GLENBARD SOUTH HIGH SCHOOL

23W200 Butterfield Road
Glen Ellyn, IL 60137
www.glenbardsouthhs.org

Main Office	630-469-6500
Fax Line	630-469-6572
Attendance Office	630-942-6684
Deans' Office	630-942-6650
Nurses' Office	630-942-6682
School Counseling Office	630-942-6648
Athletics Office	630-942-6653

FOR EMERGENCY SCHOOL CLOSING AND GENERAL ANNOUNCEMENTS
CHECK THE SCHOOL WEBSITE FOR DETAILS

School History

Glenbard South High School opened its doors to students for the first time in the fall of 1972. The school serves the same area as that of Community Consolidated School District 89 and parts of Lombard School District 44, including areas of Glen Ellyn, Lombard and Wheaton.

Glenbard South is a member of the Upstate Eight Conference. Glenbard South's school colors are Red, White, and Blue. Our school mascot is the Raider.

ADMINISTRATION

Sandra Coughlin, Principal	630-942-6600
Jessica Santee, Assistant Principal for Instruction	630-942-6800
Taff Nielsen, Assistant Principal for Operations	630-942-6700
Jose Jaramillo, Assistant Principal for Student Services	630-942-6677
Timothy Carlson, Assistant Principal for Athletics	630-942-6655
Amy Velasquez, Dean of Students	630-942-6704
Michael White, Dean of Students	630-942-6604

GLENBARD SOUTH HIGH SCHOOL

"Home of the Raiders"

DEPARTMENT CHAIRS

Department	Chair	Phone
Business and Family and Consumer Science Education	Julie Fonda	630-942-6654
English	Linette Chaloka	630-942-6656
Fine Arts: Art, Music, & Speech	Brian Dewald	630-942-6632
Mathematics	Haresh Harpalani	630-942-6616
Physical Education, Health & Drivers Education	Jonathan Bergin	630-942-6678
Science & Technology/ Engineering	Collin Voigt	630-942-6778
Social Studies	Ruben Rodriguez	630-942-6615
Special Education	Ronn Claussen	630-942-6716
World Languages	Cynthia McManus	630-942-6732

SCHOOL COUNSELING

Gloria Chapa-Resendez, Department Chair	630-942-6641
Jamie Frodyma	630-942-6693
Timothy McGrath	630-942-6644
Jennifer Pacheco	630-942-6676
Melissa Hyder	630-942-6605

GLENBARD TOWNSHIP DISTRICT 87

596 Crescent Blvd.
Glen Ellyn, IL 60137
(630) 469-9100

Dr. David Larson, Superintendent of Schools
Dr. Jeffrey Feucht, Assistant Superintendent for Educational Services
Mr. Josh Chambers, Assistant Superintendent for Human Resources
Mr. Chris McClain, Assistant Superintendent for Finance

BOARD OF EDUCATION

ELECTED MEMBERS

Judith Weinstock, President
Jennifer Jendras, Vice President
Margaret DeLaRosa
Martha Mueller
Robert Friend
Mireya Vera
John Kenwood

