PROGRAM OF STUDIES

2027-2028

HINSDALE TOWNSHIP
HIGH SCHOOL
DISTRICT 86

HINSDALE TOWNSHIP
HIGH SCHOOL DISTRICT 86

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SECTION 1:

GENERAL INFORMATION

INTRODUCTION TO THE PROGRAM OF STUDIES

Each year, Hinsdale Township High School District 86 publishes the Program of Studies, which contains a listing of all courses and academic information for students enrolled at Hinsdale Central and Hinsdale South High Schools.

It is District 86's mission to empower students to pursue their ideal future by acquiring critical skills and knowledge to collaborate, create, and connect with an ever-changing world.

This Program of Studies will serve as a guide to students and families as they progress through their high school career and plan for their ideal future.

GRADUATION REQUIREMENTS

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

Graduation Requirements	Required Number of Credits
English	**4.0**
Physical Education/Health	**4.0**
Mathematics	**3.0**
Social Studies	**2.5**
Science	**2.0**
Elective Arts	**2.0**
Consumer Education	**0.5**
Minimum Number of Credits	**24.0**

English Requirement:
At least four credits are required for graduation. In addition, all students who are enrolled in school must be enrolled in an English course each semester. The four credits in English must be taken and passed sequentially and include full-year courses in the freshman and sophomore years and full or half-year courses in the junior and senior years. English elective courses are open to all grade levels, but do not meet the four-year English graduation requirement.

State law mandates that all students earn two credits in courses designated as "intensive writing" courses. English 1 and 2 fulfill this requirement, as do Foundations English and Multilingual English 1, 2, and 3.

Physical Education & Health Requirements:
Students must enroll in Physical Education (PE) each semester with the exception of the semester they are enrolled in Health. Health is a required course taken during sophomore year, typically in tandem with one semester of Physical Education. Students have the option of enrolling in an additional semester of Physical Education during their sophomore year for an additional 0.5 credit. All students must complete state-mandated CPR and AED training through their physical education class.

Math Requirements:
At least three credits are required for graduation. One of the three credits (one full year) of Mathematics must be an Algebra course. Two additional years of math beyond Algebra 1 are required, and one must include Geometry content. Credits must be earned over three school years. Courses in the traditional sequence (from Algebra to Calculus) may not be skipped.

Science Requirements:
At least two credits are required for graduation. Two years of laboratory science are required. All District 86 science courses are laboratory science courses and meet the requirement. Once students begin a pathway (Biology-First or PCB), they are not permitted to change pathways. Students cannot mix and match classes between pathways.

Social Studies Requirements:
At least two and a half credits are required for graduation. Students must take and pass a course from each of the following categories:

- Global Perspectives (World Cultures, World History Honors [Central], or World Studies Honors [South])
- American Perspective (US History or AP US History)
- Civics (Civics or AP US Government)

In addition, students will need to take and pass the Constitution test.

Elective Arts Requirements:
At least two credits are required for graduation. A student can select from one of seven Elective Arts areas, including all courses in Art, Business, Family & Consumer Sciences, World Languages, Music, Technology Education, or TCD. A student may only declare one credit per department/discipline to count towards this specific graduation requirement.

Consumer Education Requirements:
At least one-half credit is required for graduation. Any of the following courses fulfills the Consumer Education graduation requirement:

- AP Macroeconomics
- AP Microeconomics
- Consumer Economics
- Community-Based Instruction
- Consumer Math
- Economics
- Exploring Family and Consumer Sciences
- Foundations Consumer Education
- Introduction to Business

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

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

More detailed information will be shared with students and families in the fall of their senior year.

State Accountability Test
The ACT is Illinois' accountability test. All students in public high schools are required to participate in the ACT Suite of Assessments. District 86 adheres to the requirements of the Illinois State Board of Education, and administers each spring the Digital PreACT 9 to all grade 9 students, Digital PreACT to all grade 10 students, and the Digital School-day ACT to all grade 11 students. It is important to note that the school-day ACT given to juniors in the spring is a graduation requirement in the State of Illinois. No other ACT administration fulfills this requirement. ACT scores are not included on a student's transcript.

DESIGNATIONS & ACADEMIC LEVELS

District 86 offers a varied curriculum designed to support academic growth, post-secondary readiness, and diverse learning goals. To help students and families navigate course selection, courses are designated by academic level and credit type.

LEVEL & CREDIT DESIGNATIONS EXPLAINED

Standard Level: Foundational, college-preparatory coursework aligned with state standards and district learning outcomes. These courses provide rigorous instruction to prepare all students for post-secondary education and career pathways.

Honors: Accelerated or in-depth coursework designed for students seeking greater academic rigor and independent analysis. Honors courses carry weighted GPA credit.

Earned Honors: Standard-level courses where students have the opportunity to earn honors credit by meeting enhanced academic criteria, completing advanced performance tasks, or earning industry certifications during the term.

Advanced Placement (AP): College-level courses governed by the College Board curriculum. Students enrolled in AP courses participate in rigorous coursework and are prepared to sit for the national AP exam to potentially earn college credit.

Dual Credit: Courses offered in partnership with higher education institutions (e.g., College of DuPage). Students enrolled in dual credit courses earn both high school credit toward graduation and transcripted college credit upon successful completion.

COURSE SELECTION

Each year, students meet with counselors to choose courses for the following academic year. Students are encouraged to work with counselors, teachers, and parents to select courses that support their goals and interests as well as align with their plans for their ideal future.

COURSE SELECTION TIMELINE: Each year, a new master schedule is created to accommodate students' course selections. The following is an approximate timeline for course selection for the subsequent school year. Dates may vary based on school and/or grade level.

October & November	The Program of Studies is created and submitted to the Board of Education for approval.
December	Teacher recommendations are completed and shared with families. A letter will be sent to students and families that includes teacher recommendations, current grades, and standardized test performance and benchmarks, per the Accelerated Placement Act.
December & January	Incoming freshmen (current grade 8 students) are invited to their future high school to learn more about the program, activities, athletics, and courses.
January & February	Each student will have the opportunity to meet with their counselor, discuss their interests, career path, and select their courses. Meetings are short, about 10-15 minutes, and students will select their courses, appropriate course levels, and identify alternative electives. In early February, the course selection window will conclude. No course changes or additions will be made after this point until the change-of-mind window opens.
May	In mid to late May, students and families will receive a list of their requested classes (not their schedule). Students will have approximately two weeks to request any course change(s). Course requests will be granted provided the student meets the qualifications and there are available seats in the course(s). Students who request a level change in the change-of-mind window may be required to meet with the Department Chair for approval. After the change-of-mind window closes, no changes will be made unless it meets an approved exception (outlined below).
August	In early August, students will receive their full schedule. After schedules are released, no changes will be made unless they meet an approved exception (outlined below).

COURSE REQUEST PROCEDURES

Each spring, District 86 works to create a schedule of classes for the following academic year that best meets the needs of our students, while meeting staffing requirements (e.g., number of teachers, class size, teaching schedules, state and federal mandates). We work very hard to accommodate course requests; however, due to the complexity of the scheduling process, sometimes student schedules may need to be adjusted. A list of selected courses will be shared with students and families in May for the following school year. After the list of courses is shared, a change-of-mind window will open for students to request a course change if space is available. No course changes will occur after the change-of-mind window closes unless it meets one of the exceptions below. Student schedules will be made available online through Infinite Campus in late July/early August. Please note that schedule change requests may not be possible based on the availability of courses.

After schedules are released, please keep in mind that changes in course requests or class assignments will **NOT** be accepted for any of the following reasons:

- to accommodate a job schedule
- to change teachers
- to change lunch periods or classes to be with friends
- to have first or last period free
- to accommodate a change of mind
- to flip courses between semesters
- to change levels of course

Acceptable reasons for schedule changes after the change-of-mind window may include:

- computer input error
- scheduling conflicts
- failure or near failure in a second-semester or year course
- failure to meet a prerequisite for a course
- Department Chair or Director of Guidance recommendation
- successful completion of a summer school class
- change in an IEP that requires a change in services
- documented need for college for grade 12 students only

SCHEDULE CHANGES AFTER THE START OF THE SEMESTER

Once a school year begins, schedule changes are permitted only if they meet one of the following conditions. In order to make a change, students should meet with their counselor to ensure they qualify.

Dropping a Course: Students may request to drop a course for a study hall only if they are enrolled in the maximum number of courses (seven) per semester and only after they have attended and participated in the course for five full class periods/days. Students wishing to drop a course must first discuss it with their parents, teacher, and counselor and complete the process outlined by each building. Students who drop a course before the end of the fourth week of school will not have the course appear on their transcript nor be factored into their GPA. Students who drop a course after the fourth week (the drop deadline) will have the course listed on their transcript. Grades of “WF” or “WP” will be factored into their GPA.

Adding a Course: Students currently scheduled with a study hall may add a class to increase the number of attempted credits, provided that space is available and there is minimal disruption to the student’s schedule. This addition must be made by the end of the fifth day of the semester.

Level Changes: Students must choose their course loads very carefully, as the Master Schedule for the building is based on these selections. Typically, a student is required to stay in a course for a minimum period of time and have completed multiple assessments documenting the need for a level change before the school will consider a request to change the level of coursework. If a request to change course levels is granted, the grade the student has earned as of the effective date of the course change will carry over to the new class. Students should talk with their teacher or the department chair to initiate a level change request.

COURSE AVAILABILITY

All courses listed in this Program of Studies require a sufficient number of student requests to run in a given year. If there is not sufficient interest in a particular course, such courses will be presented to the Board of Education for review. Sectioning decisions are made in early March. If a course does not run, counselors will contact students who may need to select another course if an alternative is not selected.

ACCELERATED PLACEMENT

In alignment with Policy 6:135, the administration provides student placement recommendations for accelerated coursework based on their most recent nationally normed standardized assessment scores. The administration will communicate the specific placement recommendations with students and parents during the course selection process. Students and parents can use these recommendations to select their courses.

REGISTRATION REQUIREMENTS FOR NEW STUDENTS

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

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

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

COURSE CREDIT & GRADUATION

FULL-TIME STUDENT

Hinsdale 86 has a standard 8-period day, which includes a lunch period. Students are enrolled in 7 classes a semester, which can include a scheduling option period such as study hall, early release, or late arrival. See the "Scheduling Options & Interventions" section of the Program of Studies for additional information. Students may choose to take an additional course during the early bird or "zero hour" period. Students must be enrolled in a minimum of 6 credit-bearing courses to be considered a full-time student. Full-time students must take a lunch period.

MINIMUM ATTENDANCE REQUIREMENT

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

COURSE CREDIT

Credit in full-year as well as semester courses is earned by semester. That is, students earn a 0.5 credit for successful completion of each semester (0.25 for Service Credit). Credit is earned by successfully completing all course requirements as established by the teacher. After the completion of a course, students are not eligible to request a grade change (i.e., request a grade of a "P" in lieu of the letter grade they earned). Students who earn a grade of "F" or "WF" in the first semester of a year-long course are not eligible to continue on to the second semester.

ALTERNATIVE CREDIT

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

CREDIT RECOVERY

Grade 11 and Grade 12 students may be able to enroll in a section of Credit Recovery Lab (South) or Excel-erate (Central & South) to recover lost credits from previously failed courses. If interested, students should speak with their school counselor and the appropriate department chairperson. Prior approval from the Director of Counseling is required to enroll in Credit Recovery Lab or Excel-erate. The recovered credit will not replace the original grade earned in the course. Recovered credits earn a new grade that is posted on student transcripts. Both the original grade and the credit recovery grade will factor into the GPA and be listed on the transcript.

REPEATING A COURSE

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

NCAA ELIGIBILITY REQUIREMENTS

Students who are interested in competing in athletics at the Division I or Division II collegiate level must meet the academic eligibility requirements of the National Collegiate Athletic Association (NCAA). To view a PDF of initial coursework, visit the NCAA website.

For the most up-to-date list of approved core courses for Hinsdale Central and South:

1. Go to the NCAA Portal
2. Search with the following high school codes: **Hinsdale Central 142300**; **Hinsdale South 141428**
3. Select “Search”
4. Select a core area or choose: “Show All Approved Courses”

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

EARLY GRADUATION

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

GRADUATION PLANNER

As part of the course selection process, students develop a four-year plan to map their high school career in preparation for postsecondary options and their ideal future. On the following page is a four-year plan worksheet for students and families. Four-year plans are individual and should be discussed with your counselor. Students are encouraged to balance core classes with elective courses. Additionally, students and families can use SchooLinks to complete their four-year plan.

Hinsdale Township District 86
FOUR YEAR COURSE WORKSHEET

Name:

Class of _____

GRADUATION REQUIREMENTS	
Department	**Required Credits**
English	4.0
Math	3.0
Science	2.0
Social Studies	2.5
Elective Arts	2.0
Consumer Ed	0.5
PE & Health	4.0
Total Needed to Graduate	**24.0**

**Beyond the number of credits students need to earn in each department, students can choose from a variety of courses and electives to fulfill the 24 total credits needed to graduate.*

GRADE 9	
FIRST SEMESTER	**SECOND SEMESTER**
1-English	1-English
2-Math	2-Math
3-Science	3-Science
4-Social Studies	4-Social Studies
5-**Freshman PE**	5-**Freshman PE**
6-Elective #1	6-Elective #1
7-Elective #2	7-Elective #2
8-Lunch	8-Lunch
Semester Credits:	**Semester Credits:**
Summer School Credits:	
Total Credits for Year:	

GRADE 10	
FIRST SEMESTER	**SECOND SEMESTER**
1-English	1-English
2-Math	2-Math
3-Science	3-Science
4-Social Studies	4-Social Studies
5-**Sophomore PE**	5-**Health**
6-Elective #1	6-Elective #1
7-Elective #2	7-Elective #2
8-Lunch	8-Lunch
Semester Credits:	**Semester Credits:**
Summer School Credits:	
Total Credits for Year:	

GRADE 11	
FIRST SEMESTER	**SECOND SEMESTER**
1-English	1-English
2-Math	2-Math
3-	3-
4-Social Studies	4-Social Studies
5-PE Elective	5-PE Elective
6-Elective #1	6-Elective #1
7-Elective #2	7-Elective #2
8-Lunch	8-Lunch
Semester Credits:	**Semester Credits:**
Summer School Credits:	
Total Credits for Year:	

GRADE 12	
FIRST SEMESTER	**SECOND SEMESTER**
1-English	1-English
2-	2-
3-	3-
4-	4-
5-PE Elective	5-PE Elective
6-	6-
7-	7-
8-Lunch	8-Lunch
Semester Credits:	**Semester Credits:**
Summer School Credits:	
Total Credits for Year:	

SPECIAL SCHEDULING PROVISIONS

EARLY DISMISSAL & LATE ARRIVAL

Grade 11 and Grade 12 students have the option of requesting a first-period "Late Arrival" or an eighth-period "Early Dismissal" if they have six classes and do not have another study hall or student aide period in their schedule. Early Dismissal or Late Arrival should be requested in lieu of Study Hall during the course request process. School Student Support Teams (SST/SESST) have the right to revoke late arrival or early dismissal for students who are struggling academically and/or are chronically absent and/or chronically tardy. After the first day of school, students who are eligible must work with the Dean's office to complete the form and obtain parent permission to change their first-period study hall to a late arrival.

EARLY BIRD COURSE (ZERO HOUR)

Early Bird or "Zero Hour" is an optional class before the start of the day, from 7:00 to 7:50 a.m. Students may elect to take an additional course in the morning. District 86 offers Early Bird Physical Education and Music courses. See the individual course descriptions in the respective departments. Transportation/bus service is not provided for Early Bird classes. Students should check with their school counselor if they are interested and select an Early Bird course during the course selection process. Students enrolled in Early Bird PE are not eligible for a PE substitution. As determined by the school Student Support Teams (SST/SESST), students who are consistently unable to come on time and/or are chronically absent may be dropped from the course.

TRAVELING COURSES

Some courses are only offered at one school or another. These courses are listed as "**HOUSED AT SOUTH**" or "**HOUSED AT CENTRAL**" in the left-hand column of the course description box. Students at the non-host school could elect to "travel" and take the course at the host school. Students who elect to travel must work with their counselor to create space in their schedule for travel. Students may take up to three courses at the alternative campus. Students and families may provide their own transportation when arranged and approved through the Director of Deans. District 86 will provide transportation for any students who request transportation. As determined by the school Student Support Teams (SST/SESST), students who are consistently unable to arrive at their travel course(s) on time and/or are chronically absent from their travel course(s) may be dropped from the course.

INDEPENDENT STUDY

Independent Study options may be provided for motivated and mature students who have exhausted the course options of a particular course or field of study. Independent study courses may be available in any subject. Independent Study courses are initiated on a case-by-case basis by the student and are subject to the approval of the relevant department chairperson, the student's counselor, and the Assistant Principal for Instruction. Department chairs will determine if an independent study experience merits honors credit and weighting on a transcript. Upon the approval of all of the aforementioned, final approval is contingent upon the workload of the teacher involved. If students seek to complete an independent study, they must follow the following steps and obtain final approval by February 1 for the upcoming academic year. No independent study applications will be accepted after the deadline or during the change of mind window.

To Gain Approval, students must:

- Develop a proposal that includes clearly stated goals, the learning activities designed to achieve these goals, and a schedule detailing the timeline of the project.
- Obtain approval from their parent/guardian, teacher/advisor, Department Chair, counselor, and Assistant Principal.
- Be scheduled into a full-period course with the teacher/advisor.
- Attend the course every day.

STUDENT AIDE PROGRAM / SERVICE CREDIT

Students may earn .25 credit per semester by serving as a student aide. There are many types of aide programs available. To pursue this option, students need to speak to the respective staff member and their school counselor. Students will follow the normal course selection process and/or the course-addition and course-dropping procedure outlined in the previous section. For more information, see the "Student Aide" section in the Program of Studies.

JUNIOR HIGH / MIDDLE SCHOOL STUDENTS

Junior high or middle schools that feed into District 86 and are unable to offer advanced math coursework for their students may send their students to a designated District 86 school for those courses. In these cases, all courses, grades, and credit earned will appear on the high school transcript and will be calculated into the GPA earned in subsequent years at a District 86 high school. If the course is taken at a District 86 school and the student attends the other District 86 school, the course, grades, and credit earned will appear as transfer credit. The purpose of math acceleration is to ensure that students are successful. If a student does not earn an A or B in the first semester, a conference will be held at the end of that semester. Students who do not earn an A or B may not be recommended to continue in the second semester and would return to taking math at their junior high/middle school for the remainder of the year. If the course is taken at the District 86 school the student attends, then the course, grades, and credit earned will appear as regular credit.

GRADES & GRADING PRACTICES

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

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

More information can be found on the District 86 Academics webpage.

DISTRICT GRADING SCALE

The following grading scale is used in all courses.

Grading Scale	Letter Grade
100.0 - 90.0%	A
89.9 - 80.0%	B
79.9 - 70.0%	C
69.9 - 60.0%	D
59.9 - 0%	F
Missing Work: When a student does not submit an assignment or take an assessment by the due date, the assignment or assessment receives an "M" (missing), which is calculated as a zero in the gradebook.	

GRADE POINT AVERAGE

Grades earned in all courses, excluding Physical Education, Driver Education, and Student Aide courses, will be used to calculate a student's grade point average (GPA) according to the following grade point system:

Grade	Weighted Grade Point (Honors/AP)	Unweighted Grade Point
A	6.0	5.0
B	5.0	4.0
C	4.0	3.0
D	2.0	2.0
F or WF (Failure or Withdraw Failure)	1.0	1.0
P or WP (Pass or Withdraw Pass)	Not Included in GPA	Not Included in GPA
IC (Incomplete)	Not Included in GPA	Not Included in GPA

Incomplete Grades: An Incomplete (IC) represents work not completed by the end of the semester. Incompletes are given only in extraordinary circumstances. If the work is made up within the first two weeks of the following semester, the Incomplete grade will be changed to the final course grade the student earned. If the work is not made up by the end of the 2-week period, the grade will be changed to an "F", regardless of what grade the student was earning before receiving the Incomplete. An Incomplete grade will prevent eligibility for Honor Roll.

ACADEMIC HONORS

DEAN'S LIST/HONOR ROLL REQUIREMENTS

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

- **Dean's List:** 4.5 weighted GPA with no grade in any course below a "C"
- **Honor Roll:** 4.0 weighted GPA with no grade in any course below a "D"

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

The Graduation Honors designation will be determined by the following criteria:

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

Graduation honors are calculated by weighted cumulative GPA through the first semester of senior year.

CLASS RANK

District 86 does not maintain class rank.

SEAL OF BILITERACY

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

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World Language Department Chair, Hinsdale Central
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ADVANCED COURSE OPTIONS & CURRICULUM & ASSESSMENT

District 86 offers a variety of advanced courses for students to challenge themselves and potentially earn postsecondary credit. To enroll in advanced courses and participate in related credit opportunities, students will need to follow the course selection process.

ADVANCED PLACEMENT (AP) PROGRAM

Thirty Advanced Placement (AP) courses are offered in seven departments in District 86: Art, English, Mathematics, Music, Science, Social Studies, and World Language. These courses adhere to the suggested College Board course descriptions and serve as the primary vehicle to prepare students for the AP examination in May of each school year. In addition to preparing students for the AP exam, AP courses allow students to experience the pace and intensity of a college-level course while still in high school. Students who take the course are encouraged to take the Advanced Placement Exam, but are **not** required to do so. The choice to take each test is up to each student and their family. Students who elect to take the exam should enroll using Total Registration by the deadline. Students who do not enroll to take the test by the deadline are not eligible to take the test. District 86 offers the following AP courses:

- Art History
- Biology
- Calculus AB
- Calculus BC
- Chemistry
- Computer Science A
- Computer Science Principles
- English Language
- English Literature
- Environmental Science
- European History
- French Language
- German Language
- Latin Survey
- Microeconomics
- Macroeconomics
- Music Theory
- Physics 1
- Physics C – E & M
- Physics C – Mech
- Precalculus
- Psychology
- Seminar
- Spanish Language
- Spanish Literature
- Statistics
- Studio Art
- Research
- US History
- US Government & Politics

The College Board offered additional courses beyond the courses officially taught in District 86. Any student is welcome to self-study and pay to take the exam. Students who choose to take a test independently for content/courses not taught in District 86 can find success on the exam, but it will require a strong commitment to independent study and additional preparation.

The following exams require a Personalized Project Reference (PPR), which requires a minimum of 15 class days of work and is completed in class and required for a section of the AP exam:

- Chinese Language
- French Language
- German Language
- Spanish Language
- Computer Science Principles

These exams will only be open to seniors when taken as an independent study or self-study (student is not enrolled in the District 86 course during the school day). Additionally, students who do not complete the required work and submit the required PPR to the Director of Counseling by the April 15 deadline will not be able to take the exam and will not receive a refund.

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

EARNED HONORS CREDIT

District 86 launched an Earned Honors Credit pilot during the 2022-23 school year with courses in the Art, CTE, and English Departments. Earned Honors Credit in a course gives the opportunity to demonstrate honors-level work over the course of the semester or school year. This gives more students access to challenging coursework in areas where they may not have thought of themselves as ready or able to complete honors-level coursework.

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

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

Earned Honors Credit provides a different way for students to engage in and receive credit for honors-level work. These are not Honors Option courses (e.g., music) or a traditional honors course (e.g., English 1 Honors). Courses eligible for earned honors credit will be identified in the Program of Studies with the following notation in the course description: "Earned Honors: Students can elect to take this course for Earned Honors Credit."

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

DUAL CREDIT

Dual Credit is a college-level course taught by certified teachers during high school. These programs enable students to save time and avoid duplication of material already learned in high school. Dual Credit is awarded by a college or university in addition to the credit earned in District 86. Loyola University, The College of DuPage, and Moraine Valley Community College award dual credit when learning experiences at the secondary level of instruction duplicate those at the postsecondary level. The grade earned in the District 86 course will also be listed on the college or university transcript. Students may request a transcript from COD, Loyola, or Moraine Valley Community College with these courses listed after the end of the semester. Courses eligible for dual credit will be indicated in the course description with the text "Dual Credit: This course may be offered for dual credit through [name of institution]."

Business

- Marketing (COD)
- Investment Planning (COD)

Family & Consumer Sciences

- Culinary 1 (COD)
- Clothing Construction 1 (COD)
- Fashion Merchandising & Design (COD)
- Invitation to Teach/Honors (COD)

Physical Education & Health

- Lifeguarding *(forthcoming)* (COD)
- Strength & Conditioning *(forthcoming)* (COD)
- Group Exercise *(forthcoming)* (COD)

Science

- Earth Science Honors (COD)

Technology Education

- Pre-Engineering 1/Honors (Moraine Valley)
- Pre-Engineering 2/Honors (Moraine Valley)
- Engineering & Manufacturing/Honors (Moraine Valley)

World Language

- French 3 Honors (COD)
- French 4 Honors (COD)
- AP French & Culture (COD)
- Latin Literature Honors (Loyola)
- AP Latin Survey (Loyola)
- Advanced Spanish Honors (COD)

Note: Dual Credit classes are tentative agreements and are finalized with the partner institutions in the summer after the course selection, registration, and scheduling process has culminated. Approval of dual credit courses and certification of each District 86 teacher are at the discretion of the partner institutions, not District 86 administration. These arrangements may vary each year until final agreements are reached in August/September.

STANDARDIZED ASSESSMENTS

Throughout the school year, District 86 administers multiple standardized assessments, including state-required assessments and optional assessments that provide additional opportunities for students. Students and families should consult the District 86 Testing Information and Resources page for information about the assessment, registration information, and deadlines. Students who did not register by the deadline are not eligible to test.

- **ACCESS for ELs:** Annual winter state exam measuring English proficiency in listening, speaking, reading, and writing for EL students (grades 9-12).
- **Seal of Biliteracy:** Optional fall/spring exam for seniors to demonstrate fluency in a second language and earn college credit at public Illinois universities.
- **Dynamic Learning Maps (DLM):** Spring state assessment evaluating reading, math, and science for qualifying students with significant cognitive disabilities (grades 9-11).
- **SAT & PSAT:** Optional College Board entrance exams measuring reading, writing, and math for college-bound students (grades 9-11). The PSAT is used for the NMSQT.
- **Advanced Placement (AP):** Optional May exams assessing college-level subject mastery for potential university credit (grades 9-12).
- **ACT & PreACT:** State-required exam suite assessing English, math, reading, and science during the school day (PreACT: grades 9-10; ACT: grade 11).

MULTILINGUAL LEARNERS (ML) PROGRAM

The District 86 Multilingual Program offers English as a New Language courses, sheltered content courses, as well as Bilingual Spanish Language Arts. For more information, visit the Multilingual Learners Section of the Program of Studies. Families wishing to learn more about this program can contact either their child's school counselor or the District 86 Multilingual Department Chair:

Ms. Treacy O'Keefe
Multilingual Department Chair at Hinsdale Central & South
630-570-8235
tokeefe@hinsdale86.org

R-RATED/TV MA MEDIA USED IN INSTRUCTION

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

GRIEVANCE PROCEDURES & COMPLAINT MANAGERS

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

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

Jodi Bryant
Assistant Superintendent of Human Resources
5500 South Grant Street
Hinsdale, IL 60521
jbryant@hinsdale86.org
630-570-8008

Dr. Kari Smith
Assistant Superintendent of Student Services
5500 South Grant Street
Hinsdale, IL 60521
ksmith@hinsdale86.org
630-570-8006

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

Title IX Coordinator
Jodi Bryant
Assistant Superintendent of Human Resources
5500 South Grant Street
Hinsdale, IL 60521
jbryant@hinsdale86.org
630-570-8008

SECTION 2:

POST-SECONDARY & CAREER PLANNING

CAREER & POSTSECONDARY PLANNING

Preparing students for life beyond high school is a fundamental goal of District 86. The Career & Postsecondary Planning section outlines the pathways, frameworks, and practical opportunities designed to guide students as they explore their interests, gain hands-on experience, and build a foundation for their future. Whether planning for a four-year university, technical training, military service, or direct entry into the workforce, students and families can utilize these resources to make informed academic choices that align with their personal goals and aspirations.

Why Career Exploration in High School is Important:

- Connects learning to real life – Students understand how high school courses relate to future careers and opportunities.
- Supports informed choices – Exploring clusters and pathways helps students and families make smarter decisions about college, training, or direct entry into the workforce.
- Saves time and money – Early planning reduces the risk of extra years in college or costly program changes.
- Builds transferable skills – Career pathways emphasize problem-solving, teamwork, and communication skills valued in every industry.

SCHOOLINKS

District 86 has adopted SchooLinks as our college & career planning platform. Students should log in using their D86 email address. Incoming Freshmen and transfer students are encouraged to use this guide during the course selection process but will not be able to use the SchooLinks website until they have a D86 email account.

SchooLinks Can Help Students & Families:

- Explore career clusters and pathways with your student to connect interests to future opportunities.
- Review career assessments to better understand your student's strengths, skills, and preferences.
- Research colleges, majors, and training programs that align with your student's career goals.
- Track graduation requirements and course plans to ensure your student is on the right path.

CAREER & TECHNICAL EDUCATION OPPORTUNITIES

District 86 offers a Career and Technical Education program for all students. CTE in District 86 equips students with practical skills, hands-on experiences, and a clear connection to future careers. Our Business, Family & Consumer Sciences, and Technology Education programs prepare students for college, technical training, and the workforce through real-world learning and industry-aligned pathways.

Whether students pursue entrepreneurship, engineering, culinary arts, or child development, CTE helps them explore interests, earn early college credit, and develop essential life and career skills. Our mission is to empower students with the tools they need to succeed in a rapidly changing world. For a complete list of class options, please see the section titled "Career & Technology Education Opportunities."

TECHNOLOGY CENTER OF DUPAGE (TCD)

Technology Center of DuPage (TCD) prepares students in grades 11 and 12 for college and careers through 18 advanced career and technical education electives. It is operated by a joint agreement among 14 member high school districts, including District 86. Students spend part of each school day at the TCD campus, located at 301 S. Swift Road between North Avenue and Army Trail Road in Addison. Transportation to and from TCD is provided by District 86. Opportunities through TCD include dual credit, industry certifications or licenses, and career exploration development to help students make informed college and career decisions. See the TCD section for more information.

POSTSECONDARY AND CAREER EXPECTATIONS (PaCE) FRAMEWORK

The PaCE framework (Postsecondary and Career Exploration) is District 86's comprehensive approach, in accordance with State of Illinois regulations, to prepare all students for life after high school. Grounded in career clusters and pathways, PaCE provides students with structured opportunities to explore their interests, develop essential academic and workplace skills, and connect their learning to future goals. Through guided experiences with SchooLinks, targeted coursework, and individualized planning, students build awareness of postsecondary options, strengthen career readiness, and take intentional steps toward college, career, or other postsecondary pathways. The framework empowers students and families to make informed choices while ensuring every graduate leaves District 86 prepared for success. On the next page, you will find the District 86 PaCE framework, which outlines the postsecondary college and career benchmarks by grade level.

District 86 Postsecondary and Career Expectations *(PaCE Framework)*

By the end of Freshman Year

A student should be supported to:

- Understand that taking the right courses in high school can reduce the cost of college
- Outline a plan for community service and extracurricular activities related to postsecondary plans
- Connect and build relationships with 2-3 adults to support the postsecondary and career selection process (all grades)
- Complete a career cluster and interest survey

A student should know:

- Importance of community service and extracurricular activities to postsecondary and career plans
- Relationship between high school coursework, attendance, and grades to postsecondary plans
- Know skills related to career interests
- Students identify a career cluster and career goal

By the end of Sophomore Year

A student should be supported to:

- Explore opportunity costs of postsecondary choices
- Research internships/ Apprenticeships that offer scholarships or opportunities to earn money
- Understand W-4s, pay stubs, and income taxes
- Understand various aspects of personal banking
- Participate in activities related to career cluster of interest
- Compare and contrast career options of interest
- Learn about employer expectations and employability skills

A student should know:

- How salary impacts standard of living
- General timing of postsecondary entrance exams
- How career pathway courses and experiences articulate to degree programs at postsecondary options
- Educational requirements, costs, expected entry-level and midpoint salary for occupations in selected career pathway

By the end of Junior Year

A student should be supported to:

- Attend a basic financial aid presentation with a trusted adult
- Understand the timeline of the financial aid process
- Identify teachers to ask for letters of recommendation during the postsecondary application process
- Attend a college fair
- Meet with a postsecondary admissions representative
- Complete a college fit/match inventory
- Complete a lesson on educational planning
- Identify two related postsecondary paths/ college majors related to career area of interest

A student should know:

- Financial aid information for chosen postsecondary options
- General cost ranges of various postsecondary options
- Three to five match schools, one safety, and one reach school for postsecondary programs of study
- Entrance requirements, including application deadlines, for expected postsecondary programs of study
- Different types of postsecondary credentials and institutions

By the end of Senior Year

A student should be supported to:

- Complete a financial aid application
- Create a plan to pay for college using available financial resources
- Understand how to be a responsible borrower
- Understand the student loan process and available loan options
- Secure letters of recomendations for college and scholarship applications
- By 12/31, complete 3 or more admissions applications to postsecondary institutions
- By 12/31, ensure all steps in the postsecondary admissions process are completed on time
- Create a resume and personal statement
- Understand the job application process for desired fields

A student should know:

- How to find scholarship opportunities
- The difference between need-based, merit-based, and self help financial aid
- Estimated cost of chosen postsecondary options
- Learn about financial wellness (all grades)
- Affordability of postsecondary options in relation to expected entry-level career salary and anticipated debt

Experiences To Explore Throughout High School

- Enroll as appropriate in early college credit classes
- Select coursework for postsecondary /career plans with ISBE College and Career Readiness Indicators
- Determine readiness for college-level coursework in math/ELA and enrollment in "catch up" courses
- Visit at least 3 postsecondary institutions
- Attend a career exploration day, presentation, activity, etc., (all grades)
- Be aware of youth employment opportunities while in high school
- Complete an elective course to explore career interests
- Opportunity to participate in work-based learning continuum activities (shadowing, internship, etc.)
- General timing of postsecondary applications

Career Exploration and Development | Postsecondary Education Exploration, Preparation, and Selection | Financial Aid and Literacy

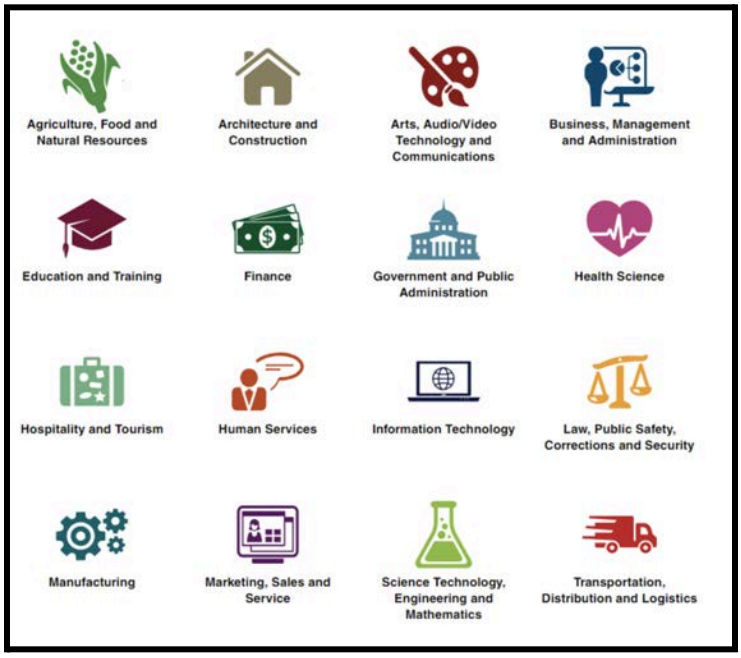
ISAC

CAREER CLUSTERS

Career clusters are broad groups of careers and industries that share common skills and knowledge. They help students make connections between what they are learning in school and the skills needed in the workplace. Within each cluster, there are career pathways that provide a more focused look at specific occupations and postsecondary options. There are 16 national Career Clusters that District 86 uses when discussing future plans with students.

The 16 National Career Clusters:

1. Agriculture, Food, and Natural Resources
2. Architecture and Construction
3. Arts, A/V Technology, and Communications
4. Business, Management and Administration
5. Education and Training
6. Finance
7. Government and Public Administration
8. Health Science
9. Hospitality and Tourism
10. Human Services
11. Information Technology
12. Law, Public Safety, Corrections, and Security
13. Manufacturing
14. Marketing, Sales and Service
15. Science, Technology, Engineering, and Mathematics (STEM)
16. Transportation, Distribution, and Logistics



CAREER PATHWAYS

Career pathways are broad groups of careers that share similar skills, interests, and industries. They help students explore their strengths and interests while connecting their coursework and extracurricular activities to future opportunities. Each pathway can lead to a variety of postsecondary options — including college, technical training, apprenticeships, or direct entry into the workforce.

Benefits of career pathways: Students who complete a pathway will graduate from District 86 with a robust curriculum that supports their postsecondary success. Most pathways include opportunities to earn postsecondary credit through Advanced Placement (AP) and dual credit. There are a few ISBE-approved pathways, which are noted.

To the right is a sample District 86 career pathway. Full pathways are located in the pages to follow.



CAREERS

Each pathway opens doors to a wide range of careers — from entry-level positions to highly specialized professions. In the pages to follow, you will find a variety of careers that are popular for District 86 graduates, organized by career pathway.

Sample Career Clusters and Careers Within Each Cluster:

- Health Science: nursing assistant, physical therapist, surgeon
- Information Technology: computer support specialist, software developer, cybersecurity analyst
- Human Services: childcare worker, social worker, psychologist
- Agriculture, Food, and Natural Resources: environmental scientist, veterinarian, farmer

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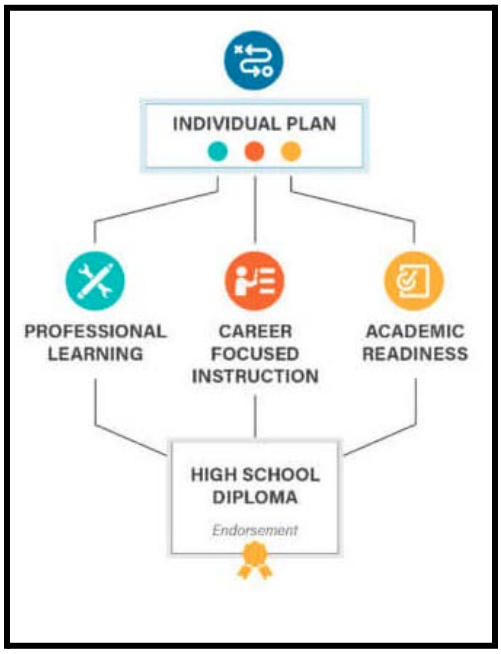
CAREER PATHWAYS ENDORSEMENTS



District 86 students are eligible to receive College and Career Pathway Endorsements upon graduation. As part of a student's four-year plan, the student may choose to complete a state-approved career pathway and earn the endorsement diploma. Students who complete a state-approved pathway and meet the following criteria may earn the endorsement notation on their transcripts.

- Develop and update an Individualized Learning Plan
- Complete two years of career-focused coursework, including at least six early college credits
- Participate in work-based learning
- 2 Career Exploration Activities (or 1 intensive)
- 2 Team-based Challenges with adult mentoring
- 60 hours of Supervised Career Development Experience
- Demonstrate college readiness in reading and math (non-remedial level)

At the time of publication, District 86 has two state-approved career pathways eligible for endorsements:

- Manufacturing, Engineering, Transportation, and Trades (METT)
- Education (Teaching) Pathway

District 86 will continue to develop additional pathways in accordance with state guidelines.

CAREER CLUSTER View in SchooLinks ↗

AGRICULTURE, FOOD & NATURAL RESOURCES

This career cluster offers students opportunities to explore environmental areas, agriculture and food sciences, farm management, veterinary services, and agricultural engineering, and heavy equipment maintenance, among others.

