophomores, juniors, and seniors
Prerequisite: Completion of Physics-Chemistry (any level) and completion or concurrent enrollment in a Biology (any level)
1 semester | 1 laboratory credit

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

AP Physics I
565
Open to sophomores, juniors, and seniors
Prerequisite: Completion of Physics-Chemistry (any level), completion or concurrent enrollment in Biology (any level), and concurrent enrollment in Math III
2 semesters | 2 laboratory credits

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, mechanical waves, and sound.

AP Physics C
589
Eligible for dual credit through Triton College | PHY 106 (General Physics - Mechanics)
Open to juniors and seniors
Prerequisite: Completion of Physics-Chemistry (any level), completion of Biology (any level), and completion or concurrent enrollment in a calculus course
2 semesters | 2 laboratory credits

Topics include mechanics, electricity, and magnetism. The course work assumes that the student has both a mastery of mathematics and a high level of understanding from the first-year course in physics. The course parallels the first 2 semesters of a college-level, calculus-based physics course. Dual credit through Triton College may be available.

Earth, Space and Environmental Courses

Geoscience
556
Eligible for dual credit through Triton College | PHS 100 (Introduction to Earth Science)
Open to sophomores, juniors, and seniors
Prerequisite: Completion of Physics-Chemistry (any level) and completion or concurrent enrollment in Biology (any level)
2 semesters | 2 laboratory credits

In this lab-based course, students will learn about earthquakes, volcanoes, the Earth's history, the processes that shape the Earth's surface, and the Earth's resources. The course will seek to answer 3 central questions: "What is the universe and what is Earth's place in it?" "How and why is Earth constantly changing?" and "How do Earth's surface processes and human activities affect each other?" Activities include analysis of mineral samples, construction of models, optional field trips, and online simulations. Dual credit through Triton College may be available upon successful completion of this course.

Astronomy
5511/2
Open to juniors and seniors
Prerequisite: Completion of Physics-Chemistry (any level) and completion or concurrent enrollment in Biology (any level)
1 semester | 1 laboratory credit

This course focuses on the fundamental study of the solar system, stars and stellar evolution, galaxies, black holes, and quasars. Methods of study include image processing, laboratory work, and optional fieldwork. Limited algebraic math is involved.

Environmental Science
554
Open to juniors and seniors
Prerequisite: Completion of Physics-Chemistry (any level) and Biology (any level)
2 semesters | 2 laboratory credits

This course explores the science behind today's environmental issues through lecture, discussion, documentary, laboratory experiments, field study, and independent research.

AP Environmental Science
581
Open to juniors and seniors
Prerequisite: Completion of Physics-Chemistry (any level) and Biology (any level)
2 semesters | 2 laboratory credits

This course is designed to be the equivalent of the first-year college course in environmental science. Laboratory experiments, fi eld studies, independent research, and computer simulations are used to develop analytical and research skills. Topics include sustainability, interdependence of the Earth's systems, environmental quality, human population growth and related topics, and renewable and nonrenewable resources.

Research Science Courses

Competitive Research, Design, and Innovation A

519
Open to juniors and seniors
Prerequisite: Completion of Physics-Chemistry (any level) and Biology (any level) | Completion of AP Seminar is recommended
Note: This course may be retaken
2 semesters | 2 laboratory credits

Students enrolling in this course will generate analogous products to those required in the AP Seminar and AP Research courses. In this course, though, the students will work on an accelerated timeline to submit those products to a variety of 2nd semester Science research competitions. Students will be required to present their work at local, state and potentially national and international science symposia where they compete for monetary awards and prizes. All students in this section of the course must have a meeting with the teacher & division head before the school year in order develop a plan for being ready to complete their research project by the end of the first semester allowing for submission to competitive symposia in the second semester. Students that designate this class are typically looking for competitive symposia to include as part of their collegiate applications and/ or students looking to establish strong mentor/lab connections in order to potentially establish internships. There is significant lab time required outside of class in order to complete experimentation during the first semester which is accomplished by students electing to work during either period 4 or 6 occasionally. Students should be prepared for several required dress rehearsals in the evenings early spring in preparation for the symposia. Several of the symposia are also on Saturdays in February through May. Exact dates of the symposia are not released until closer to the events. Students enrolled in Spring sports should expect and plan for conflicts with the 2nd semester weekend symposia.