GLENBARD DISTRICT STRATEGIC PLAN

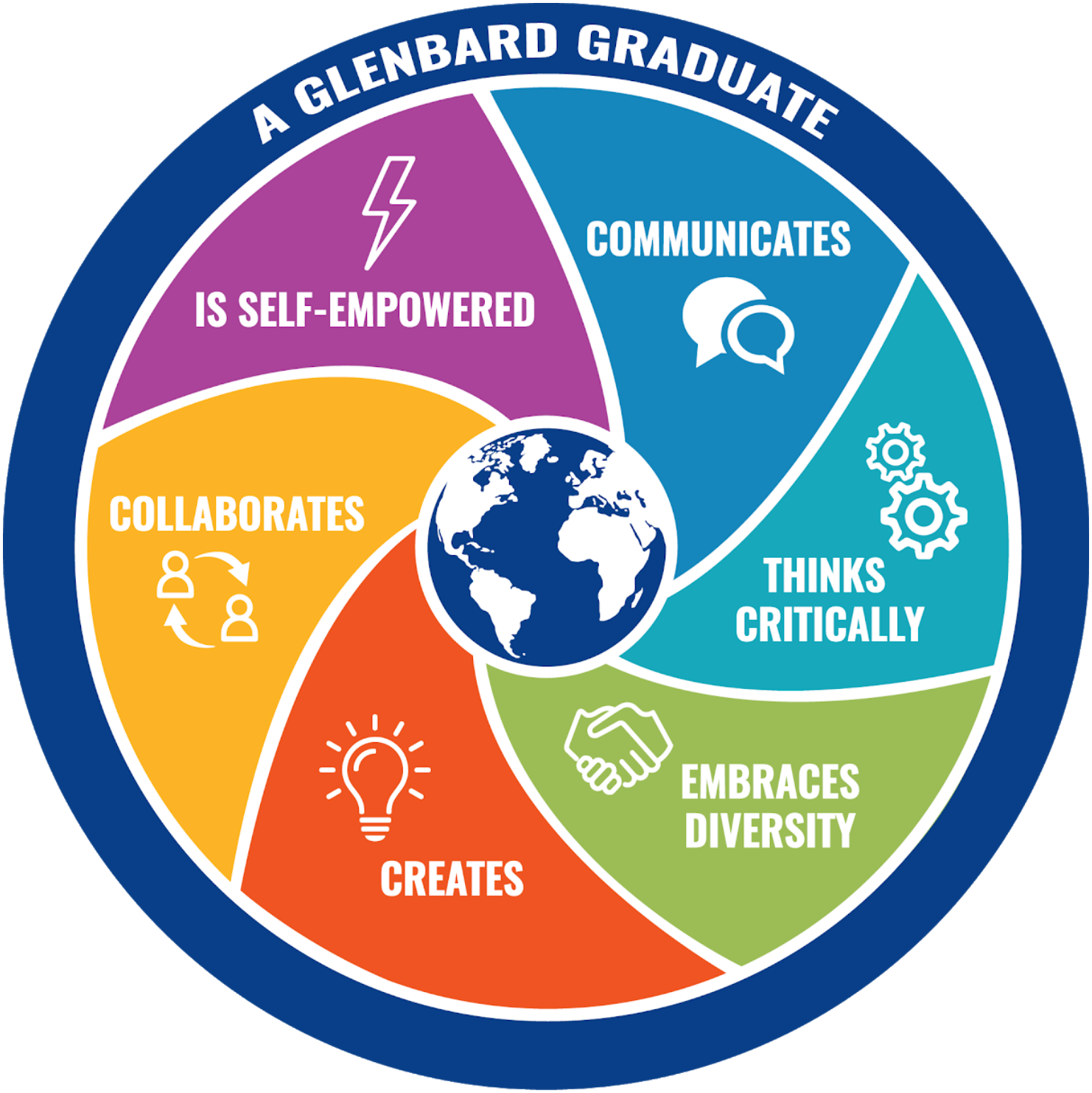
Glenbard Township High School District 87 Strategic Plan

Mission

We inspire and empower each student to become a critical thinker who engages as a global citizen.

Vision

Portrait of a Glenbard Graduate



GLENBARD PROFILE OF A GRADUATE

IS SELF-EMPOWERED

- Practices responsible decision-making and considers impact on others
- Creates, monitors and reflects upon ambitious and realistic goals
- Builds and sustains strong, healthy relationships
- Advocates for self and others in a socially responsible, empathetic manner
- Employs a growth mindset that includes self-regulation, motivation, and resiliency

COMMUNICATES

- Demonstrates and works to develop an understanding of audience and self
- Adapts message, style and tone to the chosen medium, audience, and purpose
- Utilizes clear, concise, and effective oral and written communication
- Listens actively and responds with empathy and respect
- Initiates and sustains meaningful conversation in a variety of settings

THINKS CRITICALLY

- Leverages curiosity to identify problems and take intellectual risks
- Examines and challenges assumptions, making decisions based on evidence
- Reasons effectively to make logical judgements and explanations
- Develops a variety of solutions and arguments to authentic problems
- Questions one's own thinking, reasoning, and beliefs

EMBRACES DIVERSITY

- Intentionally develops and shares identities and intersectionality of self
- Respects diverse backgrounds and seeks varied points of view to deepen understanding
- Creates community through mutual respect
- Understands own biases and reflects on them regularly
- Actively works to develop empathy for others
- Finds opportunities to embrace and affirm one's authentic self

CREATES

- Solves real problems that are passion and purpose driven, in local community and around the world
- Generates original ideas, solutions, and products in imaginative ways
- Open and responsive to new ideas and perspectives
- Extracts learning from failure to move ideas forward
- Reflects meaningfully on feedback while able to set aside personal biases.
- Novel use and application of prior knowledge

COLLABORATES

- Inspires and motivates others toward a common purpose
- Takes responsibility for self and team through shared, focused leadership
- Receives, provides and learns from constructive feedback
- Values and understands mutual accountability to the mission
- Optimizes digital tools to learn and grow with others
- Is generous in sharing ideas with others

GRADUATION REQUIREMENTS

To be eligible for a Glenbard diploma, beginning with the class of 2013, a student must earn twenty-three credits including the required three credits of Physical Education and the classroom phase of Driver Education. No more than six credits earned at the Technology Center of DuPage and/or Cooperative Education may be applied towards graduation.

Illinois State School Code requires that all students take the school administered SAT exam in order to receive a high school diploma from an Illinois public high school.