Careers in this cluster **

Veterinarian | Culinary Arts/Chef | Conservation | Sustainability

Pathways in this cluster: **Culinary** → see page 30

GRADUATION REQUIREMENTS *by grade level*

9 GRADE

- **English** *(English 1/Honors)*
- **Mathematics**
- **Science** *(Physics 9/Honors or Biology/Honors)*
- **Social Studies** *(World Cultures/World History H or World Studies H)*
- **PE** *(Freshmen PE)*

10 GRADE

- **English** *(English 2/Honors)*
- **Mathematics**
- **Science**
- **Social Science** *(Civics or AP Gov senior year)*
- **PE** *(Sophomore PE & Health)*

11 GRADE

- **English** *(2 English Electives/AP English Lang)*
- **Mathematics**
- **Social Studies** *(US History/AP US History)*
- **PE** *(2 PE Electives)*

12 GRADE

- **English** *(2 English Electives/AP English Lit)*
- **Social Science** *(AP Gov or Civics Sophomore year)*
- **PE** *(2 PE Electives)*

CONSIDERATIONS

Class Considerations

- Anatomy & Physiology
- AP Biology
- AP Chemistry
- AP Environmental Science
- AP Macroeconomics
- AP Microeconomics
- AP Research
- AP Seminar
- Baking & Pastry
- Chef & Restaurant
- Culinary 1
- Culinary 2
- Exploring FACS
- Intro to Business
- World Language

Summer Considerations

- Science Investigation & Research (SIR)

Academic Partnership Considerations

- **TCD** – Professional Cooking Baking & Science

RELATED CLUBS & ACTIVITIES

- Care Club*
- Ecology Club
- Entrepreneurship Club*
- FCCLA
- Future Health Professionals
- Habitat for Humanity
- Outdoor Club*

* *Central only club* | * *South only club*

RECOMMENDED COLLEGE PATH

Department	Years
English	4
Math	4
Science	3-4
Social Studies	3-4
World Language	2-4
Electives (Fine Arts/CTE)	2+ Years

***For more information, check the D86 website and talk with your counselor. Students must log into their D86 SchooLinks account to click on the career links above.*

CAREER CLUSTER ← cluster overview, page 29

AGRICULTURE, FOOD & NATURAL RESOURCES

CAREER PATHWAYS

Read each pathway from top to bottom. Courses in the same box group can be taken in any order; arrows show the recommended progression from introductory to capstone coursework.

CULINARY PATHWAY

Introductory Courses

- Exploring FACS
- Culinary 1
- Culinary 2

Intermediary Courses

- Baking & Pastry

Advanced Courses

- Chef & Restaurant

Capstone Courses

- TCD: Professional Cooking Baking & Service

CAREER CLUSTER View in SchooLinks ↗

ARCHITECTURE & CONSTRUCTION

This career cluster is designed to prepare students for careers in architecture and the building trades, such as construction, engineering, HVAC, and carpentry.

Careers in this cluster **

Architecture | Construction Management | Interior Design | Trades

Pathways in this cluster: **Construction & Trades** → see page 32

GRADUATION REQUIREMENTS *by grade level*

9 GRADE

- **English** *(English 1/Honors)*
- **Mathematics**
- **Science** *(Physics 9/Honors or Biology/Honors)*
- **Social Studies** *(World Cultures/World History H or World Studies H)*
- **PE** *(Freshmen PE)*

10 GRADE

- **English** *(English 2/Honors)*
- **Mathematics**
- **Science**
- **Social Science** *(Civics or AP Gov senior year)*
- **PE** *(Sophomore PE & Health)*

11 GRADE

- **English** *(2 English Electives/AP English Lang)*
- **Mathematics**
- **Social Studies** *(US History/AP US History)*
- **PE** *(2 PE Electives)*

12 GRADE

- **English** *(2 English Electives/AP English Lit)*
- **Social Science** *(AP Gov or Civics Sophomore year)*
- **PE** *(2 PE Electives)*

CONSIDERATIONS

Class Considerations

- Architecture and Design
- AP Physics
- Geometry in Construction
- Engineering Capstone
- Engineering & Manufacturing
- Interior Design
- Glass & Metalsmithing 1-2
- World Language

Summer Considerations

– *No summer considerations listed*

Academic Partnership Considerations

- **TCD** – Construction Trades
- **TCD** – Welding Technology
- **TCD** – Heating, Ventilation, Air Conditioning & Refrigeration/Residential Wiring

RELATED CLUBS & ACTIVITIES

- Computer Science
- Cultural Clubs*
- Drama Crew (Tech Crew)
- Engineering Club
- FCCLA
- Girls Who Code*
- Habitat for Humanity
- JETS*
- Robotics
- Science Olympiad
- Women in Engineering*

* *Central only club* | * *South only club*

RECOMMENDED COLLEGE PATH

Department	Years
English	4
Math	4
Science	3-4
Social Studies	3-4
World Language	2-4
Electives (Fine Arts/CTE)	2+ Years

***For more information, check the D86 website and talk with your counselor. Students must log into their D86 SchooLinks account to click on the career links above.*

CAREER CLUSTER ← cluster overview, page 31

ARCHITECTURE & CONSTRUCTION

CAREER PATHWAYS

Read each pathway from top to bottom. Courses in the same box group can be taken in any order; arrows show the recommended progression from introductory to capstone coursework.

CONSTRUCTION & TRADES PATHWAY

Introductory Courses

- Woods 1
- Geometry in Construction

↓

Intermediary Courses

- Woods 2

↓

Advanced Courses

- Architecture & Design

↓

Capstone Courses

- Woods Capstone

CAREER CLUSTER View in SchooLinks ↗

ARTS, AUDIO/VIDEO TECHNOLOGY & COMMUNICATIONS

This career cluster prepares students for careers in creative fields such as graphic design, broadcasting, journalism, film, and performing arts.

Careers in this cluster **

Graphic Design | Performing Arts | Video Game Design | Journalism & Broadcasting | Fashion Design | Photography

Pathways in this cluster: **Graphic Design, Studio Art, Photography, Performing Arts** → see page 34

GRADUATION REQUIREMENTS *by grade level*

9 GRADE

- **English** *(English 1/Honors)*
- **Mathematics**
- **Science** *(Physics 9/Honors or Biology/Honors)*
- **Social Studies** *(World Cultures/World History H or World Studies H)*
- **PE** *(Freshmen PE)*

10 GRADE

- **English** *(English 2/Honors)*
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- **English** *(2 English Electives/AP English Lang)*
- **Mathematics**
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- **PE** *(2 PE Electives)*

12 GRADE

- **English** *(2 English Electives/AP English Lit)*
- **Social Science** *(AP Gov or Civics Sophomore year)*
- **PE** *(2 PE Electives)*

CONSIDERATIONS

Class Considerations

- Acting 1
- Acting 2
- Advanced Acting
- AP Art History
- AP Studio Art
- Band
- Clothing & Construction 1
- Clothing & Construction 2
- Choir
- Drawing & Painting 1
- Drawing & Painting 2
- Exploring FACS
- Fashion Merchandising
- Interior Design
- Graphic Design 1-3
- Journalism: Newscasting
- Journalism: News Reporting
- Journalism: Yearbook
- Orchestra
- Photography 1-3
- Speech & Communications
- World Language

Summer Considerations

– *No summer considerations listed*

Academic Partnership Considerations

- **TCD** – Computer Information Systems & Game Design
- **TCD** – Multimedia & Television Production

RELATED CLUBS & ACTIVITIES

- Acafellas
- Art Studio Club
- Broadcasting Club*
- Color Guard
- Creative Writing Club
- Debate
- Devil's Advocate*
- Drama
- Drama Crew
- El Diablo*
- E-Sports
- FCCLA
- Film Club*
- Forensics
- Gaming Club
- Jazz Combo Club*
- Ladies First*
- Marching Band
- Marketing Agency*
- National Honor Society
- Pep Band
- Plays, Musical, Shows
- Radio/RB Club
- Scholastic Bowl
- Solstice*
- World Lang Clubs

* *Central only club* | * *South only club*

RECOMMENDED COLLEGE PATH

Department	Years
English	4
Math	4
Science	3-4
Social Studies	3-4
World Language	2-4
Electives (Fine Arts/CTE)	2+ Years

***For more information, check the D86 website and talk with your counselor. Students must log into their D86 SchooLinks account to click on the career links above.*

CAREER CLUSTER ← cluster overview, page 33

ARTS, AUDIO/VIDEO TECHNOLOGY & COMMUNICATIONS

CAREER PATHWAYS (1 OF 2)

Read each pathway from top to bottom. Courses in the same box group can be taken in any order; arrows show the recommended progression from introductory to capstone coursework.

	GRAPHIC DESIGN PATHWAY	STUDIO ART PATHWAY
Introductory Courses	Graphic Design 1	Exploring Visual Arts **Art Level 1 Courses** (Glass & Metals, Ceramics, Drawing & Painting)
Intermediary Courses	Graphic Design 2	**Art Level 2 Courses** (Glass & Metals, Ceramics, Drawing & Painting)
Advanced Courses	Graphic Design 3	**Art Level 3 Courses** (Glass & Metals, Ceramics, Drawing & Painting)
Capstone Courses	AP Studio Art 2D	AP Studio Art 3D

CAREER CLUSTER ← cluster overview, page 33

ARTS, AUDIO/VIDEO TECHNOLOGY & COMMUNICATIONS

CAREER PATHWAYS (2 OF 2)

Read each pathway from top to bottom. Courses in the same box group can be taken in any order; arrows show the recommended progression from introductory to capstone coursework.

	PHOTOGRAPHY PATHWAY	PERFORMING ARTS PATHWAY
Introductory Courses	**Photography 1**	**Performing Arts Introductory Courses** (Acting 1, Concert Band, Treble/Bass Choir, Concert Orchestra)
Intermediary Courses	**Photography 2**	**Performing Arts Intermediary Courses** (Acting 2, Symphonic Band, Advanced Treble/Bass Choir, Symphonic Orchestra)
Advanced Courses	**Photography 3**	**Performing Arts Intermediary Courses** (Advanced Acting, Wind Symphony, Chorale, Philharmonic Orchestra)
Capstone Courses	**AP Studio Art 2D** (Photography)	**Performing Arts Capstone Courses** (Wind Ensemble, Chamber Choir, AP Music Theory)

CAREER CLUSTER View in SchooLinks ↗

BUSINESS MANAGEMENT & ADMINISTRATION

This career cluster prepares students for careers in leadership, business operations, human resources, and organizational management.

Careers in this cluster **

Business Management | Entrepreneurship | Accounting & Auditing | Human Resources | Project Management

Pathways in this cluster: **Accounting & Finance, Entrepreneurship** → see page 37

GRADUATION REQUIREMENTS *by grade level*

9 GRADE

- **English** *(English 1/Honors)*
- **Mathematics**
- **Science** *(Physics 9/Honors or Biology/Honors)*
- **Social Studies** *(World Cultures/World History H or World Studies H)*
- **PE** *(Freshmen PE)*

10 GRADE

- **English** *(English 2/Honors)*
- **Mathematics**
- **Science**
- **Social Science** *(Civics or AP Gov senior year)*
- **PE** *(Sophomore PE & Health)*

11 GRADE

- **English** *(2 English Electives/AP English Lang)*
- **Mathematics**
- **Social Studies** *(US History/AP US History)*
- **PE** *(2 PE Electives)*

12 GRADE

- **English** *(2 English Electives/AP English Lit)*
- **Social Science** *(AP Gov or Civics Sophomore year)*
- **PE** *(2 PE Electives)*

CONSIDERATIONS

Class Considerations

- Accounting
- AP Microeconomics
- AP Macroeconomics
- AP Statistics
- AP Environmental Science
- Marketing
- Business Law 1
- Business Law 2
- Business Work Experience
- Consumer Education
- Economics
- Internship
- Intro to Business
- Intro to Statistics 1
- Intro to Statistics 2
- Investment Planning
- Speech & Communications
- World Language

Summer Considerations

– *No summer considerations listed*

Academic Partnership Considerations

– *No academic partnerships listed*

RELATED CLUBS & ACTIVITIES

- Ambassadors
- Business Professionals of America
- Debate*
- Entrepreneurship Club
- Forensics
- Habitat for Humanity
- Investment Club
- Linguistics*
- Link Crew*
- Marketing Agency*
- Microfinance Club*
- Mock Trial
- Model UN
- National Business Honor Society
- Philosophy Club*
- Sports Club*
- Student Council
- Varsity Club
- Women in Business*
- Yearbook

* *Central only club* | * *South only club*

RECOMMENDED COLLEGE PATH

Department	Years
English	4
Math	4
Science	3-4
Social Studies	3-4
World Language	2-4
Electives (Fine Arts/CTE)	2+ Years

***For more information, check the D86 website and talk with your counselor. Students must log into their D86 SchooLinks account to click on the career links above.*

CAREER CLUSTER ← cluster overview, page 36

BUSINESS MANAGEMENT & ADMINISTRATION

CAREER PATHWAYS

Read each pathway from top to bottom. Courses in the same box group can be taken in any order; arrows show the recommended progression from introductory to capstone coursework.

	ACCOUNTING & FINANCE PATHWAY	ENTREPRENEURSHIP PATHWAY
Introductory Courses	Introduction to Business	Introduction to Business
Intermediary Courses	Business Law 1 Investment Planning	Investment Planning Business Management Business Law 1
Advanced Courses	Business Law 2	Business Law 2
Capstone Courses	Accounting AP Statistics AP Economics (Macro & Micro)	Accounting Internship AP Statistics

CAREER CLUSTER View in SchooLinks ↗

EDUCATION & TRAINING

This career cluster prepares students for careers in teaching, coaching, curriculum development, and workplace training.

Careers in this cluster **

Teacher | Administration & Administrative Support | Librarian | Professional Support Services | Childcare / Preschool

Pathways in this cluster: **Teaching** → see page 39

GRADUATION REQUIREMENTS *by grade level*

9 GRADE

- **English** *(English 1/Honors)*
- **Mathematics**
- **Science** *(Physics 9/Honors or Biology/Honors)*
- **Social Studies** *(World Cultures/World History H or World Studies H)*
- **PE** *(Freshmen PE)*

10 GRADE

- **English** *(English 2/Honors)*
- **Mathematics**
- **Science**
- **Social Science** *(Civics or AP Gov senior year)*
- **PE** *(Sophomore PE & Health)*

11 GRADE

- **English** *(2 English Electives/AP English Lang)*
- **Mathematics**
- **Social Studies** *(US History/AP US History)*
- **PE** *(2 PE Electives)*

12 GRADE

- **English** *(2 English Electives/AP English Lit)*
- **Social Science** *(AP Gov or Civics Sophomore year)*
- **PE** *(2 PE Electives)*

CONSIDERATIONS

Class Considerations

- Acting 1
- Acting 2
- Advanced Acting
- AP Psychology
- Child Care & Development
- Exploring Family & Consumer Science
- Foundations of Cooking/Art/Music Aide
- Invitation to Teaching
- PE Leaders
- Psychology
- Sociology
- Speech & Communications
- Teacher's Aide
- World Language
- *Other AP Courses in subject area if considering a 9-12 secondary education position*

Summer Considerations

- *No summer considerations listed*

Academic Partnership Considerations

- *No academic partnerships listed*

RELATED CLUBS & ACTIVITIES

- Ambassadors Club
- Citizens' Club*
- Debate*
- Devil's Advocate*
- Devils Diction/Creative Writing*
- El Diablo*
- FCCLA
- LEAP*
- Link Crew*
- Peer Buddies
- Red Devil Service Club*
- Special Olympics
- Student Council
- Varsity Club
- ARC Tutors*
- Peer Tutoring (In Core Content Areas)*

* *Central only club* | * *South only club*

RECOMMENDED COLLEGE PATH

Department	Years
English	4
Math	4
Science	3-4
Social Studies	3-4
World Language	2-4
Electives (Fine Arts/CTE)	2+ Years

***For more information, check the D86 website and talk with your counselor. Students must log into their D86 SchooLinks account to click on the career links above.*

CAREER CLUSTER ← cluster overview, page 38

EDUCATION & TRAINING

CAREER PATHWAYS

Read each pathway from top to bottom. Courses in the same box group can be taken in any order; arrows show the recommended progression from introductory to capstone coursework.

TEACHING PATHWAY

Introductory Courses

- Exploring FACS

Intermediary Courses

- Child Development
- Adaptive PE Leader

Advanced Courses

- Sociology

Capstone Courses

- Invitation to Teach
- AP Psychology

CAREER CLUSTER View in SchooLinks ↗

FINANCE

This career cluster prepares students for careers in banking, investments, insurance, accounting, and financial planning.

Careers in this cluster **

Actuarial Science | Investing & Trading | Financial Management | Banker

GRADUATION REQUIREMENTS *by grade level*

9 GRADE

- **English** *(English 1/Honors)*
- **Mathematics**
- **Science** *(Physics 9/Honors or Biology/Honors)*
- **Social Studies** *(World Cultures/World History H or World Studies H)*
- **PE** *(Freshmen PE)*

10 GRADE

- **English** *(English 2/Honors)*
- **Mathematics**
- **Science**
- **Social Science** *(Civics or AP Gov senior year)*
- **PE** *(Sophomore PE & Health)*

11 GRADE

- **English** *(2 English Electives/AP English Lang)*
- **Mathematics**
- **Social Studies** *(US History/AP US History)*
- **PE** *(2 PE Electives)*

12 GRADE

- **English** *(2 English Electives/AP English Lit)*
- **Social Science** *(AP Gov or Civics Sophomore year)*
- **PE** *(2 PE Electives)*

CONSIDERATIONS

Class Considerations

- Accounting
- AP Microeconomics
- AP Macroeconomics
- AP Statistics
- Business Law 1
- Business Law 2
- Business Work Experience
- Consumer Education
- Economics
- Internship
- Intro to Business
- Intro to Statistics 1
- Intro to Statistics 2
- Investment Planning
- Marketing
- Speech & Communications
- Single Survival
- World Language

Summer Considerations

– *No summer considerations listed*

Academic Partnership Considerations

– *No academic partnerships listed*

RELATED CLUBS & ACTIVITIES

- Business Professionals of America
- Computer Science*
- Debate*
- Entrepreneurship Club*
- Girls Who Code*
- Investment Club
- Microfinance Club*
- Model UN
- National Business Honor Society
- Women In Business*

* *Central only club* | * *South only club*

RECOMMENDED COLLEGE PATH

Department	Years
English	4
Math	4
Science	3-4
Social Studies	3-4
World Language	2-4
Electives (Fine Arts/CTE)	2+ Years

***For more information, check the D86 website and talk with your counselor. Students must log into their D86 SchooLinks account to click on the career links above.*

CAREER CLUSTER View in SchooLinks ↗

GOVERNMENT & PUBLIC ADMINISTRATION

This career cluster prepares students for careers in public service, including policy development, foreign service, planning, and governance.

Careers in this cluster ** Urban Planning | Politician | Civil Servant | Economist

Pathways in this cluster: **Law, International Studies** → see page 42

GRADUATION REQUIREMENTS *by grade level*

9 GRADE

- **English** *(English 1/Honors)*
- **Mathematics**
- **Science** *(Physics 9/Honors or Biology/Honors)*
- **Social Studies** *(World Cultures/World History H or World Studies H)*
- **PE** *(Freshmen PE)*

10 GRADE

- **English** *(English 2/Honors)*
- **Mathematics**
- **Science**
- **Social Science** *(Civics or AP Gov senior year)*
- **PE** *(Sophomore PE & Health)*

11 GRADE

- **English** *(2 English Electives/AP English Lang)*
- **Mathematics**
- **Social Studies** *(US History/AP US History)*
- **PE** *(2 PE Electives)*

12 GRADE

- **English** *(2 English Electives/AP English Lit)*
- **Social Science** *(AP Gov or Civics Sophomore year)*
- **PE** *(2 PE Electives)*

CONSIDERATIONS

Class Considerations

- AP Economics
- AP Environmental Science
- AP Government
- AP Psychology
- AP Seminar
- AP Statistics
- AP Research
- Architecture & Design
- Business Law 1
- Business Law 2
- Business Work Experience
- Civics
- Consumer Education
- Criminal Law
- Economics
- Engineering Cap.
- Internship
- Intro to Business
- Intro to Statistics 1-2
- Lifeguarding
- Philosophy Honors
- Pre-Eng. 1-2
- Psychology 1-2
- Sociology
- Speech & Communications
- World Cultures
- World History
- World Language

Summer Considerations

- Science Inquiry & Research Program

Academic Partnership Considerations

– *No academic partnerships listed*

RELATED CLUBS & ACTIVITIES

- ASL Club
- Broadcast Club*
- Business Professionals of America
- Citizen Club*
- Debate
- Drama Crew
- Engineering Club*
- French Club*
- Forensics
- Hornet Leadership Board*
- JETS*
- Microfinance Club
- Mock Trial
- Model UN
- Philosophy Club
- Scholastic Bowl
- Student Council
- Spanish Club*
- Women in Business*
- Women in Engineering*

* *Central only club* | * *South only club*

RECOMMENDED COLLEGE PATH

Department	Years
English	4
Math	4
Science	3-4
Social Studies	3-4
World Language	2-4
Electives (Fine Arts/CTE)	2+ Years

***For more information, check the D86 website and talk with your counselor. Students must log into their D86 SchooLinks account to click on the career links above.*

CAREER CLUSTER ← cluster overview, page 41

GOVERNMENT & PUBLIC ADMINISTRATION

CAREER PATHWAYS

Read each pathway from top to bottom. Courses in the same box group can be taken in any order; arrows show the recommended progression from introductory to capstone coursework.

	LAW PATHWAY	INTERNATIONAL STUDIES PATHWAY
Introductory Courses	Civics	World Cultures World History Honors
Intermediary Courses	Criminal Law Business Law 1 & 2	Social Studies/History Electives (African American History, Global Issues, Western Civilization, East Asian Studies, AP European History)
Advanced Courses	AP Government AP Psychology	Civics AP Government
Capstone Courses		Advanced Language Course (AP Spanish, French, Latin, or German Language)

CAREER CLUSTER View in SchooLinks ↗

HEALTH SCIENCE

This career cluster prepares students for careers in healthcare, such as nursing, medicine, medical technology, and therapy services.

Careers in this cluster **

Physical Therapy | Nurse | Dentist | Doctor | Pharmacist

Pathways in this cluster: **Medical** → see page 44

GRADUATION REQUIREMENTS *by grade level*

9 GRADE

- **English** *(English 1/Honors)*
- **Mathematics**
- **Science** *(Physics 9/Honors or Biology/Honors)*
- **Social Studies** *(World Cultures/World History H or World Studies H)*
- **PE** *(Freshmen PE)*

10 GRADE

- **English** *(English 2/Honors)*
- **Mathematics**
- **Science**
- **Social Science** *(Civics or AP Gov senior year)*
- **PE** *(Sophomore PE & Health)*

11 GRADE

- **English** *(2 English Electives/AP English Lang)*
- **Mathematics**
- **Social Studies** *(US History/AP US History)*
- **PE** *(2 PE Electives)*

12 GRADE

- **English** *(2 English Electives/AP English Lit)*
- **Social Science** *(AP Gov or Civics Sophomore year)*
- **PE** *(2 PE Electives)*

CONSIDERATIONS

Class Considerations

- Anatomy & Physiology
- AP Biology
- AP Chemistry
- AP Psychology
- AP Seminar
- AP Statistics
- AP Research
- Childcare & Development
- Culinary 1
- Culinary 2
- Exploring FACS
- Intro to Sports Medicine
- Psychology 1
- Psychology 2
- Intro to Stats. 1
- Intro to Stats. 2
- World Language

Summer Considerations

- Science Inquiry & Research Program

Academic Partnership Considerations

- **TCD** – Introduction to Medical Professions
- **TCD** – Emergency Medical Technician
- **TCD** – Medical Assisting

RELATED CLUBS & ACTIVITIES

- Ambassadors Club
- ASL Club*
- Evolve*
- FCCLA
- First Responders Club*
- Future Health Professionals
- French Club
- Link Crew*
- Nurse's Aide
- Peer Buddies
- Red Devil Service Club*
- Science Olympiad
- Spanish Club*

** Central only club | * South only club*

RECOMMENDED COLLEGE PATH

Department	Years
English	4
Math	4
Science	3-4
Social Studies	3-4
World Language	2-4
Electives (Fine Arts/CTE)	2+ Years

***For more information, check the D86 website and talk with your counselor. Students must log into their D86 SchooLinks account to click on the career links above.*

CAREER CLUSTER ← cluster overview, page 43

HEALTH SCIENCE

CAREER PATHWAYS

Read each pathway from top to bottom. Courses in the same box group can be taken in any order; arrows show the recommended progression from introductory to capstone coursework.

MEDICAL PATHWAY

Introductory
Courses

Biology, Chemistry, Physics

Intermediary
Courses

Introduction to Sports Medicine

Anatomy and Physiology

Advanced
Courses

AP Psychology or Psychology 1-2

Advanced Placement Science Courses
(AP Biology, AP Chemistry, or AP Physics)

AP Precalculus AB/BC and/or **AP Calculus AB/BC**

Capstone
Courses

Academic Partnership Considerations
TCD: Introduction to Medical Professions
TCD: Emergency Medical Technician
TCD: Medical Assisting

CAREER CLUSTER View in SchooLinks ↗

HOSPITALITY & TOURISM

This career cluster prepares students for careers in lodging, travel, recreation, food service, and event planning.

Careers in this cluster **

Event Planning | Chef | Hotel Manager | Travel Agent

GRADUATION REQUIREMENTS *by grade level*

9 GRADE

- **English** *(English 1/Honors)*
- **Mathematics**
- **Science** *(Physics 9/Honors or Biology/Honors)*
- **Social Studies** *(World Cultures/World History H or World Studies H)*
- **PE** *(Freshmen PE)*

10 GRADE

- **English** *(English 2/Honors)*
- **Mathematics**
- **Science**
- **Social Science** *(Civics or AP Gov senior year)*
- **PE** *(Sophomore PE & Health)*

11 GRADE

- **English** *(2 English Electives/AP English Lang)*
- **Mathematics**
- **Social Studies** *(US History/AP US History)*
- **PE** *(2 PE Electives)*

12 GRADE

- **English** *(2 English Electives/AP English Lit)*
- **Social Science** *(AP Gov or Civics Sophomore year)*
- **PE** *(2 PE Electives)*

CONSIDERATIONS

Class Considerations

- Baking & Pastry
- Business Law 1
- Business Law 2
- Chef & Restaurant
- Clothing & Construction 1
- Clothing & Construction 2
- Culinary 1
- Culinary 2
- Exploring Family & Consumer Sciences
- Graphic Design 1
- Graphic Design 2
- Graphic Design 3
- Intro to Business
- Marketing
- Photography 1
- Photography 2
- Photography 3
- World Language

Summer Considerations

– *No summer considerations listed*

Academic Partnership Considerations

- **TCD** – Professional Cooking, Baking & Service

RELATED CLUBS & ACTIVITIES

- ASL Club*
- Ambassador Club
- Art Club
- Business Professional of America
- FCCLA
- French Club
- LINK Crew*
- Marketing Agency*
- Service Club*
- Ski & Snowboard Club*
- Student Council
- Spanish Club*
- Varsity Club

* *Central only club* | * *South only club*

RECOMMENDED COLLEGE PATH

Department	Years
English	4
Math	4
Science	3-4
Social Studies	3-4
World Language	2-4
Electives (Fine Arts/CTE)	2+ Years

***For more information, check the D86 website and talk with your counselor. Students must log into their D86 SchooLinks account to click on the career links above.*

CAREER CLUSTER View in SchooLinks ↗

HUMAN SERVICES

This career cluster prepares students for careers in counseling, social work, family services, and community support.

Careers in this cluster **

Counselor | Social Work | Cosmetology | Psychology | Personal Trainers | Translating & Interpreting

Pathways in this cluster: **Counseling & Mental Health Services, Exercise, Physiology & Kinesiology** → see page 47

GRADUATION REQUIREMENTS *by grade level*

9 GRADE

- **English** *(English 1/Honors)*
- **Mathematics**
- **Science** *(Physics 9/Honors or Biology/Honors)*
- **Social Studies** *(World Cultures/World History H or World Studies H)*
- **PE** *(Freshmen PE)*

10 GRADE

- **English** *(English 2/Honors)*
- **Mathematics**
- **Science**
- **Social Science** *(Civics or AP Gov senior year)*
- **PE** *(Sophomore PE & Health)*

11 GRADE

- **English** *(2 English Electives/AP English Lang)*
- **Mathematics**
- **Social Studies** *(US History/AP US History)*
- **PE** *(2 PE Electives)*

12 GRADE

- **English** *(2 English Electives/AP English Lit)*
- **Social Science** *(AP Gov or Civics Sophomore year)*
- **PE** *(2 PE Electives)*

CONSIDERATIONS

Class Considerations

- Adaptive PE Leader
- American Sign Language 1
- American Sign Language 2
- AP Microeconomics
- AP Macroeconomics
- AP Psychology
- Anatomy & Physiology
- Childcare & Development
- Economics
- Foundations of Cooking Aide
- Invitation to Teach
- Psychology
- Sociology
- World Language

Summer Considerations

– *No summer considerations listed*

Academic Partnership Considerations

- **TCD** – Cosmetology
- **TCD** – Introduction to Medical Professions
- **TCD** – Nursing Assistant Training Program

RELATED CLUBS & ACTIVITIES

- Ambassadors Club
- Evolve*
- FCCLA
- First Responders Club*
- Future Health Professionals
- Link Crew*
- Nurses Aide
- Peer Buddies
- Philosophy Club*
- Red Devil Service Club*
- Science Olympiad
- Special Olympics
- Student Council
- World Language Clubs

* *Central only club* | * *South only club*

RECOMMENDED COLLEGE PATH

Department	Years
English	4
Math	4
Science	3-4
Social Studies	3-4
World Language	2-4
Electives (Fine Arts/CTE)	2+ Years

***For more information, check the D86 website and talk with your counselor. Students must log into their D86 SchooLinks account to click on the career links above.*

CAREER CLUSTER ← cluster overview, page 46

HUMAN SERVICES

CAREER PATHWAYS

Read each pathway from top to bottom. Courses in the same box group can be taken in any order; arrows show the recommended progression from introductory to capstone coursework.

	COUNSELING & MENTAL HEALTH SERVICES PATHWAY	EXERCISE, PHYSIOLOGY & KINESIOLOGY PATHWAY
Introductory Courses	Child Development	Health
Intermediary Courses	Anatomy & Physiology	Strength & Conditioning Lifeguarding
Advanced Courses	Sociology	Anatomy & Physiology Psychology 1-2
Capstone Courses	AP Psychology	Introduction to Sports Medicine TCD: Introduction to Medical Professions OR Nursing Assistant Training Program

CAREER CLUSTER View in SchooLinks ↗

INFORMATION TECHNOLOGY

This career cluster prepares students for careers in computer science, programming, cybersecurity, networking, and technical support.

Careers in this cluster **

Web Designer | Data Scientist | Programmer / Software Development | IT/Computer Support

Pathways in this cluster: **Computer Science** → see page 49

GRADUATION REQUIREMENTS *by grade level*

9 GRADE

- **English** *(English 1/Honors)*
- **Mathematics**
- **Science** *(Physics 9/Honors or Biology/Honors)*
- **Social Studies** *(World Cultures/World History H or World Studies H)*
- **PE** *(Freshmen PE)*

10 GRADE

- **English** *(English 2/Honors)*
- **Mathematics**
- **Science**
- **Social Science** *(Civics or AP Gov senior year)*
- **PE** *(Sophomore PE & Health)*

11 GRADE

- **English** *(2 English Electives/AP English Lang)*
- **Mathematics**
- **Social Studies** *(US History/AP US History)*
- **PE** *(2 PE Electives)*

12 GRADE

- **English** *(2 English Electives/AP English Lit)*
- **Social Science** *(AP Gov or Civics Sophomore year)*
- **PE** *(2 PE Electives)*

CONSIDERATIONS

Class Considerations

- AP Computer Science A
- AP Computer Science Principles
- AP Statistics
- AP Physics
- Graphic Design 1
- Graphic Design 2
- Graphic Design 3
- Intro to Business
- Math Topics: Computer Science
- Intro to Statistics 1
- Intro to Statistics 2
- Tech Support Internship
- World Language

Summer Considerations

– *No summer considerations listed*

Academic Partnership Considerations

- **TCD** – Computer Information Systems

RELATED CLUBS & ACTIVITIES

- Computer Science Club*
- Engineering Club*
- E-Sports
- Gaming Club
- Girls Who Code*
- Women in Engineering*

* *Central only club* | * *South only club*

RECOMMENDED COLLEGE PATH

Department	Years
English	4
Math	4
Science	3-4
Social Studies	3-4
World Language	2-4
Electives (Fine Arts/CTE)	2+ Years

***For more information, check the D86 website and talk with your counselor. Students must log into their D86 SchooLinks account to click on the career links above.*

INFORMATION TECHNOLOGY

CAREER PATHWAYS

Read each pathway from top to bottom. Courses in the same box group can be taken in any order; arrows show the recommended progression from introductory to capstone coursework.

COMPUTER SCIENCE PATHWAY

Introductory Courses

- AP Computer Science Principles
- Tech Support Internship (TSI)

↓

Intermediary Courses

- AP Computer Science A
- AP Statistics

↓

Advanced Courses

- Math Topics: Computer Science Honors
- Technology Center of DuPage (TCD): Computer Information Systems

Capstone Courses

CAREER CLUSTER View in SchooLinks ↗

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

This career cluster prepares students for careers in law enforcement, emergency response, legal services, and homeland security.

Careers in this cluster **

Firefighter | Police Officer | Forensic Scientist | Lawyer

GRADUATION REQUIREMENTS *by grade level*

9 GRADE

- **English** *(English 1/Honors)*
- **Mathematics**
- **Science** *(Physics 9/Honors or Biology/Honors)*
- **Social Studies** *(World Cultures/World History H or World Studies H)*
- **PE** *(Freshmen PE)*

10 GRADE

- **English** *(English 2/Honors)*
- **Mathematics**
- **Science**
- **Social Science** *(Civics or AP Gov senior year)*
- **PE** *(Sophomore PE & Health)*

11 GRADE

- **English** *(2 English Electives/AP English Lang)*
- **Mathematics**
- **Social Studies** *(US History/AP US History)*
- **PE** *(2 PE Electives)*

12 GRADE

- **English** *(2 English Electives/AP English Lit)*
- **Social Science** *(AP Gov or Civics Sophomore year)*
- **PE** *(2 PE Electives)*

CONSIDERATIONS

Class Considerations

- AP Government
- AP Psychology
- AP Research
- AP Seminar
- Anatomy and Physiology
- Business Law
- Criminal Law
- Intro to Sports Medicine
- Lifeguarding
- Philosophy Honors
- Psychology
- Sociology
- World Language

Summer Considerations

– *No summer considerations listed*

Academic Partnership Considerations

- **TCD** – Criminal Justice
- **TCD** – Fire Science
- **TCD** – Emergency Medical Technician

RELATED CLUBS & ACTIVITIES

- ASL Club*
- Citizens Club*
- Debate*
- First Responders Club*
- French Club
- Forensics
- Mock Trial
- Model UN
- Red Devil Service Club*
- Scientific Inquiry Club*
- Spanish Club*
- Student Council

* *Central only club* | * *South only club*

RECOMMENDED COLLEGE PATH

Department	Years
English	4
Math	4
Science	3-4
Social Studies	3-4
World Language	2-4
Electives (Fine Arts/CTE)	2+ Years

***For more information, check the D86 website and talk with your counselor. Students must log into their D86 SchooLinks account to click on the career links above.*

CAREER CLUSTER View in SchooLinks ↗

MANUFACTURING

This career cluster prepares students for careers in product design, engineering, precision production, and equipment maintenance.

Careers in this cluster ** | Industrial Engineering | Quality Control | Chemical technician

Pathways in this cluster: **Manufacturing, Engineering, Transportation, and Trades** → see page 52

GRADUATION REQUIREMENTS *by grade level*

9 GRADE

- **English** *(English 1/Honors)*
- **Mathematics**
- **Science** *(Physics 9/Honors or Biology/Honors)*
- **Social Studies** *(World Cultures/World History H or World Studies H)*
- **PE** *(Freshmen PE)*

10 GRADE

- **English** *(English 2/Honors)*
- **Mathematics**
- **Science**
- **Social Science** *(Civics or AP Gov senior year)*
- **PE** *(Sophomore PE & Health)*

11 GRADE

- **English** *(2 English Electives/AP English Lang)*
- **Mathematics**
- **Social Studies** *(US History/AP US History)*
- **PE** *(2 PE Electives)*

12 GRADE

- **English** *(2 English Electives/AP English Lit)*
- **Social Science** *(AP Gov or Civics Sophomore year)*
- **PE** *(2 PE Electives)*

CONSIDERATIONS

Class Considerations

- AP Calculus AB
- AP Calculus BC
- AP Chemistry
- AP Environmental Science
- AP Physics
- AP PreCalculus AB
- AP PreCalculus BC
- AP Research
- AP Seminar
- Architecture & Design
- Engineering & Manufacturing
- Engineering Capstone
- Pre-Engineering 1
- Pre-Engineering 2
- World Language

Summer Considerations

- Science Inquiry & Research Program

Academic Partnership Considerations

- **TCD** – Manufacturing, CNC & Machining Technology
- **TCD** – Robotics & Automation Engineering

RELATED CLUBS & ACTIVITIES

- Ecology Club
- Engineering Club
- Gaussians Math Team
- JETS*
- Science Olympiad

* *Central only club* | * *South only club*

RECOMMENDED COLLEGE PATH

Department	Years
English	4
Math	4
Science	3-4
Social Studies	3-4
World Language	2-4
Electives (Fine Arts/CTE)	2+ Years

***For more information, check the D86 website and talk with your counselor. Students must log into their D86 SchooLinks account to click on the career links above.*

CAREER CLUSTER ← cluster overview, page 51

MANUFACTURING

CAREER PATHWAYS

Read each pathway from top to bottom. Courses in the same box group can be taken in any order; arrows show the recommended progression from introductory to capstone coursework.

MANUFACTURING, ENGINEERING, TRANSPORTATION, AND TRADES PATHWAY

Introductory Courses

Pre-Engineering 1

Pre-Engineering 2

Intermediary Courses

Engineering & Manufacturing (H)*

Advanced Courses

Architecture and Design (H)

Capstone Courses

Engineering Capstone (H)

Optional Extension:
TCD: Manufacturing, CNC & Machining Technology

COLLEGE & CAREER PATHWAY ENDORSEMENT



This pathway has been conditionally approved by the State of Illinois as an approved College & Career Pathway Endorsement. Students who complete this pathway along with the following criteria can earn the notation on their transcript.

- Develop and update an Individualized Learning Plan
- Complete two years of career-focused coursework, including at least 6 early college credits
- Participate in work-based learning:
  - 2 Career Exploration Activities (or 1 intensive)
  - 2 Team-based Challenges with adult mentoring
  - 60 hours of Supervised Career Development Experience
- Demonstrate college readiness in reading and math (non-remedial level)

CAREER CLUSTER View in SchooLinks ↗

MARKETING, SALES & SERVICE

This career cluster prepares students for careers in advertising, sales, public relations, and market research.