AP Seminar

518
Open to sophomores, juniors, and seniors
Prerequisite: Completion of Physics-Chemistry (any level) and completion or concurrent enrollment in Biology (any level)
Note: This course is an elective and does not qualify as a Lab Science course.
2 semesters | 2 credits

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

AP Research

516
Open to juniors and seniors
Prerequisite: AP Seminar
2 semesters | 2 credits

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

SPECIAL EDUCATION DIVISON

Ms. Andrea Neuman | Executive Director of Special Education | (708) 434-3106 | aneuman@oprfhs.org
Dr. Lesley Roberts | Assistant Director of Special Education | (708) 434-3107 | lroberts@oprfhs.org

A full range of programs is available to students who are determined to be eligible for services through the Special Education Division. Programming for a student with an Individual Education Plan (IEP) is based on student needs and is determined at a multidisciplinary conference.

Oak Park and River Forest High School has varying levels of support to meet student needs ranging from the self-contained setting through supports in classes in the area of general education. It is the goal of the Special Education Division to continuously place students in their Least Restrictive Environment (LRE). The instruction and curriculum in the self-contained setting parallels instruction and curriculum offered in the general education divisions. Special Education services are available to students who need support in the areas of visual, hearing, speech, physical impairment, and social work. Most students are served within the high school setting; however, some students may be better served in more appropriate specialized programs off campus.

Persons wishing to refer a student for special education evaluation should contact the student's counselor. The counselor will initiate the referral process, and if it is determined that a comprehensive case study is needed, the student's parents will be notified in writing. The parents must give written permission in order to proceed with diagnostic testing. The student will undergo a case study evaluation appropriate to the nature of the problems as stated in the referral. The intensity of the evaluation procedures will be determined by the complexity of the student's problems and the amount of information necessary to determine a diagnosis and develop the IEP.

Upon the completion of the comprehensive case study, a multidisciplinary conference is convened to formulate program and service options. Participants in the conference include the Special Education designee chairing the meeting, all personnel involved in the evaluation, parents, other persons having significant information regarding the student, persons who may become responsible for providing the Special Education program or service, general education teachers, the student, and other individuals at the discretion of the parents or Special Education Division.

Eligibility for public school Special Education services is terminated following the granting of a high school diploma or up to age 22. Parents and students have the right to review the student's record at any time and will be provided with copies if so desired at their expense. Parents wishing additional information can obtain a more detailed description of programs and services from the Special Education office in Room 1141. Parents may also contact the student's counselor to determine the steps necessary for a referral. A copy of the rules and regulations governing Special Education may be obtained upon request from the Illinois State Board of Education, Chicago Branch. Parents may also contact the Executive Director of Special Education should they have any questions concerning procedural or parental rights. As mandated by IDEA (Individuals with Disabilities Education Act, formerly PL94-142 Education for All Handicapped Children Act, 1975), programming will provide each student an appropriate education tailored to meet individual needs. Graduation eligibility can occur by the end of the fourth year or may be extended up to age 22.

Special Education Services

LD (Learning Development)

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

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

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

Academic Strategies Program

Academic Strategies is a special education credit bearing class at OPRF that meets daily. This class is designed to provide specialized instruction in the areas of executive functioning, self-advocacy, social-emotional learning, and post-high school transition planning. Students who are recommended for this class are learning how to be independent with these skills, by using strategies that mitigate their identified disability. Current functioning, progress and grades are measured through a rubric that additionally serves to monitor entrance and exit criteria. The curriculum is presented in small group and whole group settings.

SED (Social-Emotional Development Program)

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

- Internalizing and/or externalizing behaviors,
- Social Skills deficits,
- School refusal
- Disengagement with school
- Repeated disciplinary referrals

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

STAR (Success Through Alternate Resources)

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

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

TEAM (Transition Education with Access to Mainstream)

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

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

CITE (Community Integrated Transition Education)

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

Special Education Course Placement

Special Education courses are available only to students with IEPs. Incoming freshmen with IEPs will have a transition meeting in the spring of their 8th grade year. Transfer students with IEPs will have assistance from the Special Education program chairs to ensure proper placement in courses.

Counselors and Special Education case managers will assist all students with the course registration process to ensure appropriate placement. For more information, reach out to the Executive Director of Special Education.