A student shall successfully complete the following to be eligible to receive a Glenbard diploma:

Minimum Requirements for Graduation from Glenbard Township High School District 87	**Admission Requirements to Public Universities in Illinois** Entrance requirements in selective colleges and universities may be considerably more stringent than those listed below

Course	Credits	Course Requirements	Credits
English	3.5	**English** - Emphasis on written & oral Communications & Literature	4.0
Speech	0.5		
Social Studies	1.5	**Social Studies** - Emphasis on History and Government	3.0
U.S.History	1.0		
Government	0.5		
Mathematics including Algebra & Geometry	3.0	**Mathematics**- Including Algebra, Geometry and Algebra 2/Trigonometry	3.0
Science	3.0	**Science** - Emphasis on Laboratory Sciences	3.0
Cultural Education	0.5		
Applied Arts	0.5		
Health Education	0.5		
Consumer Education	0.5		
Physical Education Driver Education	3.0 0.5		
Electives	4.5	Electives - Four semesters in Foreign Language, Art or Music	2.0
Total Credits:	**23.0**		

GENERAL INFORMATION

I. EDUCATIONAL PROGRAM

A. Educational Philosophy of Glenbard Township High School District 87
(Adopted December 8, 1997)

The fundamental purpose of the Glenbard High Schools is to provide educational experiences that will enable each student to develop talents and capabilities in order to assume a responsible role in a global society. While maintaining high standards for achievement, the District emphasizes the intellectual, physical, emotional and social development of each student. The District's educational program recognizes the dignity and worth of the individual, and seeks to preserve and enhance within each student a sense of personal responsibility and tolerance of others.

In providing these educational experiences, the District acknowledges that the interaction between teacher and student is central. The District expects the use of varied teaching methods which will address different learning styles and promote active student learning, gender equity, and multicultural fairness.

The District's commitment to education can best be fulfilled through cooperation and active involvement of teachers, parents, and other community organizations who share responsibility for the welfare and development of the student.

The objectives of the educational program are:

1. To provide a comprehensive classroom program in accordance with student needs and interest, the level of community support, and governmental mandates.
2. To instruct all students in a program that includes academic subjects in the humanities, arts, sciences, career and physical education, and to offer extracurricular activities, guidance, counseling, and library services.
3. To assist students in developing problem-solving attitudes and skills through the process of discovering and organizing knowledge and critically evaluating information.
4. To provide an environment which stimulates critical, creative, and evaluative thinking skills and which promotes the desire for acquiring further knowledge.
5. To help students understand, adjust to, and effect changes in society and in technology.
6. To promote an understanding of the political, social, and economic systems of the United States.
7. To offer students opportunities through which they may experience rights and responsibilities of our democratic society.
8. To inspire respect for the United States of America and for the democratic process and to demonstrate concern for all people.

Daily Physical Education Program

	Semester 1	Semester 2
Grade 9	PE or Health	PE or Health
Grade 10	PE or Driver Education	PE or Driver Education
Grade 11	PE	PE
Grade 12	PE	PE

Due to the continuing state mandate of daily physical education except during the semesters that Health and Driver Education are taken for the first time, the sequence for accumulating the necessary three credits in PE will be a one semester course in PE during the freshman year, a one semester course during the sophomore year, and a full year of PE during the junior and senior years.

Students may choose to take elective PE classes in addition to the required courses--up to four credits may be used toward graduation. However, it should be noted that additional elective courses taken in physical education during a particular school year cannot be substituted for the state PE requirement in a later school year. Grades earned in physical education will be used in computing a student's grade point average.

B. Comprehensive Program

The educational program provided by the Glenbard High Schools is of a comprehensive nature. As such, it provides for two general kinds of educational experiences--regular classroom activities and those called co-curricular.

The courses-of-study as set forth in this book are designed to provide for the common as well as the individual educational needs of students. The meeting of common needs Is emphasized in required courses; the meeting of individual needs is provided for in elective courses and in adapting the content and instruction of courses to the needs of individual students. Course content is planned to develop knowledge, understanding, attitudes, ideals, habits, and skills which are important to a full life in the American democracy.

C. Provision for Individual Differences

In addition to efforts by each teacher, Glenbard attempts to meet the individual needs of students by providing regular and AP/Honors level courses in several academic areas. A student's permanent record is marked to indicate if the level of the courses taken is other than the regular level. Course offerings are designed to meet the diverse needs of all learners. Academic offerings include:

1. Regular Education Courses

The majority of students are enrolled in classes which offer excellent preparation either for college entrance or for entering a career field after high school.

- The content of the course will be rigorous and enriched. Students shall be given opportunities to assume responsibility for development through research, in-depth study, and discussion.
- The learning objectives of the course should emphasize the higher levels of cognition: analysis, synthesis, and evaluation.