Careers in this cluster **

Sales | Public Relations | Social Media Manager | Advertising | Influencer | Fashion Merchandising

Pathways in this cluster: **Fashion Design & Merchandising** → see page 54

GRADUATION REQUIREMENTS *by grade level*

9 GRADE

- **English** *(English 1/Honors)*
- **Mathematics**
- **Science** *(Physics 9/Honors or Biology/Honors)*
- **Social Studies** *(World Cultures/World History H or World Studies H)*
- **PE** *(Freshmen PE)*

10 GRADE

- **English** *(English 2/Honors)*
- **Mathematics**
- **Science**
- **Social Science** *(Civics or AP Gov senior year)*
- **PE** *(Sophomore PE & Health)*

11 GRADE

- **English** *(2 English Electives/AP English Lang)*
- **Mathematics**
- **Social Studies** *(US History/AP US History)*
- **PE** *(2 PE Electives)*

12 GRADE

- **English** *(2 English Electives/AP English Lit)*
- **Social Science** *(AP Gov or Civics Sophomore year)*
- **PE** *(2 PE Electives)*

CONSIDERATIONS

Class Considerations

- AP Macroeconomics
- AP Microeconomics
- AP Statistics
- Business Law 1
- Business Law 2
- Clothing Construction 1
- Clothing Construction 2
- Economics
- Exploring FACS
- Fashion Merchandising
- Graphic Design 1
- Graphic Design 2
- Graphic Design 3
- Intro to Business
- Intro to Stats 1-2
- Internship
- Journalism: Newscasting
- Journalism: News Reporting
- Journalism: Yearbook
- Marketing
- Photography 1
- Photography 2
- Photography 3
- Sports Marketing
- World Language

Summer Considerations

– *No summer considerations listed*

Academic Partnership Considerations

– *No academic partnerships listed*

RELATED CLUBS & ACTIVITIES

- Art Studio Club
- Business Professionals of America
- Devil's Advocate*
- Entrepreneurship Club
- El Diablo*
- FCCLA
- Investment Club
- Varsity Club
- Women in Business*
- World Language
- Marketing Agency

* *Central only club* | * *South only club*

RECOMMENDED COLLEGE PATH

Department	Years
English	4
Math	4
Science	3-4
Social Studies	3-4
World Language	2-4
Electives (Fine Arts/CTE)	2+ Years

***For more information, check the D86 website and talk with your counselor. Students must log into their D86 SchooLinks account to click on the career links above.*

CAREER CLUSTER ← cluster overview, page 53

MARKETING, SALES & SERVICE

CAREER PATHWAYS

Read each pathway from top to bottom. Courses in the same box group can be taken in any order; arrows show the recommended progression from introductory to capstone coursework.

FASHION DESIGN & MERCHANDISING PATHWAY

Introductory Courses

- Clothing Construction 1
- Exploring Family & Consumer Sciences

Intermediary Courses

- Clothing Construction 2
- Fashion Design & Merchandising

Advanced Courses

- Marketing
- Introduction to Business

Capstone Courses

- Independent Study Clothing

CAREER CLUSTER View in SchooLinks ↗

SCIENCE, ENGINEERING & MATHEMATICS

This career cluster prepares students for careers in scientific research, engineering, laboratory work, and advanced technologies.

Careers in this cluster **

Software Development | Engineering | Computer Programming | Environmental Science | Statistician

Pathways in this cluster: **Actuarial Science** → see page 56

GRADUATION REQUIREMENTS *by grade level*

9 GRADE

- **English** *(English 1/Honors)*
- **Mathematics**
- **Science** *(Physics 9/Honors or Biology/Honors)*
- **Social Studies** *(World Cultures/World History H or World Studies H)*
- **PE** *(Freshmen PE)*

10 GRADE

- **English** *(English 2/Honors)*
- **Mathematics**
- **Science**
- **Social Science** *(Civics or AP Gov senior year)*
- **PE** *(Sophomore PE & Health)*

11 GRADE

- **English** *(2 English Electives/AP English Lang)*
- **Mathematics**
- **Social Studies** *(US History/AP US History)*
- **PE** *(2 PE Electives)*

12 GRADE

- **English** *(2 English Electives/AP English Lit)*
- **Social Science** *(AP Gov or Civics Sophomore year)*
- **PE** *(2 PE Electives)*

CONSIDERATIONS

Class Considerations

- AP Calculus AB
- AP Calculus BC
- AP Chemistry
- AP Computer Science A
- AP Computer Science Principles
- AP Environmental Science
- AP Physics
- AP Psychology
- AP PreCalculus AB
- AP PreCalculus BC
- AP Statistics
- Earth Science
- Earth Science Capstone
- Engineering & Manufacturing
- Engineering Capstone
- Internship
- Math Topics: Computer Science
- Pre-Engineering 1
- Pre-Engineering 2
- Psychology 2
- Intro to Statistics 1-2
- World Language

Summer Considerations

– *No summer considerations listed*

Academic Partnership Considerations

- **TCD** – Computer Information Systems
- **TCD** – Robotics & Automation Engineering

RELATED CLUBS & ACTIVITIES

- Computer Science Club
- Ecology Club
- Engineering Club
- Gaussians Math Team
- Girls Who Code*
- JETS*
- Robotics
- Science Olympiad

* *Central only club* | * *South only club*

RECOMMENDED COLLEGE PATH

Department	Years
English	4
Math	4
Science	3-4
Social Studies	3-4
World Language	2-4
Electives (Fine Arts/CTE)	2+ Years

***For more information, check the D86 website and talk with your counselor. Students must log into their D86 SchooLinks account to click on the career links above.*

SCIENCE, ENGINEERING & MATHEMATICS

CAREER PATHWAYS

Read each pathway from top to bottom. Courses in the same box group can be taken in any order; arrows show the recommended progression from introductory to capstone coursework.

ACTUARIAL SCIENCE PATHWAY

Introductory Courses

Actuarial Science Introductory Courses
(Algebra, Geometry, Algebra/Trig 2)

Intermediary Courses

AP Pre-Calculus AB/BC

OR

Introduction to Statistics 1 & 2

Advanced Courses

AP Calculus AB/BC

AP Statistics

Math Modeling

Intro to Calculus

Capstone Courses

Multivariable Calculus



CAREER CLUSTER View in SchooLinks ↗

TRANSPORTATION, DISTRIBUTION & LOGISTICS

This career cluster prepares students for careers in aviation, shipping, automotive services, warehousing, and supply chain management.

Careers in this cluster **

Logistics | Air Traffic Control | Mechanic | Pilot / Flight Attendant | Transportation

GRADUATION REQUIREMENTS *by grade level*

9 GRADE

- **English** *(English 1/Honors)*
- **Mathematics**
- **Science** *(Physics 9/Honors or Biology/Honors)*
- **Social Studies** *(World Cultures/World History H or World Studies H)*
- **PE** *(Freshmen PE)*

10 GRADE

- **English** *(English 2/Honors)*
- **Mathematics**
- **Science**
- **Social Science** *(Civics or AP Gov senior year)*
- **PE** *(Sophomore PE & Health)*

11 GRADE

- **English** *(2 English Electives/AP English Lang)*
- **Mathematics**
- **Social Studies** *(US History/AP US History)*
- **PE** *(2 PE Electives)*

12 GRADE

- **English** *(2 English Electives/AP English Lit)*
- **Social Science** *(AP Gov or Civics Sophomore year)*
- **PE** *(2 PE Electives)*

CONSIDERATIONS

Class Considerations

- AP Psychology
- Criminal Law
- Global Issues
- Intro to Business
- Pre-Engineering 1
- Pre-Engineering 2
- Psychology
- Sociology
- World Language

Summer Considerations

– *No summer considerations listed*

Academic Partnership Considerations

- **TCD** – Auto Body Repair and Refinishing
- **TCD** – Automotive Technology

RELATED CLUBS & ACTIVITIES

- Black Student Union
- East Asian Student Union*
- Entrepreneurship Club
- Filipinos in Alliance*
- French Club
- Greek Club*
- Hispanic Student Association*
- International Club
- Latin Club
- Middle Eastern Club*
- Muslim Student Association
- North African Club*
- Spanish Club*
- South Asian Student Union*

* *Central only club* | * *South only club*

RECOMMENDED COLLEGE PATH

Department	Years
English	4
Math	4
Science	3-4
Social Studies	3-4
World Language	2-4
Electives (Fine Arts/CTE)	2+ Years

***For more information, check the D86 website and talk with your counselor. Students must log into their D86 SchooLinks account to click on the career links above.*

SECTION 3:

DEPARTMENTAL COURSE OFFERINGS

Department of Career & Technical Education

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

BUSINESS COURSE SEQUENCE				
Level	**Marketing**	**Finance**	**Business Management**	**Information Technology**
Beginner Courses	Introduction to Business ^ or Consumer Economics			
Intermediate Courses	Marketing^+	Investment Planning+	Business Law 1 Honors & Business Law 2 Honors	Technology Support Internship^
Advanced Course	Sports Marketing	Accounting*	Business Management	Technology Support Internship^
Capstone Course	Accounting*			
Work-Based Learning	Internship* / Business Work Experience			

* Indicates Honors Option available
^ Indicates Earned Honors Option available
\+ Indicates Dual Credit available

Department of Career & Technical Education

BUSINESS COURSE AVAILABILITY					
Course Number	**Course Title**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
BU1001/2	**Introduction to Business ^ #**	X	X	X	X
BU2103	**Investment Planning +**		X	X	X
BU2203	**Marketing ^+**		X	X	X
BU2303	**Sports Marketing**		X	X	X
BU2403	**Business Management**		X	X	X
BU3103H	**Business Law 1 Honors**		X	X	X
BU3203H	**Business Law 2 Honors**		X	X	X
BU3111/2	**Accounting**		X	X	X
BU3111H/2H	**Accounting Honors**		X	X	X
BU3303	**Consumer Economics #**		X	X	X
BU3303E	**Consumer Economics Multilingual #**	X	X	X	X
BU4103	**Internship**			X	X
BU4103H	**Internship Honors**			X	X
BU4001/2	**Business Work Experience**			X	X
BU3001/2	**Technology Support Internship ^**	X	X	X	X

* Indicates Honors Option available
^ Indicates Earned Honors Option available
\+ Indicates Dual Credit available
\# Fulfills D86 Consumer Education Requirement

BUSINESS COURSE INFORMATION	
INTRODUCTION TO BUSINESS **Course #:** BU1001/2 **Credit:** 1.0 **Grade Level:** 9-12	This course gives students a background in the basic operations of business and develops an understanding of the economic role of business in our society. Major areas of study include economics, banking, credit, insurance, budgeting, consumer protection, government, entrepreneurship, and taxes. Skills are developed through a wide variety of activities including research, projects, and classroom activities. Students who pass **both** semesters will fulfill the state mandate for Consumer Education. **Earned Honors Credit:** Students can elect to take this course for Earned Honors Credit.
INVESTMENT PLANNING **Course #:** BU2103 **Credit:** 0.5 **Grade Level:** 10-12	In this course, students will study basic investment principles involving stocks, options, commodities, bonds, mutual funds, cryptocurrencies, and other relevant investment strategies. Students will also learn about tax information, effects of the economy on the market, government regulations of securities, and online investing. Current issues as they relate to investing will be discussed. Students will participate in a simulated stock market game by trading online. **Dual Credit Eligible:** This course may also run as a Dual Credit class with College of DuPage.
ACCOUNTING **Course #:** BU3111/2 **Credit:** 1.0 **Grade Level:** 10-12	This course develops a basic understanding of double-entry accounting. The accounting cycle, accounting theory, financial reports, and financial analysis are included. Online accounting work papers, spreadsheets, and accounting software are used to apply all accounting concepts. This course is recommended for college-bound students planning a career in accounting, finance, management, or marketing. **Stacking:** This course is often "stacked"/combined with Accounting Honors.
ACCOUNTING HONORS **Course #:** BU3111H/2H **Credit:** 1.0 **Grade Level:** 10-12	This course will prepare students for the rigor of college accounting. Students will develop an understanding of double-entry accounting. Topics covered include the following: accounting cycle, accounting systems, internal controls, journals, receivables and payables, accruals and deferrals, inventory, fixed assets and depreciation, financial statement preparation and analysis, and taxes. A digital accounting program will be utilized, as well as spreadsheets. The core material for this course is similar to Accounting; however, more topics are covered, the pace is accelerated, and expectations are higher. This course is highly recommended for motivated students planning to enter a college business program. **Stacking:** This course is often "stacked"/combined with Accounting.

MARKETING **Course #:** BU2203 **Credit:** 0.5 **Grade Level:** 10-12	This course focuses on the activities necessary to market products, services, and ideas to consumers. Major topics include market segmentation, consumer behavior, marketing research, product planning, and advertising. Students will apply marketing concepts learned in class by researching, creating, and advertising new products. **Earned Honors Credit:** Students can elect to take this course for Earned Honors Credit. **Dual Credit Eligible:** This course may also run as a Dual Credit class with College of DuPage.
SPORTS MARKETING **Course #:** BU2303 **Credit:** 0.5 **Grade Level:** 10-12	This intermediate marketing course will introduce students to the exciting field of sports marketing and its role in society. Students will develop a thorough understanding of the marketing concepts and theories that apply to sports and sporting events. Course topics will include sponsorships, endorsements, licensing, event marketing, and sports marketing plans. Students will plan, create, and assess sports marketing communication programs that include advertising, marketing, public relations, and news media. Emerging issues in sports marketing will also be discussed. **Prerequisite:** Marketing
BUSINESS LAW 1 HONORS **Course #:** BU3103H **Credit:** 0.5 **Grade Level**: 10-12	Business Law 1 Honors introduces students to the laws, legal principles, and ethical issues that affect individuals, businesses, and society. Students will explore major areas of law, including law and ethics, constitutional rights, criminal law, civil law, and contract law, while examining real-world situations and court cases. As an honors-level course, students will strengthen their critical thinking, legal reasoning, research, and communication skills by analyzing cases and applying legal principles to complex situations. Students will actively participate in debates, class discussions, case studies, and mock trials that require them to evaluate evidence, consider multiple perspectives, and develop well-supported arguments.
BUSINESS LAW 2 HONORS **Course #:** BU3203H **Credit:** 0.5 **Grade Level:** 10-12	Business Law Honors 2 builds upon foundational legal concepts by examining advanced areas of law that affect businesses, employees, and individuals. Students will explore property law, agency and employment law, corporate responsibility, and the legal forms of business organizations. Students will analyze court cases, evaluate legal and ethical issues, conduct research, and apply legal principles to complex real-world business situations. Students will strengthen their critical thinking, communication, collaboration, and advocacy skills through discussions and legal simulations. A major component of the course is participation in a mock trial tournament, where students will prepare and present a case while serving in roles such as attorneys and witnesses. **Prerequisite:** Business Law 1 Honors

BUSINESS MANAGEMENT **Course #:** BU2403 **Credit:** 0.5 **Grade Level:** 10-12	Business Management (Entrepreneurship) is a project-based class designed to help students explore and investigate the varied world of conceiving, planning, organizing, and managing a business. Business Management will help introduce students to the challenging, exciting, and constantly changing world of operating a small business. Throughout the semester, students will be introduced to theoretical as well as practical applications as they relate to the world of business. The intent of the course is to inform students how to achieve optimum benefits from the limited resources available to small firms and how to plan for growth and succession in a business.
CONSUMER ECONOMICS **Course #:** BU3303 **Credit:** 0.5 **Grade Level:** 10-12	This course helps students to understand the consumer's role in a mixed economy. Students will learn about various topics that they will use their entire lives. Topics of study include money management, consumer rights and responsibilities, credit, purchasing of goods and services, making sound investment plans, and preparing individual tax returns. Successful completion of this course fulfills the state mandate for Consumer Education.
CONSUMER ECONOMICS MULTILINGUAL **Course #:** BU3303E **Credit:** 0.5 **Grade Level:** 9-12	Consumer Economics Multilingual is intended for students in the Multilingual Learners program. This course helps students to understand the consumer's role in a mixed economy. Students will learn about various topics that they will use their entire lives. Topics of study include: money management, consumer rights and responsibilities, credit, purchasing of goods and services, making sound investment plans, and preparing individual tax returns. Successful completion of this course fulfills the state mandate for Consumer Education. **Prerequisite:** Multilingual Department Chair approval
INTERNSHIP **Course #:** BU4103 **Credit:** 0.5 **Grade Level:** 11-12	The Career Internship Program provides students with hands-on career exploration through an experience with a professional mentor. Students complete 60 hours at an approved internship site. Students are encouraged to identify a placement, although assistance may be available. Requirements include program meetings, journals, required documentation, and a final reflection. Students may take the program more than once to explore different career fields. An application and approval process is required.
INTERNSHIP HONORS **Course #:** BU4103H **Credit:** 0.5 **Grade Level**: 11-12	The Career Internship Honors Program provides an in-depth career exploration experience with a professional mentor. Students complete 60–80 hours at an approved internship site during the summer or school year. Honors students are responsible for securing their own placement. Requirements include program meetings, journals, required documentation, and a career-related research paper. Students may take the program more than once to explore different career fields. An application and approval process is required.

BUSINESS WORK EXPERIENCE (BWE) **Course #:** BU4001/2 **Credit:** 1.0 **Grade Level:** 11-12	Business Work Experience gives students paid employment related to their career goals. Students work 15-25 hours per week at a local business and develop skills in communication, problem-solving, time management, and workplace responsibility. Opportunities may be available in retail, food service, hospitality, automotive services, banking, accounting, and office administration. Students connect their work experience to career planning and further study in fields such as marketing, management, finance, and accounting. Students are selected through a process that considers their career goals, reliability, and integrity. Students are responsible for transportation to and from work.
TECHNOLOGY SUPPORT INTERNSHIP (TSI) **Course #:** BU3001/2 **Credit:** 1.0 **Grade Level:** 9-12	The Technology Support Internship (TSI) course is a hands-on study of technology integration in an educational context. Students will gain real-world technical and customer service experience by providing direct support to students in a 1:1 environment. Students will learn how to troubleshoot and/or repair hardware, software, and network problems while gaining experience with ticketing software, inventory management, and related customer service workflows. The course also provides students with the opportunity to pursue an independent learning pathway and potential industry-recognized certifications. **Earned Honors Credit:** Students can elect to take this course for Earned Honors Credit.

Department of Career & Technical Education

FAMILY & CONSUMER SCIENCE COURSE SEQUENCE					
Level	**Culinary**	**Education**	**Fashion**	**Interior Design**	**Life and Career Development**
Beginner Course	Exploring FACS				
Intermediate Courses	Culinary 1 +	Child Care and Development^	Clothing Construction 1 + Fashion Merchandising & Design +	Interior Design & Housing*	Foundations of Cooking Aide
Advanced Course	Baking & Pastry Culinary 2^	Child Care and Development Earned^	Clothing Construction 2	Interior Design & Housing Honors *	
Capstone Course	Chef & Restaurant	Invitation to Teaching *+			

*Indicates Honors Option available
^ Indicates Earned Honors Option available
+ Indicates Dual Credit available

FAMILY & CONSUMER SCIENCE COURSE AVAILABILITY					
Course Number	**Course Title**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
FC1001/2	**Exploring Family & Consumer Sciences #**	X	X	X	X
FC1103	**Culinary 1 +**	X	X	X	X
FC2003	**Culinary 2 ^**	X	X	X	X
FC2223	**Baking & Pastry**	X	X	X	X
FC3003	**Chef and Restaurant**		X	X	X
FC1203	**Clothing Construction 1 +**	X	X	X	X
FC1303	**Clothing Construction 2**	X	X	X	X
FC3303	**Fashion Merchandising & Design +**	X	X	X	X
FC3403	**Interior Design & Housing***		X	X	X
FC3403H	**Interior Design & Housing Honors**		X	X	X
FC2333	**Child Care and Development^**		X	X	X
FC4003	**Invitation to Teaching *+**				X
FC4003H	**Invitation to Teaching Honors+**				X
FC1113	**Foundations of Cooking Aide**		X	X	X
SE0023	**Foundations of Cooking**	X	X	X	X

FAMILY & CONSUMER SCIENCE COURSE INFORMATION	
INTRODUCTION COURSE	
EXPLORING FAMILY & CONSUMER SCIENCES **Course #:** FC1001/2 **Credit:** 1.0 *(0.5 Elective Arts, 0.5 Consumer Education)* **Grade Level:** 9-12	This survey course introduces students to all areas of Family & Consumer Sciences: consumer economics, culinary, sewing, design, and human development. Projects and practical hands-on applications actively involve the students. This course will prepare students for future semester courses in Family & Consumer Sciences. Successful completion of this course fulfills the ISBE's Consumer Education requirement for graduation. Students must complete the entire year to receive consumer education credit.
CULINARY COURSES	
CULINARY 1 **Course #:** FC1103 **Credit:** 0.5 **Grade Level:** 9-12	Culinary 1 is designed to teach basic food preparation skills utilizing various types of culinary equipment and a range of preparation and cooking techniques. The following areas of study are covered in this course: measuring, knife skills, cooking methods, nutrition, and various culinary-specific units. Lab periods provide practical experiences in time management, equipment use, food preparation skills, and serving meals. While this course provides personal enrichment, it may also serve as a foundation for further training in culinary arts. Suggested follow-up courses: Culinary 2, Baking & Pastry, and/or Chef & Restaurant. **Dual Credit Eligible:** This course may also run as a Dual Credit class with College of DuPage with the possibility of 1 hour of college credit.
CULINARY 2 **Course #:** FC2003 **Credit:** 0.5 **Grade Level:** 9-12	This course builds on Culinary 1 and teaches advanced food-preparation techniques. Students prepare a variety of recipes, while enriching their personal culinary skills. Units of study include pasta, pastries, sauces, and main dishes. This course serves as a foundation for further training in culinary arts. Suggested follow-up courses: Chef & Restaurant and/or Baking & Pastry. **Earned Honors Credit:** Students can elect to take this course for Earned Honors Credit. **Prerequisite**: Culinary 1

BAKING & PASTRY **Course #:** FC2223 **Credit:** 0.5 **Grade Level:** 9-12	This course provides focused training in the culinary field of European baking techniques. The focus will be on ingredients, preparation methods, and finishing techniques. Units will include sanitation, metric measuring, breads, pastries, and display techniques. This course is designed for personal skill development as well as a base for further culinary training. Students are encouraged, but not required, to take Culinary 2 prior to this course. Suggested follow-up courses: Culinary 2 and/or Chef & Restaurant. **Prerequisite**: Culinary 1
CHEF & RESTAURANT **Course #:** FC3003 **Credit:** 0.5 **Grade Level:** 10-12	This course is designed for students curious about hospitality-related careers and/or careers in the culinary industry. Students will operate culinary businesses through various aspects of food service, including front-of-house and back-of-house job tasks. They will apply culinary knowledge such as knife skills, cooking methods, and baking and pastry skills as they prepare, plate, and serve gourmet meals in this fast-paced, real-world work environment. Activities include menu selection, recipe testing, cost analysis, table settings, meal preparation, meal service, and commercial safety and sanitation techniques. Students are encouraged to take Culinary 2 and/or Baking & Pastry prior to this course. **Prerequisite**: Culinary 1
FOUNDATIONS OF COOKING **Course #:** SE0023 **Credit:** 0.5 **Grade Level:** 9-12	Curriculum in this course is a modification of the grade-level standards but is aligned to the Illinois Learning Standards. This course explores foundational cooking skills and concepts that can be applied in daily life. An emphasis will be placed on safety, sanitation, reading a recipe, proper selection and use of culinary equipment, independent meal preparation, and nutritionally sound food choices. Foundations Culinary is designed to meet the needs of students with a variety of physical, cognitive, or social needs. Lab work will focus on organization and teamwork. In addition, the course offers a smaller class size to provide appropriate individualized instruction. This course can be taken multiple times with teacher approval. Pass/Incomplete grades are issued for this course. **Prerequisite:** IEP Team Recommendation

EDUCATION COURSES	
CHILD CARE & DEVELOPMENT **Course #:** FC2333 **Credit:** 0.5 **Grade Level:** 10-12	This course is designed for students who enjoy working with children or plan to do so. Areas of study include family planning, pregnancy and childbirth, child development from newborn through early childhood, and preparing learning activities for our preschool practicum. Students will teach and observe children in our Preschool Lab as an integral part of the program. This course helps prepare students for careers in child-related fields, including teaching. Suggested follow-up course: Invitation to Teaching. **Earned Honors Credit:** Students can elect to take this course for Earned Honors Credit.
INVITATION TO TEACHING **Course #:** FC4003 **Credit:** 1.0 (one semester, two class periods) **Grade Level:** 12	This course offers a teaching internship, enabling students to work under the supervision of certified preschool, elementary, and middle school staff. Once placed, the students will spend four days each week at their assigned schools to assist, observe, and teach young children. Teaching responsibilities include keeping a journal, observing children, creating visual displays, and developing and teaching lessons. Classroom study is focused on related issues in education, including meeting the needs of a diverse student population, classroom management, and technology within the classroom, and current topics in education. This course is highly recommended for students pursuing careers working with children in any capacity. Acceptance into the program is based on application, staff feedback, academic standing, attendance, and demonstration of character. Students who have previously completed Child Care & Development will be given preference. Applications will be available through your guidance counselor prior to registration. The course may be repeated both semesters. **Dual Credit Eligible:** This course may also be offered for dual credit with College of DuPage with the possibility of earning 3 college credit hours. **Stacking:** This course is often “stacked”/combined with Invitation to Teaching Honors.

INVITATION TO TEACHING HONORS **Course #:** FC4003H **Credit:** 1.0 (one semester- two class periods) **Grade Level:** 12	The core curriculum for this course is similar to the Invitation to Teaching Course; however, projects and assessments will involve more depth, complexity, and rigor. Expectations for this course are college-level and will require additional time outside of class. This course is recommended for highly motivated students interested in education or related fields. Acceptance into the program is based on application, staff feedback, academic standing, attendance, and demonstration of character. Students who have previously completed Child Care & Development will be given preference. Applications will be available through your Guidance Counselor prior to registration. The course may be repeated both semesters. **Stacking:** This course is often "stacked"/combined with Invitation to Teaching. **Dual Credit Eligible:** This course may also run as a Dual Credit class with College of DuPage with the possibility of 3 hours of college credit.
FASHION COURSES	
CLOTHING CONSTRUCTION 1 **Course #:** FC1203 **Credit:** 0.5 **Grade Level:** 9-12	This course is for students interested in sewing for practical purposes, personal enjoyment, and/or developing skills for careers related to clothing construction, fashion merchandising, design, and retail. Students will complete individual projects. Garment construction projects will increase in difficulty as students attain skills through the use of various technologies. Sequencing of the course includes basic sewing machine techniques, fabric and pattern selection, interpreting pattern instructions, construction techniques (darts, zippers, hems, buttons, applying interfacing, etc.). Suggested follow-up courses: Clothing Construction 2 or Fashion Merchandising & Design. **Dual Credit Eligible:** This course may also run as a Dual Credit class with College of DuPage with the possibility of 3 hours of college credit. **Stacking:** This course is often "stacked"/combined with Clothing Construction 2.
CLOTHING CONSTRUCTION 2 **Course #:** FC1303 **Credit:** 0.5 **Grade Level:** 9-12	This course focuses on advanced sewing techniques with various projects chosen by the student and approved by the instructor. Areas of study may include textile arts, tailoring, formalwear, serging techniques, and fashion design. Each project incorporates new clothing construction skills based on student preferences and abilities. Suggested follow-up courses: Fashion Merchandising & Design or Clothing Construction Independent Study. **Prerequisite:** Clothing Construction 1 **Stacking:** This course is often "stacked"/combined with Clothing Construction 1.

FASHION MERCHANDISING & DESIGN **Course #:** FC3303 **Credit:** 0.5 **Grade Level:** 9-12	This course is designed to allow students to explore and understand the various aspects of the fashion industry. Areas of study include the evolution of fashion, fashion trends and design, advertising, merchandising, and retail functions. Creative projects involve fashion design/sketching and visual displays. This course serves as a foundation for further training in fashion-related occupations, as well as provides opportunities for personal enrichment. Suggested follow-up course: Clothing Construction 1 & 2. **Dual Credit Eligible:** This course may also run as a Dual Credit class with College of DuPage with the possibility of 3 hours of college credit.
INTERIOR DESIGN COURSES	
INTERIOR DESIGN & HOUSING **Course #:** FC3403 **Credit:** 0.5 **Grade Level:** 10-12	This course is meant to introduce students to the area of residential design, space planning, and home decor. Students will learn how to identify housing styles and their details throughout American history. A hands-on creative approach will take place when the course content focuses on the elements and principles of design, allowing students to showcase their artistic and original decorative ideas on visual design boards. Students will spend a large portion of the class utilizing technology in the interior design field by using computer-aided drafting for projects and a cumulative student-designed and decorated home. It is recommended that students have computer technology skills when enrolling in this course. **Stacking:** This course is often "stacked"/combined with Interior Design & Housing Honors.
INTERIOR DESIGN & HOUSING HONORS **Course #:** FC3403H **Credit:** 0.5 **Grade Level:** 10-12	The core material for this course is similar to Interior Design & Housing; however, projects and assessments will involve more depth, complexity, and rigor. Expectations for this course are college-level and will require additional reading and research outside of class. This course is recommended for highly motivated students interested in interior design or related fields. **Stacking:** This course is often "stacked"/combined with Interior Design & Housing.

LIFE & CAREER DEVELOPMENT COURSES	
FOUNDATIONS OF COOKING AIDE **Course #:** FC1113 **Credit:** 0.5 **Grade Level:** 10-12	The Foundations of Cooking Aide position is offered to those who are interested in working with students with a variety of physical, cognitive, and social needs. As an aide, the student serves as a role model in social norms and appropriate lab behavior. Acceptance into the program is based on application, academic standing, attendance, and demonstration of character. Students may pick up an application in the Family & Consumer Sciences Office before registering with their counselors. Priority will be given to those students interested in a career in education. **Prerequisite:** Exploring Family & Consumer Sciences or Culinary 1, application, and department chair approval

Department of Career & Technical Education

TECHNOLOGY EDUCATION COURSE SEQUENCE			
Level	**Engineering & Manufacturing**	**Construction/Woods**	
Beginner Courses	Pre-Engineering 1*+ Pre-Engineering 2+	Woods 1	Geometry in Construction
Intermediate Courses	Engineering & Manufacturing*	Woods 2^	
Advanced Course	Architecture & Design*	Architecture & Design*	
Capstone Course	Engineering Capstone*	Woods Capstone^	

*Indicates Honors Option available
^ Indicates Earned Honors Option available
+ Indicates Dual Credit available

TECHNOLOGY EDUCATION COURSE AVAILABILITY					
Course Number	**Course Title**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
TE1003	**Pre-Engineering 1*+**	X	X	X	X
TE1003H	**Pre-Engineering 1 Honors+**	X	X	X	X
TE1103	**Pre-Engineering 2*+**	X	X	X	X
TE1103H	**Pre-Engineering 2 Honors+**	X	X	X	X
TE2101/2	**Engineering & Manufacturing*+**		X	X	X
TE2101/2H	**Engineering & Manufacturing Honors+**		X	X	X
TE3101/2	**Architecture and Design***		X	X	X
TE3101/2H	**Architecture and Design Honors**		X	X	X
TE4101/2	**Engineering Capstone***				X
TE4101/2H	**Engineering Capstone Honors**				X
TE1401/2	**Geometry in Construction**	X	X	X	X
TE1203	**Woods 1**	X	X	X	X
TE2201/2	**Woods 2^**		X	X	X
TE3201/2	**Woods Capstone^**			X	X

TECHNOLOGY COURSE INFORMATION	
ENGINEERING & MANUFACTURING COURSES	
PRE-ENGINEERING 1 **Course #:** TE1003 **Credit:** 0.5 **Grade Level:** 9-12	This introductory course in computer-aided design covers practical drafting and problem-solving skills. Most work will be done on computers using AutoCAD by Autodesk through the introduction of two- and three-dimensional problems. Some manual sketching will be introduced during the drawing process. **Dual Credit Eligible -** This course may also run as a Dual Credit class with Moraine Valley Community College with the possibility of 4 hours of college credit. **Stacking:** This course is often "stacked"/combined with Pre-Engineering 1 Honors.
PRE-ENGINEERING 1 HONORS **Course #:** TE1003H **Credit:** 0.5 **Grade Level:** 9-12	The honors option for Pre-Engineering 1 is recommended for highly motivated students, especially those interested in pursuing a career in the field of Engineering. This course in computer-aided design covers practical drafting and problem-solving skills. Students will be introduced to industry-standard Autodesk products for two- and three-dimensional problems. It is a hands-on course that covers information at a basic level to understand the concepts and commands necessary to create, edit, and plot drawings. **Dual Credit Eligible -** This course may also run as a Dual Credit class with Moraine Valley Community College with the possibility of 4 hours of college credit. **Stacking:** This course is often "stacked"/combined with Pre-Engineering 1.

PRE-ENGINEERING 2 **Course #:** TE1103 **Credit:** 0.5 **Grade Level:** 9-12	This follow-up course to Pre-Engineering 1 will enable students to develop more advanced techniques in computer-aided design through three-dimensional modeling problems and more advanced two-dimensional drawing and dimensioning. The course will further explore Science, Technology, Engineering, and Mathematics (STEM) related content and provide students with a strong background in STEM principles. AutoCAD will be used for most of this course. **Prerequisite:** Pre-Engineering 1 **Dual Credit Eligible -** This course may also run as a Dual Credit class with Moraine Valley Community College with the possibility of 3 hours of college credit. **Stacking:** This course is often "stacked"/combined with Pre-Engineering 2 Honors.
PRE-ENGINEERING 2 HONORS **Course #:** TE1103H **Credit:** 0.5 **Grade Level:** 9-12	Pre-Engineering 2 with honors option enables a student to develop more advanced techniques in computer-aided design through an in-depth study of two- and three-dimensional modeling, drawing, and dimensioning problems. Students will develop a presentation of an engineering field they are interested in. **Prerequisite:** Pre-Engineering 1 **Dual Credit Eligible -** This course may also run as a Dual Credit class with Moraine Valley Community College with the possibility of 3 hours of college credit. **Stacking:** This course is often "stacked"/combined with Pre-Engineering 2.

ENGINEERING & MANUFACTURING **Course #:** TE2101/2 **Credit:** 1.0 **Grade Level:** 10-12	The goal of the Engineering & Manufacturing course is to expand the student's knowledge in the following areas: computer software usage, manufacturing processes, engineering and design, application of acquired knowledge in making production drawings, and career opportunities in a variety of engineering fields. This course continues exploration of Science, Technology, Engineering, and Mathematics (STEM) related content. Engineering design projects will enable students to make the necessary connections between the STEM disciplines and the world around them. Students in this class will be expected to work at an accelerated pace on individual projects and some small group work. Students will be instructed on proper techniques using Autodesk Inventor to create 3D models. Using Inventor, students will create a model race car that demonstrates the power of this software package. A series of problems that require model construction is also part of the curriculum, including the use of 3D-printing technology (rapid prototyping). Robotics topics will also be covered in this course. During the semester, each student will create an individual portfolio of work. **Prerequisite:** Pre-Engineering 2 **Dual Credit Eligible -** This course may also run as a Dual Credit class with Moraine Valley Community College with the possibility of 3 hours of college credit. **Stacking:** This course is often "stacked"/combined with Engineering & Manufacturing Honors.
ENGINEERING & MANUFACTURING HONORS **Course #:** TE2101H/2H **Credit:** 1.0 **Grade Level:** 10-12	This course's core material is similar to the Engineering & Manufacturing course; however, projects and assessments will involve more depth, complexity, and rigor. Expectations for this course are much higher and will require additional time outside of class. This course is highly recommended for motivated students planning to enter a college engineering program. **Prerequisite:** Pre-Engineering 2 **Dual Credit Eligible -** This course may also run as a Dual Credit class with Moraine Valley Community College with the possibility of 3 hours of college credit. **Stacking:** This course is often "stacked"/combined with Engineering & Manufacturing.

ARCHITECTURE & DESIGN **Course #:** TE3101/2 **Credit:** 1.0 **Grade Level:** 10-12	Students will learn how to design and draw a complete set of architectural drawings necessary to construct a residential home. The student will apply Science, Technology, Engineering, and Mathematics (STEM) concepts to design and print a professional set of blueprints. Room planning, flow patterns, design concepts, floor plans, construction details, elevations, and presentation drawings will be completed during the first semester. The second half of the course will be dedicated to modeling their modified first semester designs. Information related to home construction, home building, building cost, permits, and home buying will be explored and discussed. **Prerequisite:** Pre-Engineering 2 **Stacking:** This course is often "stacked"/combined with Architecture & Design Honors.
ARCHITECTURE & DESIGN HONORS **Course #:** TE3101H/2H **Credit:** 1.0 **Grade Level:** 10-12	The core material for this course utilizes the content of Architecture & Design; however, projects and assessments will involve more depth, complexity, and rigor. Expectations for this course are much higher and will require additional time outside of class. This course is highly recommended for motivated students planning to enter a college architectural engineering or construction management program. **Prerequisite:** Pre-Engineering 2 **Stacking:** This course is often "stacked"/combined with Architecture & Design.

ENGINEERING CAPSTONE **Course #:** TE4101/2 **Credit:** 1.0 **Grade Level:** 12	This is the capstone course in the Engineering & Architecture program that will help prepare students for college and career readiness. Students will have additional challenges as they are introduced to several 3D modeling software programs. Students will be required to use the skills learned in both their engineering and architectural graphics courses as they make the transition from 2D drawings to 3D. Science, Technology, Engineering, and Mathematics (STEM) concepts will be integrated through the use of various project-based activities. Students will explore industry-specific software programs while developing 3D models and animating them. Students will use 3D digitizer technology for reverse engineering applications to accurately reproduce parts. They will also use 3D print technology (rapid prototyping) to generate models for visual inspection and functional testing. More in-depth robotic principles will be applied to solve problems with a programmable robot. An electronic portfolio will record all work completed during the school year. Students will leave the class with various 3D models and projects they produced. **Prerequisite:** Engineering & Manufacturing OR Architecture & Design **Stacking:** This course is often "stacked"/combined with Engineering Capstone Honors.
ENGINEERING CAPSTONE HONORS **Course #:** TE4101H/2H **Credit:** 1.0 **Grade Level:** 12	The core material for this course is similar to the Engineering Capstone course; however, projects and assessments will involve more depth, complexity, and rigor. Expectations for this course are much higher and will require additional time outside of class. This course is highly recommended for motivated students planning to enter a college engineering program. **Prerequisite:** Engineering & Manufacturing OR Architecture & Design **Stacking:** This course is often "stacked"/combined with Engineering Capstone.

CONSTRUCTION / WOODS COURSES	
GEOMETRY IN CONSTRUCTION **Course #** TE1401/2 **Credit:** 1.0 **Grade Level:** 9-12	Geometry in Construction is an interdisciplinary course that merges Geometry and Construction/Woodworking skills. Students will utilize hands-on skills while incorporating geometry concepts into a variety of student-led projects. All topics in Geometry (MA2201/MA2202) are addressed in this course. These topics include properties of lines, angles, triangles, polygons, and circles. Special attention is given to concepts of congruence, perpendicularity, parallelism, area, similarity, coordinate geometry, and probability. The Standards of Mathematical Practice will be emphasized throughout. This course covers all necessary plane geometry concepts and will prepare students to enter an Algebra 2 Trigonometry course the following year. Students will gain hands-on experiences in construction methods with additional emphasis on teamwork, problem-solving, and critical thinking. This course will be taught in a two-period block in which students earn credit for Geometry and Elective Arts. Students are required to enroll in both periods, both semesters. *A graphing calculator is a required supply for this course. Must complete the full year to fulfill the ISBE Geometry graduation requirement. Must also be paired with (Course MA2201/MA2202).* **Prerequisite:** Algebra 1
WOODS 1 **Course #:** TE1203 **Credit:** 0.5 **Grade Level:** 9-12	This one-semester, introductory course to modern woodworking will allow students to help plan, design, and create at least three assigned wood projects using various types of wood and incorporating student choice. In addition, students will develop and practice safety in a woodshop laboratory. **Stacking:** This course is often "stacked"/combined with Woods 2 & Woods Capstone.
WOODS 2 **Course #:** TE2201/2 **Credit:** 1.0 **Grade Level:** 10-12	This follow-up course to Woods 1 will allow students to further their knowledge of woodworking by planning and building more advanced projects while utilizing CNC programming to create projects. In addition, students will use more technical setups to build projects that are assigned while also allowing for student choice. **Prerequisite:** Woods 1 or Geometry in Construction **Stacking:** This course is often "stacked"/combined with Woods 1 & Woods Capstone. **Earned Honors Credit:** Students can elect to take this course for Earned Honors Credit.