WORLD LANGUAGES DIVISION

Ms. Claudia Sahagun | Division Head | (708) 434-3884 | csahagun@oprfhs.org

Scope and Sequence

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

Chinese Courses

Chinese 1
446
Open to all grade levels
Prerequisite: None
2 semesters | 2 credits

This first-year Chinese course is open to all students. Basic vocabulary and essentials of grammar are taught with emphasis on the development of the four language skills of listening, speaking, reading, and writing. The Chinese writing system and the standard Mandarin phonetic system of Pinyin are taught. Cultural materials and projects are an integral part of the course.

Chinese 2
447
Open to all grade levels
Prerequisite: Chinese 1
2 semesters | 2 credits

This second-year Chinese course continues the development of the 4 language skills. Advanced vocabulary and grammar are presented with emphasis on oral and written responses. There is increased use of the Chinese language and writing systems. Cultural materials and projects are an integral part of the course.

Chinese 3 A
448
Open to all grade levels
Prerequisite: Chinese 2
2 semesters | 2 credits

The study of the basic structure of the language begun in the first two years is continued in this third-year Chinese course. The development of the four language skills is intensified with emphasis on writing proficiency. Grammar is refined and vocabulary is enriched through supplementary materials.

Chinese 4 A
449
Open to all grade levels
Prerequisite: Chinese 3 A
2 semesters | 2 credits

This fourth-year Chinese course enhances the development of the four language skills. There is intensive review of grammar and structure with emphasis on speaking proficiency. Advanced vocabulary and advanced Chinese characters are mastered. Chinese cultural materials and projects are an integral part of the course.

French Courses

French 1
409
Open to all grade levels
Prerequisite: None
2 semesters | 2 credits

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

French 2
413
Open to all grade levels
Prerequisite: French 1
2 semesters | 2 credits

This second-year French course continues the development of the four language skills. Advanced vocabulary and grammar are presented with emphasis on oral and written responses. There is increased use of French in the classroom with frequent dictations, conversations, and short compositions. Reading selections and cultural materials are included.

French 2 A
415
Open to all grade levels
Prerequisite: French 1 and teacher recommendation
2 semesters | 2 credits

This course is the accelerated level of second-year French, covering material at a faster pace and in greater depth. The spoken language is stressed and French becomes the primary means of communicating. Development of the four language skills continues and the study of basic grammar is completed. More intensive work is done in reading and writing and extra cultural materials are used.

French 3
419
Open to all grade levels
Prerequisite: French 2, French 2 A, or teacher recommendation
2 semesters | 2 credits

The study of the basic structure of the language begun in the fi rst two years is completed in this third-year French course. The development of the four language skills is intensified with emphasis on oral proficiency. French is the primary means of teaching and communicating. Grammar is refined and vocabulary is enriched through extra reading selections. Supplementary cultural materials and audiovisual materials are used.

French 3 A
421
Open to all grade levels
Prerequisite: French 2, French 2 A, or teacher recommendation
2 semesters | 2 credits

This course is the accelerated level of third-year French, covering material at a faster pace and in greater depth. The class is conducted almost entirely in French. Grammar is thoroughly reviewed, and an expanded vocabulary is studied with emphasis on comprehension and oral proficiency. French literature is introduced. Supplementary cultural materials and audiovisual materials are used.

French 4
423
Open to all grade levels
Prerequisite: French 3, French 3 A, or teacher recommendation
2 semesters | 2 credits

This fourth-year French course enhances the development of the four language skills. The class is conducted entirely in French. Listening and speaking skills are intensifi ed through conversations and discussions of various authentic literary works. Extensive use of French cultural materials and audiovisual materials heightens all areas of proficiency.

French 4 A
425
Open to all grade levels
Prerequisite: French 3, French 3 A, or teacher recommendation
2 semesters | 2 credits

This course is the accelerated level of fourth-year French, covering material at a faster pace and in greater depth. The class is conducted entirely in French. Advanced work in writing and composition is required. Listening and speaking skills are intensified through conversations and discussions of various authentic literary works including novels, essays, plays, and poems. Extensive use of French cultural materials and audiovisual materials heightens all areas of proficiency.

AP French
427
Open to sophomores, juniors, and seniors
Prerequisite: French 4, French 4 A, or teacher recommendation
2 semesters | 2 credits

The course provides students with the opportunity to prepare for the AP French Language Exam. This fifth-year French class is conducted entirely in French in order to develop oral and written proficiency. There is thorough review of vocabulary and grammar with emphasis on reinforcement and refinement. Complex conversations, discussions, oral reports, and similar activities enhance listening and speaking proficiency. Extensive reading of various authentic literary works and intensive composition work develop reading and writing proficiency.