2. Honors and Advanced Placement Courses
Honors courses are designed to be a challenge to the student with strong ability and motivation by enriching the course and/or accelerating the course content. Students earning a "3", "4", or "5" in these courses will receive weighted grades to be used to calculate the GPA. Middle school grades, MAP and PSAT scores, and teacher recommendations are used to place in-coming freshman students into an Honors section of the appropriate academic area. Courses with Honors or AP Credit have the following criteria:

- The content of the course should be rigorous, enriched, and rapidly paced.
- Students shall be given greater opportunity to assume responsibility for development through research, in-depth study, and discussion.
- The learning objectives of the course should emphasize the higher levels of cognition: analysis, synthesis, and evaluation.
- Grade acceleration alone is not sufficient reason to grant an Honors designation. The content of the course must be significantly different from a regular section of the same course title.

Advanced Placement courses are Honors courses that follow the syllabus provided by the College Board Advanced Placement Division. These courses are designated (AP) in this handbook and students in AP classes have the opportunity to take Advanced Placement exams. Success on these examinations may qualify students for advanced placement and/or credit from their college or university.

3. Independent Study options are provided for motivated and responsible students. Study projects can be initiated by student collaboration with a faculty member. The request is then subject to the approval of the particular department chairperson, the student's counselor, and the assistant principal for instruction.

4. Special Education Courses
Special Education courses are selected based on recommendations in a student's Individualized Education Plan (IEP).
• Course availability is dependent strictly on student need as documented in each student's IEP.
• All curricula used by the Special Education Department may be adapted as necessary to meet the specific learning needs related to an individual student's disability.

5. English Language Learners (ELL) Courses
ELL courses are available to students who demonstrate limited English language proficiency. Student placement will be determined by teacher recommendation, ACCESS and local assessments.

6. Directions Program
The Directions Program is designed to provide a smaller, more personalized school setting, credit acceleration, student goal setting with the creation of a Student Success Plans, and preparation for career and college goals through the Technology Center of DuPage (TCD).

Students are selected for the Directions Program by their Glenbard serving school. Parent consent is required prior to a student being considered and students accepted into the program will develop a Student Success Plan to identify strengths, interests and goals. A career assessment is also given to assist in the program selection process. Schedules will vary depending on student interest, remaining graduation requirements and openings in TCD courses.

7. A Review Course is one that a student has taken previously and has received credit. Generally, a student is attempting to improve the grade by retaking the course. A student who completes a review course does not receive credit even if the course is taken at a different grade level. The higher grade is used in computing the student's GPA, and both courses will appear on the student's transcript.

8. School Counseling Services are provided for all Glenbard students. Students are assigned counselors who are available to them and their parents throughout the four years of high school, as an aid in planning an educational program or solving personal problems. The services of a psychologist, communication specialist, and social worker are provided.

II. PLANNING A FOUR-YEAR PROGRAM

A. Definition of Terms

1. The credit is the measure of school achievement. For successful completion of a semester's work in a subject meeting daily for one period, a student receives one-half credit.
2. A prerequisite is a course or level which a student must complete before other courses may be taken. Prerequisites are listed in the course descriptions.
3. Required courses are courses which a student must complete in order to earn a Glenbard diploma.

B. Post-Secondary Preparation

1. Career

The Glenbard High Schools provide students many opportunities to prepare themselves for entrance into specific careers. In a sense, the entire curriculum can be considered as vocational preparation. Students are encouraged to discuss with their counselors the sequence of courses which will provide them with the prerequisite training needed for further work in a career area.

2. College

Colleges vary greatly in their admission requirements. In order to avoid disappointment, the student should carefully plan a four-year program. The standards require that freshmen must have had four years of high school English, three years of social studies, three years of mathematics, three years of laboratory science and two years of electives in world language, art or music.

It is recommended that the student participate in one of the two major testing programs which are used by colleges for admission purposes. These are: The American College Testing Program (www.act.org) and The College Entrance Examination Board Program (https://collegereadiness.collegeboard.org/sat). The SAT is taken by all juniors in the spring.

Universities with highly selective admission policies may also require the student to take two or three College Board Achievement Tests during the student's senior year.

The Glenbard High Schools provide many services for the college bound student and parents. Informational meetings for students and parents are held throughout the year. College representatives regularly visit the high schools to talk to interested students.

Parents are encouraged to discuss college plans with members of the guidance staff. It is also highly recommended that the student and parents visit several college campuses before a final selection is made. In September, an annual DuPage County "College Night" is held at the College of DuPage where more than 250 college representatives are available for students and parents to learn about a variety of post high school opportunities.

3. Vocational- Technical Center of DuPage

The Technology Center of DuPage (TCD) offers DuPage County area high school juniors and seniors 20 career and technical education programs (CTE) as part of their high school curriculum. Their mission is to provide an education environment that supports and encourages individual learning styles, develops occupational skills and professionalism, promotes academic growth, and assists students in discovering their potential. The Technology Center program allows students to learn at their own pace through a hands-on, individualized learning plan based on goal achievement. Through their respective programs, students use field-specific mathematics, science reasoning, language arts, and technology in real world applications. Tuition and bus transportation are covered by the participating partner high school districts. Some additional fees may apply based on the individual class and necessary supplies. Glenbard grants the credits earned at the Tech Center and adds these credits to the student's Glenbard transcript. Application is required and available in the School Counseling Office.