WOODS CAPSTONE **Course #:** TE3201/2 **Credit:** 1.0 **Grade Level:** 11-12	This is an advanced woodworking course utilizing all of the information from Woods 1 and 2. Students will design, plan, and build a project of their own, consistent with their abilities, interest, and time. In addition, students will have the opportunity to design and build projects for Hinsdale Central High School. **Prerequisite:** Woods 2 **Stacking:** This course is often "stacked"/combined with Woods 1 and Woods 2. **Earned Honors Credit:** Students can elect to take this course for Earned Honors Credit.

Department of English

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



ENGLISH COURSE SEQUENCE

Number of Credits Needed to Graduate:	4.0

Graduation Requirement: At least four credits are required for graduation. In addition, all students who are enrolled in school must be enrolled in an English course each semester. The four credits in English must be taken and passed sequentially and include full-year courses freshman and sophomore years and full or half-year courses junior and senior years. English elective courses are open to all grade levels, but do not meet the four-year English graduation requirement.

State law mandates that all students earn two credits in courses designated as “intensive writing” courses. English 1 and 2 fulfill this requirement, as do Foundations English and Multilingual English 1, 2, and 3.

Grade 9	Grade 10	Grade 11 & 12
College Prep Literacy English 1 English 1 Honors	English 2 English 2 Honors	AP Literature and Composition AP Language and Composition Rhetoric: The Art of Persuasion Speech and Communication Creative Nonfiction Creative Writing Film and Literature World Literature Psychology in Literature Black American Literature Women’s Literature

Electives	
Acting Electives Acting 1 Acting 2^ Advanced Acting^	**Journalism Electives** Journalism: Newsmagazine^ Journalism: Yearbook^

^ Earned Honors Credit

Department of English

ENGLISH COURSE AVAILABILITY					
Course Number	Course Title	Grade 9	Grade 10	Grade 11	Grade 12
EN1911/2	College Prep Literacy	X			
EN1501/2	English 1	X			
EN1501H/2H	English 1 Honors	X			
EN2501/2	English 2		X		
EN2501H/2H	English 2 Honors		X		
EN3501A/2A	AP Language and Composition			X	X
EN4501A/2A	AP Literature and Composition			X	X
EN3203	Rhetoric: The Art of Persuasion			X	X
EN3203E	Rhetoric: The Art of Persuasion ML			X	X
EN3403	Speech and Communication			X	X
EN3403E	Speech and Communication Multilingual			X	X
EN3223	Creative Non-Fiction			X	X
EN3243	Creative Writing			X	X
EN3083	Film and Literature			X	X
EN3023	Psychology in Literature			X	X
EN3023E	Psychology in Literature Multilingual			X	X
EN3043	World Literature			X	X
EN3043E	World Literature Multilingual			X	X
EN3063	Black American Literature			X	X
EN3163	Women's Literature			X	X
EN4971/2	Journalism: Newsmagazine^		X	X	X
EN4981/2	Journalism: Yearbook^		X	X	X
EN4773	Acting 1	X	X	X	X
EN4783	Acting 2^	X	X	X	X
EN4793	Advanced Acting^		X	X	X
SE7101/2	English 1	X			
SE7201/2	English 2		X		
SE7301/2	English 3			X	
SE7401/2	English 4				X
SE7021/2	Reading	X	X	X	X

Department of English

ENGLISH COURSE INFORMATION	
GRADE 9 COURSES	
COLLEGE PREP LITERACY **Course #:** EN1911/2 **Credit:** 1.0 **Grade Level:** 9	College Prep Literacy is designed for ninth-grade students whose test scores and past classroom performance demonstrate that they would benefit from direct instruction in reading, writing, and vocabulary. Students will complete diagnostic tests in several skill areas at both the beginning and end of the school year to track their growth. The curriculum consists of units that address skills of expert readers, including determining main and supporting ideas, developing a variety of vocabulary strategies, and building fluency. College Prep Literacy students are simultaneously enrolled in this course and English 1. Students who demonstrate adequate growth can exit the course at the semester with Department Chair approval. **Prerequisite:** Department Chair approval
ENGLISH 1 **Course #:** EN1501/2 **Credit:** 1.0 **Grade Level:** 9	English 1 builds upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and includes the four aspects of language use: reading, writing, speaking, and listening. This course introduces various genres of literature. Discussion, in-depth analysis, and written assignments accompany these readings. Consistent, thoughtful class participation is expected of all students. Research skills, source identification, development of search strategies, and attribution are all taught in conjunction with the library staff. This course satisfies the ISBE graduation requirement for "intensive writing" and computer literacy. **Prerequisite:** Incoming freshman eligibility is based on multiple sources of information, including standardized test scores and recommendation of 8th-grade instructor.
ENGLISH 1 **Course #:** SE7101/2 **Credit:** 1.0 **Grade Level:** 9	Curriculum in this course is a modification of the grade-level standards but is aligned to the Illinois Learning Standards. English 1 builds upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and includes the four aspects of language use: reading, writing, speaking, and listening. This course introduces and defines various genres of literature, with writing exercises often linked to reading selections. This course satisfies the ISBE graduation requirement for "intensive writing" and computer literacy. **Prerequisite:** IEP Team Recommendation

ENGLISH 1 HONORS **Course #:** EN1501H/2H **Credit:** 1.0 **Grade Level:** 9	English 1 Honors, for grade 9 students who have displayed outstanding academic work in English, builds upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and includes the four aspects of language use: reading, writing, speaking, and listening. This course introduces various genres of literature. Discussion, in-depth analysis, and written assignments accompany these readings. Consistent, thoughtful class participation is expected of all students. Research skills, source identification, development of search strategies, and attribution are all taught in conjunction with the library staff. This course satisfies the ISBE graduation requirement for "intensive writing" and computer literacy. **Prerequisite:** Incoming freshman eligibility is based on multiple sources of information, including standardized test scores and the recommendation of the 8th-grade instructor.
GRADE 10 COURSES	
ENGLISH 2 **Course #:** EN2501/2 **Credit:** 1.0 **Grade Level:** 10	English 2 builds on the ninth-grade English curriculum to develop higher levels of sophistication in student reading, writing, grammar usage, vocabulary acquisition, discussion, and research skills. Through the study of various genres of literature, students improve their comprehension and develop the skills to determine the author's intent and to recognize the techniques used by the author to deliver a message. Consistent, thoughtful class participation is expected of all students. This course satisfies the ISBE graduation requirement for "intensive writing." **Prerequisite:** English 1
ENGLISH 2 **Course #:** SE7201/2 **Credit:** 1.0 **Grade Level:** 10	Curriculum in this course is a modification of the grade-level standards but is aligned to the Illinois Learning Standards. English 2 offers a balanced focus on composition and literature. Students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature, students can improve their comprehension and develop the skills to determine the author's intent and theme and to recognize the techniques used by the author to deliver his or her message. This course satisfies the ISBE graduation requirement for "intensive writing." **Prerequisite:** IEP Team Recommendation

ENGLISH 2 HONORS **Course #:** EN2501H/2H **Credit:** 1.0 **Grade Level:** 10	English 2 Honors, for grade 10 students who have displayed outstanding academic work in English, builds upon the 9th-grade English curriculum to develop higher levels of sophistication in student reading, writing, grammar usage, vocabulary acquisition, discussion, and research skills. Through the study of various genres of literature, students can improve their comprehension and develop the skills to determine the author's intent and to recognize the techniques used by the author to deliver a message. Consistent, thoughtful class participation is expected of all students. This course satisfies the ISBE graduation requirement for "intensive writing." **Prerequisite:** English 1 or English 1 Honors with Department Chair approval
GRADE 11 & 12 ADVANCED LITERATURE & WRITING COURSES	
AP LANGUAGE AND COMPOSITION **Course #:** EN3501A/2A **Credit:** 1.0 **Grade Level:** 11-12	AP English Language and Composition follows the College Board's suggested curriculum, designed to parallel college-level English courses which expose students to prose written in a variety of periods, disciplines, and rhetorical contexts. This course emphasizes the interaction of authorial purpose, intended audience, and the subject at hand, and through them, students learn to develop stylistic flexibility as they write compositions covering a variety of subjects that are intended for various purposes.
AP LITERATURE AND COMPOSITION **Course #:** EN4501A/2A **Credit:** 1.0 **Grade Level:** 11-12	AP English Literature and Composition follows the College Board's suggested curriculum designed to parallel college-level English courses, which enable students to develop critical standards for evaluating literature. Students study the language, character, action, and theme in works of recognized literary merit; enrich their understanding of connotation, metaphor, irony, syntax, and tone; and write compositions of their own (including literary analysis, exposition, argument, and creative writing).
GRADE 11 & 12 CORE WRITING & LITERATURE COURSES	
RHETORIC: THE ART OF PERSUASION **Course #:** EN3203 **Credit:** 0.5 **Grade Level:** 11-12 **Course Running:** • **Central - Sem. 1&2** • **South - Sem. 1**	Rhetoric strengthens students' college-ready writing skills, preparing them to write effectively for diverse purposes and audiences. By studying mentor texts and applying these techniques to their work, students hone the essential skills of persuasion, language, and structure. The curriculum focuses on crafting three types of essays: analysis, argument, and synthesis. To support these essays, assignments require students to evaluate complex arguments, examine scholarly sources, and analyze rhetorical strategies. Ultimately, students sharpen their skills through a rigorous process of regular drafting and revision, guiding them to produce clear, convincing essays.

RHETORIC: THE ART OF PERSUASION MULTILINGUAL **Course #:** EN3203E **Credit:** 0.5 **Grade Level:** 11-12	Rhetoric Multilingual is intended for students in the Multilingual Learners program. Rhetoric strengthens students' college-ready writing skills, preparing them to write effectively for diverse purposes and audiences. By studying mentor texts and applying these techniques to their work, students hone the essential skills of persuasion, language, and structure. The curriculum centers on three essay types — analysis, argument, and synthesis — and each is built on skills like evaluating complex arguments, examining scholarly sources, and analyzing rhetorical strategy. Through a rigorous cycle of drafting and revision, students sharpen these skills to produce clear, convincing essays. **Prerequisite:** Multilingual Department Chair approval
SPEECH AND COMMUNICATION **Course #:** EN3403 **Credit:** 0.5 **Grade Level:** 11-12 **Course Running:** • **Central - Sem. 1&2** • **South - Sem. 1**	Speech and Communication helps students become confident, organized speakers, writers, and presenters. Students build essential listening skills, learn to give and receive tactful, constructive feedback, and develop research and presentation techniques. Students apply these skills in the course's writing component, producing multiple full-length essays.
SPEECH AND COMMUNICATION MULTILINGUAL **Course #:** EN3403E **Credit:** 0.5 **Grade Level:** 11-12 • **Central - Sem. 1&2** • **South - Sem. 1**	Speech and Communication Multilingual is intended for students in the Multilingual Learners program. Speech and Communication helps students become confident, organized speakers, writers, and presenters. Students build essential listening skills, learn to give and receive tactful, constructive feedback, and develop research and presentation techniques. Students apply these skills in the course's writing component, producing multiple full-length essays. **Prerequisite:** Multilingual Department Chair approval
CREATIVE NONFICTION **Course #:** EN3223 **Credit:** 0.5 **Grade Level:** 11-12 **Course Running:** • **Central - Sem. 1&2** • **South - Sem. 1**	Creative Nonfiction explores what creative nonfiction is, examining a variety of nonfiction works—personal essays, reviews, profiles, and narrative journalism—to better understand the different styles and approaches writers bring to writing creative nonfiction. Focusing on voice, details, perspective, and language, students read and analyze mentor writing and apply their growing awareness of craft to their own writing.

CREATIVE WRITING **Course #:** EN3243 **Credit:** 0.5 **Grade Level:** 10-12 **Course Running:** • **Central - Sem. 1&2** • **South - Sem. 1**	Creative Writing offers students the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. The emphasis of the course is on writing; however, students study exemplary representations and authors to obtain a fuller appreciation of the form and craft.
FILM AND LITERATURE **Course #:** EN3083 **Credit:** 0.5 **Grade level:** 11-12 **Course Running:** • **Central - Sem. 1&2** • **South - Sem. 2**	Film and Literature is a writing- and analysis-intensive course that teaches students to read film with the same rigor they bring to literary texts. Significant emphasis is placed on learning the technical components of movies (editing, shot types, angles, etc.) as understanding this film grammar is the foundation of film analysis. Students will not only be asked to think about *how* a movie was made but also *why* a movie was made. Through extensive writing, discussion, presentations, and media-based projects, students will build and support analytical arguments about how filmmakers construct visual narratives. Some outside of class viewing is required. This course includes in-depth reading and writing skills. Although not all movies are shown in their entirety, written permission must be obtained by a parent at the beginning of this course to allow for students to view the R-rated movies associated with this class. At the time of registration, if R-rated movies are to be utilized in whole or in part, a list of these movies will be available through the English Department and online.
WORLD LITERATURE **Course #:** EN3043 **Credit:** 0.5 **Grade Level:** 11-12 **Course Running:** • **Central - Sem. 1&2** • **South - Sem. 2**	World Literature explores representative literature selections from countries around the world. Students improve their critical-thinking skills as they analyze the impact of literary traditions and their influences. Oral discussion is an integral part of literature courses, and multiple written essays are required.

WORLD LITERATURE-MULTILINGUAL **Course #:** EN3043E **Credit:** 0.5 **Grade Level:** 11-12	World Literature Multilingual is intended for students in the Multilingual Learners program. It explores representative literature selections from countries around the world. Students improve their critical-thinking skills as they analyze the impact of literary traditions and their influences. Oral discussion is an integral part of literature courses, and multiple written essays are required. **Prerequisite:** Multilingual Department Chair approval
PSYCHOLOGY IN LITERATURE **Course #:** EN3023 **Credit:** 0.5 **Grade Level:** 11-12 **Course Running:** • **Central - Sem. 1&2** • **South - Sem. 2**	Psychology in Literature explores how human psychology is reflected in literature and how literary works, in turn, instruct readers about the human mind. Through reading, discussing, and writing about texts with particularly rich psychological content, students explore and learn to appreciate the many intersections between literature and psychology, including issues related to mental health, psychological disorders, and personality. Various genres are studied. Oral discussion is an integral part of literature courses, and multiple written essays are required. Due to the content of this course, this course may not be a good fit for students who are sensitive to reading and discussing psychological content and mental health.
PSYCHOLOGY IN LITERATURE MULTILINGUAL **Course #:** EN3023E **Credit:** 0.5 **Grade Level:** 11-12	Psychology in Literature is intended for students in the Multilingual Learners program. This course explores the ways in which human psychology is reflected in literature and the ways literature instructs readers about human psychology. Through reading, discussing, and writing about texts with particularly rich psychological content, students explore and learn to appreciate the many intersections between literature and psychology, including issues related to mental health, psychological disorders, and personality. Various genres are studied. Oral discussion is an integral part of literature courses, and multiple written essays are required. Due to the content of this course, this course may not be a good fit for students who are sensitive to reading and discussing psychological content and mental health. **Prerequisite:** Multilingual Department Chair approval
BLACK AMERICAN LITERATURE **Course #:** EN3063 **Credit:** 0.5 **Grade Level:** 11-12 **Course Running:** • **Central - Sem. 1&2** • **South - Sem. 2**	Black American Literature explores the African-American experience as reflected in the literature and oral tradition of the community, from the earliest days of our nation to current writers and thinkers. The course will explore not only traditional literary genres such as fiction, poetry, drama, and essays, but also consider areas of film, music, and art. Students will study the wide span of the African-American experience from narratives of the enslaved to current rap music. Oral discussion is an integral part of literature courses, and multiple written essays are required.

WOMEN'S LITERATURE **Course #:** EN3163 **Credit:** 0.5 **Grade Level:** 11-12 **Course Running:** • **Central - Sem. 2** • **South - Sem. 2**	Women's Literature begins by asking the question "What is women's literature?" and proceeds through a variety of readings—stories, poems, memoirs, essays, films—to expose students to the variety of women's lives and concerns as represented in literature. The readings will challenge students to engage with various perspectives and think critically about cultural assumptions and viewpoints. Oral discussion is an integral part of literature courses, and multiple written essays are required.
GRADE 11 & 12 MODIFIED COURSES	
ENGLISH 3 **Course #:** SE7301/2 **Credit:** 1.0 **Grade Level:** 11	Curriculum in this course is a modification of the grade-level standards but is aligned to the Illinois Learning Standards. English 3 continues to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses. This course satisfies the ISBE graduation requirement for "intensive writing." **Prerequisite:** IEP Team Recommendation
ENGLISH 4 **Course #:** SE7401/2 **Credit:** 1.0 **Grade Level:** 12	Curriculum in this course is a modification of the grade-level standards but is aligned to the Illinois Learning Standards. English 4 continues to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses. This course satisfies the ISBE graduation requirement for "intensive writing." **Prerequisite:** IEP Team Recommendation
READING **Course #:** SE7021/2 **Credit:** 1.0 **Grade Level:** 9-12	Curriculum in this course is a modification of the grade-level standards but is aligned to the Illinois Learning Standards. Reading is a structured environment where students receive an intervention to address reading deficits. The focus of the course is to increase fluency, comprehension, and vocabulary using a research-based curriculum. This course may be taken multiple times with teacher approval. **Prerequisite**: IEP Team Recommendation

JOURNALISM ELECTIVE COURSES	
JOURNALISM: NEWSMAGAZINE **Course #:** EN4971/2 **Credit:** 1.0 *(elective credit)* **Grade Level:** 10-12	Journalism: Newsmagazine is a course in which students are print and/or online content contributors and editors and will be responsible for all content on the school news website or print edition. This full-year course offers an in-depth exploration of journalism, including learning how to write multiple-source articles, using research techniques, writing editorials and commentaries, and creating multimedia stories. Students will understand student press rights, court decisions, ethical decision-making, and using social media to promote articles. Techniques in newspaper and web design, and creating audio, video, and infographics to produce both the print and/or online versions of the paper will be covered. Students should be prepared to spend out-of-class time working on the site, as interviews, writing, photography, and videography often take place outside the class period. Journalism: Newsmagazine may be repeated for credit with the consent of the instructor and department chair. **Earned Honors Credit:** Students can elect to take this course for Earned Honors Credit.
JOURNALISM: YEARBOOK **Course #:** EN4981/2 **Credit:** 1.0 *(elective credit)* **Grade Level:** 10-12	Journalism: Yearbook is a writing and production course for students interested in designing a yearbook. The classroom portion of the course emphasizes the mechanics of strong, journalistic writing, strategies for effective communication, digital photography, and graphic design. Researching and interviewing are also covered as students prepare to write stories for the school yearbook. The student should have above-average writing skills. Additional work outside of class is required; the outside assignments may focus on writing, photography, page-layout skills, and the business aspect of the yearbook. Students will also be part of the extracurricular yearbook activity and must take the course to be eligible for an editor position. Journalism: Yearbook may be repeated for credit with the consent of the instructor and department chair. **Earned Honors Credit:** Students can elect to take this course for Earned Honors Credit.

Department of English

ACTING ELECTIVE COURSES	
ACTING 1 **Course #:** EN4773 **Credit:** 0.5 *(elective credit)* **Grade Level:** 9-12 **Course Running:** • **Central - Sem. 1** • **South - Sem. 1**	Acting 1 introduces students to basic acting techniques and general knowledge of the theater. Activities include improvisation, concentration exercises, ensemble-building, character analysis and development, play-reading, monologue preparation, and scene preparation. **Stacking:** This course is often "stacked"/combined with Acting 2 and Advanced Acting.
ACTING 2 **Course #:** EN4783 **Credit:** 0.5 *(elective credit)* **Grade Level:** 9-12 **Course Running:** • **Central - Sem. 1** • **South - Sem. 1**	Acting 2 allows students to expand on their acting skills and expertise while focusing mainly on the physical aspects of performance. Activities include monologues, scene work, improvisation, impersonation, and the creation of original characters. Students should be prepared to explore the many ways in which action, movement, or specific physical choices influence character development. **Prerequisite:** Acting 1 **Earned Honors Credit:** Students can elect to take this course for Earned Honors Credit. **Stacking:** This course is often "stacked"/combined with Acting 1 and Advanced Acting
ADVANCED ACTING **Course #:** EN4793 **Credit:** 0.5 *(elective credit)* **Grade Level:** 10-12 **Course Running:** • **Central - Sem. 1** • **South - Sem. 1**	Advanced Acting is a performance-oriented course that gives the student concentrated training in developing various acting styles and performance techniques. In addition, students advance their study of the art of characterization through the development of bodily movement and vocal expression. Students are individually graded on their progress in learning and applying skills through class performance as they relate to the various dramatic forms. Included are field trips to see plays representative of the style studied and a final audience-invited performance. **Prerequisite:** Acting 2 or Department Chair approval **Earned Honors Credit:** Students can elect to take this course for Earned Honors Credit. **Stacking:** This course is often "stacked"/combined with Acting 1 and Acting 2

Department of Fine Arts

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

ART COURSE SEQUENCE

	 Introductory Art Class	 Ceramics Classes	 Drawing & Painting Classes	 Photography Classes	 Graphic Design Classes	 Glass & Metalsmithing Classes	 Art History Class
Beginner Level Courses: 0.5 credits	Exploring Visual Art	Ceramics 1	Drawing & Painting 1	Photography 1	Graphic Design 1	Glass & Metalsmithing 1	
Intermediate Level Courses: 0.5 credits		Ceramics 2	Drawing & Painting 2	Photography 2	Graphic Design 2	Glass & Metalsmithing 2	
Advanced Level Courses: 0.5 credits		Ceramics 3	Drawing & Painting 3	Photography 3	Graphic Design 3	Glass & Metalsmithing 3	
Advanced Placement Level Courses: 1.0 credits, can be repeated		AP 3-D Art and Design	AP 2-D Art & Design/AP Drawing	AP 2-D Art & Design (Photography)	AP 2-D Art & Design/AP Drawing	AP 3-D Art and Design	AP Art History

ART COURSE AVAILABILITY

Course Number	Course Title	Grade 9	Grade 10	Grade 11	Grade 12
AR1503	**Exploring Visual Art ^**	X	X	X	X
AR1203	**Drawing and Painting 1**	X	X	X	X
AR2203	**Drawing and Painting 2 ^**	X	X	X	X
AR3303	**Drawing and Painting 3 ^**		X	X	X
AR1303	**Graphic Design 1**	X	X	X	X
AR2303	**Graphic Design 2 ^**	X	X	X	X
AR3203	**Graphic Design 3 ^**		X	X	X
AR1003	**Ceramics 1**	X	X	X	X
AR2003	**Ceramics 2 ^**	X	X	X	X

AR3003	**Ceramics 3 ^**		X	X	X
AR1103	**Glass and Metalsmithing 1**	X	X	X	X
AR2103	**Glass and Metalsmithing 2 ^**	X	X	X	X
AR3103	**Glass and Metalsmithing 3 ^**		X	X	X
AR1403	**Photography 1**	X	X	X	X
AR2403	**Photography 2 ^**	X	X	X	X
AR3403	**Photography 3 ^**		X	X	X
AR4501A/2A	**AP Art History**		X	X	X
AR4201A/2A	**AP Studio Art (2D)**			X	X
AR4301A/2A	**AP Studio Art (3D)**			X	X
AR4101A/2A	**AP Studio Art (Photography)**			X	X
SE0013	**Foundations Art**	X	X	X	X

*Indicates Honors Option available
^ Indicates Earned Honors Option available
+ Indicates Dual Credit available

ART COURSE INFORMATION

FOUNDATIONS ART **Course:** SE0013 **Credit:** 0.5 **Grade Level:** 9-12	Foundations Art in this course is a modification of the grade-level standards but is in alignment with the Illinois Learning Standards. This course aims to provide daily art instruction that enhances creativity and offers opportunities for exploration with various forms of art and mediums. Instruction focuses on the incorporation of tools and processes that enhance motor skills and support sensory needs through a combination of small and large group work. Foundations Art is designed to meet the needs of students with a variety of physical, cognitive, or social needs. All projects are individualized, and modifications are provided for activities. This course offers a smaller class size to make appropriate individualized instruction possible. Peer supports are utilized to support the development of social interaction skills. This course can be taken multiple times with teacher approval. Pass/Incomplete grades are issued for this course. **Prerequisite:** IEP Team Recommendation

EXPLORING VISUAL ART **Course #**: AR1503 **Credit:** 0.5 **Grade Level:** 9-12	No experience required - This is an enjoyable beginning-level art class in District 86. You can be successful even if you have always said, "I cannot draw!" Students will explore what types of art and artists are currently trending and contemporary in the world around us. Gaining an understanding of visual art that surrounds us is as important as the music you listen to or the books you read. Expand your knowledge and have fun trying your hand at some basic art techniques that are used in today's art-making. Students will get to explore units including collage, drawing, painting, printmaking, plaster sculpture, and sticker design, amongst various other studio art supplies. **Earned Honors Credit:** Students can elect to take this course for Earned Honors Credit.
DRAWING & PAINTING COURSE DESCRIPTIONS	
DRAWING & PAINTING 1 **Course #** : AR1203 **Credit:** 0.5 **Grade Level:** 9-12	This is the beginner studio art class in District 86, and is the foundation for students who are interested in trying a variety of drawing and painting mediums and projects. All future classes will build on the concepts and processes that are discovered in this class. Students will create roughly 4-6 of their own drawings and paintings based on common explorations in art including portraiture, landscape, and still life, etc. **Stacking:** This course is often "stacked"/combined with Drawing & Painting 1-3.
DRAWING & PAINTING 2 **Course #:** AR2203 **Credit:** 0.5 **Grade Level:** 9-12	This is the intermediate studio art class in District 86. Students who enjoyed Drawing & Painting 1 will build on the processes learned and materials used in the introductory class. In this class, students will continue to work with both familiar and unfamiliar drawing and painting materials as they complete more complex artworks. Projects in this class will give the students more choices in subject matter. Students will explore different styles and discover artists during the art-making process. **Prerequisite:** Drawing & Painting 1 **Earned Honors Credit:** Students can elect to take this course for Earned Honors Credit. **Stacking:** This course is often "stacked"/combined with Drawing & Painting 1-3.

DRAWING & PAINTING 3 **Course #:** AR3303 **Credit:** 0.5 **Grade Level:** 10-12	This is the advanced studio art course in District 86. Students must complete Drawing & Painting 2 to develop the foundational skills needed for this course. Students will work independently through a series of five studio art units, each focused on exploring a specific medium or process. Within each unit, students will research the medium, experiment with its possibilities, and develop a topic or idea of personal interest. They will make intentional decisions about materials, techniques, composition, and aesthetics as they explore how the medium can be used to communicate their ideas. Students will have increasing independence in the creative process. Students will be encouraged to explore materials and techniques beyond direct teacher instruction and develop their own approaches to the medium. Finished works may be used as part of an AP Art and Design portfolio. *This course may be repeated.* **Prerequisite:** Drawing & Painting 2 **Earned Honors Credit:** Students can elect to take this course for Earned Honors Credit. **Stacking:** This course is often "stacked"/combined with Drawing & Painting 1-3.

GRAPHIC DESIGN COURSE DESCRIPTIONS

GRAPHIC DESIGN 1 **Course #:** AR1303 **Credit:** 0.5 **Grade Level:** 9-12	This is the beginner computer art class in District 86. This course introduces students to Adobe Photoshop and Adobe Illustrator. Through step-by-step tutorials in Adobe Photoshop, students will have the opportunity to experience the basic techniques of photo-collaging and photo-manipulation. Additionally, students will have the opportunity to use Adobe Illustrator as a tool for experiencing the world of graphic design. Students will have the opportunity during the second half of the course to design various items such as logos, labels, posters, stickers, and much more. **Stacking:** This course is often "stacked"/combined with Graphic Design 1-3.

GRAPHIC DESIGN 2 **Course #:** AR2303 **Credit:** 0.5 **Grade Level:** 9-12	This is the intermediate computer art class in District 86. Students who enjoyed Graphic Design 1 will have the opportunity to experience more exciting Adobe Photoshop techniques and Adobe Illustrator processes. The first part of this course will continue to explore digital art options while the second part of the course will explore more advanced graphic design opportunities. Students will have the opportunity to experience current graphic designers working in the world today and understand their style of design. Students will also have the opportunity to experiment with Wacom digital illustration tablets. **Prerequisite:** Graphic Design 1 **Earned Honors Credit:** Students can elect to take this course for Earned Honors Credit. **Stacking:** This course is often "stacked"/combined with Graphic Design 1-3.
GRAPHIC DESIGN 3 **Course #:** AR3203 **Credit:** 0.5 **Grade Level:** 10-12	This is the advanced computer art class in District 86. Students must complete Graphic Design 2 to have a complete understanding of what is required in this class. While exploring more advanced digital art processes, students will develop a body of work that is suitable for a portfolio. This body of work represents the results of rigorous research, planning, self-assessment, and problem-solving. Students will develop their own thematic focus for their work while additionally developing their own style of graphic design. Each student is required to create a reference sketchbook that demonstrates multiple explorations of their chosen ideas. The work produced in this course may be used as part of the A.P Art Studio Course. *This course may be repeated.* **Prerequisite:** Graphic Design 2 **Earned Honors Credit:** Students can elect to take this course for Earned Honors Credit. **Stacking:** This course is often "stacked"/combined with Graphic Design 1-3.

CERAMICS COURSE DESCRIPTIONS	
CERAMICS 1 **Course #:** AR1003 **Credit:** 0.5 **Grade Level:** 9-12	This is the intermediate studio art class in District 86.Students will get a little messy (in a good way) during Ceramics 1 as they explore the basic techniques for making things out of clay. Students will create projects by hand building, wheel throwing, and decorating with glaze. Projects will be functional and/or sculptural. Students will make mugs, bowls, representational sculptures, and other functional items. Their works will incorporate creative thinking, experimentation, and problem-solving to create unique and personal solutions. **Stacking:** This course is often "stacked"/combined with Ceramics 1-3.
CERAMICS 2 **Course #:** AR2003 **Credit:** 0.5 **Grade Level:** 9-12	This is the intermediate studio art class in District 86.If you loved making things out of clay in Ceramics 1, then this class is for you! In Ceramics 2, students will advance their skills and create more complex works out of clay. Students develop their pottery skills by working on the wheel and experimenting with new hand-building processes. Projects will explore a variety of themes and connect conceptually with artists. Students will be able to guide their explorations to their goals and interests. **Prerequisite:** Ceramics 1 **Earned Honors Credit:** Students can elect to take this course for Earned Honors Credit. **Stacking:** This course is often "stacked"/combined with Ceramics 1-3.
CERAMICS 3 **Course #:** AR3003 **Credit:** 0.5 **Grade Level:** 10-12	Ceramics 3 is geared towards the serious, more experienced and highly motivated ceramics student. Students will complete projects with incorporated themes and explore artistic expression. The projects will also advance techniques learned in Ceramics 1 & 2. Students will work with the teacher to develop goals for the semester and then pursue skills in various areas of interest. Students will be encouraged to explore concepts and techniques beyond direct teacher instruction and develop their own approaches to the medium. Finished works may be used as part of an AP Art and Design portfolio. *This course may be repeated.* **Prerequisite:** Ceramics 2 **Earned Honors Credit:** Students can elect to take this course for Earned Honors Credit. **Stacking:** This course is often "stacked"/combined with Ceramics 1-3.

GLASS & METALSMITHING COURSE DESCRIPTIONS	
GLASS & METALSMITHING 1 **Course #:** AR1103 **Credit:** 0.5 **Grade Level:** 9-12	Glass & Metalsmithing 1 is a dynamic and fun class. This class will introduce students to the basics of metalsmithing and glass to create small sculptures and wearable objects. The metalsmithing process includes: sawing, torch soldering, riveting, wire working, and stone setting. Glass processes include: fusing, slumping, enameling and torch working. Students will learn how these skills are applied in the contemporary fields associated with these techniques. **Stacking:** This course is often "stacked"/combined with Glass & Metalsmithing 1-3.
GLASS & METALSMITHING 2 **Course #:** AR2103 **Credit:** 0.5 **Grade Level:** 9-12	Students will delve deeper into experimentation with metalsmithing and glass processes, and begin to incorporate more complex processes into their artwork. Students will creatively explore how to express their unique style through their sculptural artworks. Higher-level metalsmithing and glass processes will be incorporated into the basic processes learned in Glass & Metalsmithing 1. Later in the semester, students will be able to explore concepts and processes at an advanced level based on their goals. **Prerequisite:** Glass & Metalsmithing 1 **Earned Honors Credit:** Students can elect to take this course for Earned Honors Credit. **Stacking:** This course is often "stacked"/combined with Glass & Metalsmithing 1-3.
GLASS & METALSMITHING 3 **Course #:** AR3103 **Credit:** 0.5 **Grade Level:** 10-12	Glass & Metals 3 is geared towards the serious, more experienced and highly motivated metals student. Students will complete projects with incorporated themes while exploring artistic expression. Projects will combine complex techniques and allow students to explore their preferred media in depth. The projects will advance techniques learned in Metals & Glass 1 and 2. *This course may be repeated.* **Prerequisite:** Glass & Metalsmithing 2 **Earned Honors Credit:** Students can elect to take this course for Earned Honors Credit. **Stacking:** This course is often "stacked"/combined with Glass & Metalsmithing 1-3.

Department of Fine Arts

PHOTOGRAPHY COURSE DESCRIPTIONS	
PHOTOGRAPHY 1 **Course #:** AR1403 **Credit:** 0.5 **Grade Level:** 9-12	This is the beginning photo class in District 86. Change the way you look at the world. Use traditional film cameras and digital cameras to understand how to communicate your ideas visually. Students will also develop and print black and white film in an actual darkroom. Composition, class evaluation and assessments help students to develop a strong photographic portfolio. *Photographic equipment and supplies will be provided along with cameras for students who do not have access to a Single Lens Reflex (SLR) camera.* **Stacking:** This course is often "stacked"/combined with Photography 1-3.
PHOTOGRAPHY 2 **Course #:** AR2403 **Credit:** 0.5 **Grade Level:** 9-12	This is the intermediate photography class in District 86. Students who loved photo 1 will enjoy capturing more photographic images in photo 2. Students can experiment with traditional and digital photographic techniques. Do you want a career in photojournalism, advertising photography, portrait photography or fine art photography? Create, communicate and evaluate your images as you develop your photographic portfolio and blog online. *Photographic equipment and supplies will be provided along with cameras for students who do not have access to a Single Lens Reflex (SLR) camera.* **Prerequisite:** Photography 1 **Earned Honors Credit:** Students can elect to take this course for Earned Honors Credit. **Stacking:** This course is often "stacked"/combined with Photography 1-3.
PHOTOGRAPHY 3 **Course #:** AR3403 **Credit:** 0.5 **Grade Level:** 10-12	This is the advanced photography class in District 86. Students must complete Photo 2 to have a complete understanding of what is required in this class. Expand your knowledge and skills to create artistic photographs with your own personal style. An individual course of study will be arranged between student and teacher at the beginning of the semester. Students will organize their images into a photographic portfolio that will be submitted for portfolio competition. *Photographic equipment and supplies will be provided, along with cameras, for students who do not have access to a Single Lens Reflex (SLR) camera. This course may be repeated.* **Prerequisite:** Photography 2 **Earned Honors Credit:** Students can elect to take this course for Earned Honors Credit. **Stacking:** This course is often "stacked"/combined with Photography 1-3.

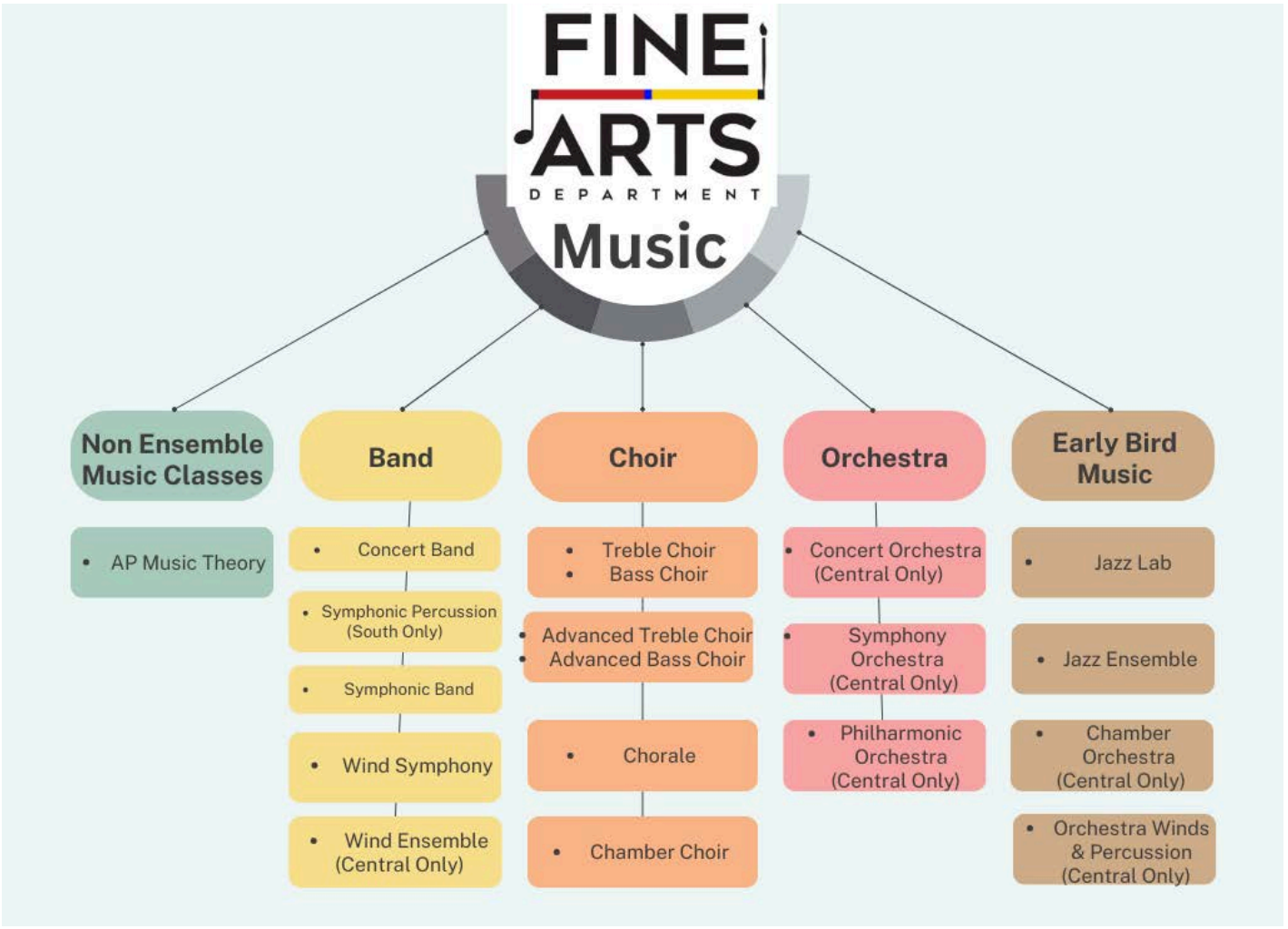
AP STUDIO ART (PHOTOGRAPHY) **Course #:** AR4101A/2A **Credit:** 1.0 **Grade Level:** 11-12	This is the college-level AP photography class in District 86. Students must complete Photo 2 in order to be experienced enough to submit their portfolio of work to the AP College Board. Students complete a series of 15 thematic artworks in their Sustained Investigation in addition to various exploration pieces that build up and support that sustained investigation. This class culminates with a digitally submitted AP test as well as a physical gallery-style art show put on by the entire class just before the submission date at the end of the semester. The AP program requires more time and commitment than typical high school art courses. Therefore, the student enrolling in the course should be highly motivated, serious, self-directed, and willing to work. *This course may be repeated.* **Prerequisite:** Photography 2 **Stacking:** This course is often "stacked"/combined with Photography 3.