German Courses

German 1
431
Open to all students
Prerequisite: None
2 semesters | 2 credits

This first-year German course is open to all students. Basic vocabulary and essentials of grammar are taught with emphasis on the the development of the four language skills of listening, speaking, reading, and writing. Reading selections and cultural materials are introduced.

German 2
435
Open to all students
Prerequisite: German 1
2 semesters | 2 credits

This second-year German course continues the development of the four language skills. Advanced vocabulary and grammar are presented with emphasis on oral and written responses. There is increased use of German in the classroom with frequent dictations, conversations, and short compositions. Reading selections and cultural materials are included.

German 3 A
435
Open to all students
Prerequisite: German 2
2 semesters | 2 credits

The study of the basic structure of the language begun in the first 2 years is completed in this third-year German course. The development of the four language skills is intensified with emphasis on oral proficiency. German is the primary means of teaching and communicating. Grammar is refined and vocabulary is enriched through extra reading selections. Supplementary cultural materials and audiovisual materials are used. This course may be taught with another level unless there is sufficient enrollment to offer a separate section.

German 4 A
445
Open to all students
Prerequisite: German 3 A
2 semesters | 2 credits

This fourth-year German course enhances the development of the four language skills. The class is conducted entirely in German. Listening and speaking skills are intensified through conversations and discussions of various authentic literary works. Extensive use of German cultural materials and audiovisual materials heightens all areas of proficiency. This course may be taught with another level unless there is sufficient enrollment to off er a separate section.

Italian Courses

Italian 1
451
Open to all students
Prerequisite: None
2 semesters | 2 credits

This first-year Italian course is open to all students. Elementary vocabulary, basic language patterns, and aspects of daily life and culture are introduced through reading and the telling of stories. Emphasis is placed on the acquisition of vocabulary through the development of listening and reading skills. Speaking and writing skills for communication are developed. Attention is also given to developing an awareness of the culture of Italy.

Italian 2
453
Open to all students
Prerequisite: Italian 1
2 semesters | 2 credits

This second-year Italian course continues the development of the 4 language skills. Advanced vocabulary and grammar are presented with emphasis on oral and written responses. There is increased use of Italian in the classroom with frequent dictations, conversations, and short compositions. Reading selections and cultural materials are included.

Italian 2 A
452
Open to all students
Prerequisite: Italian 1 and teacher recommendation
2 semesters | 2 credits

This course is the accelerated level of second-year Italian, covering material at a faster pace and in greater depth. The spoken language is stressed and Italian becomes the primary means of communicating. Development of the four language skills continues and the study of basic grammar is completed. More intensive work is done in reading and writing and extra cultural materials are used.

Italian 3
454
Open to all students
Prerequisite: Italian 2, 2A, or teacher recommendation
2 semesters | 2 credits

The study of the basic structure of the language begun in the first 2 years is completed in this third-year Italian course. The development of the 4 language skills is intensified with emphasis on oral proficiency. Italian is the primary means of teaching and communicating. Grammar is refined and vocabulary is enriched through extra reading selections. Supplementary cultural materials and audiovisual materials are used.

Italian 3 A
455
Open to all students
Prerequisite: Italian 2, 2A, or teacher recommendation
2 semesters | 2 credits

This course is the accelerated level of third-year Italian, covering material at a faster pace and in greater depth. The class is conducted almost entirely in Italian. Grammar is thoroughly reviewed, and an expanded vocabulary is studied with emphasis on comprehension and oral proficiency. Italian literature is introduced. Supplementary cultural materials and audiovisual materials are used.

Italian 4
456
Open to all students
Prerequisite: Italian 3, 3A, or teacher recommendation
2 semesters | 2 credits

This fourth-year Italian course enhances the development of the four language skills. The class is conducted entirely in Italian. Listening and speaking skills are intensified through conversations and discussions of various authentic literary works. Extensive use of Italian cultural materials and audiovisual materials heightens all areas of proficiency.

Italian 4 A
457
Open to all students
Prerequisite: Italian 3, 3A, or teacher recommendation
2 semesters | 2 credits

This course is the accelerated level of fourth-year Italian, covering material at a faster pace and in greater depth. The class is conducted entirely in Italian. Advanced work in writing and composition is required. Listening and speaking skills are intensified through conversations and discussions of various authentic literary works including novels, essays, plays, and poems. Extensive use of Italian cultural materials and audiovisual materials heightens all areas of proficiency.