C. Summer School

Students may want to take extra course work in Summer School to enrich the regular program or to make up credit. Information and enrollment materials regarding Summer School are available through the local building's Guidance Office.

D. Enrollment

Course offerings are determined by the Glenbard South Administration based on enrollment each year. Enrollment for the following year begins in the winter. Schedules are returned home in the spring for verification and final parent and student approval. After April, schedule changes can only be initiated by the School Counseling Department until the start of the new school year.

E. Dropping Courses

Course placement is a result of student choices, parental input, teacher recommendation and department chair and counselor guidance.

1. A student may drop a course up through April 30th of the school year preceding their enrollment in a specific course. After that date, the master schedule will be set and only School Counseling initiated schedule changes can be made until the start of the new school year.
2. After the school year begins, **no class changes** will be made except for the following:
   a) Failed a class/Lack of prerequisite skills
   b) Level changes recommended by the subject area Department Chair
   c) Error in Registration / Placement. Students with less than 300 minutes of daily instruction will be added to a course on a space available basis or a study hall.
3. During the term of a student's enrollment in a course, a student may be administratively dropped for disciplinary or truancy reasons and will receive a failing grade on his/her permanent record unless an exception is approved by the Building Principal.

III. ACADEMIC REGULATIONS

A. Classification of Students

Regardless of when a student completes requirements for graduation, there will be only one annual graduation exercise held at the end of the second semester. To be eligible to participate in the graduation ceremonies, a student must have successfully met the required number of credits and graduation requirements.

B. Transfer of Credits

1. Transferred from another school.

School Counseling will evaluate the credits transferred from another school and specify what is needed for the student to meet the graduation requirements at Glenbard.

2. Correspondence/College Courses.
Third and fourth year students, with parental and Principal approval, may receive Glenbard credit for correspondence or college study. Applications and approval of such courses may be secured from the student's counselor. Specific graduation requirements may not be taken through correspondence.

C. Course Load
Every student is considered a full-time student and will be in school for seven (7) periods, no more than one may be study hall. It is highly recommended that students select six or seven courses each semester. Juniors and Seniors with parental request may petition for arrival second period, and if approved, attend classes six periods of the day.

IV. COURSE DESCRIPTIONS AND PREREQUISITES

The following pages of this handbook are devoted to brief descriptions of the courses offered by the various departments. The descriptions include the length of the course, the credit that may be earned, the level of students who may enroll and, where applicable, the prerequisite. Students or parents who would like further information concerning a course or the enrollment procedure should contact the Guidance Office.

The program of studies provided for the regular and summer term is dependent upon adequate enrollment and the availability of qualified staff.

Courses offered in the other three Glenbard High Schools are available to our students upon request. Information about these courses and arrangements for scheduling can be provided by your guidance counselor.

BUSINESS

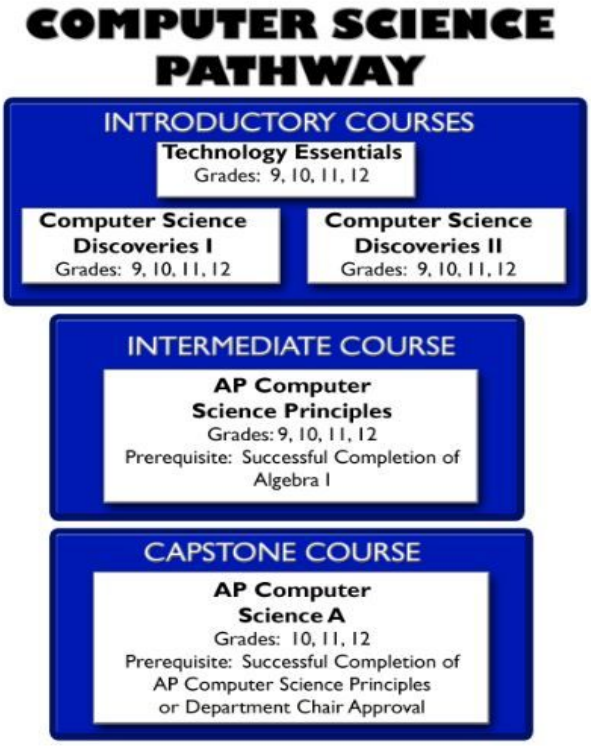
PHILOSOPHY

The mission of the Glenbard South Business Department is to provide students with essential computer, business and survival skills to succeed in college, a career, personal finance and life.