ADVANCED PLACEMENT COURSE DESCRIPTIONS

AP ART HISTORY **Course #:** AR4501A/2A **Credit:** 1.0 **Grade Level:** 10-12	Dive into a captivating journey through 250 iconic works of art that define the essence of global cultures and artistic traditions. Taught in collegiate style, students will unlock the stories behind masterpieces from every corner of the world, honing their ability to analyze, critique, and connect diverse artistic expressions. More than just memorizing images, students develop critical thinking skills that transcend the classroom, giving students a deeper understanding of art's impact on society and history. Students take several field trips to renowned museums in Chicago where students will experience the real-world context of the works.
AP STUDIO ART (2D) **Course #:** AR4201A/2A **Credit:** 1.0 **Grade Level:** 11-12	This is the college level AP studio art class in District 86. Students must complete Drawing & Painting 3 or Digital Imaging & Graphic Design 3 in order to be experienced enough to submit their portfolio of work to the AP College Board. Students complete a series of 15 thematic artworks in their Sustained Investigation in addition to various exploration pieces that build up and support that sustained investigation. This class culminates with a digitally submitted AP test as well as a physical gallery style art show put on by the entire class just before the submission date at the end of the semester. The AP program requires more time and commitment than typical high school art courses. The student enrolling in the course should be highly motivated, serious, self-directed and willing to work. *This course may be repeated.* **Prerequisite:** Drawing & Painting 3 or Digital Imaging & Graphic Design 3 **Stacking:** This course is often "stacked"/combined with Drawing & Painting 3 or Graphic Design.

AP STUDIO ART (3D) **Course #:** AR4301A/2A **Credit:** 1.0 **Grade Level:** 11-12	This is the college level AP 3D art class. Students must complete three levels of a 3D course, and one of the three other 3D art classes (Ceramics or Metalsmithing) in order to be experienced enough to submit their portfolio of work to the AP College Board. Students complete a series of 15 thematic artworks to create a Sustained Investigation. This class culminates with a digitally submitted AP test, as well as a physical gallery style art show at the end of the school year. Students will select the theme and art media based on their interests and media expertise. The AP program requires more time and commitment than other high school art courses. Therefore, the student enrolling in the course should be highly motivated, serious, self-directed and willing to work. *This course may be repeated.* **Prerequisite:** Ceramics 3 or Glass & Metalsmithing 3 **Stacking:** This course is often “stacked”/combined with Ceramics 3 and Glass and Metalsmithing 3.

MUSIC COURSE SEQUENCE



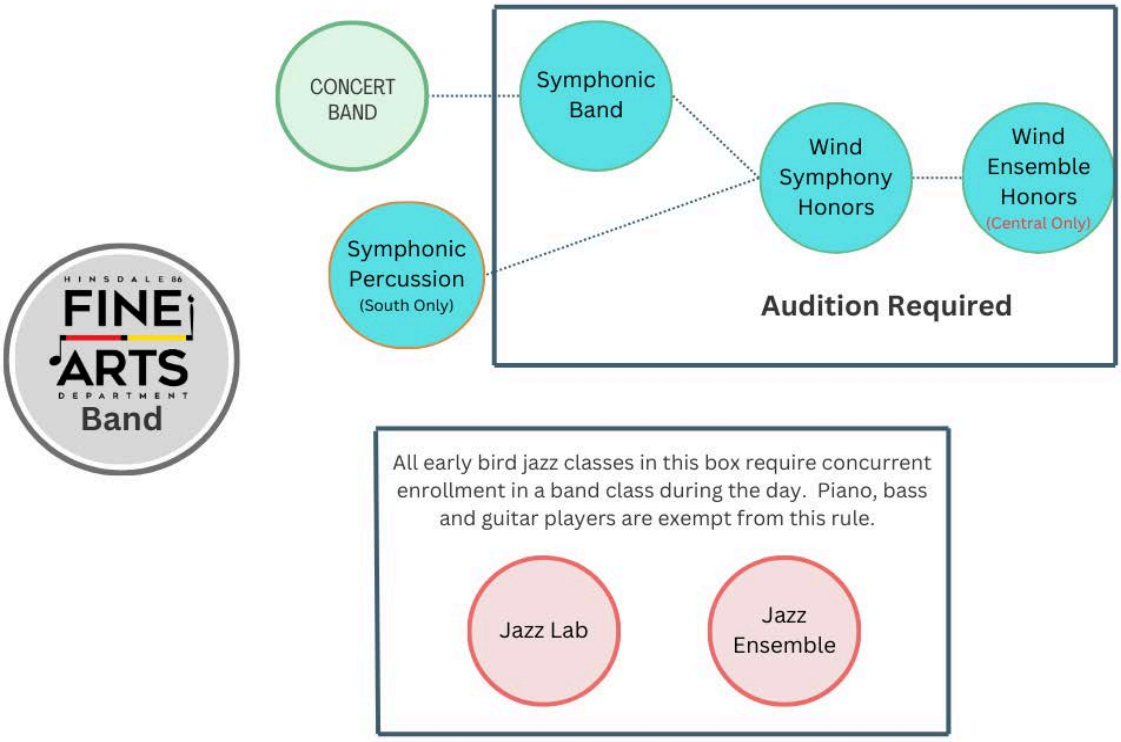
Department of Fine Arts

MUSIC COURSE AVAILABILITY					
Course Number	**Course Title**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
SE0033	**Foundations Music**	X	X	X	X
MU4001A/2A	**AP Music Theory**		X	X	X
MU1001/2	**Concert Band ^**	X	X	X	X
MU2001/2	**Symphonic Band ^**	X	X	X	X
MU3001H/2H	**Wind Symphony Honors**	X	X	X	X
MU4001H/2H	**Wind Ensemble Honors**	X	X	X	X
MU1201/2	**Jazz Lab ^**	X	X	X	X
MU2301/2	**Jazz Ensemble ^**	X	X	X	X
MU1501/2	**Treble Choir ^**	X	X	X	X
MU1511/2	**Bass Choir ^**	X	X	X	X
MU2501/2	**Advanced Treble Choir ^**		X	X	X
MU2511/2	**Advanced Bass Choir ^**			X	X
MU3501/2	**Chorale ^**		X	X	X
MU4501/2	**Chamber Choir ^**		X	X	X
MU1401/2	**Concert Orchestra ^**	X			
MU2401/2	**Symphony Orchestra ^**		X	X	X
MU3401/2	**Philharmonic Orchestra ^**		X	X	X
MU4401H/2H	**Chamber Orchestra Honors**	X	X	X	X
MU4411H/2H	**Orchestra Wind & Percussion Honors**	X	X	X	X

* Indicates Honors Option available
^ Indicates Earned Honors Option available
\+ Indicates Dual Credit available

NON-ENSEMBLE COURSE DESCRIPTIONS	
FOUNDATIONS MUSIC **Course #:** SE0033 **Credit:** 0.5 **Level:** 9-12	This course aims to provide daily music instruction that enhances creativity and offers opportunities for exploration with various forms of music and art. Instruction focuses on the incorporation of tools and processes that enhance motor skills and support sensory needs through a combination of small and large group work. Foundations Music is designed to meet the needs of students with a variety of physical, cognitive, or social needs. All projects are individualized, and modifications are provided for activities. This course offers a smaller class size to make appropriate individualized instruction possible. Peer supports are utilized to support the development of social interaction skills. This course can be taken multiple times with teacher approval. Pass/Incomplete grades are issued for this course. Curriculum in this course is a modification of the grade level standards but is in alignment with the Illinois Learning Standards. **Prerequisite:** IEP team Recommendation
AP MUSIC THEORY **Course #**: MU4001A/2A **Credit:** 1.0 **Grade Level:** 10-12	AP Music Theory prepares music students for the Music Theory AP Examination through the study of musical elements and techniques including notation, scales and modes, intervals, chords, non-harmonic tones, cadences, ear training, sight singing, melody, form, and composition. Success on the AP Exam can result in college credit. **Prerequisite:** Teacher Approval **Running**: If AP Music Theory does not run in SY 2027-28, this course may be offered on an alternating year schedule starting in SY 2028-29.

BAND COURSE SEQUENCE



Information For All Band Classes

- Every band course is an academic class that meets during a class period and also requires occasional rehearsals and performances outside the school day.
- Students enrolled in the Hinsdale District 86 Bands perform at home games, local parades, pep rallies, formal concerts, and other community events.
- Opportunities for student leadership, overnight travel, and extracurricular performing are available.
- All band classes can be repeated each year for credit and are open to students in every grade.
- All students in band courses combine to perform as part of the Marching Band and Pep Band and are eligible for a PE Substitution from the Physical Education requirement during first semester. Students must apply for the PE Substitution during the course selection process. Students must attend band camp and sustain attendance in Marching Band to maintain the substitution.
- Students must be enrolled in one of the band classes to participate in jazz classes, orchestra, wind and percussion sections, and other extracurricular band activities.
- The music department page of the school website has the link to the most current information about the respective band programs and auditions.

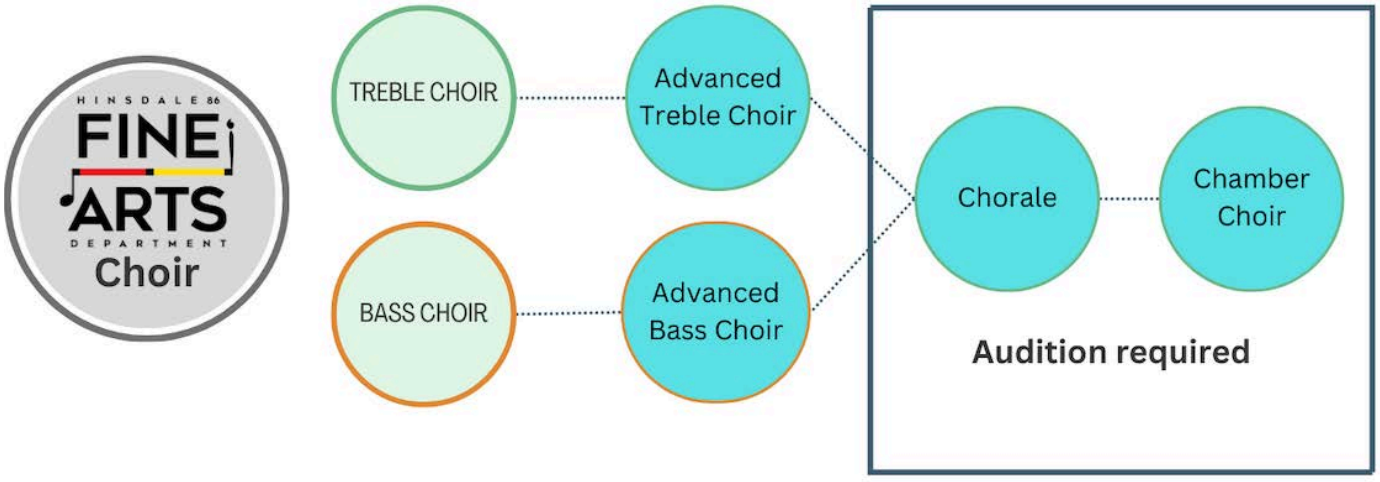
Questions may be emailed to the band directors:

- Mr. Matt Kurinsky at mkurinsk@hinsdale86.org or Mrs. Grace Tait at gadduci@hinsdale86.org for Hinsdale Central
- Mr. Matthew Goeke at mgoeke@hinsdale86.org for Hinsdale South.

BAND COURSE DESCRIPTIONS	
CONCERT BAND **Course #:** MU1001/2 **Credit:** 1.0 **Grade Level:** 9-12	Concert Band is a full-year course that meets daily for Fine Arts credit. Concert Band is open to all wind and percussion players without an audition, and the course may be repeated. Students will study the fundamentals of individual performance proficiency and overall musicianship through a comprehensive curriculum. Students will participate in 3-5 performances during the year and attendance is expected. Private lessons are encouraged. **Honors Credit:** Students can elect to take this course for Honors Credit.
SYMPHONIC BAND **Course #:** MU2001/2 **Credit:** 1.0 **Grade Level:** 9-12	Symphonic Band is a full-year course that meets daily for Fine Arts credit and students are placed in Symphonic Band following a scheduled audition. Students will study the fundamentals of individual performance proficiency and overall musicianship through a comprehensive curriculum. Students will participate in 3-5 performances during the year and attendance is expected. Private lessons are encouraged. **Prerequisite:** Audition **Honors Credit:** Students can elect to take this course for Honors Credit.
SYMPHONIC PERCUSSION (SECTION AT SOUTH ONLY) **Course #:** MU2101/2 **Credit:** 1.0 **Grade Level:** 9-12	Symphonic Percussion is a full-year course that meets daily for Fine Arts credit, and students are placed in Symphonic Percussion if they play a percussion instrument. Students will study the fundamentals of individual performance proficiency and overall musicianship through a comprehensive curriculum. Students will participate in 3-5 performances during the year, and attendance is expected. Private lessons are encouraged. *Note: Students at Hinsdale Central take percussion within their Concert Band and/or Symphonic Band section. At South, percussion students in Concert & Symphonic Bands will enroll in this section. This is not an additional course but a different section of the course to allow for scheduling for a smaller band.* **Prerequisite:** Audition **Honors Credit:** Students can elect to take this course for Honors Credit.
WIND SYMPHONY HONORS **Course #:** MU3001H/2H **Credit:** 1.0 **Grade Level:** 9-12	Wind Symphony is a full-year course that meets daily for Fine Arts credit and is open to all wind & percussion players. Students are placed in Wind Symphony following a scheduled audition, and the course may be repeated. Students will study the fundamentals of individual performance proficiency and overall musicianship through a comprehensive curriculum. Students will participate in 3-5 performances during the year, and attendance is expected. Private lessons are encouraged. **Prerequisite:** Audition

WIND ENSEMBLE HONORS (HOUSED AT CENTRAL) **Course #:** MU4001H/2H **Credit:** 1.0 **Level:** 9-12	Wind Ensemble is a full-year course that meets daily for Fine Arts credit and is open to all wind & percussion players. Students are placed in Wind Ensemble following a scheduled audition, and the course may be repeated. Students will study the fundamentals of individual performance proficiency and overall musicianship through a comprehensive curriculum. Students will participate in 3-5 performances during the year, and attendance is expected. Private lessons are encouraged. **Prerequisite:** Audition
EB JAZZ LAB Course #: MU1201/2 **Credit:** 0.5 **Grade Level:** 9-12	Jazz Lab is a course for instrumental and vocal music students interested in performing jazz music in a variety of styles while developing improvisation skills in a traditional combo setting. Jazz Lab is a full-year class meeting on alternating mornings during early bird (Zero Hour). **Prerequisite**: Concurrent band enrollment or special director approval. **Honors Credit:** Students can elect to take this course for Honors Credit.
EB JAZZ ENSEMBLE **Course #:** MU2301/2 **Credit:** 0.5 **Grade Level:** 9-12	Jazz Ensemble is a full-year class meeting on alternating mornings during early bird (0 Hour). Enrolled students will study a variety of jazz styles and develop an understanding of advanced music theory and improvisation in the traditional big band setting. Jazz Ensemble is a full-year class meeting on alternating mornings during early bird (Zero Hour). **Prerequisite:** Concurrent band enrollment or special director approval. **Honors Credit:** Students can elect to take this course for Honors Credit.

CHOIR COURSE SEQUENCE

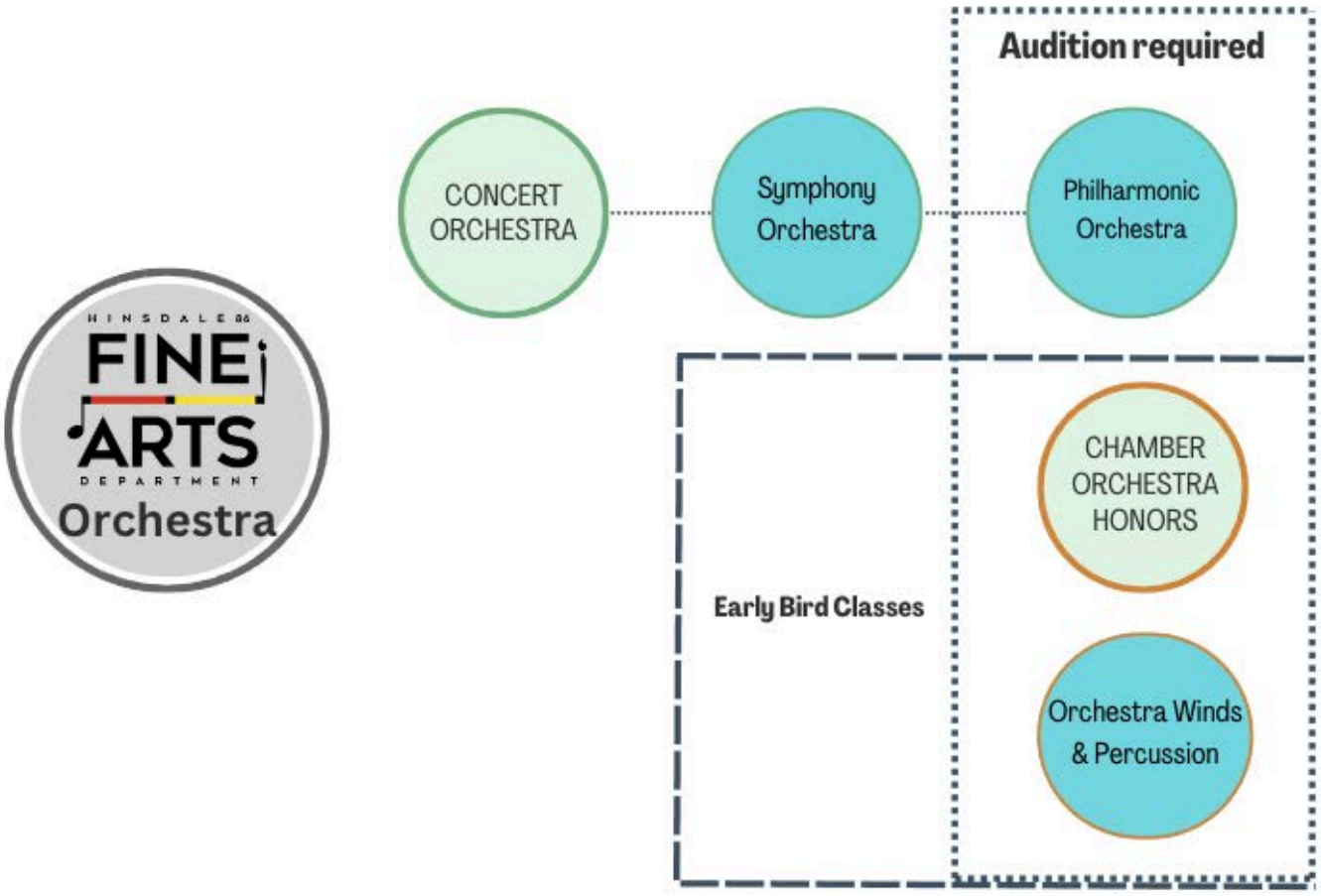


CHOIR COURSE DESCRIPTIONS

TREBLE CHOIR **Course #:** MU1501/2 **Credit:** 1.0 **Grade Level:** 9-12	Teaches and examines basic vocal techniques, practice and performance of choral music, sight singing, and theory. A variety of choral music will be practiced and performed. Intended for all 9th grade treble voices & first-year singers. **Honors Credit:** Students can elect to take this course for Honors Credit.
BASS CHOIR **Course #:** MU1511/2 **Credit:** 1.0 **Grade Level:** 9-12	Teaches and examines basic vocal techniques, practice and performance of choral music, sight singing, and theory. A variety of choral music will be practiced and performed. Intended for 9th and 10th grade bass voices & first-year singers. **Honors Credit:** Students can elect to take this course for Honors Credit.

ADVANCED TREBLE CHOIR **Course #:** MU2501/2 **Credit:** 1.0 **Grade Level:** 10-12	Level two of vocal techniques for treble voices. A variety of mixed choir choral literature is practiced and performed. Continued study of sight singing and theory. *This course may be repeated.* **Prerequisite:** Director Approval **Honors Credit:** Students can elect to take this course for Honors Credit.
ADVANCED BASS CHOIR **Course #:** MU2511/2512 **Credit:** 1.0 **Grade Level:** 11-12	Level two of vocal techniques for bass voices. A variety of mixed choir choral literature is practiced and performed. Continued study of sight singing and theory. *This course may be repeated.* **Prerequisite:** Director Approval **Honors Credit:** Students can elect to take this course for Honors Credit.
CHORALE **Course #:** MU3501/2 **Credit:** 1.0 **Grade Level:** 10-12	An advanced level of vocal technique for treble voices, sight singing and theory. This advanced choral group practices and performs a variety of music. Extra performances or rehearsals may be scheduled. *This course may be repeated.* **Prerequisite:** Director Approval & Audition **Honors Credit:** Students can elect to take this course for Honors Credit.
CHAMBER CHOIR **Course #:** MU4501/2 **Credit:** 1.0 **Grade Level:** 10-12	An advanced group with a high level of musicianship, vocal technique, sight-singing, and theory skills. A large variety of musical styles will be practiced and performed. This ensemble performs frequently outside of the school day for community events. *This course may be repeated.* **Prerequisite:** Director Approval & Audition **Honors Credit:** Students can elect to take this course for Honors Credit.

ORCHESTRA COURSE SEQUENCE



ORCHESTRA COURSE DESCRIPTIONS

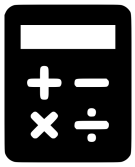
CONCERT ORCHESTRA (HOUSED AT CENTRAL) **Course #:** MU1401/2 **Credit:** 1.0 **Grade Level:** 9	Concert Orchestra is a class designed for all incoming freshmen string players. The class is centered on refining fundamental string techniques, introducing basic music theory, reinforcing effective rehearsal and practice habits, and performing level-appropriate string literature. Concert orchestra performs a variety of concerts throughout the year as well as participates in Solo and Ensemble Festival. *A musical instrument is required for this course.* **Honors Credit:** Students can elect to take this course for Honors Credit.

SYMPHONY ORCHESTRA (HOUSED AT CENTRAL) **Course #:** MU2401/2 **Credit:** 1.0 **Grade Level:** 10-12	Symphony Orchestra is a class designed for sophomore, junior, and senior string players seeking to further improve their performance and understanding of orchestral repertoire. The class is centered on introducing advanced-level string techniques, intermediate-level music theory, and performing level-appropriate string and full orchestra repertoire. The string section of Symphony Orchestra may combine with Orchestra Winds & Percussion players to create a full orchestra experience. Symphony Orchestra members perform in a variety of concerts throughout the year as well as at the Solo and Ensemble Festival. *This course may be repeated. A musical instrument is required for this course.* **Prerequisite:** Concert Orchestra or Director Approval **Honors Credit:** Students can elect to take this course for Honors Credit.
PHILHARMONIC ORCHESTRA (HOUSED AT CENTRAL) **Course #:** MU3401/2 **Credit:** 1.0 **Grade Level:** 10-12	Philharmonic Orchestra is a class designed for advanced sophomore, junior, and senior players seeking to perform advanced orchestral literature. The class is centered around developing a deeper understanding of orchestral playing and covers advanced topics such as orchestral bowing, becoming a section leader, effective leading and following, and many others. It is assumed that students in this class have already achieved a high level of string technique through private instruction and chamber playing. The string section of the Philharmonic Orchestra may combine with Wind Ensemble members to perform high-level full orchestra repertoire. Philharmonic Orchestra members perform in a variety of concerts throughout the year as well as at the Solo and Ensemble Festival. *This course may be repeated. A musical instrument is required for this course.* **Prerequisite:** Director Approval & Audition **Honors Credit:** Students can elect to take this course for Honors Credit.
EB CHAMBER ORCHESTRA HONORS (HOUSED AT CENTRAL) **Course #:** MU4401H/2H **Credit:** 0.5 **Grade Level:** 9-12	Chamber Orchestra is an early bird class designed for advanced freshman, sophomore, junior, and senior string players interested in performing advanced chamber string repertoire. The class focuses on developing chamber playing skills as students will perform in large chamber groups, quartets, trios, and duets. The class meets every other day on a rotating AB weekly schedule. *This course may be repeated. A musical instrument is required for this course.* **Prerequisite:** Director Approval & Audition.

EB ORCHESTRA WINDS & PERCUSSION HONORS (HOUSED AT CENTRAL) **Course #:** MU4411H/2H **Credit:** 0.5 **Level:** 9-12	Woodwind, brass, and percussion players may, through placement audition, be selected for Orchestra Winds & Percussion Honors. This is an ensemble of advanced wind and percussion players who will rehearse every other day as an Early Bird class. These players make up the Philharmonic and Symphony Orchestras' Wind and Percussion sections. *This course may be repeated. A musical instrument is required for this course.* **Prerequisite**: Director Approval & Audition, Concurrent registration in a band class

Department of Mathematics

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



MATHEMATICS COURSE SEQUENCE

Number of Credits Needed to Graduate:	3.0

Graduation Requirements: At least three credits are required for graduation. One of the three credits (one full year) of Mathematics must be an Algebra course. Two additional years of math beyond Algebra 1 are required, and one must include Geometry content. Credits must be earned over three school years. Courses in the traditional sequence (from Algebra to Calculus) may not be skipped.

Foundational & Algebraic Courses	Geometry Courses	Algebra 2 / Trigonometry	Precalculus & Calculus
Algebraic Reinforcement Algebra 1 Algebra 1 Multilingual Algebra & Geometry Honors	Integrated Algebra and Geometry Honors Geometry* Geometry Multilingual Geometry Honors Geometry in Construction Geometry Block	Algebra 2 Trig* Algebra 2 Trig Multilingual Algebra 2 Trig Block Algebra 2 Trig Honors	AP Precalculus AB AP Precalculus BC AP Calculus AB AP Calculus BC Multivariable Calculus H

Quantitative Reasoning	Computer Science Courses
TM002 Transitional Math for Quantitative Literacy Mathematical Modeling AP Statistics Introduction to Statistics 1 Introduction to Statistics 2	AP Computer Science Principles AP Computer Science A

Foundational Courses: Algebra 1 lays the foundation for future mathematics and computer science courses. Students will analyze mathematical relationships to connect and communicate mathematical ideas.

Geometry & Algebra 2/Trigonometry Courses: The variation of these courses supports students' college and career readiness in the core curriculum.

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

Quantitative Reasoning & Computers: Students whose interests (high school or post-secondary) are in STEM areas will benefit from additional courses that build on Algebra 2 and emphasize analytic reasoning.

A graphing calculator is needed for this and all future mathematics courses.

Department of Mathematics

MATHEMATICS COURSE AVAILABILITY					
Course Number	Course Title	Grade 9	Grade 10	Grade 11	Grade 12
MA1001/2	**Algebraic Reinforcement**	X	X	X	X
MA1101/2	**Algebra 1**	X	X	X	X
MA1101E/2E	**Algebra 1 Multilingual**	X	X	X	X
MA1501H/2H	**Algebra and Geometry Honors**	X			
MA1121H/2H	**Integrated Algebra and Geometry Honors**	X			
MA2101/2	**Geometry***	X	X	X	X
MA2101E/2E	**Geometry Multilingual**	X	X	X	X
MA2101H/2H	**Geometry Honors**	X	X		
MA2201/2	**Geometry in Construction**	X	X	X	X
MA2181	**Geometry Block**		X	X	X
MA2182	**Algebra 2 Trigonometry Block**		X	X	X
MA3101/2	**Algebra 2 Trigonometry***		X	X	X
MA3101E/2E	**Algebra 2 Trigonometry Multilingual**		X	X	X
MA3101H/2H	**Algebra 2 Trigonometry Honors**	X	X	X	X
MA4111A/2A	**AP Precalculus AB**		X	X	X
MA4121A/2A	**AP Precalculus BC**	X	X	X	X
MA4211A/2A	**AP Calculus AB**		X	X	X
MA4221A/2A	**AP Calculus BC**		X	X	X
MA4611H/2H	**Multivariable Calculus Honors**		X	X	X
MA4451/2	**TM002 Transitional Math for Quantitative Literacy**				X
MA4413	**Mathematical Modeling**			X	X
MA4513	**Introduction to Statistics 1**			X	X
MA4503	**Introduction to Statistics 2**			X	X
MA4501A/2A	**AP Statistics**		X	X	X
MA4311A/2A	**AP Computer Science Principles**	X	X	X	X
MA4321A/2A	**AP Computer Science A**	X	X	X	X
SE1981/2	**Consumer Math #**	X	X	X	X
SE6101/2	**Algebra 1**	X	X	X	X

SE6201/2	**Geometry**		X	X	X
SE6301/2	**Algebra 2 Trigonometry**		X	X	X

* Indicates Honors Option available
^ Indicates Earned Honors Option available
\+ Indicates Dual Credit available
# Fulfills D86 Consumer Education Requirement

MATHEMATICS COURSE INFORMATION

FOUNDATIONAL & ALGEBRA 1 COURSES

CONSUMER MATH **Course #:** SE1981/2 **Credit:** 1.0 **Grade Levels:** 9-12	Curriculum in this course is a modification of the grade-level standards but is aligned to the Illinois Learning Standards. Students enrolled in this course focus on applying consumer skills to real-world opportunities through math concepts. Students learn life skills with budgeting, consumer economics, banking skills, and money management. This course fulfills the state mandate for consumer education. **Prerequisite:** IEP team Recommendation
ALGEBRAIC REINFORCEMENT **Course #:** MA1001/2 **Credit:** 0.5 **Grade Level:** 9-12	This course supports Algebra 1 students by providing them with strategies and mathematical models that will help increase confidence in mathematics. It is for students with growth opportunities in mathematics as identified by the MAP test. Students will have a personalized learning experience that includes a variety of instructional strategies, problem-solving tasks, and practice with remedial skills. This class focuses on key foundational concepts that enable students to make connections while learning to think algebraically and is intended to be taken concurrently with Algebra 1.
ALGEBRA 1 **Course #:** MA1101/2 **Credit:** 1.0 **Grade Level:** 9-12	Algebra 1 is the first course in high school mathematics. It focuses on solving equations and inequalities, as well as representing and interpreting statistical data. Linear and quadratic functions, as well as their real world applications are major themes of the course. The Standards of Mathematical Practice will be emphasized throughout. Mastery of basic arithmetic skills as well as pre-algebra topics from CC8 are prerequisites for this course. *A graphing calculator is a required supply for this course. Must complete the entire year to fulfill the ISBE Algebra I graduation requirement.*

ALGEBRA 1 MULTILINGUAL **Course #:** MA1101E/2E **Credit:** 1.0 **Grade Level:** 9-12	Algebra 1 Multilingual is intended for students in the Multilingual Learners program. Algebra 1 is the first course in high school mathematics. It focuses on solving equations and inequalities, as well as representing and interpreting statistical data. Linear and quadratic functions, as well as their real-world applications, are major themes of the course. The Standards of Mathematical Practice will be emphasized throughout. Mastery of basic arithmetic skills as well as pre-algebra topics from CC8 are prerequisites for this course. *A graphing calculator is a required supply for this course. Must complete the entire year to fulfill the ISBE Algebra I graduation requirement.* **Prerequisite:** Incoming freshman eligibility is based upon test scores, middle school consultation, and Multilingual Department Chair Approval
ALGEBRA 1 **Course #:** SE6101/2 **Credit:** 1.0 **Grade Level:** 9-12	Curriculum in this course is a modification of the grade level standards but is aligned to the Illinois Learning Standards.Algebra 1 is the first course in high school mathematics. It focuses on solving equations and inequalities, as well as representing and interpreting statistical data. Linear and quadratic functions, as well as their real-world applications, are major themes of the course. The Standards of Mathematical Practice will be emphasized throughout. *Must complete the entire year to fulfill the ISBE Algebra I graduation requirement.* **Prerequisite:** IEP Team recommendation
ALGEBRA AND GEOMETRY HONORS **Course #:** MA1501H/2H **Credit:** 1.0 **Grade Level:** 9	This course is designed for students who have a mastery level of solving linear equations and linear functions. It is a fast-paced course that will allow students to complete Algebra 1 and Geometry in one year. A major emphasis will be placed on the integration of algebra and geometry skills and concepts. Students who earn a final grade of C or below for the first semester may be placed in Algebra 1 for the second semester. *A graphing calculator is a required supply for this course. Must complete the entire year to fulfill the ISBE Algebra I and Geometry graduation requirement.* **Prerequisite:** Teacher Recommendation and Department Chair Approval
GEOMETRY COURSES	
INTEGRATED ALGEBRA AND GEOMETRY HONORS **Course #:** MA1121H/2H **Credit:** 1.0 **Grade Level:** 9	This honors course explores Algebra 1 and Geometry topics in greater depth than regular Algebra 1. Students who are successful in this course should be well prepared to continue in our honors and AP sequence. *A graphing calculator is a required supply for this course. Must complete the entire year to fulfill the ISBE Algebra I and Geometry graduation requirement.* **Prerequisite:** Algebra 1 and Geometry

GEOMETRY **Course #:** MA2101/2 **Credit:** 1.0 **Grade Level:** 9-12	Geometry is the second course in high school mathematics. It focuses on the use of algebra in reinforcing plane geometry concepts. Properties of lines, angles, triangles, polygons, and circles are studied. Special attention is given to concepts of congruence, perpendicularity, parallelism, area, similarity, coordinate geometry, and probability. The Standards of Mathematical Practice will be emphasized throughout. Mastery of solving equations and graphing lines are prerequisites for this course. *A graphing calculator is a required supply for this course. Must complete the entire year to fulfill the ISBE Geometry graduation requirement.* **Prerequisite:** Algebra 1
GEOMETRY MULTILINGUAL **Course #:** MA2101E/2E **Credit:** 1.0 **Grade Level:** 9-12	Geometry Multilingual is intended for students in the Multilingual Learners program. Geometry is the second course in high school mathematics. It focuses on the use of algebra in reinforcing plane geometry concepts. Properties of lines, angles, triangles, polygons, and circles are studied. Special attention is given to concepts of congruence, perpendicularity, parallelism, area, similarity, coordinate geometry, and probability. The Standards of Mathematical Practice will be emphasized throughout. Mastery of solving equations and graphing lines are prerequisites for this course. *A graphing calculator is a required supply for this course. Must complete the entire year to fulfill the ISBE Geometry graduation requirement.* **Prerequisite**: Eligibility is based on completion of Algebra 1 and Multilingual Department Chair Approval
GEOMETRY **Course #:** SE6201/2 **Credit:** 1.0 **Grade Level:** 10-12	Curriculum in this course is a modification of the grade level standards but is aligned to the Illinois Learning Standards. Geometry is the second course in high school mathematics. It focuses on the use of algebra in reinforcing plane geometry concepts. Properties of lines, angles, triangles, polygons, and circles are studied. Special attention is given to concepts of congruence, perpendicularity, parallelism, area, similarity, coordinate geometry, and probability. The Standards of Mathematical Practice will be emphasized throughout. *Must complete the entire year to fulfill the ISBE Geometry graduation requirement.* **Prerequisite:** IEP Team Recommendation

GEOMETRY HONORS **Course #:** MA2101H/2H **Credit:** 1.0 **Grade Level:** 9-10	Geometry Honors is designed for the superior mathematics student with a strong foundation in Algebra. The course addresses the same topics included in Geometry, but with more depth. This course provides an in-depth study of Euclidean geometry. Particular attention is given to the nature of mathematical systems, logic, and deductive and inductive proofs. Students are expected to exercise their creative capacities, and apply their knowledge to different situations. *A graphing calculator is a required supply for this course. Must complete the entire year to fulfill the ISBE Geometry graduation requirement.* **Prerequisite:** Algebra 1
GEOMETRY IN CONSTRUCTION **Course #:** MA2201/2 **Credit:** 1.0 **Grade Level:** 9-12	Geometry in Construction is an interdisciplinary course that merges Geometry and Construction/Woodworking skills. Students will utilize hands-on skills while incorporating geometry concepts to a variety of student led projects. All topics in Geometry (MA2201/MA2202) are addressed in this course. These topics include: Properties of lines, angles, triangles, polygons, and circles. Special attention is given to concepts of congruence, perpendicularity, parallelism, area, similarity, coordinate geometry, and probability. The Standards of Mathematical Practice will be emphasized throughout. This course covers all necessary plane geometry concepts and will prepare students to enter an Algebra 2 Trigonometry course the following year. Students will gain hands-on experiences in construction methods with additional emphasis on teamwork, problem-solving, and critical thinking. This course will be taught in a two-period block where students earn credit for Geometry and Elective Arts. Students are required to enroll in both periods, both semesters. *A graphing calculator is a required supply for this course. Must complete the entire year to fulfill the ISBE Algebra I and Geometry graduation requirement.* **Prerequisite**: Algebra 1; must also be paired with Course # TE1401/2.
GEOMETRY BLOCK (HOUSED AT CENTRAL) **Course #:** MA2181 **Credit:** 1.0 **Grade Level:** 10-12 **Offered:** Semester 1	This course has the same curriculum as Geometry #MA2101/2, but is taught in a single semester, two periods daily. This course is typically taken in tandem with Algebra 2/Trigonometry Block (MA3101/2). *A graphing calculator is a required supply for this course. Must complete the full semester to fulfill the ISBE Geometry graduation requirement.* **Prerequisite:** Algebra 1

Department of Mathematics

ALGEBRA 2 / TRIGONOMETRY COURSES	
ALGEBRA 2 TRIGONOMETRY **Course #:** MA3101/3102 **Credit:** 1.0 **Grade Level:** 10-12	Algebra 2 is the third course in high school mathematics. It introduces the complex number system and non-linear function families: polynomial, exponential, logarithmic, radical, and rational functions. Functions are applied to trigonometry, and a foundation of inferential statistics is provided so students can explore these topics in future math elective courses. The Standards of Mathematical Practice will be emphasized throughout. Mastery of solving equations and graphing lines are prerequisites for this course. *A graphing calculator is required in this course.* **Prerequisite:** Algebra 1 and Geometry
ALGEBRA 2 TRIGONOMETRY **Course #:** SE6301/2 **Credit:** 1.0 **Grade Level:** 11-12	The curriculum in this course is a modification of the grade-level standards but is aligned to the Illinois Learning Standards. Algebra 2 is the third course in high school mathematics. It introduces the complex number system and nonlinear function families: polynomial, exponential, logarithmic, radical, and rational functions. Functions are applied to trigonometry, and a foundation of inferential statistics is provided so students can explore these topics in future math elective courses. The Standards of Mathematical Practice will be emphasized throughout. **Prerequisite:** IEP Team Recommendation
ALGEBRA 2 TRIGONOMETRY MULTILINGUAL **Course #:** MA3101E/2E **Credit:** 1.0 **Grade Level:** 10-12	Algebra 2 Trigonometry Multilingual is intended for students in the Multilingual Learners program. Algebra 2 is the third course in high school mathematics. It introduces the complex number system and non-linear function families: polynomial, exponential, logarithmic, radical, and rational functions. Functions are applied to trigonometry, and a foundation of inferential statistics is provided so students can explore these topics in future math elective courses. The Standards of Mathematical Practice will be emphasized throughout. Mastery of solving equations and graphing lines are prerequisites for this course. *A graphing calculator is required in this course.* **Prerequisite:** Eligibility is based on Algebra 1 and Geometry completion, and Multilingual Department Chair approval
ALGEBRA 2 TRIGONOMETRY BLOCK (HOUSED AT CENTRAL) **Course #:** MA2182 **Credit:** 1.0 **Grade Level:** 10-12 **Offered:** Semester 2	This course has the same curriculum as Algebra 2 Trigonometry #MA3101/2, but is taught in a single semester, two periods daily. This course is typically taken in tandem with Geometry Block (MA2181/2). *A graphing calculator is a required supply for this course.* **Prerequisite:** Algebra 1 and Geometry