Italian 5 A
458
Open to all students
Prerequisite: Italian 4, 4A, or teacher recommendation
2 semesters | 2 credits

This fifth-year Italian class is conducted entirely in Italian in order to develop oral and written proficiency. There is thorough review of vocabulary and grammar with emphasis on reinforcement and refinement. Complex conversations, discussions, oral reports, and similar activities enhance listening and speaking proficiency. Extensive reading of various authentic literary works and intensive composition work develop reading and writing proficiency.

Japanese Courses

Japanese 1
491
Open to all students
Prerequisite: None
2 semesters | 2 credits

This first-year Japanese course is open to all students. Basic vocabulary and essentials of grammar are taught with emphasis on the development of the four language skills of listening, speaking, reading, and writing. Japanese writing systems of Hiragana and Katakana, and Kanji characters are taught. Cultural materials and projects are an integral part of the course.

Japanese 2
491
Open to all students
Prerequisite: Japanese 1
2 semesters | 2 credits

This second-year Japanese course continues the development of the 4 language skills. Advanced vocabulary and grammar are presented with emphasis on oral and written responses. There is increased use of Japanese in the classroom, and additional Kanji characters are taught. Cultural materials and projects are an integral part of the course.

Japanese 3 A
495
Open to all students
Prerequisite: Japanese 2
2 semesters | 2 credits

The study of the basic structure of the language begun in the first two years is completed in this third-year Japanese course. The development of the four language skills is intensified with emphasis on writing proficiency. Grammar is refined and vocabulary is enriched through supplementary materials. Additional Kanji characters are taught. Cultural materials and projects are an integral part of the course.

Japanese 4 A
497
Open to all students
Prerequisite: Japanese 3A
2 semesters | 2 credits

This fourth-year Japanese course enhances the development of the four language skills. There is intensive review of grammar and structure with emphasis on speaking proficiency. Advanced vocabulary and Kanji characters are taught. Extensive use of Japanese cultural materials and projects are an integral part of the course.

Latin Courses

Etymology
4001/2
Open to all students
Prerequisite: None
1 semester | 1 credit

This one-semester course is open to all students. The origin and formation of English words including roots, prefixes, and suffixes are studied with emphasis on understanding words that come from Latin and Greek and on vocabulary building. This course is an excellent preparation for college entrance exams.

Latin 1
401
Open to all students
Prerequisite: None
2 semesters | 2 credits

This first-year Latin course is open to all students. Essentials of grammar including declensions and conjugations are taught with emphasis on English vocabulary enrichment. Reading selections of Roman history and literature and cultural materials of Greece and Rome are introduced.

Latin 2
403
Open to all students
Prerequisite: Latin 1
2 semesters | 2 credits

This second-year Latin course presents more advanced grammar with emphasis on English derivatives. Latin reading selections in mythology and history and selections from Roman authors are incorporated.

Latin 3 A | Poetry
405
Open to all students
Prerequisite: Latin 2 or Latin 4 A
2 semesters | 2 credits

As part of the four-year Latin sequence, this one-year course is off red in alternating years and is thus taken in either the third or fourth year. Students read unadapted texts in original Latin. Authors include Eutropius, Asconius, Cicero, Caesar, Augustus, Pliny, and Petronius. The course also introduces students to the broader aspects of the Latin-speaking world, especially the Roman arts of politics, war, and administration. Emphasis is placed on discussion of political, cultural, and literary issues, especially as they relate to important social and political questions of today.

Latin 4 A | Prose
407
Open to all students
Prerequisite: Latin 2 or Latin 3 A
2 semesters | 2 credits

As part of the 4-year Latin sequence, this 1-year course is offered in alternating years and is thus taken in either the third or fourth year. Students read unadapted texts in original Latin. Authors include Ovid, Vergil, Catullus, and Horace. The course also introduces students to an appreciation of some of the literary qualities of Latin poetry by examining poetic forms and devices. Emphasis is placed on English derivatives and the influence of Roman authors on later writers.

Spanish Courses

Spanish 1
461
Open to all students
Prerequisite: None
2 semesters | 2 credits

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

Spanish 2
467
Open to all students
Prerequisite: Spanish 1
2 semesters | 2 credits

This second-year Spanish course continues the development of more advanced vocabulary, language patterns, and aspects of daily life and culture through reading and the telling of stories. A strong emphasis is placed on the acquisition of language through the development of listening and reading skills. Writing and speaking skills for communication are further developed and intensified. Attention is also given to developing an awareness of the culture of Spanish-speaking countries through the readings and class discussions.