IMPORTANT SUGGESTIONS:

- Regardless of a student's path we strongly suggest that all students take at least one computer course before graduation. Technology Essentials will allow a student to gain skills that will help them find success in our ever-changing technology driven society.
- Any student planning to major in business of any type in college should take Accounting 1 & 2 to better prepare themselves for the rigorous business college curriculum.
- Students interested in business may want to consider taking Speech with Advanced Technology (S.W.A.T), to satisfy both their Speech and Applied Arts graduation requirement.

THE PATHWAYS BELOW SHOW THE COURSE SEQUENCE FOR BOTH BUSINESS AND COMPUTER SCIENCE OFFERINGS AT GLENBARD SOUTH



TECHNOLOGY COURSE OFFERINGS

TECHNOLOGY ESSENTIALS – 9, 10, 11, 12 - 1 semester, 1/2 credit

Prerequisite: None.

In this course, students will develop and enhance vital computer skills for use in high school, college, the workplace, and in life. Students will use the computer for learning, researching, solving problems, communicating, producing documents and more. Microsoft Office software including Word, Excel, and PowerPoint will be used along with Google Docs, Sheets and Slides. Formatting documents properly along with using the appropriate software program to accomplish a variety of tasks will be the focus. Students will enhance their keyboarding skills while learning the essentials of using a computer in high school, college and beyond. Technology Essentials is a highly recommended course to have early in a student's high school career.

SPEECH WITH ADVANCED TECHNOLOGY (S.W.A.T) – 9, 10, 11, 12 - 1 year, ½ Speech credit, ½ Applied Arts credit

Prerequisite: None

Earn both your Speech and Applied Arts credit in one class. Are you ready to enter the job market in today's technology driven society? Companies are seeking graduates who are not only computer literate but can also communicate effectively. This course is offered as an alternative to the typical speech course. SWAT (Speech With Advanced Technology) combines the oral communication skills learned in a Speech course with the latest technology found in the business world. This is invaluable preparation for college and a career in business.

COMPUTER SCIENCE DISCOVERIES I - 9, 10, 11, 12 - 1 semester, 1/2 credit

Prerequisite: None.

In Computer Science Discoveries you will learn a variety of computer science fundamentals. We start off with HTML and CSS the programming language behind websites. You will create your own websites and learn some cool photoshop tricks! Next we do some App development and interactive game design. Here you learn Java Script to create characters and design your own interactive scene and explore user input within games and develop your own mini game. Next we explore drones and other robotics, like Sphero that are taking the computer science world by storm. Program a drone or robot to accomplish a task and battle your classmates in drone competitions. This class is a great starting point for all students interested in coding, with no prior experience required. Learn to code from the ground up. If you have prior experience this class can take your skills to the next level!

COMPUTER SCIENCE DISCOVERIES II - 9, 10, 11, 12 - 1 semester, 1/2 credit

Prerequisite: Computer Science Discoveries 1.

Students will see how a thorough user-centered design process produces a better application, how their personal data is collected and used on the web, and they will work with bare circuit boards to see how computers collect input and return output in a variety of ways. Students will explore app creation through a variety of operating systems and continue to build on programming and app development skills learned in Computer Science Discoveries 1.

AP COMPUTER SCIENCE PRINCIPLES – 9, 10, 11, 12 - 1 year, 1 credit

Prerequisite: Completion of Algebra 1

AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact our everyday world. The goal of this

course is to create leaders in computer science fields and attract and engage those who are traditionally underrepresented with essential computing tools and multidisciplinary opportunities. Students are expected to take the AP exam at the completion of this course which will allow for possible college credit.

AP COMPUTER SCIENCE A - 10, 11, 12 - 1 year, 1 credit (1 Math credit or 1 Applied Arts credit)

Prerequisite: Algebra 1 or Integrated Algebra/Geometry, AP Computer Science Principles is strongly recommended along with keyboarding skills.

This course teaches the methods and techniques of programming design as well as an in depth study of algorithms, data structures, data abstraction and object-oriented programming using the language Java. Instruction includes preparation for the Advanced Placement Computer Science exam in May. Students who enroll in this course are expected to take this test. Students leave the class with a clear understanding of the Java programming language and the ability to adapt to any new programming language taught in college.

BUSINESS COURSE OFFERINGS

INTRODUCTION TO BUSINESS – 9, 10, 11, 12 – 1 semester, 1/2 credit

Prerequisite: None

This course explores the role and purpose of business in our economic system with emphasis on what everyone should know to function effectively as a consumer and a worker in a free-enterprise economy. Units will include marketing, accounting, business law, entrepreneurship, and international business. Some topics discussed: the 4 P's of the marketing mix, understanding financial statements and how they impact a business, a general overview of the US Legal system, an understanding on the types of business ownerships, and an emphasis on how businesses must understand the differences when operating outside of the U.S. The overall goal of this course is to give students a general overview of business, and provide students the opportunity to explore topics related to the business world.