ALGEBRA 2 TRIGONOMETRY HONORS **Course #:** MA3101H/2H **Credit:** 1.0 **Grade Level:** 9-12	This course deals with the topics of Algebra 2 / Trigonometry in more depth, emphasizing the function approach and applications. Particular attention will be given to the nature of a mathematical system. Students are expected to be capable of creative problem-solving and individual study. This is a college-preparatory course. *A graphing calculator is required for this course.* **Prerequisite:** Algebra 1 and Geometry
PRECALCULUS & CALCULUS COURSES	
AP PRECALCULUS AB **Course #:** MA4111A/2A **Credit:** 1.0 **Grade Level:** 10-12	This course centers on functions modeling dynamic phenomena and is designed for students planning to study AP Calculus AB or students who want a deep experience in Precalculus in preparation for post-secondary Calculus. A heavy emphasis on the analysis of functions, which includes polynomial, rational, exponential, logarithmic, trigonometric, and polar functions. Other topics include solving equations, manipulating expressions, and modeling functions in context. *A graphing calculator is required for this course.* **Prerequisite:** Algebra 2 Trigonometry with a grade of B or better in both semesters.
AP PRECALCULUS BC **Course #:** MA4121A/2A **Credit:** 1.0 **Grade Level:** 9-12	This course centers on functions modeling dynamic phenomena and is designed for students planning to study AP Calculus BC. A heavy emphasis is placed on the analysis of functions which include polynomial, rational, exponential, logarithmic, trigonometric, polar, parametric, and vectors. Other topics include solving equations, manipulating expressions, modeling functions in context, sequences, series, and limits. *A graphing calculator is required for this course.* **Prerequisite:** Algebra 2 Trigonometry with a grade of B or better in both semesters.
AP CALCULUS AB **Course #:** MA4211A/2A **Credit:** 1.0 **Grade Level:** 10-12	AP Calculus AB emphasizes conceptual understanding through manual and technological applications of the derivatives and integrals of algebraic, trigonometric, exponential, and logarithmic functions, and relations. A graphing calculator is required for this course. *A graphing calculator is required in this course.* **Prerequisite:** AP Precalculus AB or BC

AP CALCULUS BC **Course #:** MA4221A/2A **Credit:** 1.0 **Grade Level:** 9-12	AP Calculus BC provides an in-depth study of the topics described in Calculus AB, as well as calculus of two-dimensional vectors, polar functions, parametric curves, and infinite series. *A graphing calculator is required for this course.* **Prerequisite:** AP Precalculus BC or Department Chair Approval
MULTIVARIABLE CALCULUS HONORS **Course #:** MA4611H/2H **Credit:** 1.0 **Grade Level:** 10-12	Multivariable Calculus provides students with advanced study in mathematics. First semester topics include Fourier Series, geometry of space, vector functions and multiple derivatives. Second semester topics include vector calculus and multiple integrals, including cylindrical and spherical coordinates. Line and surface integrals are covered in detail, as are the Fundamental Theorem of Calculus for line integrals, Green's Theorem, Divergence Theorem, and Stokes' Theorem. *A graphing calculator with advanced statistics capabilities is required in this course.* **Prerequisite:** AP Calculus BC
QUANTITATIVE REASONING COURSES	
TM002 TRANSITIONAL MATH FOR QUANTITATIVE LITERACY **Course #:** MA4451/2 **Credit:** 1.0 **Grade Level:** 12	This course is designed to review and reinforce algebraic concepts necessary for success in a college credit-bearing math course. It focuses on topics in mathematical modeling and aims to help students prepare for collegiate-level problem solving and mathematical thinking. This course was collaboratively developed with the DuPage County High Schools and the College of DuPage. Successful completion of this course guarantees placement in a college credit-bearing math course at College of DuPage. *A graphing calculator is required for this course.* **Prerequisite:** Algebra 2 Trigonometry and 3 years of high school math completed
MATHEMATICAL MODELING **Course #:** MA4413 **Credit:** 0.5 **Grade Level:** 11-12	This course is an introduction to mathematical modeling based on the use of data, patterns, and functions to investigate and explore real-world phenomena. Linear, exponential, logarithmic, sinusoidal and polynomial models are examined and are applied to real-world data. Throughout the course, computational tools are used to implement, critique, and validate these models. Students are expected to draw conclusions from the modeling process and communicate their findings. **Prerequisite:** Algebra 2 Trigonometry

INTRODUCTION TO STATISTICS 1 **Course #:** MA4513 **Credit:** .5 **Grade Level:** 11-12	This course focuses on the major themes of introductory statistics. It will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from categorical and quantitative data. Additional topics of probability, sampling, and statistical inference are addressed. *A graphing calculator with advanced statistics capabilities is required.* **Prerequisite:** Algebra 2 Trigonometry
INTRODUCTION TO STATISTICS 2 **(HOUSED AT SOUTH)** **Course #:** MA4503 **Credit:** .5 **Grade Level:** 11-12	This course continues to address the major themes of introductory statistics. It will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from categorical and quantitative data. Additional topics of probability, sampling, and statistical inference are addressed. *A graphing calculator with advanced statistics capabilities is required.* **Prerequisite:** Introduction to Statistics 1
AP STATISTICS **Course #:** MA4501A/2A **Credit:** 1.0 **Grade Level:** 10-12	Advanced Placement Statistics will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. It will emphasize sound statistical thinking rather than routine procedures. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. *A graphing calculator with advanced statistics capabilities is required in this course.* **Prerequisite:** Algebra 2 Trigonometry

Department of Mathematics

COMPUTER SCIENCE COURSES	
AP COMPUTER SCIENCE PRINCIPLES **Course #:** MA4311A/2A **Credit:** 1.0 **Grade Level:** 9-12	This course is an entry level AP course which presents concepts and computational thinking practices using AI as a collaborative assistant. It provides an introduction to the rapidly changing industry standards and ensures that the students know how to use AI in a productive, ethical, and appropriate way. Through the development of apps, students can build their understanding of what it means to be a modern computer scientist, and prepare for the future of CS. **Prerequisite:** Algebra 1 **Credit:** This course may be used to fulfill a mathematics graduation credit. Students are encouraged to enroll in a core math course concurrently to ensure continued progress towards college and career readiness.
AP COMPUTER SCIENCE A **Course #:** MA4321A/2A **Credit:** 1.0 **Grade Level:** 9-12	The Computer Science A AP College Board curriculum guidelines are followed in this course. The emphasis of this course is to prepare students for the AP Exam and future programming courses. Programming concepts including variables, constants, expressions, conditionals, arrays, ArrayLists, iteration, functions, and object-oriented programming using classes are covered. An emphasis is placed on problem solving. Additionally, programming methodology and design, pre-defined and abstract data types, sorting, data structures, and algorithms related to data structures are discussed. Applications of computing, a working knowledge of hardware and software systems, and the ethical and social implications of computing are examined. The programming language is JAVA. **Prerequisite:** Algebra 2 Trigonometry **Credit:** This course may be used to fulfill a mathematics graduation credit. Students are encouraged to enroll in a core math course concurrently to ensure continued progress towards college and career readiness.

Department of Multilingual Learning

Mission Statement: *At District 86, we are committed to empowering our Multilingual Learners (ML) to achieve academic excellence, celebrate cultural diversity, and thrive as global citizens. Our mission is to foster an inclusive, equitable environment through compassion and high expectations, where Multilingual Learners can flourish academically and socially and embrace their unique linguistic and cultural heritage.*



MULTILINGUAL CONTINUUM OF SERVICES

English Preparation:
Students begin with our ML English sequence of courses (ML English 1, 2, and 3), which focuses on building both academic and social English skills across proficiency levels 1–3. Instruction emphasizes reading, writing, listening, and speaking, while preparing students for success in all content areas. Multilingual teachers collaborate closely with the English department to align curriculum, assessments, and expectations to ensure a smooth transition into mainstream English classes.

Sheltered Classes:
Multilingual students can take sheltered courses in subjects such as Math, Science, Social Studies, CTE, and Health. These classes include instruction by a certified ML teacher. Lessons integrate scaffolds and language supports so that students can access rigorous academic content while continuing to strengthen their English proficiency.

General Education:
The ultimate goal of the program is for students to thrive in mainstream classes with their peers. After a foundation of English preparation and sheltered classes, students enter general education courses prepared to succeed academically and socially.

Additional Supports:

- Multilingual Resource: A dedicated support class where students build language skills in reading, writing, listening, and speaking, track progress toward goals, and receive academic assistance.
- Bilingual Spanish Language Arts: A course for native Spanish-speaking students to continue developing literacy and academic skills in their first language while advancing in English.

MULTILINGUAL ASSESSMENT

Bilingual Dictionaries: ML students are issued an ACT-compliant, bilingual dictionary at the start of their high school career. They can use them on formative and summative assessments for translation purposes. The use of online translators is strictly prohibited during all summative & standardized assessments.

WIDA ACCESS Test: WIDA ACCESS is the required, state-mandated English language proficiency test required for all Multilingual students that assesses students' language proficiency and development across four domains: listening, reading, writing, and speaking. All ML students are registered to sit WIDA ACCESS each February. ML students can successfully exit the ML program by achieving a WIDA ACCESS score of 4.8.

Department of Multilingual Learning

MULTILINGUAL COURSE OFFERINGS		
Department	**Credits Needed to Graduate**	**Courses**
Consumer Ed	**0.5**	• Consumer Economics Multilingual
English	**4.0**	• Multilingual English 1 • Multilingual English 2 • Multilingual English 3 • Rhetoric: The Art of Persuasion Multilingual • Speech & Communication Multilingual • Psychology in Literature Multilingual • World Literature: Multilingual
Math	**3.0**	• Algebra 1 Multilingual • Geometry Multilingual • Algebra 2/Trigonometry Multilingual
PE & Health	**0.5**	• Health Multilingual • Driver's Education Multilingual
Science	**2.0**	• Biology Multilingual • MAGO Multilingual • Chemistry Multilingual • Physics 9 Multilingual
Social Studies	**2.5**	• World Cultures Multilingual • US History Multilingual • Civics Multilingual
World Language	*Elective credit*	• Spanish Language Arts *(for bilingual Spanish speakers)*

Notes:
- See the course descriptions in the corresponding department section within the Program of Study.
- Courses may run in alternating years based on student enrollment and/or student requests.

MULTILINGUAL COURSE AVAILABILITY					
Course Number	**Course Title**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
ML1001/2	**Multilingual English 1**	X	X	X	X
ML2001/2	**Multilingual English 2**	X	X	X	X
ML3001/2	**Multilingual English 3**	X	X	X	X
ML4001/2	**Multilingual Resource**	X	X	X	X
WL5001E/2E	**Spanish Language Arts**	X	X	X	X

MULTILINGUAL COURSE INFORMATION	
ENGLISH PREPARATION COURSE INFORMATION	
MULTILINGUAL ENGLISH 1 **Course #** ML1001/2 **Credit:** 2.0 *(1 English credit + 1 general graduation credit)* **Grade Level**: 9-12	**Level 1: Beginning English Curriculum Goals** ● Listening Comprehension: Students will demonstrate the ability to understand and respond to simple spoken English, including basic classroom instructions and everyday conversations. ● Basic Reading Skills: Students will develop foundational reading skills by recognizing and understanding simple, high-frequency English words and phrases. ● Oral Communication: Students will engage in basic English conversations, expressing their needs, preferences, and personal information. ● Writing Fundamentals: Students will practice writing simple sentences and short paragraphs using basic English vocabulary and sentence structures. ● Cultural Awareness: Students will gain an introductory understanding of English-speaking cultures, customs, and social norms. ● Course may be repeated. This is a block course that is two periods. **Prerequisite**: Multilingual Department Chair approval
MULTILINGUAL ENGLISH 2 **Course #** ML2001/2 **Credit:** 1.0 **Grade Level**: 9-12	**Level 2: Intermediate English Curriculum Goals** ● Academic Reading Proficiency: Students will comprehend and analyze grade-appropriate texts, including fiction, non-fiction, and academic materials, by identifying main ideas, supporting details, and literary elements. ● Effective Communication: Students will engage in conversations and discussions on various topics, express opinions, and ask questions using appropriate vocabulary and grammar. ● Expository Writing: Students will compose clear and coherent essays, reports, and responses, demonstrating the ability to organize ideas, provide evidence, and use appropriate academic language. ● Critical Thinking: Students will develop critical thinking skills by analyzing and evaluating information from different sources, making inferences, and drawing conclusions. ● Cultural Competency: Students will explore cultural diversity and develop intercultural communication skills, fostering an appreciation for various cultures within English-speaking communities. ● Course may be repeated. **Prerequisite**: Multilingual English 2 and/or Multilingual Department Chair approval

MULTILINGUAL ENGLISH 3 **Course #** ML3001/2 **Credit:** 1.0 **Grade Level**: 9-12	**Level 3: Advanced English Curriculum Goals** • Advanced Reading and Analysis: Students will analyze and critique complex literary and informational texts, demonstrating the ability to evaluate themes, author's purpose, and literary devices. • Advanced Communication Skills: Students will engage in sophisticated discussions, debates, and presentations, expressing ideas persuasively and demonstrating a high level of fluency. • Advanced Writing Proficiency: Students will produce well-structured essays, research papers, and creative pieces, incorporating advanced vocabulary, research skills, and rhetorical strategies. • Research and Information Literacy: Students will conduct independent research, evaluate sources, and cite evidence accurately in accordance with academic standards. • Global Awareness: Students will explore global issues and their impact, fostering a broader understanding of international perspectives and global citizenship. • Course may be repeated. **Prerequisite**: Multilingual English 3 and/or Multilingual Department Chair approval
ADDITIONAL SUPPORT COURSES	
MULTILINGUAL RESOURCE **Course #** ML4001/2 **Credit:** 1.0 **Grade Level**: 9-12	Multilingual Resource is designed to 1) accelerate language skills in reading, writing, listening, and speaking through twenty minutes of daily practice, using a WIDA-aligned progress monitoring platform; 2) prepare students for the WIDA ACCESS test - the annual state-mandated English proficiency assessment; 3) provide academic support and maintain satisfactory achievement levels in regular classes; 4) encourage conversational English and facilitate cultural adjustment. Multilingual students are not eligible to drop resource for a study hall. **Prerequisite**: Multilingual Department Chair approval
ML BILINGUAL RESOURCE **Course #** ML5001/2 **Credit:** 1.0 **Grade Level**: 9-12	ML Bilingual Resource is designed to 1) accelerate language skills in reading, writing, listening, and speaking through twenty minutes of daily practice, using a WIDA-aligned progress monitoring platform; 2) prepare students for the WIDA ACCESS test - the annual state-mandated English proficiency assessment; 3) provide academic support and maintain satisfactory achievement levels in regular classes; 4) encourage conversational English and facilitate cultural adjustment. ML Bilingual Resource is reserved for students in the Transitional Bilingual Program. **Prerequisite**: Multilingual Department Chair approval

SPANISH LANGUAGE ARTS **Course #** WL5001E/2E **Credit:** 1.0 *(World Language Credit)* **Grade Level**: 9-12	Spanish Language Arts is specifically for native Spanish-speaking students. The purpose of the course is for students to build upon their oral, written, and literacy skills in Spanish, using them as a foundation to transfer and advance their English proficiency. This course also includes instruction in the history and culture of Spanish-speaking territories in the United States and other countries. This course is a part of the Transitional Bilingual Program. **Prerequisite**: Multilingual Department Chair approval

Department of Physical Education

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



PHYSICAL EDUCATION COURSE SEQUENCE	
Number of Credits Needed to Graduate:	**4.0**

Graduation Requirements:* Students must enroll in Physical Education (PE) each semester with the exception of the semester they are enrolled in Health. Health is a required course taken during sophomore year, typically in tandem with one semester of Physical Education. Students have the option of enrolling in an additional semester of Physical Education during their sophomore year for an additional 0.5 credits. All students must complete state-mandated CPR and AED training through their physical education class.

Grade 9	Grade 10	Grade 11 & 12
Freshman Physical Education Early Bird Physical Education 9/10	Sophomore Physical Education Health Education Early Bird Physical Education 9/10 Strength & Conditioning Early Bird Strength & Conditioning Lifeguarding CPR/AED Student-Athlete Performance & Wellness	Adaptive PE Peer Leaders Aquatics Early Bird PE Early Bird Strength & Conditioning Student-Athlete Performance & Wellness Group Exercise & Self-Defense Strength & Conditioning Lifetime Activities Tumbling Outdoor Education Lifeguarding CPR/AED Driver Education Introduction to Sports Medicine

Scheduling Notes:

- Students who enroll in Early Bird are responsible for their own transportation, as transportation is not provided.
- Grade 10 students will take a semester of health and a semester of PE. Students are unable to choose which semester their health and/or PE course will occur.
- Students may not take PE and Health in the same semester.
- If students take Health in the summer, they will need to enroll in a PE class each semester.
- Students requesting to substitute PE must make the request during course selection. No changes will be made after the change-of-mind window closes.

Department of Physical Education

PHYSICAL EDUCATION COURSE AVAILABILITY					
Course Number	**Course Title**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
PE1001/2	**Adaptive Physical Education Course**	X	X	X	X
PE1301/2	**Freshman Physical Education**	X			
PE3301/2	**Early Bird Physical Education 9/10**	X	X		
PE2303	**Sophomore Physical Education**		X		
PE2753	**Health Education**		X	X	X
PE2753E	**Health Education Multilingual**		X	X	X
PE3101/2	**Adaptive PE Leader**			X	X
PE3601/2	**Student-Athlete Performance & Wellness**	X	X	X	X
PE2551/2	**Group Exercise and Self-Defense**			X	X
PE2201/2	**Aquatics** (Central)			X	X
PE2601/2	**Strength and Conditioning**		X	X	X
PE2611/2	**EB Strength and Conditioning**		X	X	X
PE2371/2	**EB Physical Education**			X	X
PE2211/2	**Lifeguard/CPR/First Aid**		X	X	X
PE2351/2	**Lifetime Activities**			X	X
PE2401/2	**Team Games**			X	X
PE2621/2	**Outdoor Education**			X	X
PE2481/2	**Tumbling**			X	X
PE1811/2	**Driver Education**		X	X	X
PE1811E/2E	**Driver Education Multilingual**		X	X	X
PE3523	**Introduction to Sports Medicine**			X	X
SE7003	**Health**		X	X	X

PHYSICAL EDUCATION COURSE INFORMATION	
ADAPTIVE PE COURSES	
ADAPTIVE PHYSICAL EDUCATION COURSE **Course #:** PE1001/2 **Credit:** 1.0 **Grade Level:** 9-12	Curriculum in this course is a modification of the grade level standards but is aligned to the Illinois Learning Standards. Adaptive PE offers an alternative PE option for students. Adaptive PE is designed to meet the needs of students with a variety of physical, cognitive, or social-emotional needs. This course is intended to give the learner the skills necessary for a lifetime of recreation, sport experience, physical fitness, and health. In addition, this course offers a smaller class size to make individualized instruction more appropriate. Our program also utilizes a peer mentor program. The peer mentors help in the gym and hallways and serve as role models for our students. This course can be taken multiple times with teacher approval. Pass/Incomplete grades are issued for this course. Students who take sufficient semesters of Adaptive PE and have the Department Chair and/or Director's approval will satisfy the Illinois state requirement for Health. **Prerequisite:** IEP Team Recommendation
GRADE 9 COURSES	
FRESHMAN PHYSICAL EDUCATION **Course #:** PE1301/2 **Credit:** 1.0 **Grade Level:** 9	Students' entry level experiences in the program consist of participation in a full-year core of activities that focus on the physical development and improvement of fitness knowledge. Students will participate in a variety of team and individual sports and activities to meet the learning outcomes of the course. Students will also engage in the freshman LifeSkills curriculum which aligns with the Illinois state SEL Learning Standards. Along with this curriculum, students will have the opportunity to collaborate with the school's Link Crew peer leadership program to acclimate students to the high school experience.
EB PHYSICAL EDUCATION 9/10 **Course #:** PE3301/2 **Credit:** 1.0 **Grade Level:** 9	This physical education course runs from 7:00 AM to 7:50 AM. This course is designed to engage students in health and wellness activities. Activities include fitness-related exercises, team sports, and individual sports. Freshmen students will also engage in the freshman LifeSkills curriculum which aligns with the Illinois state SEL Learning Standards. Along with this curriculum, students will have the opportunity to collaborate with the school's Link Crew peer leadership program to acclimate students to the high school experience. *This course may be repeated.* *This course is taken during early bird. Transportation is not provided.*

Department of Physical Education

HEALTH COURSES	
HEALTH EDUCATION **Course #:** PE2753 **Credit:** 0.5 (Included in student's G.P.A.) **Grade Level:** 10-12	The goal of this course is to promote and develop positive attitudes and behaviors related to the overall wellness of students. Students are taught how to access valid health information and health-promoting products and services. The students will also learn how to analyze the influence of culture, media, technology, and other factors on health. Topics of study within the Health Education program include: Introduction to Wellness, Alcohol, Tobacco, and Other Drugs, Nutrition and Fitness, Communicable and Noncommunicable Diseases, and Human Reproduction. Instruction on Anabolic Steroids will be covered in the Alcohol, Tobacco, and Other Drugs unit per the Illinois State Mandate 105 ILCS 5/27-23.3. The curriculum is aligned with District 86 program goals, Illinois and National Health Education Standards, and Illinois State Standards for Social/Emotional Learning. This course is required for graduation. Sophomores who do not take Health must take the course during the summer prior to Junior year.
HEALTH EDUCATION MULTILINGUAL **Course #:** PE2753E **Credit:** 0.5 (Included in student's G.P.A.) **Grade Level:** 10-12	Health Multilingual is intended for students in the Multilingual Learners program. The goal of this course is to promote and develop positive attitudes and behaviors related to the overall wellness of Hinsdale Central students. Students are taught how to access valid health information and health-promoting products and services. The students will also learn how to analyze the influence of culture, media, technology and other factors on health. Topics of study within the Health Education program include: Introduction to Wellness, Alcohol, Tobacco and other Drugs, Nutrition and Fitness, Communicable and Noncommunicable Diseases, and Human Reproduction. The curriculum is aligned with District 86 program goals, Illinois and National Health Education Standards, and Illinois State Standards for Social/Emotional Learning. Content is designed to meet the needs of Multilingual Learners. This course is required for graduation. This course should be taken in tandem with Physical Education during the sophomore year. This course alternates years to accommodate the greatest number of students. **Prerequisite:** Multilingual Department Chair approval
HEALTH **Course #:** SE7003 **Credit:** 0.5 (Included in student's G.P.A.) **Grade level:** 10-12	Curriculum in this course is a modification of the Illinois and National Health Education Standards, and Illinois State Standards for Social/Emotional Learning. The goal of this course is to promote and develop positive attitudes and behaviors related to the overall wellness of students. Students are taught how to access valid health information and health-promoting products and services. The students will also learn how to analyze the influence of culture, media, technology and other factors on health. Topics of study within the Health Education program include: Introduction to Wellness, Alcohol, Tobacco and other Drugs, Nutrition and Fitness, Communicable and Non-communicable Diseases, and Human Reproduction. **Prerequisite:** IEP Team Recommendation

Department of Physical Education

GRADE 10-12 COURSES	
SOPHOMORE PHYSICAL EDUCATION **Course #:** PE2303 **Credit:** 0.5 **Grade Level:** 10	Students will participate in a minimum of one semester of team/individual physical education activities. The curriculum will focus on the physical development and improvement of students' personal fitness and content knowledge. The activities are sequentially planned as a continuation of the Freshmen Physical Education curriculum.
EB PHYSICAL EDUCATION 9/10 **Course #:** PE3301 or PE3302 **Credit:** 0.5 **Grade Level:** 10	Students will participate in a minimum of one semester of team/individual physical education activities during early bird. Students will be scheduled into their Health course between periods 1-8. This physical education course runs from 7:00 AM to 7:50 AM. This course is designed to engage students in health and wellness activities. Activities include fitness-related exercises, team sports, and individual sports. *This course may be repeated.* Sophomores who enroll in a full year of EB Physical Education 9/10 will need to take Health over the summer. Students who do not take health over the summer will take it 1st semester Junior year. *This course is taken during early bird. Transportation is not provided.*
ADAPTIVE PE LEADER **Course #:** PE3101/2 **Credit:** 1.0 **Grade Level:** 11-12	This PE Leader class is offered to juniors and seniors who are interested in working with diverse students. As a leader in the course, students will serve as role models in the class (wear PE attire and participate daily, model appropriate behavior, etc.) and help support the teacher. This class will swim during both semesters. Daily attendance is required. PE substitution is not eligible for this course. There are a limited number of spaces in this course; students will need to apply and be accepted into the program. *This course may be repeated.* **Prerequisite:** Application from PE office and departmental approval. Priority will be given to those students interested in a career in education.
GROUP EXERCISE & SELF-DEFENSE **Course #:** PE2551/2 **Credit:** 1.0 **Grade Level:** 11-12 **Course Running:** • **Central-Sem. 1&2** • **South - Sem. 1**	This class introduces students to components of cardiovascular activity through aerobic movements. Students will also address the principles of muscular strength and endurance through the use of free weights and toning exercises. Core workouts, yoga, Pilates, and fitness dance are introduced as part of this class as methods for students to increase flexibility, strength, and balance. Students will be introduced to the R.A.D Self-Defense System which will provide students with an experience in basic self-defense skills. *This course may be repeated.* **Dual Credit Eligible:** This course may be offered for dual credit through the College of DuPage.

AQUATICS (HOUSED AT CENTRAL) **Course #:** PE2201/2 **Credit:** 1.0 **Grade Level:** 11-12 **Course Running:** • **Central - Sem. 1**	This course provides students the opportunity to engage in sports and activities designed for the aquatic environment. The learning target for the course includes swim stroke development, aerobic fitness, and biomechanic analysis of the four competitive swimming strokes, as well as starts and turns. Water safety habits, basic lifeguarding skills, water aerobics, dry land exercises, and weight training specific to aquatic activity will also be introduced. Recommended for prospective triathletes and swimmers. *This course may be repeated.*
STUDENT-ATHLETE PERFORMANCE & WELLNESS **Course #:** PE3601/2 **Credit:** 1.0 **Grade Level:** 9-12	This course is designed for students participating in interscholastic athletics who are interested in improving athletic performance while developing the knowledge and habits necessary to support long-term health and wellness. The purpose of this course is to work in tandem with their athletic program. Students will participate in individualized and group activities emphasizing strength, mobility, flexibility, cardiovascular fitness, speed and movement development, injury-risk reduction, recovery, and overall physical wellness. Students will learn how training needs change throughout the athletic year and will develop appropriate strategies for in-season maintenance, recovery, and off-season development. Classroom instruction and physical activity may also address topics including nutrition and hydration, sleep and recovery, goal setting, stress management, leadership, and personal responsibility. Students will learn to evaluate their individual physical needs and develop appropriate training and wellness plans in collaboration with course instructors. *This course may be repeated.* **Dual Credit Eligible:** This course may be offered for dual credit through the College of DuPage.
STRENGTH AND CONDITIONING **Course #:** PE2601/2 **Credit:** 1.0 **Grade Level:** 10-12	Gain knowledge and understanding of weight training theory, advanced weight training practices, sport-specific weight training techniques, and proper nutritional practices. Initiate and develop weight training programs. Improve muscular strength and endurance. *This course may be repeated.* **Dual Credit Eligible:** This course may be offered for dual credit through the College of DuPage.
EB STRENGTH AND CONDITIONING **Course #:** PE2611/2 **Credit:** 1.0 **Grade Level:** 10-12	Gain knowledge and understanding of weight training theory, advanced weight training practices, sport-specific weight training techniques, and proper nutritional practices. Initiate and develop weight training programs. Improve muscular strength and endurance. *This course may be repeated.* *This course is taken during early bird. Transportation is not provided.* **Dual Credit Eligible:** This course may be offered for dual credit through the College of DuPage.

Department of Physical Education

EB PHYSICAL EDUCATION **Course #:** PE2371/2 **Credit:** 1.0 **Grade Level:** 11-12	This physical education course runs from 7 AM to 7:50 AM. This course is designed to engage students in activities that address health and wellness. Activities include fitness-related exercises, team sports, and individual sports. *This course may be repeated.* *This course is taken during early bird. Transportation is not provided.*
LIFEGUARD/CPR/FIRST AID **Course #:** PE2211/2 **Credit:** 1.0 **Grade Level:** 10-12 **Course Running:** • **Central - Sem. 2** • **South - Sem. 1**	Meets American Red Cross Lifesaving Certification, Cardiopulmonary Resuscitation Certification and Standard First Aid Certification. Students must be able to swim 500 yards non-stop to enroll. No student may use a Physical Education substitution in this class and receive Red Cross certification or recertification. *This course may be repeated.* **Prerequisite:** Must be able to swim 500 yards continuously. **Dual Credit Eligible:** This course may be offered for dual credit through the College of DuPage.
LIFETIME ACTIVITIES **Course #:** PE2351/2 **Credit:** 1.0 **Grade Level:** 11-12 **Course Running:** • **Central - Sem. 2** • **South - Sem. 2**	Students will participate in activities related to racquet sports and some team activities. Students may participate in golf, tennis, badminton, pickleball, archery, ping pong, eclipse ball, aquatic development, and spike ball. *This course may be repeated.*
TEAM GAMES **Course #:** PE2401/2 **Credit:** 1.0 **Grade Level:** 11-12	Students will participate in team sports and activities that may include volleyball, basketball, softball, flickerball, navy football, kickball, lacrosse, hockey, tchoukball, soccer, spike ball, water games, and other team-oriented games that students can participate in for a lifetime. *This course may be repeated.*

OUTDOOR EDUCATION **Course #:** PE2621/2 **Credit:** 1.0 **Grade Level:** 11-12 **Course Running:** • **Central - Sem. 1** • **South - Sem. 2**	This course is aimed at acquiring and developing a range of skills and knowledge related to lifelong outdoor activity. Units of study will include group dynamics and team building, kayaking and boating, archery, fishing, navigation and non-traditional outdoor sports/activities. The course will meet in the pool and some units may require active participation in the water. *This course may be repeated.*
TUMBLING **Course #:** PE2481/2 **Credit:** 1.0 **Grade Level:** 11-12 **Course Running:** • **Central-Sem. 1 & 2** • **South - Sem. 1**	Tumbling class focuses on developing the strength, flexibility, and techniques necessary to learn how to safely tumble. Fundamental skills and strength will be taught through progressions with emphasis on form. *This course may be repeated.*
DRIVER'S EDUCATION COURSES	
DRIVER EDUCATION **Course #:** PE1811/2 **Credit:** 0.5 *(General credit only; not for PE Credit. Not included in GPA)* $350.00 Course Fee $20.00 Permit fee required by the State **Grade Level:** Must be 15 years of age at the start of the semester.	Driver Education, though an elective course, is required in order to obtain a state driver's license prior to the age of 18. Driver Education will follow state mandates on the number of classroom instruction and in car training. Student schedules must allow for one period per day during one semester in order to complete course requirements. Students' class time will be divided between behind the wheel instruction with a certified instructor for 24 class periods (6 hours of daylight driving) and 30 hours of classroom instruction. In addition, students will get classroom instruction on distracted driving as a major safety concern per the Illinois State Mandate 105-ILCS 5/27-24.8 Any incoming freshman can enroll in Driver Education as long as he/she turns 15 years of age prior to the start of the semester. If you turn 15 years of age prior to the start of the semester, you are eligible to enroll in Driver Education. Students enrolled in Driver Education will receive two grades at the end of the semester: one for the classroom phase, and one for the behind-the-wheel phase. Upon successful completion of the Driver Education Cooperative Testing program, students will be eligible for their license without the need for further examination by the Illinois Secretary of State Office. **Prerequisite:** Students enrolling in Driver Education must be passing eight semester classes within the two most recent semesters of attendance. Only classes used to determine a student's GPA will be allowed to meet this requirement. Freshmen in their 2nd semester if 15 years of age.

DRIVER EDUCATION MULTILINGUAL **Course #:** PE1811E/2E **Credit:** 0.5 *(General credit only; not for PE Credit. Not included in GPA)* $350.00 Course Fee $20.00 Permit fee required by the State **Grade Level:** Must be 15 years of age at the start of the semester.	Driver Education Multilingual is intended for students in the Multilingual Learners program. Driver Education, though an elective course, is required in order to obtain a state driver's license prior to the age of 18. Driver Education will follow state mandates on the number of classroom instruction and in car training. Student schedules must allow for one period per day during one semester in order to complete course requirements. Students' class time will be divided between behind-the-wheel instruction with a certified instructor for 24 class periods (6 hours of daylight driving) and 30 hours of classroom instruction. In addition, students will get classroom instruction on distracted driving as a major safety concern per the Illinois State Mandate 105-ILCS 5/27-24.8 Any incoming freshman can enroll in Driver Education as long as he/she turns 15 years of age prior to the start of the semester. If you turn 15 years of age prior to the start of the semester, you are eligible to enroll in Driver Education. Students enrolled in Driver Education will receive two grades at the end of the semester: one for the classroom phase, and one for the behind-the-wheel phase. Upon successful completion of the Driver Education Cooperative Testing program, students will be eligible for their license without the need for further examination by the Illinois Secretary of State Office. **Prerequisite:** Students enrolling in Driver Education must be passing eight semester classes within the two most recent semesters of attendance. Only classes used to determine a student's GPA will be allowed to meet this requirement. Freshmen in their 2nd semester if 15 years of age. **Prerequisite:** Approval of Multilingual Department Chair
PHYSICAL EDUCATION & HEALTH ELECTIVE COURSES	
INTRODUCTION TO SPORTS MEDICINE **Course #:** PE3523 **Credit:** 0.5 *(General credit only; not for elective arts or PE credit. Included in a student's G.P.A.)* **Grade Level:** 11-12	The goal of this course is to help students become more knowledgeable and proficient in the following areas: principles and practices of athletic training; anatomy, physiology, injury recognition, treatment and rehabilitation as they relate to sports and leisure activities. This course also provides valuable hands-on experience and is highly recommended for those students who are interested in careers in nursing, medicine, athletic training, physical therapy, or coaching. **Prerequisite:** Successful completion of Health Education or approval of the Department Chair **Credit:** This course is for general credit only and does not count in place of a PE course. Students will need to enroll in another PE course to satisfy the requirement.

Department of Science

Mission Statement: *The mission of the District 86 Science Department is to increase student exposure to and interest in the core sciences through science courses and sequences that align with college and career preparation.*



The science department meets that goal through a two-pathway system: The PCB pathway arranges courses in a progressive and sequential fashion, while the Biology-First pathway is more traditional and allows for student flexibility.

SCIENCE COURSE SEQUENCE INFORMATION

Number of Credits Needed to Graduate:	2.0

Graduation Requirements: At least two credits are required for graduation. Two years of laboratory science are required. All District 86 science courses are laboratory science courses and meet the requirement. Once students begin a pathway (Biology-First or PCB), they are not permitted to change pathways. Students can not mix and match classes between pathways.