Spanish 2 A
469
Open to all students
Prerequisite: Spanish 1 and teacher recommendation
2 semesters | 2 credits

This course is the accelerated level of second-year Spanish, covering material at a faster pace and in greater depth with more oral emphasis. This course continues the development of more advanced vocabulary, language patterns, and aspects of daily life and culture through reading and the telling of stories. A strong emphasis is placed on the acquisition of language through the development of listening and reading skills. Writing and speaking skills for communication are further developed and intensified. Attention is also given to developing an awareness of the culture of Spanish-speaking countries through the readings and class discussions.

Spanish 3
477
Open to all students
Prerequisite: Spanish 2 or Spanish 2 A
2 semesters | 2 credits

The study of the basic structure of the language begun in the first 2 years is completed in this third-year Spanish course. The development of the 4 language skills is intensified with emphasis on oral proficiency. Spanish is the primary means of teaching and communicating. Grammar is refined and vocabulary is enriched through extra reading selections. Supplementary cultural materials and audiovisual materials are used.

Spanish 3 A
479
Open to all students
Prerequisite: Spanish 2 or Spanish 2 A
2 semesters | 2 credits

This course is the accelerated level of third-year Spanish, covering material at a faster pace and in greater depth. The class is conducted almost entirely in Spanish. Grammar is thoroughly reviewed, and an expanded vocabulary is studied with emphasis on comprehension and oral proficiency. Spanish plays and poetry selections are introduced. A comprehensive study of Hispanic culture and art is an integral part of this course.

Spanish 4
483
Open to all students
Prerequisite: Spanish 3 or Spanish 3 A
2 semesters | 2 credits

This fourth-year Spanish course enhances the development of the 4 language skills. The class is conducted entirely in Spanish. Listening and speaking skills are intensified through conversations and discussions of various authentic literary works. Extensive use of Spanish cultural materials and audiovisual materials heightens all areas of proficiency.

Spanish 4 A
485
Open to all students
Prerequisite: Spanish 3 or Spanish 3 A
2 semesters | 2 credits

This course is the accelerated level of fourth-year Spanish, covering material at a faster pace and in greater depth. The class is conducted entirely in Spanish. Advanced work in writing and composition is required. Listening and speaking skills are intensified through conversations and discussions of various authentic literary works including novels, essays, plays, and poems. Extensive use of Spanish cultural materials and audiovisual materials heightens all areas of proficiency.

Spanish 5
486
Open to qualified students
Prerequisite: Spanish 4 or Spanish 4 A
2 semesters | 2 credits

This fifth-year Spanish class is designed for students who want to continue in Spanish but are not preparing to take the Advanced Placement Spanish Language Exam. The class is conducted entirely in Spanish with focus on communication. Conversations, discussions, oral reports, and similar activities enhance listening and speaking proficiency. Readings on contemporary issues and composition work develop reading and writing profi ciency.

AP Spanish
487
Open to all students
Prerequisite: Spanish 4 or Spanish 4 A
2 semesters | 2 credits

The course provides students with the opportunity to prepare for the AP Spanish Language Exam. This fifth-year Spanish class is conducted entirely in Spanish in order to develop oral and written proficiency. There is thorough review of vocabulary and grammar with emphasis on reinforcement and refinement. Complex conversations, discussions, oral reports, and similar activities enhance listening and speaking proficiency. Extensive reading of various authentic literary works and intensive composition work develop reading and writing proficiency.

Spanish Language, Literature, and Films A
488
Open to all students
Prerequisite: AP Spanish 5 or teacher recommendation
2 semesters | 2 credits

This course aims to continue the study of Spanish language through current events, literature, and film. Students will study the history and culture of Twentieth Century Spain and Latin America through the perspective of Spanish and Latin American filmmakers and novelists. Current events, such as the immigrant experience in the United States, will be explored through research, academic texts, and film. Students will examine the strategies employed by filmdirectors, writers, and politicians when dealing with current and historical events and cultural issues. The continuation of the four language skills--reading, listening, speaking, and writing--will drive the course work and continue to develop the student's language.