ACCOUNTING 1 – 10, 11, 12 – 1 semester, 1/2 credit

Prerequisite: None

If you are planning to pursue a business degree in college, then do not pass up the opportunity to get a head start on your future. Students will learn how a business records and analyzes financial information. Students will perform all parts of the accounting cycle, from recording daily transactions in a journal to preparing financial statements for management and investors. Students will then study how accounting information is used by a business in their daily decision making process. Students will learn how to create and present information to the “board of directors” using excel and various other software programs. This course is recommended for students who plan on pursuing a college degree in any field in business (Management, Marketing, Accounting, Finance...).

ACCOUNTING 2 – 10, 11, 12 – 1 semester, 1/2 credit

Prerequisite: Accounting 1

This course picks up where Accounting 1 left off. Students will build on skills learned in Accounting 1 by exploring managerial accounting along with the impact taxes have on businesses and the accounting cycle. Advanced simulation and case studies make this course a great college prep course for any student interested in a major in business of any kind. Accounting 1 and 2 will give students a huge advantage at the collegiate level.

BUSINESS LAW – 10, 11, 12. – 1 semester, 1/2 credit (Being offered odd years only)

Prerequisite: None

This course is designed to provide the student with a basic understanding of the US legal system, with a specific focus on areas of law relating to business. Students examine the basic principles of law, which affect personal and business transactions. They learn the background of the nature of law and legal problems; Constitutional law; contracts; bailments; relationships between buyers and sellers; the rights and responsibilities of employer-employee relationships; landlord-tenant relationships; and wills. Students participate in several mock trials.

MARKETING: SPORTS AND ENTERTAINMENT – 10, 11, 12 – 1 semester, 1/2 credit

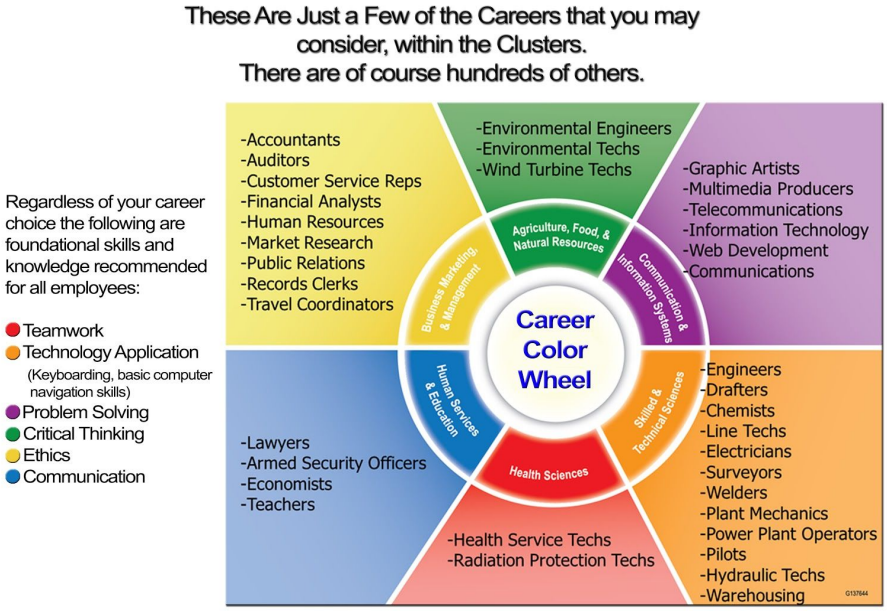
Prerequisite: None

This course is designed to introduce students to the role marketing plays in our society. In this growing profession students will focus on the multibillion dollar sports and entertainment industries. There will be an emphasis on basic marketing concepts and strategies as well as focus on the marketing of products and services. Other areas that will be covered include careers in marketing, marketing of and through music and movies, marketing recreational sports, along with legal issues such as licensing and patents. This is a project oriented class that provides students with a teamwork atmosphere for problem solving.

CAREER INTERNSHIP – 10 (With DC Approval), 11, 12 – 1 semester, 1/2 credit

Prerequisite: None

It is a proven fact that students who do internships in high school are more likely to graduate on time from college and get internships in the future. In an effort to provide all students with an education that leads them to being **college** and **career** ready, students will participate in work-based learning and/or develop a career-related capstone project. This project will allow students to research, and experience a specific career, or industry. This course will give students an opportunity to create their own experience within a career or profession. Students will create a digital portfolio and gain valuable experience with an individual in a career or industry. The opportunities are endless. The graphic below shows career clusters that may be pursued, but no profession/industry will be turned away.