Pathway	Grade 9	Grade 10	Grade 11	Grade 12 (may be concurrent earlier if prerequisites are met)
PCB This pathway includes core courses with Earth Science applications; therefore, it meets most Illinois State Learning Standards within three years	Physics 9 ---- OR ---- Physics Honors 9	Chemistry 10 ---- OR ---- Chemistry Honors 10	Biology 11 ---- OR ---- AP Biology	**PCB only:** Earth Science Capstone **Bio-First only:** MAGO Physics **Either Pathway:** Anatomy & Physiology Earth Science Honors AP Biology AP Chemistry AP Environmental Science AP Physics 1 AP Physics C AP Physics C-M
Biology-First This pathway meets most Illinois State Learning standards within four years if the four core courses are taken (Biology, Earth Science, Chemistry, Physics)	Biology ---- OR ---- Biology Honors	MAGO / Earth Science Honors ---- OR ---- Chemistry / Chemistry Honors	MAGO / Earth Science Honors ---- OR ---- Chemistry / Chemistry Honors --- OR --- Physics / AP Physics 1	

*Indicates Honors Option available
^ Indicates Earned Honors Option available
+ Indicates Dual Credit available

Department of Science

SCIENCE COURSE AVAILABILITY					
PCB PATHWAY COURSE AVAILABILITY					
Course Number	**Course Title**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
SC1101/2	**Physics 9***	X			
SC1101H/2H	**Physics 9 Honors**	X			
SC2201/2	**Chemistry 10***		X		
SC2201H/2H	**Chemistry 10 Honors**		X		
SC3301/2	**Biology 11**			X	
SC3301A/2A	**AP Biology**			X	X
SC4421/2	**Earth Science Capstone**				X
BIOLOGY-FIRST PATHWAY COURSE AVAILABILITY					
Course Number	**Course Title**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
SC1301/2	**Biology***	X			
SC1301H/2H	**Biology Honors**	X			
SC2251/2	**Chemistry***		X	X	X
SC2251H/2H	**Chemistry Honors**		X	X	X
SC3401	**Meteorology & Astronomy**		X	X	X
SC3402	**Geology & Oceanography**		X	X	X
SC2451H/2H	**Earth Science Honors+** (Central)		X	X	X
SC3101/2	**Physics**			X	X
SC3101A/2A	**AP Physics 1**			X	X
ELECTIVE COURSE AVAILABILITY - OPEN TO BOTH PATHWAYS					
Course Number	**Course Title**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
SC4511/4512	**Anatomy and Physiology**			X	X
SC2451H/2H	**Earth Science Honors+** (Central)		X	X	X
SC3301A/2A	**AP Biology**			X	X
SC4201A/2A	**AP Chemistry**			X	X
SC4401A/2A	**AP Environmental Science**			X	X
SC3101A/2A	**AP Physics 1**			X	X
SC4111A/2A	**AP Physics C-M**			X	X
SC4101A/2A	**AP Physics C**			X	X

Department of Science

SCIENCE COURSE INFORMATION	
PCB PATHWAY COURSES	
PHYSICS 9 **Course #:** SC1101/2 **Credit:** 1.0 **Grade Level:** 9	This course is the first course in the PCB pathway. This course covers the skills and content of a first-year physics course within the context of the Earth and its place in the Universe. Topics include science practices, waves, Big Bang, motion, plate tectonics, forces, energy, momentum, seasons, and climate. **Prerequisite:** Concurrent enrollment in Algebra 1. Not recommended for students in Algebra 2/Trig or higher.
PHYSICS **Course #:** SE8101/2 **Credit:** 1.0 **Grade Level:** 9-12	Curriculum in this course is a modification of the grade level standards but is aligned to the Illinois Learning Standards. This course covers the skills and content of a first-year physics course within the context of the Earth and its place in the Universe. Topics include science practices, waves, Big Bang, motion, plate tectonics, forces, energy, momentum, seasons, and climate. **Prerequisite:** IEP Team Recommendation
PHYSICS MULTILINGUAL **Course #:** SC1101E/2E **Credit:** 1.0 **Grade Level:** 9-12	Physics Multilingual is intended for students in the Multilingual Learners program. This course is the first course in the PCB pathway. This course covers the skills and content of a first-year physics course within the context of the Earth and its place in the Universe. Topics include science practices, waves, Big Bang, motion, plate tectonics, forces, energy, momentum, seasons, and climate. **Prerequisite:** Multilingual Department Chair approval
PHYSICS 9 HONORS **Course #:** SC1101H/2H **Credit:** 1.0 **Grade Level:** 9	This course is the first course in the PCB pathway at the honors level. This course covers similar topics as Physics 9, but at a deeper level and an accelerated pace. This course requires mastery of Algebra I and strong math critical thinking skills. **Prerequisite:** Successful completion of Algebra 1 and concurrent enrollment in Geometry or higher.
CHEMISTRY 10 **Course #:** SC2201/2 **Credit:** 1.0 **Grade Level:** 10	This course is the second course in the PCB pathway. This course covers the skills and content of a first-year Chemistry course within the context of Earth Systems. Topics include: Big Bang and the origin of elements, atomic structure, chemical reactions and their role in Earth processes, bonding, chemistry topics applied to environmental issues, stoichiometry, thermodynamics, and equilibrium. **Prerequisite:** Completion of 9th grade Physics, completion of Algebra 1 or higher, and teacher recommendation

CHEMISTRY **Course #:** SE8301/2 **Credit:** 1.0 **Grade Level:** 10-12	Curriculum in this course is a modification of the grade-level standards but is aligned to the Illinois Learning Standards. Chemistry courses involve studying the composition, properties, and reactions of substances. Traditional chemistry topics are covered and include atomic structure, nuclear chemistry, matter and the periodic table, stoichiometry, bonding, thermodynamics, gases, and chemical equations. **Prerequisite:** IEP Team Recommendation
CHEMISTRY 10-MULTILINGUAL **Course #:** SC2201E/2E **Credit:** 1.0 **Grade Level:** 10	Chemistry Multilingual is intended for students in the Multilingual Learners program. This course covers the skills and content of a first-year Chemistry course within the context of Earth Systems. Topics include: Big Bang and the origin of elements, atomic structure, chemical reactions and their role in Earth processes, bonding, chemistry topics applied to environmental issues, stoichiometry, thermodynamics, and equilibrium. **Prerequisite:** Multilingual Department Chair approval
CHEMISTRY 10 HONORS **Course #:** SC2201H/2H **Credit:** 1.0 **Grade Level:** 10	This course is the second course in the PCB pathway at the honors level. This course covers similar topics as Chemistry 10 but at a deeper level and an accelerated pace. This course requires strong math and critical thinking skills. **Prerequisite:** Successful completion of 9th grade Physics, completion of Algebra 1 or higher, and/or teacher recommendation
BIOLOGY 11 **Course #:** SC3301/2 **Credit:** 1.0 **Grade Level:** 11	This course is the third course in the PCB pathway. This course covers the skills and content of a first-year Biology course, within the context of Earth Systems. Topics include: Ecology, Evolution, Energetics, Genetics, Molecular Biology, and Humans' Impact on Earth. Dissections or alternative projects may be incorporated in this course. Reading comprehension is an important component of this curriculum. **Prerequisite:** Completion of Chemistry 10; Teacher recommendation
BIOLOGY **Course #:** SE8201/2 **Credit:** 1.0 **Grade Level:** 9-12	Curriculum in this course is a modification of the grade level standards but is aligned to the Illinois Learning Standards. This course covers the skills and content of a first-year Biology course. Topics include: Ecology, Evolution, Genetics, Molecular Biology, and Energetics. Dissections or alternative projects may be incorporated in this course. Reading comprehension is an important component of this curriculum. **Prerequisite:** IEP Team Recommendation

AP BIOLOGY **Course #:** SC3301A/2A **Credit:** 1.0 **Grade Level:** 11-12	This course is the third course in the PCB pathway or an elective course in the Biology-First pathway. This course follows the College Board's Advanced Placement curriculum and parallels two semesters of college-level biology course work. Topics include energetics, biochemistry, cellular biology, molecular biology, ecology, and population biology. Dissections or alternative projects may be incorporated in this course. This course is rigorous and fast paced, and high-level reading and note taking are required. Students are expected to take the AP exam. **Prerequisite:** Students who started in 9th grade Physics may take AP Biology in 11th grade as their first biology course. Students who started in Biology need three years of science (can be concurrent), including a year of chemistry, to enroll in this course. Teacher recommendation
EARTH SCIENCE CAPSTONE **Course #:** SC4421/2 **Credit:** 1.0 **Grade Level:** 12	This course is offered as an option for a fourth course in the PCB pathway. This course is a culminating science course that will include topics such as Earth's history, human interaction with the Earth, current environmental issues, astronomy, and a research project. **Prerequisite:** Three years of high school science including Physics 9/9H, Chemistry 10/10H and Biology 11. This course is NOT open to anyone who has taken MAGO or Earth Science Honors. Teacher recommendation

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BIOLOGY-FIRST PATHWAY COURSES	
BIOLOGY **Course #:** SC1301/2 **Credit:** 1.0 **Grade Level:** 9	This course is the first course in the Biology-First pathway. This course covers the skills and content of a first-year Biology course. Topics include: ecology, evolution, genetics, molecular biology, and energetics. Dissections or alternative projects may be incorporated in this course. Reading comprehension is an important component of this curriculum. **Prerequisite:** Incoming freshman eligibility is based upon test scores, middle school consultation, and departmental approval.
BIOLOGY **Course #:** SE8201/2 **Credit:** 1.0 **Grade Level:** 9-12	Curriculum in this course is a modification of the grade level standards but is aligned to the Illinois Learning Standards. This course covers the skills and content of a first-year Biology course. Topics include: Ecology, Evolution, Genetics, Molecular Biology and Energetics. Dissections or alternative projects may be incorporated in this course. Reading comprehension is an important component of this curriculum. **Prerequisite:** IEP Team Recommendation
BIOLOGY MULTILINGUAL **Course #:** SC1301E/2E **Credit:** 1.0 **Grade Level:** 9-12	Biology Multilingual is intended for students in the Multilingual Learners program. This course covers the skills and content of a first-year Biology course. Topics include: Ecology, Evolution, Genetics, Molecular Biology and Energetics. Dissections or alternative projects may be incorporated in this course. Reading comprehension is an important component of this curriculum. Curriculum in this course is a modification of the grade level standards but is aligned to the Illinois Learning Standards. **Prerequisite:** Multilingual Department Chair approval
BIOLOGY HONORS **Course #:** SC1301H/2H **Credit:** 1.0 **Grade Level:** 9	This course is the first course in the Biology-First pathway at the honors level. This course covers similar topics as Biology but at a deeper level and an accelerated pace. Dissections or alternative projects may be incorporated in this course. This course requires strong reading and critical thinking skills. **Prerequisite:** Incoming freshman eligibility is based upon test scores, middle school consultation, and departmental approval.
CHEMISTRY **Course #:** SC2251/2 **Credit:** 1.0 **Grade Level:** 10-12	This course is in the Biology-First pathway. Chemistry courses involve studying the composition, properties, and reactions of substances. Traditional chemistry topics are covered and include atomic structure, nuclear chemistry, matter and the periodic table, stoichiometry, bonding, thermodynamics, gasses, and chemical equations. Students must have a strong grasp of Algebra. **Prerequisite:** Completion of Algebra 1 or higher and teacher recommendation. This course is open to students who have completed freshman biology.

Department of Science

CHEMISTRY **Course #:** SE8301/2 **Credit:** 1.0 **Grade Level:** 10-12	Curriculum in this course is a modification of the grade level standards but is aligned to the Illinois Learning Standards. Chemistry courses involve studying the composition, properties, and reactions of substances. Traditional chemistry topics are covered and include atomic structure, nuclear chemistry, matter and the periodic table, stoichiometry, bonding, thermodynamics, gases, and chemical equations. **Prerequisite:** IEP Team Recommendation
CHEMISTRY HONORS **Course #:** SC2251H/2H **Credit:** 1.0 **Grade Level:** 10-12	This course is in the Biology-First pathway at the honors level. This course covers similar topics as in Chemistry, but at a deeper level and at an accelerated pace, requiring strong math skills and increased student independence. **Prerequisite:** Completion of Algebra I and a teacher recommendation, which will be based on a high level of ability in science, mathematics, and reading. This course is open to students who have completed freshman biology.
METEOROLOGY & ASTRONOMY MULTILINGUAL **Course #:** SC3401E **Credit:** 0.5 **Grade Level:** 9-12	Meteorology and Astronomy Multilingual is intended for students in the Multilingual Learners program. This Earth Science course offers insight into the environment on Earth and the Earth's environment in space. Topics include the history of Earth as it relates to meteorology and astronomy. The curriculum in this course is a modification of the grade-level standards but is aligned to the Illinois Learning Standards. **Prerequisite:** Multilingual Department Chair approval
METEOROLOGY & ASTRONOMY **Course #:** SC3401 **Credit:** 0.5 **Grade Level:** 10-12	This course is in the Biology-First pathway. This Earth Science course offers insight into the environment on Earth and Earth's environment in space. Topics include the history of Earth as it relates to meteorology and astronomy. **Prerequisite:** At least one year of high school science and teacher recommendation. This course is open to students who have completed freshman biology.
GEOLOGY & OCEANOGRAPHY MULTILINGUAL **Course #:** SC3402E **Credit:** 0.5 **Grade Level:** 9-12	Geology and Oceanography Multilingual is intended for students in the Multilingual Learners program. This Earth Science course offers insight into the environment on Earth and the Earth's environment in space. Topics include history of the Earth as it relates to geology and oceanography. The curriculum in this course is a modification of the grade-level standards but is aligned to the Illinois Learning Standards. **Prerequisite:** Multilingual Department Chair approval

GEOLOGY & OCEANOGRAPHY **Course #:** SC3402 **Credit:** 0.5 **Grade Level:** 10-12	This course is in the Biology-First pathway. This Earth Science course offers insight into the environment on Earth and the Earth's environment in space. Topics include history of the Earth as it relates to geology and oceanography. **Prerequisite:** At least one year of high school science and a teacher recommendation. This course is open to students who have completed freshman biology.
EARTH SCIENCE HONORS **(HOUSED AT CENTRAL)** **Course #:** SC2451H/2H **Credit:** 1.0 **Grade Level:** 10-12	Earth Science Honors covers similar topics as Meteorology/Astronomy and Geology/Oceanography, but at a deeper level and at an accelerated pace, requiring strong reading and math skills and increased student independence. This course is housed at Central High School. **Prerequisite:** High ability in science, mathematics, reading, and teacher recommendation. **Dual Credit Eligible:** Students enrolled in this course will be eligible to earn one semester of dual credit through College of DuPage.
PHYSICS **Course #:** SE8101/2 **Credit:** 1.0 **Grade Level:** 9-12	Curriculum in this course is a modification of the grade level standards but is aligned to the Illinois Learning Standards. This course covers the skills and content of a first year physics course within the context of the Earth and its place in the Universe. Topics include science practices, waves, Big Bang, motion, plate tectonics, forces, energy, momentum, seasons, and climate. **Prerequisite:** IEP Team Recommendation
PHYSICS **Course #:** SC3101/2 **Credit:** 1.0 **Grade Level:** 11-12	This course is in the Biology-First pathway. This course involves the study of the forces and laws of nature affecting matter, such as motion, momentum, energy, waves, circular motion, and electrostatics. A strong grasp of math is required. **Prerequisites:** Concurrent enrollment in Algebra 2/Trigonometry or higher; Teacher recommendation. This course is open to students who have completed freshman biology.

AP PHYSICS 1 **Course #:** SC3101A/2A **Credit:** 1.0 **Grade Level:** 11-12	This first-year physics course is in the Biology-First pathway at the honors level or can be taken as a second physics course in the PCB pathway. This year-long course follows the College Board's Advanced Placement curriculum and parallels the first semester of algebra-based, college-level physics coursework. Topics include kinematics, dynamics, circular motion, gravitation, energy-momentum, simple harmonic motion, torque, and rotational motion. This course emphasizes high-level problem-solving. Students are expected to take the AP exam. **Prerequisites:** Successful completion of Algebra 2/Trigonometry and teacher recommendation that will be based upon high-level ability in science, mathematics, and reading. This course is open to students who have completed freshman biology or have completed three years of science (the third course may be concurrent).
ELECTIVE COURSES (OPEN TO BOTH PATHWAYS)	
ANATOMY AND PHYSIOLOGY **Course #:** SC4511/2 **Credit:** 1.0 **Grade Level:** 11-12	This course develops students' understanding of the workings of the human body. Topics include cells, tissues, and functional systems such as the skeletal, muscular, circulatory, respiratory, digestive, reproductive, and nervous systems. Dissections are required and play an important role in the learning process of this course, and careers in health-related fields are emphasized. Reading and memorization are key skills required for this course. **Prerequisite:** Successful completion of three years of science; Concurrent enrollment in third year of science is permitted; Teacher recommendation
EARTH SCIENCE HONORS (HOUSED AT CENTRAL) **Course #:** SC2451H/2H **Credit:** 1.0 **Grade Level:** 10-12	Earth Science Honors covers similar topics as Meteorology/Astronomy and Geology/Oceanography, but at a deeper level and at an accelerated pace, requiring strong reading and math skills and increased student independence. This course is housed at Central High School. **Prerequisite:** High ability in science, mathematics, reading and teacher recommendation **Dual Credit Eligible:** Students enrolled in this course will be eligible to earn one semester of dual credit through College of DuPage.

Department of Science

AP BIOLOGY **Course #:** SC3301A/2A **Credit:** 1.0 **Grade Level:** 11-12	This course is the third course in the PCB pathway or an elective course in the Biology-First pathway. This course follows the College Board's Advanced Placement curriculum and parallels two semesters of college-level biology course work. Topics include energetics, biochemistry, cellular biology, molecular biology, ecology, and population biology. Dissections or alternative projects may be incorporated in this course. This course is rigorous and fast paced, and high-level reading and note taking are required. Students are expected to take the AP exam. **Prerequisite:** Students who started in 9th grade Physics may take AP Biology in 11th grade as their first biology course. Students who started in Biology need three years of science (can be concurrent), including a year of chemistry, to enroll in this course. Teacher recommendation
AP CHEMISTRY **Course #:** SC4201A/2A **Credit:** 1.0 **Grade Level:** 11-12	This second-year chemistry course follows the College Board's Advanced Placement curriculum and parallels two semesters of college-level chemistry coursework. Topics include atomic structure and properties, chemical reactions, kinetics, thermodynamics, equilibrium, acids and bases, and applications of thermodynamics. This course is rigorous and fast-paced, and emphasizes high-level problem solving. Students are expected to take the AP exam. **Prerequisite:** Three years of science, including a year of Chemistry and a year of Physics and a teacher recommendation. Concurrent enrollment in a third year of science is permitted.
AP ENVIRONMENTAL SCIENCE **Course #:** SC4401A/2A **Credit:** 1.0 **Grade Level:** 11-12	This year-long course follows the College Board's Advanced Placement curriculum and parallels one semester of college-level environmental coursework. Students explore the interrelationships of the natural world, identify and analyze environmental problems, evaluate the relative risks associated with the problems, and examine alternative solutions for resolving and/or preventing them. High-level reading and note-taking are required. Students are expected to participate in course field trips and take the AP exam in early May. **Prerequisite:** Successful completion of three years of science and teacher recommendation; Concurrent enrollment in a third year of science is permitted.

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AP PHYSICS 1 **Course #:** SC3101A/2A **Credit:** 1.0 **Grade Level:** 11-12	This first-year physics course is in the Biology-First pathway at the honors level or can be taken as a second physics course in the PCB pathway. This year-long course follows the College Board's Advanced Placement curriculum and parallels the first semester of algebra-based, college-level physics coursework. Topics include kinematics, dynamics, circular motion, gravitation, energy-momentum, simple harmonic motion, torque, and rotational motion. This course emphasizes high-level problem-solving. Students are expected to take the AP exam. **Prerequisites:** Successful completion of Algebra 2/Trigonometry and teacher recommendation that will be based upon high-level ability in science, mathematics, and reading. This course is open to students who have completed freshman biology or have completed three years of science (the third course may be concurrent).
AP PHYSICS C-M **Course #:** SC4111A/2A **Credit:** 1.0 **Grade Level:** 11-12	This second-year physics course follows the College Board's Advanced Placement curriculum and parallels the first semester of AP Physics C, which is an in-depth investigation into calculus-based mechanics. This course is rigorous. Students are expected to take the Mechanics AP exam in early May. **Prerequisite:** Concurrent with AP Calculus AB or higher. Three years of science, including a year of Physics and teacher recommendation. Concurrent enrollment in a third year of science is permitted. Not recommended for students who have taken AP Physics 1.
AP PHYSICS C **Course #:** SC4101A/2A **Credit:** 1.0 **Grade level:** 11-12	This second-year physics course follows the College Board's Advanced Placement curriculum and parallels two semesters of calculus-based, college-level physics coursework. Topics include in-depth investigations into mechanics, electricity, and magnetism. This course is rigorous and fast-paced, and emphasizes high-level problem-solving. Students are expected to take the AP exam. **Prerequisite:** Concurrent with AP Calculus AB or higher. Three years of science, including a year of Physics and a teacher recommendation. Concurrent enrollment in a third year of science is permitted.

Department of Social Studies

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



SOCIAL STUDIES COURSE SEQUENCE INFORMATION

Number of Credits Needed to Graduate:	2.5

Graduation Requirements: At least two and a half credits are required for graduation. All students are required to take:

- 1.0 Credit - World Cultures or World History Honors (Central)/World Studies Honors (South)
- 1.0 Credit - U.S. History or AP U.S. History
- 0.5 Credit - Civics or AP U.S. Government & Politics

Grade 9	Grade 10	Grade 11
• World Cultures (1.0) • World History Honors (1.0) - Central • World Studies Honors (1.0) - South	• Civics @ (0.5)	• U.S. History ∞ (1.0) • AP U.S. History ∞ (1.0)

Electives

- AP European History (1.0)
- Global Issues (0.5)
- Economics # (0.5)
- Criminal Law (0.5)
- Psychology (0.5)
- Philosophy Honors (0.5) - Central
- African American History (0.5) - Central
- Western Civilization (0.5) - Central
- East Asian Studies (0.5) - Central
- AP U.S. Government & Politics (0.5)
- AP Microeconomics # (0.5)
- AP Macroeconomics # (0.5)
- AP Psychology (1.0)

@ Fulfills IL state Civics Requirement
∞ Fulfills IL state US History Requirement
 # Fulfills D86 Consumer Education Requirement

Department of Social Studies

SOCIAL STUDIES COURSE AVAILABILITY					
Course Number	**Course Title**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
SS1001/2	**World Cultures**	X			
SS1031E/2E	**World Cultures Multilingual**	X	X	X	
SS1851H/2H	**World History Honors** (Central)	X			
SS1951H/2H	**World Studies Honors** (South)	X			
SS3001/2	**U.S. History** ∞			X	
SS3031E/2E	**U.S. History Multilingual**			X	X
SS3001A/2A	**AP U.S. History** ∞			X	
SS2013	**Civics @**		X	X	X
SS2033E	**Civics Multilingual**		X	X	X
SS4413A	**AP U.S. Government & Politics**			X	X
SS4001A/2A	**AP European History**		X	X	X
SS4123A	**AP Macroeconomics #**			X	X
SS4223A	**AP Microeconomics #**			X	X
SS4301A/2A	**AP Psychology**		X (South Only)	X	X
SS2553	**African American History** (Central)		X	X	X
SS4503	**Criminal Law**		X	X	X
SS2653	**East Asian Studies** (Central)		X	X	X
SS2353	**Economics #**		X	X	X
SS2453	**Global Issues**		X	X	X
SS4853H	**Philosophy Honors** (Central)			X	X
SS4603	**Psychology 1**		X (South Only)	X	X
SS4803	**Sociology**			X	X
SS2153	**Western Civilization** (Central)		X	X	X
SE5101/2	**World Cultures**	X	X	X	X
SE5201/2	**U.S. History**			X	X
SE7303	**Civics**		X	X	X

Department of Social Studies

SOCIAL STUDIES COURSE INFORMATION	
GRADE 9 COURSES	
WORLD CULTURES **Course #:** SS1001/2 **Credit:** 1.0 **Grade Level:** 9	An examination of global history, geography, economics, culture, government, and contemporary concerns. Development of reading, writing, thinking, and communication skills are emphasized. Extensive use of maps, primary and secondary sources, and reading strategies.
WORLD CULTURES **Course #:** SE5101/2 **Credit:** 1.0 **Grade Level:** 9-12	Curriculum in this course is a modification of the grade level standards but is aligned to the Illinois Learning Standards. An examination of global history, geography, economics, culture, government, and contemporary concerns. Development of reading, writing, thinking, and communication skills are emphasized. Extensive use of maps, primary and secondary sources, and reading strategies. **Prerequisite:** IEP team Recommendation
WORLD CULTURES MULTILINGUAL **Course #:** SS1031E/2E **Credit:** 1.0 **Grade Level:** 9-11	World Cultures Multilingual is intended for students in the Multilingual Learners program. An examination of global history, geography, economics, culture, government and contemporary concerns. Development of reading, writing, thinking, and communication skills are emphasized. Extensive use of maps, primary and secondary sources, and reading strategies. **Prerequisite:** Multilingual Department Chair approval
WORLD STUDIES HONORS (HOUSED AT SOUTH) **Course #:** SS1951H/2H **Credit:** 1.0 **Grade Level:** 9	An in-depth study of important episodes in World History from Renaissance to modern times. The historical development of modern problems is emphasized. Extensive supplemental reading is required. Development of writing skills is an important goal of this course. Students have the option to take the AP World History: Modern Exam. However, World Studies Honors is not directly aligned to the AP curriculum, and success on the exam will require a strong commitment to independent study and additional preparation beyond the regular coursework.

WORLD HISTORY HONORS (HOUSED AT CENTRAL) **Course #:** SS1851H/2H **Credit:** 1.0 **Grade Level:** 9	World History Honors provides students with a broad, comparative study of human societies from prehistory to the present. Students will explore the origins of early cultures and states, analyze the rise and fall of ancient and classical civilizations, and examine the transformations brought about by global trade, religion, technology, and empire-building. Emphasis is placed on recognizing patterns of continuity and change across regions, evaluating the impact of revolutions and industrialization, and understanding the causes and consequences of modern global realities. Designed to challenge students through critical reading, writing, and analysis, this course encourages them to think historically, make cross-cultural connections, and develop the skills necessary for advanced study in the social sciences. Students have the option to take the AP World History: Modern Exam. However, World History Honors is not directly aligned to the AP curriculum, and success on the exam will require a strong commitment to independent study and additional preparation beyond the regular coursework.
CIVICS & GOVERNMENT COURSES	
CIVICS **Course #:** SS2013 **Credit:** 0.5 **Level:** 10-12	This Civics course is designed to foster responsible citizenship and develop students' understanding of the American political system. Students will explore four key units: responsible citizenship, influence and power, government institutions, and a civics capstone application. The curriculum covers essential topics such as citizens' rights and responsibilities, the role of political parties and media, the structure and function of government institutions, and the principles of the U.S. Constitution. Students will engage in service learning projects, simulations of democratic processes, and analysis of current issues. The course aims to equip students with the knowledge and skills necessary to become informed and active participants in their democracy, emphasizing critical thinking, civic engagement, and an understanding of diverse perspectives within the political landscape. Passing this course fulfills the Illinois requirement of one semester of civics education, as well as the mandated study of the U.S. and Illinois constitutions. This course fulfills the ISBE Computer Literacy requirement.

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CIVICS **Course #:** SE7303 **Credit:** 0.5 **Grade Level:** 9-12	Curriculum in this course is a modification of the grade level standards but is in alignment with the Illinois Social Studies Standards. This Civics course is designed to foster responsible citizenship and develop students' understanding of the American political system. Students will explore four key units: responsible citizenship, influence and power, government institutions, and a civics capstone application. The curriculum covers essential topics such as citizens' rights and responsibilities, the role of political parties and media, the structure and function of government institutions, and the principles of the U.S. Constitution. Students will engage in service learning projects, simulations of democratic processes, and analysis of current issues. The course aims to equip students with the knowledge and skills necessary to become informed and active participants in their democracy, emphasizing critical thinking, civic engagement, and an understanding of diverse perspectives within the political landscape. Passing this course fulfills the Illinois requirement of one semester of civics education, as well as the mandated study of the US and Illinois Constitutions. This course fulfills the ISBE Computer Literacy requirement. **Prerequisite:** IEP Team Recommendation
CIVICS MULTILINGUAL **Course #:** SS2033E **Credit:** 0.5 **Grade Level:** 10-12	Civics Multilingual is intended for students in the Multilingual Learners program. This Civics course is designed to foster responsible citizenship and develop students' understanding of the American political system. Students will explore four key units: responsible citizenship, influence and power, government institutions, and a civics capstone application. The curriculum covers essential topics such as citizens' rights and responsibilities, the role of political parties and media, the structure and function of government institutions, and the principles of the U.S. Constitution. Students will engage in service learning projects, simulations of democratic processes, and analysis of current issues. The course aims to equip students with the knowledge and skills necessary to become informed and active participants in their democracy, emphasizing critical thinking, civic engagement, and an understanding of diverse perspectives within the political landscape. Passing this course fulfills the Illinois requirement of one semester of civics education, as well as the mandated study of the US and Illinois Constitutions. This course fulfills the ISBE Computer Literacy requirement. **Prerequisite:** Multilingual Department Chair Approval

AP U.S. GOVERNMENT & POLITICS **Course #:** SS4413A **Credit:** 0.5 **Grade Level:** 11-12	AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. Passing this course fulfills the Illinois requirement of one semester of civics education, as well as the mandated study of the US and Illinois Constitutions. This course fulfills the ISBE Computer Literacy requirement.
U.S. HISTORY COURSES	
U.S. HISTORY **Course #:** SS3001/2 **Credit:** 1.0 **Grade Level:** 11	US History is a chronologically structured course around essential questions in United States history. The course begins with colonization and proceeds to modern-day America. Students practice critical inquiry into the past in relation to the present. Key components of this course are historical writing and research. Juniors are required to take U.S. History or AP U.S. History. Passing this course fulfills the Illinois State US History graduation requirement.
U.S. HISTORY **Course #:** SE5201/2 **Credit:** 1.0 **Grade Level:** 11-12	Curriculum in this course is a modification of the grade level standards but is in alignment with the Illinois Social Studies Standards. US History is a chronologically structured course around essential questions in United States history. The course begins with colonization and proceeds to modern-day America. Students practice critical inquiry into the past in relation to the present. Key components of this course are historical writing and research. Juniors are required to take U.S. History or AP U.S. History. Passing this course fulfills the Illinois State US History graduation requirement. **Prerequisite:** IEP Team Recommendation

U.S. HISTORY MULTILINGUAL **Course #:** SS3031E/2E **Credit:** 1.0 **Grade Level:** 11-12	U.S. History Multilingual is intended for students in the Multilingual Learners program. US History is a chronologically structured course around essential questions in United States history. The course begins with colonization and proceeds to modern-day America. Students practice critical inquiry into the past in relation to the present. Key components of this course are historical writing and research. Juniors are required to take U.S. History or AP U.S. History. Passing this course fulfills the Illinois State US History graduation requirement. **Prerequisite:** Multilingual Department Chair Approval
AP U.S. HISTORY **Course #:** SS3001A/2A **Credit:** 1.0 **Grade Level:** 11	AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. Juniors are required to pass U.S. History or AP U.S. History. Passing this course fulfills the Illinois state US History requirement.
ELECTIVE COURSES	
AP EUROPEAN HISTORY **Course #:** SS4001A/2A **Credit:** 1.0 **Grade Level** 10-12	AP European History traces the political, social, economic, intellectual, and cultural development of European Civilization from the Renaissance to the present. Focus will be placed on the development of college-level reading and writing skills. Students will learn to use and evaluate primary sources, write critical essays, and analyze historical interpretations.
AP MACROECONOMICS **Course #:** SS4123A **Credit:** 0.5 **Grade Level:** 11-12	AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. This course fulfills the state mandate for consumer education.

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AP MICROECONOMICS **Course #:** SS4223A **Credit:** 0.5 **Grade Level:** 11-12	AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. This course fulfills the state mandate for consumer education.
AP PSYCHOLOGY **Course #:** SS4301A/2A **Credit:** 1.0 **Grade Level:** 10-12 **South** 11-12 **Central**	The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas.
AFRICAN AMERICAN HISTORY **(HOUSED AT CENTRAL)** **Course #:** SS2553 **Credit:** 0.5 **Grade Level:** 10-12	African American History focuses on the unique contributions that slaves from Africa and their descendents have made toward the cultural and historical legacy of our nation. Topics of study will include the changing legal and social definitions of race in America, the efforts of African Americans to resist servitude, emancipation and its aftermath, the Harlem/Chicago Renaissance, the Civil Rights movement, and contemporary issues facing African Americans. Students will examine historical sources, with a special focus on the art and music created by African Americans. Assessments will include an oral history project, debates, creative projects, essays, and exams.
CRIMINAL LAW **Course #:** SS4503 **Credit:** 0.5 **Level:** 10-12	An introductory legal course which examines many elements of the criminal legal system, including criminal legal responsibility, offenses, defenses, punishment, and sentencing. Students in this course will develop verbal and written skills necessary for criminal legal practice. In addition to using contemporary legal cases, a wide variety of teaching methods are used including mock trials, mock jury simulations, and videos.
EAST ASIAN STUDIES **(HOUSED AT CENTRAL)** **Course #:** SS2653 **Credit**: 0.5 **Level:** 10-12	East Asian Studies will examine the history and culture of China, Japan, and Korea. Possible topics of study include the Samurai code of Bushido, the emergence of Japan as a colonial power, comparing American and Japanese accounts of WWII, the division of Korea, the development of nuclear weapons by North Korea, and the emergence of China as a 21st century global superpower. The course is project, writing, and discussion oriented. Students will be challenged to avoid ethnocentrism and to understand these civilizations from the perspective of the people who came from them.

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ECONOMICS **Course #:** SS2353 **Credit:** 0.5 **Grade Level:** 10-12	This course introduces students to the fundamental principles of economics and the ways economic systems influence decision-making at the individual, market, and national levels. Students develop an understanding of how resources are allocated, how economic institutions function, and how governments respond to economic challenges. The course also builds students' financial literacy and decision-making skills while emphasizing analysis, critical thinking, and the application of economic reasoning to real-world situations. This course fulfills the state mandate for consumer education.
GLOBAL ISSUES **Course #:** SS2453 **Credit:** 0.5 **Grade Level:** 10-12	Global Issues is designed to connect students to the social, political, economic, and cultural interactions of the world community. This course is designed to help students develop critical thinking skills by exploring major issues facing the world today and examining them from multiple perspectives. We will examine historic and current US foreign policies, debate the role of the United States in the international community, and examine contemporary geopolitical issues.
PHILOSOPHY HONORS (HOUSED AT CENTRAL) **Course #:** SS4853H **Credit**: 0.5 **Level:** 11-12	This class teaches students how to live happier, more meaningful lives by examining Western philosophy, Eastern thought, and major world religions. Through in-depth discussions, reflection journals, and life experiments based on Aristotelian, Stoic, and Confucian approaches, students explore how ancient wisdom applies to contemporary challenges like social media, relationships, and personal growth. This course provides timeless wisdom and practical tools for developing critical thinking skills, emotional resilience, and ethical decision-making abilities students will use throughout their lives.
PSYCHOLOGY 1 **Course #:** SS4603 **Credit:** 0.5 **Grade Level:** 10-12 **South** 11-12 **Central**	An introduction to the principles of human behavior, including learning, human development, altered states, memory, sensation and perception, and abnormal psychology. Some typical activities include discussions, experiments, readings, and a variety of audio-visual materials. Much importance is placed on classroom discussion.
SOCIOLOGY **Course #:** SS4803 **Credit:** 0.5 **Grade Level:** 11-12	Sociology is the study of how groups affect human behavior. In this course we will examine the principles of sociology and apply them to current problems that face American society. The course focuses on developing students' viewpoints and insights on problems facing American society through small group and class discussions.

WESTERN CIVILIZATION (HOUSED AT CENTRAL) **Course #:** SS2153 **Credit**: 0.5 **Grade Level:** 10-12	Western Civilization is a survey of the history of Western Civilization beginning with the influence of Greece and Rome, and ending in the early twentieth century. Students will explore the historical trends, events, and ideas that have come to shape society today. Key components of this course are historical reading and writing skills.

Department of Special Education

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

Eligibility
Eligibility for special education services is determined by procedures established by federal and State of Illinois Special Education Rules and Regulations. The special education department serves students who have an Individualized Education Program (IEP).

Continuum of Services
Special education services are provided within the least restrictive environment to the greatest extent possible. A continuum of services is used to address students' needs on an individual basis by a student's IEP team. Enrollment in the special education courses listed below is based upon the IEP team's recommendation. Students in special education who meet graduation requirements earn a standard District 86 diploma.

SPECIAL EDUCATION COURSE AVAILABILITY					
Course Number	**Course Title**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
SE1881/2	**Strategies 9/10**	X	X		
SE1891/2	**Strategies 11/12**			X	X
SE1871/2	**Strategies Multilingual**	X	X	X	X
SE1991/2	**Program Success**	X	X	X	X
SE2001/2	**Community-Based Instruction #**	X	X	X	X
SE5001/2	**Pre-Vocational Training**	X	X	X	X
SE6001/2	**Vocational Training**	X	X	X	X
SE1861/2	**Social Communication**	X	X	X	X
Multiple Courses	**Foundations**	X	X	X	X
Multiple Courses	**H.A.V.E.N.**	X	X	X	X

 # Fulfills D86 Consumer Education Requirement

Cross Listing of Special Education Courses: For additional information about specific courses, please see each department and the corresponding course description. Special Education courses are identified with course code "SE####" and contain the verbiage "curriculum in this course is a modification of the grade-level standards but is aligned to the Illinois Learning Standards" in the course description.

Department of Special Education

SPECIAL EDUCATION COURSE INFORMATION	
STRATEGIES 9/10 **Course #:** SE1881/2 **Credit:** 1.0 **Grade Level:** 9-10	Strategies is a structured environment where students can receive assistance in accessing the general education and special education curriculum, as well as work on identified IEP goal areas. In addition, students will also receive instruction on executive functioning skills such as organization, time management, and test preparation. Students may also seek out departmental support/resources, schedule guidance appointments, related services, and make up tests/quizzes. A final component of this class is to continue the process of post-secondary planning. *This course may be repeated.* **Prerequisite:** IEP Team Recommendation
STRATEGIES 11/12 **Course #:** SE1891/2 **Credit:** 1.0 **Grade Level:** 11-12	Strategies Multilingual provides a structured environment for Multilingual students with IEPs to receive support in accessing general and special education curricula while working on IEP areas. In addition, students will receive instruction on executive functioning skills such as organization, time management, and test preparation. Students will have targeted instruction to accelerate English proficiency in vocabulary, reading, writing, listening, and speaking through twenty minutes of daily practice using a WIDA-aligned progress monitoring platform to prepare students for the WIDA ACCESS test - the annual state-mandated English proficiency assessment. The class also facilitates cultural adjustment, post-secondary planning, and access to departmental resources, related services, and guidance. *This course may be repeated.* **Prerequisite:** IEP Team Recommendation
STRATEGIES MULTILINGUAL **Course #:** SE1871E/2E **Credit:** 1.0 **Grade Level:** 9-12	Strategies Multilingual provides a structured environment for Multilingual students with IEPs to receive support in accessing general and special education curricula while working on IEP goals. Students will develop skills in organization, time management, and test preparation, alongside targeted instruction to accelerate English proficiency in vocabulary, reading comprehension, writing, and conversational skills. The class also facilitates cultural adjustment, post-secondary planning, and access to departmental resources, related services, and guidance. *This course may be repeated.* **Prerequisite**: Approval from the Multilingual Department Chair and IEP team

PROGRAM SUCCESS **Course #:** SE1991/2 **Credit:** 1.0 **Grade Level:** 9-12	Program Success is a structured environment where students can receive assistance in accessing the general education and special education curriculum, as well as work on identified IEP goal areas. In addition, students will also receive instruction on executive functioning skills such as organization, time management, and test preparation. In addition to these academic supports, Program Success provides students with an opportunity to process interactions that have occurred, which are having a social-emotional impact on the student. Students may also seek out departmental support/resources, schedule guidance appointments, related services, and make up tests/quizzes. Social work services are embedded in this classroom curriculum. A final component of this class is to continue the process of post-secondary planning. *This course may be repeated.* **Prerequisite:** IEP Team Recommendation
SOCIAL COMMUNICATION **Course #:** SE1861/2 **Credit:** 1.0 **Grade Level:** 9-12	This class is for students who require direct instruction in the area of social pragmatic language. The class focuses on explicitly teaching social and emotional vocabulary, problem-solving, conversation skills, and other pertinent skills aimed at helping students communicate effectively and appropriately with others. The goal is for students to increase their ability to develop relationships, take another's perspective, increase problem-solving capabilities, and understand how our body is connected to communication and personal relationships with others. This course is co-facilitated with related service providers. **Prerequisite:** IEP Team Recommendation
PRE-VOCATIONAL TRAINING **Course #:** SE5001/2 **Credit:** 1.0 **Grade Level:** 9-12	The goal of this course is to provide students with an opportunity to engage in practical hands-on experience within the school building. Students will develop job responsibility, initiative, and positive employer-employee relationships. Emphasis will be placed on hands-on in-school job training and entry-level workplace skill development, which may include: following a schedule, time management, efficiency, problem solving, responsibility, work etiquette, following directions, and communicating with coworkers and supervisors. This course can be taken multiple times with teacher approval. Pass/Incomplete grades are issued for this course. Curriculum in this course is a modification of the grade level standards but is in alignment with the Illinois Learning Standards. **Prerequisite**: IEP Team Recommendation

VOCATIONAL TRAINING **Course #:** SE6001/2 **Credit:** 1.0 **Grade Level:** 9-12	The goal of this course is to provide students with an opportunity to engage in practical, hands-on experience in their community. Students will develop job responsibility, initiative, and positive employer-employee relationships. Emphasis will be placed on hands-on job training and entry-level workplace skill development, which may include: following a schedule, time management, efficiency, problem solving, responsibility, work etiquette, following directions, and communicating with coworkers and supervisors. Students are evaluated cooperatively by the employer and teacher quarterly. Pass/Fail grades are issued for this course. This course can be taken multiple times with teacher approval. Pass/Incomplete grades are issued for this course. Curriculum in this course is a modification of the grade level standards but is in alignment with the Illinois Learning Standards. **Prerequisite**: IEP Team Recommendation
COMMUNITY-BASED INSTRUCTION **Course #:** SE2001/2 **Credit:** 1.0 **Grade Level:** 9-12	Students enrolled in this course focus on applying consumer skills to real-world opportunities through weekly community experiences. Students learn functional life skills of communication, budgeting, consumer economics, self-advocacy, socialization, and recreation/leisure skills. This course can be taken multiple times. Pass/Incomplete grades are issued for this course. The curriculum in this course is a modification of the grade-level standards but is in alignment with the Illinois Learning Standards. **Prerequisite:** IEP Team Recommendation
FOUNDATIONS PROGRAM DESCRIPTION	
FOUNDATIONS Art Culinary English Math Music Science Social Studies **Grade Level:** 9-12 **Credit:** 0.5 per semester per course	The Foundations Program is a specialized educational program tailored for students who need support in functional academics and daily living skills. The curriculum is modified to meet individual needs while remaining aligned with the Illinois Learning Standards. Students receive instruction in areas such as reading, writing, math, social studies, science, and wellness, with a focus on applying these skills to everyday life. The program integrates related services such as speech therapy, occupational therapy, physical therapy, and social work based on student need and IEP team recommendations. Students in this program typically require assistance with social interactions and daily living tasks. Courses are repeatable and graded on a Pass/Incomplete basis, based on the IEP team's recommendations. Course offerings are determined by student need and graduation requirements. **Prerequisite:** IEP Team Recommendation and Director of Special Education approval

HAVEN PROGRAM DESCRIPTION	
H.A.V.E.N. **Grade Level:** 9-12 **Credit:** Received by the individual courses taken within the HAVEN program.	HAVEN (Hinsdale Area's Vision of Emotional Needs) is a specialized, therapeutic program committed to providing services to students who need additional social, emotional, and academic support beyond what can be provided in the general education setting. The HAVEN Program is designed to provide a positive learning environment where students can develop successful academic behaviors, increased self-awareness and attentional control, reduced impulsivity, increased emotional regulation, and improved interpersonal effectiveness. Mastery of these skills will prepare students to achieve their post-secondary goals. Students' learning experience will include grade-level academics in a well-structured, safe, engaging, and responsive environment with increased therapeutic support. Course offerings are determined by student need and graduation requirements. **Prerequisite:** IEP Team Recommendation and Director of Special Education approval

Department of World Languages

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

D86 WORLD LANGUAGES

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

WORLD LANGUAGES COURSE SEQUENCE					
Level	**American Sign Language (ASL)**	**French**	**German**	**Latin**	**Spanish**
					