Latino and Latina Studies for Heritage Speakers A
488
Open to Heritage and Native speakers of Spanish
Prerequisite: AP Spanish 5 or teacher recommendation
2 semesters | 2 credits

This advanced course is designed for students who demonstrate an ability to comprehend and speak Spanish but lack formal instruction in the language. The course will further improve and refine students' existing language skills, increase their vocabulary knowledge, and intensify the development of their reading, writing, and communication skills in Spanish.

World Languages and Cultures

World Languages and Cultures
4991/2
Open to sophomores, juniors, and seniors
Prerequisite: None
1 semester | 1 credit

This multicultural course is designed to explore languages and cultures from around the world. Students may register for either one or two semesters in any sequence. Each semester will offer a different curriculum. Students will be introduced to an overview of diverse cultures ranging from Asian, European, African, North American, and Central American countries. The curriculum focuses on communication, connections, cultures, comparisons, and communities.

Multi-Lingual Language Support

English Language Learning (ML) 1
180
Open to qualified students based on assessed need
Prerequisite: Little or no proficiency in English
2 semesters | 2 credits

This beginning level course is open to students who speak little or no English. Basic vocabulary and essentials of grammar are taught with emphasis on the four language skills of listening, speaking, reading, and writing. Basic sentence patterns are taught, and writing is limited to the production of sentences and short paragraphs with highly controlled vocabulary and grammatical structures. 'Survival' style vocabulary and the acclimatization to a new environment are stressed. This course may be taught with another level unless there is sufficient enrollment to off er a separate section.

English Language Learning (ML) 2
182
Open to qualified students based on assessed need
Prerequisite: Limited use of English language
2 semesters | 2 credits

This intermediate level course is open to students who understand simple statements and questions in English and can respond to them. Development of the four language skills is strengthened. Advanced vocabulary and grammar are presented with emphasis on oral and written responses. Reading selections are incorporated, and there is increased understanding of English through conversations and short compositions. Library skills are introduced. This course may be taught with another level unless there is sufficient enrollment to offer a separate section.

English Language Learning (ML) 3
184
Open to qualified students based on assessed need
Prerequisite: Understanding of English
2 semesters | 2 credits

This intermediate-advanced level course is open to students who understand and participate comfortably in everyday conversation in English. Development of the four language skills is enhanced. Vocabulary and grammar are intensified with emphasis on comprehension and oral proficiency. Supplementary reading selections are used, and English is further developed through intensive composition work and conversations. Library skills are enhanced. This course may be taught with another level unless there is sufficient enrollment to offer a separate section.

English Language Learning (ML) 4
186
Open to qualified students based on assessed need
Prerequisite: English Language Learning 5-6
2 semesters | 2 credits

This advanced level course is open to students who have completed ELL5-6 but need further work in the four language skills. Grammar is refined and vocabulary is enriched. Listening and speaking skills are intensified. There is extensive reading and composition work with emphasis on. reading and writing proficiency. Library skills are refined. This course may be taught with another level unless there is sufficient enrollment to offer a separate section.

English Study Skills and Supports (ML) 1-2
190
Open to qualified students based on assessed need
Prerequisite: Eligibility for this class is based on the student's WIDA score
2 semesters | 2 credits

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

English Study Skills and Supports (ML) 3-4
191
Open to qualified students based on assessed need
Prerequisite: Eligibility for this class is based on the student's WIDA score
2 semesters | 2 credits

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

English Literacy 1-2
187
Open to qualified students based on assessed need
Prerequisite: Eligibility for this class is based on the student's WIDA score.
2 semesters | 2 credits

English Literacy 1-2 supports students who are developing English literacy. Students build skills in reading, writing, speaking, and academic vocabulary through structured practice and meaningful texts. The course focuses on establishing core reading and writing foundations and uses appropriate-level materials to teach students literacy strategies related to content reading while enhancing the acquisition of academic English. This course receives graduation credit but does not count toward the English requirement.

English Literacy 3-4
188
Open to qualified students based on assessed need
Prerequisite: Eligibility for this class is based on the student's WIDA score.
2 semesters | 2 credits

English Literacy 3-4 supports students who already read and write in English but need to refine their academic language and their communication. Students analyze texts, compare perspectives, and build vocabulary that matters across core subjects. This course received graduation credit but does not count toward the English requirement.

Spanish Language Arts (ML)
490
Open to qualified students based on assessed need
Prerequisite: Eligibility for this class is based on the student's WIDA score.
2 semesters | 2 credits

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

OAK PARK AND RIVER FOREST HIGH SCHOOL

"Those Things That Are Best"