1	American Sign Language 1	French 1 or 1 Honors*	***NOT offered starting in 2025-2026***	Latin 1 or 1 Honors*	Spanish 1
2	American Sign Language 2	French 2 or 2 Honors*	***NOT offered starting in 2026-2027***	Latin 2 or 2 Honors*	Spanish 2 or 2 Honors*
3	American Sign Language 3 Honors	French 3 Honors*	***NOT offered starting in 2027-2028***	Latin Literature or Latin Literature Honors*	Spanish 3 or 3 Honors*
4	American Sign Language 4 Honors ***Tentative proposal for SY 2028-2029***	French 4 Honors **or** AP French*	AP German*	Latin Survey or AP Latin Survey*	Spanish 4 **or** AP Spanish Language* **or** Advanced Spanish Honors*
AP		AP French*			AP Spanish Language* **or** Advanced Spanish Honors* **or** AP Spanish Literature*

**Honors and AP placement with department approval*

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

Department of World Languages

WORLD LANGUAGE COURSE AVAILABILITY					
Course Number	**Course Title**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
WL2603	**Etymology** (Central)	X	X	X	X
WL1511/2	**American Sign Language 1**	X	X	X	X
WL2521/2	**American Sign Language 2**	X	X	X	X
WL3531H/2H	**American Sign Language 3 Honors**	X	X	X	X
WL1111/2	**French 1**	X	X	X	X
WL1111H/2H	**French 1 Honors**	X	X	X	X
WL2121/2	**French 2**	X	X	X	X
WL2121H/2H	**French 2 Honors**	X	X	X	X
WL3131H/2H	**French 3 Honors***	X	X	X	X
WL4141H/2H	**French 4 Honors*** (Central)		X	X	X
WL4151A/2A	**AP French Language and Culture**			X	X
WL4251A/2A	**AP German Language and Culture**			X	X
WL1311/2	**Latin 1** (Central)	X	X	X	X
WL1311H/2H	**Latin 1 Honors** (Central)	X	X	X	X
WL2321/2	**Latin 2** (Central)		X	X	X
WL2321H/2H	**Latin 2 Honors** (Central)		X	X	X
WL3331/2	**Latin Literature** (Central)			X	X
WL3331H/2H	**Latin Literature Honors** (Central)			X	X
WL4361/2	**Latin Survey** (Central)			X	X
WL4361A/2A	**AP Latin Survey** (Central)			X	X
WL1411/2	**Spanish 1**	X	X	X	X
WL2421/2	**Spanish 2**	X	X	X	X
WL2421H/2H	**Spanish 2 Honors**	X	X	X	X
WL3431/2	**Spanish 3**	X	X	X	X
WL3431H/2H	**Spanish 3 Honors**	X	X	X	X
WL4441/2	**Spanish 4**		X	X	X
WL4471H/2H	**Advanced Spanish Honors**		X	X	X
WL4451A/2A	**AP Spanish Language & Culture**		X	X	X
WL4461A/2A	**AP Spanish Literature & Culture** (Central)			X	X

Department of World Languages

**For upper-level honors courses, if there is enough student interest and enrollment, a standard level may be offered.*

WORLD LANGUAGES COURSE INFORMATION	
GENERAL WORLD LANGUAGE COURSES	
ETYMOLOGY (HOUSED AT CENTRAL) **Course #:** WL2603 **Credit:** 0.5 **Grade Level:** 9-12	Etymology is designed to increase one's knowledge and understanding of English vocabulary through the study of the most important Greek and Latin roots. Students learn to discover meanings of words through recognition and interpretation of their elements. The skills learned in Etymology equip students to decode vocabulary words encountered elsewhere (transfer of knowledge). The ability to memorize is a necessary fundamental skill. Recommended for all qualifying students who would like to develop their vocabulary before taking standardized tests.
AMERICAN SIGN LANGUAGE	
AMERICAN SIGN LANGUAGE 1 **Course #** WL1511/2 **Credit:** 1.0 **Grade Level**: 9-12	American Sign Language 1 is an introduction to American Sign Language and Deaf culture. An immersive performance based environment, which includes interactive practice of the language with staff, peers and the use of technology, along with direct visual presentation of materials, will be utilized. Students are actively engaged in expressive and receptive skills in ASL, understanding basic vocabulary, grammatical structures, and appropriate use of space and body. Deaf culture topics such as Hearing loss, Assistive technology, and Deaf perspectives are also covered. Attendance and participation are key to success in this class and students are expected to use ASL to the extent possible. **Prerequisite:** None
AMERICAN SIGN LANGUAGE 2 **Course #** WL2521/2 **Credit:** 1.0 **Grade Level**: 9-12	An immersive performance-based environment which includes interactive practice of the language with staff, peers and the use of technology, along with direct visual presentation of materials. Students are actively engaged in advanced skills taught in the course which include expressive and receptive skills in ASL, understanding proper/conceptual vocabulary, grammatical structures, and appropriate use of space and body. Topics such as Interpreting, Classifiers, and a range of projects will be included. An understanding and respect for Deaf culture will be reinforced throughout the year. Attendance and participation are key to success. This class is conducted extensively in ASL. **Prerequisite:** American Sign Language 1 and/or departmental approval

AMERICAN SIGN LANGUAGE 3 HONORS **Course #** WL3531H/2H **Credit:** 1.0 **Grade Level**: 9-12	In this course, previously learned skills are enhanced. This course provides more extensive development and practice of receptive and expressive language skills as well as a deeper understanding of and focus on Deaf culture while honing vocabulary, grammar, and nonverbal communication skills such as appropriate use of facial expressions, space and body. New thematic topics and grammar concepts are introduced to students in an immersive, performance-based environment with a variety of projects to allow more investigation of the language and culture. Attendance and participation are key to success. The course is conducted entirely in ASL; students are expected to sign with thoughtfulness and expressive fluency using advanced grammatical structures. **Prerequisite:** American Sign Language 2 and/or departmental approval
FRENCH LANGUAGE COURSES	
FRENCH 1 **Course #:** WL1111/2 **Credit:** 1.0 **Grade Level:** 9-12	French 1 is an introduction to the French language and French-speaking cultures around the world. An immersive listening and speaking experience, based on everyday situations is provided. Through consistent daily use of French, students actively engage in a variety of structured activities, interactive conversations, games, and short presentations that develop their basic language skills of listening, speaking, reading, and writing. Though this is a beginning level course, students are expected to use French to the extent possible. **Stacking**: When course enrollment does not warrant a stand-alone section, this course is stacked with French 1 Honors
FRENCH 1 HONORS **Course #:** WL1111H/2H **Credit:** 1.0 **Grade Level:** 9-12	In French 1 Honors, the student will be introduced to the French language and culture. The sequential core material for this course is the same as French 1. The pace may be accelerated; the depth of the coverage is expanded, and additional authentic resources are added in order to allow for more investigation of the language and culture. Furthermore, French 1 Honors students are expected to speak as much French as possible in class. **Prerequisite:** Departmental approval required. Students who have taken French in middle school may not register for this course. **Stacking**: When course enrollment does not warrant a stand-alone section, this course is stacked with French 1.

FRENCH 2 **Course #:** WL2121/2 **Credit:** 1.0 **Grade Level:** 9-12	This course is a continuation of the first level course, developing more complex reading, writing, speaking, and listening skills with a goal of increased grammatical accuracy. Students are expected to function in French to a greater extent, and all four skills are evaluated. Cultural topics will be explored throughout the year. This course is conducted in French to a greater extent than French 1. **Prerequisite:** French 1 or French 1 Honors **Stacking**: When course enrollment does not warrant a stand-alone section, this course is stacked with French 2 Honors.
FRENCH 2 HONORS **Course #:** WL2121H/2H **Credit:** 1.0 **Grade Level:** 9-12	This course is a continuation of the first level course, developing more complex reading, writing, speaking, and listening skills with a goal of increased grammatical accuracy. Although the core material for this course is the same as French 2, this course is more rigorous and allows for more investigation of the language and culture. The materials used in this course are authentic sources in order to further develop students' proficiency. All modes of communication are practiced and assessed regularly. This course is designed for students who have had success in French 1 and who demonstrate the characteristics of a self-directed and motivated language learner. This course is conducted extensively in French. **Prerequisite:** French 1 or French 1 Honors and/or departmental approval **Stacking**: When course enrollment does not warrant a stand-alone section, this course is stacked with French 2.
FRENCH 3 HONORS **Course #:** WL3131H/2H **Credit:** 1.0 **Grade Level:** 9-12	In this course, previously learned skills are enhanced. A thematic approach is used to integrate advanced learning in speaking, writing, reading, and listening. The sequential core material for this course is the same as French 3. The breadth and scope of the coverage is expanded. Material is added in order to allow more investigation of the language and culture. The course is conducted entirely in French; students are expected to respond to in-class discussion with thoughtfulness and linguistic sophistication. *For upper-level honors courses, if there is enough student interest and enrollment, a standard level may be offered.* **Prerequisite:** French 2 or French 2 Honors and/or departmental approval **Dual Credit Eligible:** This course may be offered for dual credit through the College of DuPage.

FRENCH 4 HONORS (HOUSED AT CENTRAL) **Course #:** WL4141H/2H **Credit:** 1.0 **Grade Level:** 10-12	This course is a continuation of the third level course, developing more complex reading, writing, speaking, and listening skills with a goal of increased grammatical accuracy. French 4 Honors provides an opportunity for students to develop their fluency through intensive conversational practice and grammar study and prepare them for the AP French Language and Culture course. Culture is studied through reading, viewing, and listening to a variety of authentic resources designed to push students toward the Intermediate High level of language proficiency. Students are expected to respond to in-class discussion with thoughtfulness and linguistic sophistication. *For upper-level honors courses, if there is enough student interest and enrollment, a standard level may be offered.* **Prerequisite:** French 3 Honors and/or departmental approval **Dual Credit Eligible:** This course may be offered for dual credit through the College of DuPage.
AP FRENCH LANGUAGE & CULTURE **Course #:** WL4151A/2A **Credit:** 1.0 **Grade Level:** 11-12	AP French Language & Culture is conducted exclusively in French utilizing authentic materials from the French-speaking cultures. Students have regular and ample opportunities to improve all four language skills and to prepare for the AP Language and Culture Exam. Course content comes from authentic sources produced by native speakers intended for a native speaker audience. This AP course provides intensive and extensive reading, discussion, and analysis in French of diverse sources. The analysis of these sources will specifically target the following AP themes: personal and public identities, family and community, contemporary life, global challenges, science and technology, and beauty and aesthetics. Language skills are not taught in isolation, but rather integrated to communicate about a wide range of topics and media. The class prepares students to take the AP Exam in French Language & Culture. This course is conducted entirely in French; students are expected to respond to in-class discussion with thoughtfulness and linguistic sophistication. **Prerequisite:** French 4 Honors and/or departmental approval **Dual Credit Eligible:** This course may be offered for dual credit through the College of DuPage.

GERMAN LANGUAGE COURSES	
AP GERMAN LANGUAGE & CULTURE **Course #:** WL4251A/2A **Credit:** 1.0 **Grade Level:** 11-12	AP German Language & Culture is conducted exclusively in German utilizing authentic materials from the German-speaking cultures. Students have regular and ample opportunities to improve all four language skills and to prepare for the AP Language and Culture Exam. Course content comes from authentic sources produced by native speakers intended for a native speaker audience. This AP course provides intensive and extensive reading, discussion, and analysis in German of diverse sources. The analysis of these sources will specifically target the following AP themes: personal and public identities, family and community, contemporary life, global challenges, science and technology, and beauty and aesthetics. Language skills are not taught in isolation, but rather integrated to communicate about a wide range of topics and media. The class prepares students to take the AP Exam in German Language & Culture. This course is conducted entirely in German; students are expected to respond to in-class discussion with thoughtfulness and linguistic sophistication. **Prerequisite:** German 3 Honors and/or departmental approval
LATIN LANGUAGE COURSES	
LATIN 1 **(HOUSED AT CENTRAL)** **Course #:** WL1311/2 **Credit:** 1.0 **Grade Level:** 9-12	Latin 1 is an introduction to the language, culture, and civilization of the Romans. Students begin by learning the unique demands of an inflected language and are then introduced to Latin morphology, the declensions of its nouns and the conjugation of its verbs. Gradually, elements of syntax and grammar introduce the students to the fundamental requirements needed to read Latin. Students actively engage in a variety of structured activities, games, and short presentations that develop their basic language skills in reading, translating, and writing in Latin. Roman and Greek mythology and Roman daily life comprise the cultural component of the course. **Prerequisite:** None
LATIN 1 HONORS **(HOUSED AT CENTRAL)** **Course #:** WL1311H/2H **Credit:** 1.0 **Grade Level:** 9-12	The sequential core material for this course is the same as Latin 1. The pace is more rigorous; the breadth and scope of the course are expanded and material is added to explore the language more deeply. **Prerequisite:** Departmental approval

LATIN 2 (HOUSED AT CENTRAL) **Course #:** WL2321/2 **Credit:** 1.0 **Grade Level:** 10-12	This course reviews and builds on the grammatical and structural foundations established in Latin 1. An emphasis is placed on reading and comprehending Latin. Students will learn intermediate grammar and read longer passages in Latin. The cultural focus of the course will be the formation and development of the Roman civilization with an emphasis on key figures and events in Roman history. **Prerequisite:** Latin 1 or Latin 1 Honors
LATIN 2 HONORS (HOUSED AT CENTRAL) **Course #:** WL2321H/2H **Credit:** 1.0 **Grade Level:** 10-12	This course reviews and builds on the grammatical and structural foundations established in Latin 1. An emphasis is placed on reading and comprehending Latin. Students will learn all of the advanced grammar of the language and move on to their first experiences with unadulterated Latin. Students will deepen their knowledge of Latin vocabulary through class work and assessments. The cultural focus will be on the evolution of the Roman state from monarchy to Republic and Republic to Empire with an emphasis on key figures and events in Roman history. **Prerequisite:** Latin 1 or Latin 1 Honors and/or departmental approval
LATIN LITERATURE (HOUSED AT CENTRAL) **Course #:** WL3331/2 **Credit:** 1.0 **Grade Level:** 11-12 **Offered:** 2028-2029	This course is a survey of Latin literature sampling several genres including letters, oratory, epigram, history, narrative, philosophy, lyric and elegiac poetry. The survey is designed to further develop students' translation abilities as they review essential grammar and vocabulary. The work will explore the boundaries of each genre and its specific application. Attention will also be paid to the larger historical context of the authors and their works to provide students with an upper-level understanding of Roman thought and custom. *Latin Literature and Latin Survey are offered in alternate years only. The next time Latin Literature will be offered is in 2028-2029.* **Prerequisite:** Latin 2 or Latin 2 Honors
LATIN SURVEY (HOUSED AT CENTRAL) **Course #:** WL4361/2 **Credit:** 1.0 **Grade Level:** 11-12 **Offered:** 2027-2028	This course will provide a broad exposure to Vergil's Aeneid and Caesar's Commentarii de Bello Gallico. The course establishes the larger political, historical, and literary contexts through which these works can best be understood. Special attention will be paid to the authors' use of rhetorical and poetic figures of speech, diction, imagery, and manipulations of the Latin language, as well as the larger themes of both works. *Latin Literature and Latin Survey are offered in alternate years only. The next time Latin Survey will be offered is in 2027-2028.* **Prerequisite:** Latin 2 or Latin 2 Honors

LATIN LITERATURE HONORS (HOUSED AT CENTRAL) **Course #:** WL3331H/2H **Credit:** 1.0 **Grade Level:** 11-12 **Offered:** 2028-2029	This course is a survey of Latin literature, and it also introduces students to the intensive study of major Latin authors, including Cicero, Ovid, and Catullus. The survey is designed to further develop students' translation abilities as they review essential grammar and vocabulary. Attention will also be paid to the larger historical context of the authors and their works. This course alternates yearly with AP Latin. *Latin Literature Honors and AP Latin Survey are offered in alternate years only. The next time Latin Literature Honors will be offered is in 2028-2029.* **Prerequisite:** Latin 2 or Latin 2 Honors and/or departmental approval **Dual Credit Eligible:** This course may be offered for dual credit through Loyola University Chicago.
AP LATIN SURVEY (HOUSED AT CENTRAL) **Course #:** WL4361A/2A **Credit:** 1.0 **Grade Level:** 11-12 **Offered:** 2027-2028	This course follows the AP Latin syllabus prescribed by the College Board. Students will read required selections from Pliny's *Letters* and Vergil's Aeneid as well as other authors. The course will focus on the stylistic qualities of poetry and prose, and the historical context of each work. Attention will also center on how the various authors approach the issues of Roman imperialism, the consequences of war, the portrayal of non-Romans, the nature of leadership, and the role of state-driven propaganda, among others. This course alternates yearly with Latin Literature Honors. *Latin Literature Honors and AP Latin are offered in alternate years only. The next time AP Latin Survey will be offered is in 2027-2028.* **Prerequisite:** Latin 2 or Latin 2 Honors and/or departmental approval **Dual Credit Eligible:** Pending confirmation of approval, this course may be offered for dual credit through Loyola University Chicago.
SPANISH LANGUAGE COURSES	
SPANISH 1 **Course #:** WL1411/2 **Credit:** 1.0 **Grade Level:** 9-12	Spanish 1 is a first year course designed to introduce the Spanish language and Spanish-speaking cultures. An immersive listening and speaking experience, based on everyday situations, is provided. Through consistent daily use of Spanish, students actively engage in a variety of structured activities, interactive conversations, games, and short presentations that develop their basic language skills of listening, speaking, reading, and writing. Though this is a beginning level course, students are expected to use Spanish to the extent possible. **Prerequisite:** None

SPANISH 2 **Course #:** WL2421/2 **Credit:** 1.0 **Grade Level:** 9-12	This course is a continuation of the first level course, developing more complex reading, writing, speaking, and listening skills with a goal of increased grammatical accuracy. Students are expected to function in Spanish to a greater extent, and all four skills are evaluated. Cultural topics will be explored throughout the year. This course is conducted in Spanish to a greater extent than Spanish 1. **Prerequisite:** Spanish 1 or departmental approval
SPANISH 2 HONORS **Course #:** WL2421H/2H **Credit:** 1.0 **Grade Level:** 9-12	This course is a continuation of the first-level course, developing more complex reading, writing, speaking, and listening skills with a goal of increased grammatical accuracy. Although the core material for this course is the same as Spanish 2, this course is accelerated and allows for more investigation of the language and culture. The materials used in this course are authentic sources in order to further develop students' proficiency. All modes of communication are practiced and assessed regularly. This course is designed for students who have had success in Spanish 1 (or the junior high equivalent) and who demonstrate the characteristics of a self-directed and motivated language learner. This course is conducted extensively in Spanish. **Prerequisite:** Spanish 1 and/or departmental approval
SPANISH 3 **Course #:** WL3431/2 **Credit:** 1.0 **Grade Level:** 9-12	This course provides more extensive development and practice in listening, speaking, reading, and writing, as well as increased awareness of and focus on Spanish-speaking cultures, while honing grammar skills. New thematic topics and grammar concepts are introduced to students. All modes of communication are practiced and assessed regularly. This course is conducted in Spanish to a greater extent than is Spanish 2. **Prerequisite:** Spanish 2 or Spanish 2 Honors
SPANISH 3 HONORS **Course #:** WL3431H/2H **Credit:** 1.0 **Grade Level:** 9-12	In this course, previously learned skills are enhanced. A thematic approach is used to integrate advanced learning in speaking, writing, reading, and listening. The sequential core material for this course is the same as Spanish 3. The pace is accelerated; the breadth and scope of the coverage is expanded. Material is added in order to allow more investigation of the language and culture. The course is conducted entirely in Spanish; students are expected to respond to in-class discussions with thoughtfulness and linguistic sophistication. **Prerequisite:** Spanish 2, Spanish 2 Honors, or Spanish Language Arts, and/or departmental approval

SPANISH 4 **Course #:** WL4441/2 **Credit:** 1.0 **Grade Level:** 10-12	This course is a continuation of the third-level course, developing more complex reading, writing, speaking, and listening skills with a goal of increased grammatical accuracy. Spanish 4 provides an opportunity for students to develop their fluency through intensive conversational practice and grammar study. Culture is studied through reading, viewing, and listening to a variety of authentic resources. Students are expected to respond to in-class discussions with thoughtfulness and linguistic sophistication. **Prerequisite:** Spanish 3, Spanish 3 Honors, or Spanish Language Arts
ADVANCED SPANISH HONORS **Course #:** WL4471H/2H **Credit:** 1.0 **Grade Level:** 10-12	This course continues to develop students' listening comprehension, speaking, reading, and writing skills and expands their knowledge of the cultures and civilizations across the Spanish-speaking world. Students will explore the products, practices, and perspectives of different cultures through the study of thematic units and engagement with authentic resources. This class is conducted entirely in Spanish in order to foster students' growth toward the Intermediate High/Advanced Low level of language proficiency. This course is designed for students who have had success in Spanish 3 Honors, Spanish 4, and/or AP Spanish Language and Culture. **Prerequisite:** Credit for one of the following courses–Spanish 3 Honors, Spanish 4, AP Spanish Language, **or** Spanish Language Arts and/oe departmental approval **Dual Credit Eligible:** This course may be offered for dual credit through the College of DuPage.
AP SPANISH LANGUAGE & CULTURE **Course #:** WL4451A/2A **Credit:** 1.0 **Grade Level:** 10-12	AP Spanish Language & Culture is conducted exclusively in Spanish utilizing authentic materials from Spanish-speaking cultures. Students have regular and ample opportunities to improve all four language skills and to prepare for the AP Language and Culture Exam. Course content comes from authentic sources produced by native speakers intended for a native speaker audience. This AP course provides intensive and extensive reading, discussion, and analysis in Spanish of diverse sources. The analysis of these sources will specifically target the following AP themes: personal and public identities, family and community, contemporary life, global challenges, science and technology, and beauty and aesthetics. Language skills are not taught in isolation, but rather integrated to communicate about a wide range of topics and media. The class prepares students to take the AP Exam in Spanish Language & Culture. This course is conducted entirely in Spanish; students are expected to respond to in-class discussion with thoughtfulness and linguistic sophistication. **Prerequisite:** Credit for one of the following courses–Spanish 3 Honors, Spanish 4, Advanced Spanish Honors, **or** Spanish Language Arts, and/or departmental approval

AP SPANISH LITERATURE & CULTURE (HOUSED AT CENTRAL) **Course #:** WL4461A/2A **Credit:** 1.0 **Grade Level:** 11-12	The AP Spanish Literature course is based on those representative works required by the College Board for the AP Spanish Literature and Culture Exam. This course surveys the history and literature of Spain and Hispanic America in a chronological fashion, relating each work to the 6 course themes and the historical context. All genres are represented, and media sources are used regularly to assist in comprehension and analysis. Students are required to read and write outside of class, take part in classroom discussions, listening practices, present reports, and compose essays in order to prepare for the AP exam in Spanish Literature and Culture. **Prerequisite:** Credit for one of the following courses– AP Spanish Language, Advanced Spanish Honors, **or** Spanish Language Arts, and/or departmental approval

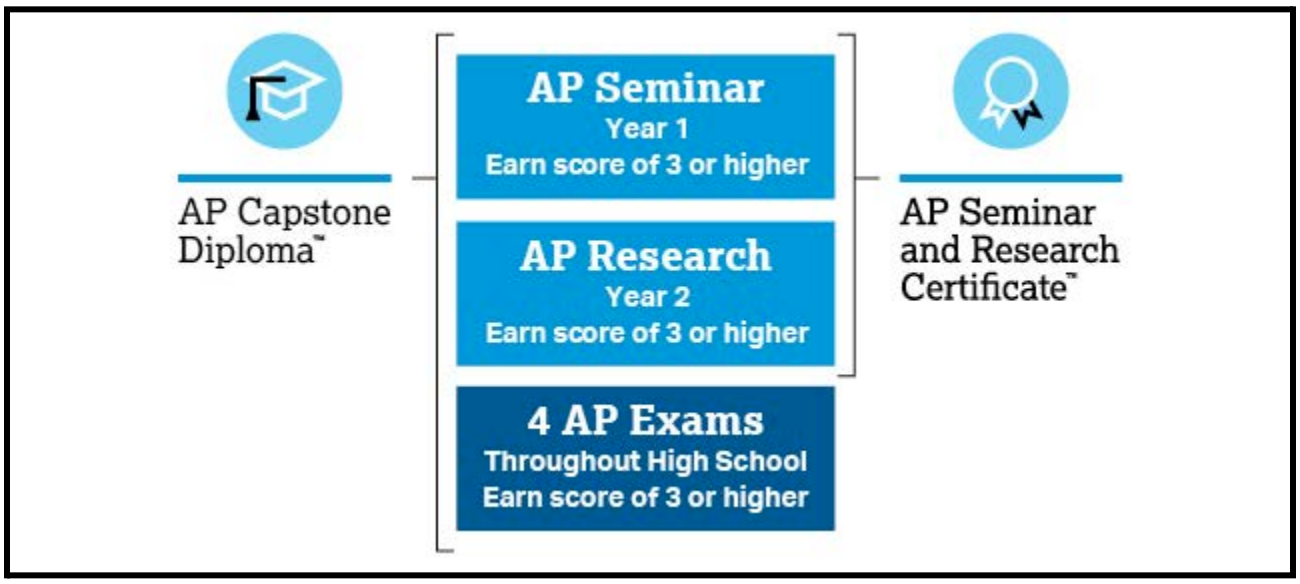
SECTION 4:

ADDITIONAL EDUCATIONAL OPPORTUNITIES

AP Capstone Sequence

AP Capstone Overview: AP Capstone™ is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions. AP Capstone is comprised of two AP courses — AP Seminar and AP Research — and is designed to complement and enhance the discipline-specific study in other AP courses.

AP Diploma: The AP Capstone Sequence provides a way for students to earn either an AP Capstone Diploma or an AP Seminar and Research Certificate in addition to their high school diploma. If a student earns scores of 3 or higher in both AP Seminar, AP Research, and four additional AP exams, the student will receive the AP Capstone Diploma. If a student does not score a 3 or higher on 4 additional AP exams but does score a 3 or higher in AP Seminar and AP Research, the student can earn an AP Seminar and Research Certificate.



Benefits of AP Capstone:

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

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

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

AP Capstone Sequence

AP CAPSTONE COURSE AVAILABILITY					
Course Number	**Course Title**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
AX3101A/2A	**AP Seminar**		X	X	X
AX4101A/2A	**AP Research**			X	X

AP CAPSTONE COURSE INFORMATION	
AP SEMINAR **Course #** AX3101A/2A **Credit:** 1.0 **Grade Level**: 10-12	AP Seminar engages students in cross-curricular conversations that explore the complexities of academic and real world issues by analyzing divergent perspectives. Throughout the course, students will collaborate on group research assignments, complete individual research, and present and defend their conclusions. **Prerequisite:** Teacher recommendation or completion of an honors-level Science, English, or Social Studies course
AP RESEARCH **(HOUSED AT CENTRAL)** **Course #** AX4101A/2A **Credit:** 1.0 **Grade Level**: 11-12	AP Research engages students in an exploration of an academic topic, problem, or issue that interests them. With the assistance of a research advisor/mentor, students design, plan, and conduct a year-long research-based investigation. Students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students must submit an academic paper and orally defend their research to the College Board for evaluation and scoring. **Prerequisite:** Successful completion of AP Seminar

Scheduling Options & Interventions

Scheduling Options Overview: District 86 has a variety of scheduling options and interventions available to students. Academic Supports are non-credit-bearing options within the school day that help students manage their academic workload and balance their schedule. These courses and scheduling options are designed to provide time and structure for independent work (Study Hall) or limited schedule flexibility for eligible upperclassmen (Late Arrival and Early Dismissal). Attendance expectations, eligibility criteria, and approval processes vary by support and are outlined below.



SCHEDULING OPTIONS	
STUDY HALL **Course #:** AX0001/2 **Credit:** 0 **Grade Level:** 9-12	Study Hall is a non-credit course designed to provide students with a semi-quiet, supervised environment to complete schoolwork, prepare for assessments, and organize academic responsibilities. While not a graded course, Study Hall offers students the opportunity to develop time management skills and maintain balance within their daily schedule. Study Hall is staffed by a support staff member. Students may only register for one Study Hall period per school day. Students are required to attend every day on time, as attendance is taken. May not be taken with late start, early dismissal, and/or student aide.
LATE ARRIVAL **Course #:** AX4011/2 **Credit:** 0 **Grade Level:** 11-12	Late Arrival is an option for eligible juniors and seniors who have been scheduled for a Study Hall during 1st period. In lieu of reporting to Study Hall, students may begin their school day later, provided they have parent/guardian approval and their own transportation. Students may not enter the building earlier than five minutes prior to the start of their first scheduled class. Schedules will not be altered to accommodate a request for Late Arrival, and bus service is not available. Students may request only one Late Arrival per day and may not have another study hall period in their schedule. School student support teams (SST Teams) have the right to revoke late arrival for students who are struggling academically and/or are chronically absent. After the first day of school, students who are eligible must work with the Dean's office to complete the form and obtain parent permission to change their 1st period study hall to a late arrival.
EARLY DISMISSAL **Course #:** AX4001/2 **Credit:** 0 **Grade Level:** 11-12	Early Dismissal is an option for eligible juniors and seniors who have a Study Hall scheduled during 8th period. In lieu of reporting to Study Hall, students may end their school day earlier, provided they have parent/guardian approval and their own transportation. Students must exit the building within five minutes of their last scheduled class. Schedules will not be altered to accommodate a request for Early Dismissal, and bus service is not available. Students may request only one Early Dismissal per day and may not have another study hall in their schedule. School student support teams (SST Teams) have the right to revoke early dismissal for students who are struggling academically and/or are chronically absent. After the first day of school, students who are eligible must work with the Dean's office to complete the form and obtain parent permission to change their 8th-period study hall to an early dismissal.

Scheduling Options & Interventions



Academic Interventions Overview: District 86 uses the "core plus more" model to provide interventions in addition to a student's coursework rather than restricting student elective choice(s). In District 86, all students will enroll in the "core" academic classes as required by their grade level. For students who are below grade level, District 86 offers academic interventions. These programs provide targeted academic assistance, help students improve their skills, provide SEL support and/or executive functioning support. The goal is to close achievement gaps, ensure all students succeed, and ultimately improve overall academic performance. The supports at each building vary, but they seek to accomplish the same goals. Students who score below the 50th percentile on identified standardized assessments (ACT, SAT, MAP, etc.) may be placed in mandatory interventions.

In order to facilitate attendance and track student progress, Academic Interventions are listed on a student's schedule. These interventions (with the exception of Excel housed at Hinsdale South) are not credit-bearing and thus will not appear on a student's transcript and will not be factored into a student's GPA.

ACADEMIC INTERVENTIONS	
ACADEMY STUDY HALL (HOUSED AT CENTRAL) **Course #:** AX1001/2 **Credit:** 0 **Grade Level:** 9-12	Academy Study Hall is a non-credit general education guided study hall designed to provide students with additional structure and support in completing academic work. This supervised environment offers students the opportunity to strengthen organizational skills, receive guidance in managing assignments, and develop effective study habits. Academy is staffed by support staff. Participation is reviewed on a quarterly basis to ensure that the support provided continues to meet individual needs. Students and families may not request Academy as enrollment is dependent on a student's progress and the support team's decision.
CREDIT RECOVERY LAB (HOUSED AT SOUTH) **Course #:** AX5001/2 **Credit:** 0 **Grade Level:** 11-12	A space for students to earn credit after they have previously failed a course and/or were significantly absent, not having enough seat time to earn a final grade in the course. Students enrolled in Credit Recovery Lab have failed multiple courses and need to make up multiple credits. Students will complete the coursework via an online platform. This is not for initial credit. Students must gain approval from the Director of Guidance.
EXCEL-ERATE CREDIT RECOVERY **Course #:** AX4401/2 **Credit:** 0 **Grade Level:** 11-12	A space for students to earn credit after they have previously failed a course and/or were significantly absent due to extenuating circumstances, not have enough seat time to earn a final grade in the course. Students will complete the coursework via an online platform. This is not for initial credit. Students must gain approval from the Director of Guidance.

Scheduling Options & Interventions

EXCEL **(HOUSED AT SOUTH)** **Course #:** AX1041/2 **Credit:** 0.25 **Grade Level:** 9-12	The focus of Excel is to help build academic behaviors designed for success. In addition to structured support in core academic areas, Excel also incorporates lessons about time management, organization, planning, and study skills. Weekly lessons are related, but not limited to, goal setting, learning preferences, priority establishment, time management, self-advocacy, note taking, producing quality work, study skills, organization, and test-taking tips.
MATH INTERVENTION **(HOUSED AT CENTRAL)** **Course #:** MA4901/2 **Credit:** 0 **Grade Level:** 9-12	Math Intervention is a non-credit course designed to support students in strengthening fundamental math skills needed for success in their current coursework and future standardized assessments. There are two groups to support students in Algebra 1 and Geometry. Placement is based on current performance (earning a D or F in a math course) and/or standardized test results below the 60th percentile (ACT, SAT, etc.). Math Intervention is taught in small groups by math teachers and provides targeted instruction aligned with core mathematics courses. Students attend during the first 25 minutes of their assigned lunch or study hall period, four days per week. Attendance is required, and student progress is monitored regularly to ensure ongoing academic growth. There is a pre-test in the first week of the intervention. Students whose skills have improved since the time of their last national assessment will be given the chance to stay or graduate. This intervention will appear on a student's schedule to track attendance, but will NOT appear on a student's GPA or transcript.
ACADEMIC INTERVENTION **(HOUSED AT SOUTH)** **Course #:** n/a **Credit:** 0 **Grade Level:** 9-12	Academic Interventions are provided in English, Math, Science, and Social Studies during the school day. Interventionists work with students one-on-one and in small groups to help strengthen foundational skills and support success in the classroom and on standardized assessments.
STUDENT SUCCESS CENTER (SSC) **Course #:** AX9931/2 **Credit:** 0 **Grade Level:** 9-12	The Student Success Center is a non-credit program designed to provide students with intensive academic and behavioral support. This structured environment addresses gaps in executive functioning, attendance patterns, and social-emotional development, while also supporting progress toward graduation. Students work with a team of staff to develop personalized strategies, build essential skills, and receive targeted guidance to promote overall academic and personal success. Participation is monitored regularly to ensure goals are being met and supports are adjusted as needed. Students and families cannot request SSC, as enrollment is dependent on a student's progress and the support team's decision.

Student Aide Program

Student Aide Program Overview: District 86 has a student aide program that allows students to assist a teacher and/or department within the school. The student aide opportunities are listed below. Students in the program must attend each day they are in school, similar to how class attendance is taken. Students' acceptance into each program is contingent upon approval from the proper office. Upon successful completion of the semester, students can earn 0.25 credits per semester. The course can be repeated multiple times. Students will earn general credit upon completion of the course. Students who do not attend and/or do not complete the desired tasks may be dropped from the course. An aide course is in place of a study hall. Students cannot have both a study hall, late arrival, and/or early dismissal and an aide period within the same semester. Students who are enrolled in an aide program are not eligible for a PE exemption in the same semester.



STUDENT AIDE COURSE AVAILABILITY					
Course Number	**Course Title**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
AX1011/2	**Teacher's Aide**	X	X	X	X
AX1021/2	**Counseling Aide**	X	X	X	X
AX1031/2	**Dean's Aide**	X	X	X	X
AX1051/2	**Nurses Aide**	X	X	X	X
AX1071/2	**Athletics and Activities Aide**	X	X	X	X

COURSE INFORMATION	
TEACHER'S AIDE **Course #** AX1011/2 **Credit:** 0.25 **Grade Level**: 9-12	The Teacher's Aide program offers students a unique opportunity to work closely with a teacher and gain hands-on experience in the classroom environment. Aides may assist with a variety of tasks, such as preparing instructional materials, organizing classroom resources, grading basic assignments, and/or helping with technology. This program is ideal for students who are interested in education. **Prerequisite:** Enrollment is contingent upon teacher approval and approval by the Department Chair.
COUNSELING AIDE **Course #** AX1021/2 **Credit:** 0.25 **Grade Level**: 9-12	The Counseling Office Aide program provides students the chance to work directly with staff to gain a better insight into the operations of the counseling department. Aides will assist with clerical duties such as organizing student files, running passes, preparing informational packets, and/or helping with special projects related to student services. This role is well-suited for students who have an interest in counseling, psychology, or social work. **Prerequisite:** Enrollment in this program is contingent upon approval from the Counseling Office and the Director of Counseling.

Student Aide Program

DEAN'S AIDE **Course #** AX1031/2 **Credit:** 0.25 **Grade Level**: 9-12	Students who serve as Dean's Office Aides play a valuable role in supporting the administrative functions of the Dean's Office. Aides will help with essential tasks such as delivering passes to students, filing documents, organizing office materials, and/or supporting school-wide attendance processes. Consistent attendance is required for successful completion. **Prerequisite:** Enrollment in this program is contingent upon approval from the Dean's Office and the Director of Deans.
NURSE'S AIDE **Course #** AX1051/2 **Credit:** 0.25 **Grade Level**: 9-12	The Nurse's Office Aide program allows students to work closely with the school nurse and assist with the daily operations of the health office. Responsibilities may include running passes, organizing supplies, preparing health-related materials, and assisting with various tasks that support student wellness. This program is ideal for students interested in healthcare. **Prerequisite:** Enrollment in this program is contingent upon approval from the Nurse's Office and the school Nurse or the Director of Deans.
ATHLETICS & ACTIVITIES AIDE **Course #** AX1071/2 **Credit:** 0.25 **Grade Level**: 9-12	The Athletics & Activities Aide program gives students the opportunity to support the school's athletics and extracurricular activities departments. Athletic Aides will assist with tasks such as folding, inventorying, and storing uniforms, help stock and maintain sports hospitality refrigerators, and assist with the maintenance of athletic vehicles and golf carts. Other tasks may include finding lock combinations, ordering sports awards, checking out and checking in uniforms, cleaning locker rooms, and collecting post-season football equipment. Activities Aide will assist with tasks such as event organization, clerical work, inventory management, scheduling, and the promotion of school events. This role provides valuable experience for students interested in sports management, event planning, or school leadership. **Prerequisite:** Enrollment in this program is contingent upon approval from the Activities and/or Athletic Director.

Technology Center of DuPage

Overview: Technology Center of DuPage (TCD) prepares grade 11 and grade 12 students for college and a career through 18 advanced career and technical education electives. It is operated by joint agreement among 14 member high school districts, including District 86. Students spend part of each school day at the TCD campus, located at 301 S. Swift Road between North Avenue and Army Trail Road in Addison. Transportation to and from TCD is provided by District 86. Opportunities through TCD include:

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

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

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

Enrollment at TCD is available during grade 11, grade 12, or both. Programs may be taken in one or two years, unless otherwise noted. Please talk to your counselor regarding enrollment criteria, including possible course prerequisites, established by District 86.

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

TECHNOLOGY CENTER OF DUPAGE PROGRAMS **(Housed at TCD Center in Addison)** **Course #** TE9001/2 **Credit:** 3.0 **Grade Level**: 11-12	The requirements and objectives associated with the specific Technology Center of DuPage (TCD) programs listed on the previous page vary greatly. Students who wish to obtain further information about a particular program and/or wish to register for a TCD program must see their counselor. All students must fill out a separate TCD form with parent signature and return to their counselor.

Technology Center of DuPage

CAREER CLUSTER/PATHWAY	TCD PROGRAM
Arts & Communications 	• Multimedia & Television Production
Business & Finance Pathway 	• Professional Cooking, Baking, and Service
Health Science & Technology 	• Emergency Medical Technician • Medical Assisting • Medical Terminology & Healthcare Careers • Nursing Assistant Training Program
Human Services & Public Service 	• Cosmetology • Criminal Justice • Fire Science
Manufacturing, Engineering, Technology & Trades 	• Automotive Technology • Auto Body Repair • Construction Trades • Welding Technology • Heating, Ventilation, Air Conditioning & Refrigeration, and Residential Wiring • CNC Manufacturing • Robotics & Automation Technology
Information Technology 	• Computer Information Systems & Game Design

Program of Studies

HINSDALE TOWNSHIP
HIGH SCHOOL DISTRICT 86