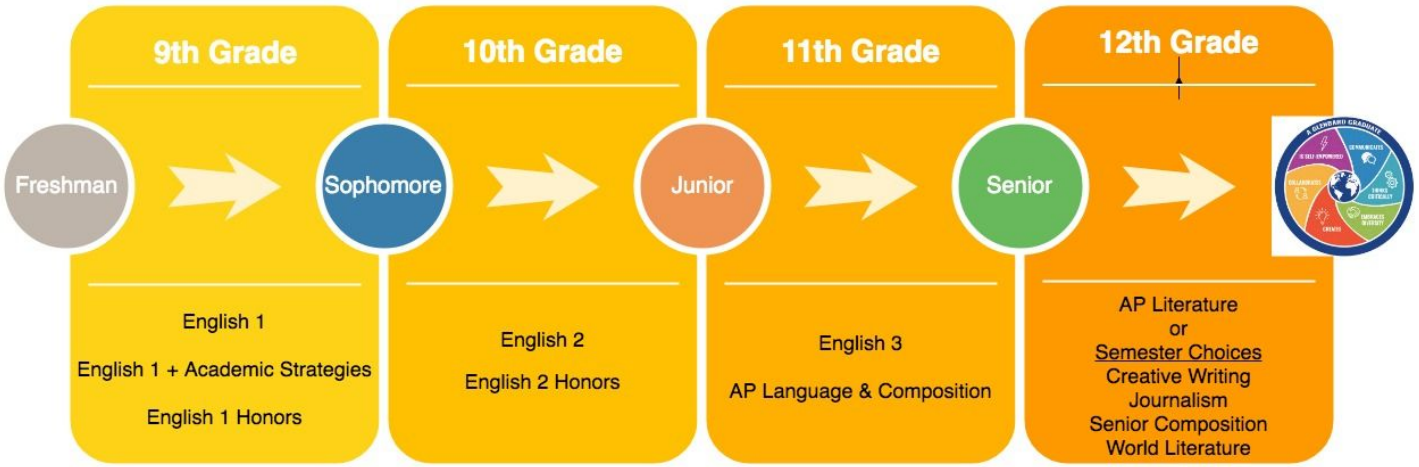


CONSUMER MANAGEMENT – 9, 10, 11, 12 – 1 semester, 1/2 credit

Prerequisite: None

This course is designed to provide students with the vital knowledge needed to enter the world on their own. This course will emphasize the importance of being an informed consumer and give students the power to be financially self- sufficient. Units of study include: Financing your education, career search, budgeting for living on your own, investing, money and banking, credit, insurance, buying cars, taxes and consumer rights and responsibilities. ***This course satisfies the Consumer Education requirement for graduation as required by the Illinois School Code.***

ENGLISH



ACADEMIC STRATEGIES 1 - 9 - 1 semester 1/2 elective credit

Criteria: Standardized reading test scores, 8th grade reading scores. For students reading below grade level and in need of academic strategy development.

This course will develop and strengthen academic reading strategies and skills necessary for success in all content areas. Students will improve in the areas of comprehension, Project C.R.I.S.S. Strategies for learning, writing development, content area support strategies (i.e. note taking, highlighting, and study strategies), academic vocabulary and fluency.

ENGLISH 1 - 9 - 1 year 1 credit

English 1 introduces students to the major genres, themes, and approaches that they will encounter throughout their high school career in the English classroom. Activities, assignments, and thematic units will encourage students to make meaningful connections and to extend understanding beyond the text. Through a balance of contemporary and classic works from a multitude of genres, students will improve their writing, reading, speaking, and listening skills.

ENGLISH 1H - 9 - 1 year 1 credit

English 1 Honors is offered to students with strong reading and writing ability and interest in the study of English. This course thematically integrates the study of language, composition, and literature in order to develop and enhance critical thinking skills. Course content is enriched, rigorous, and rapidly paced, designed to prepare students to take Advanced Placement English courses as juniors and seniors. Placement into this course is determined by PSAT/MAP scores and middle school recommendation.

ENGLISH 2 - 10 - 1 year 1 credit

This one-year course in literature explores, compares, and evaluates universal themes of initiation, growing up, and human relationships. Integrated into each unit are vocabulary development, literary analysis techniques, composition and grammar skills, and study of literary forms such as the novel, drama, poetry and the short story. After students explore the literature through discussion group activities and individual study, they evaluate and synthesize various concepts and themes through exams, projects, and formal essays. In addition, students research related topics and read books outside of class.

ENGLISH 2H - 10 - 1 year 1 credit

This one-year course is designed for sophomore students with exceptional reading, writing, and speaking skills.

Emphasis is placed on analyzing works of literature from various genres with mature understanding, and then justifying opinions about the literature in well-organized argumentative,
expository, or narrative essays. Mastery of the fundamentals of thesis formation, organization, development and logic in written composition is stressed. Students also must participate extensively in class discussions and activities and select and report on independent reading each quarter.

ENGLISH 3 - 11 - 1 year 1 credit

This one-year course for juniors focuses on a study of American Literature from our native roots to the 21st century. Study of poetry, essays, novels, short stories, and plays is combined with systematic work on composition and language skills resulting in literary essays and research papers. This course also focuses on SAT reading, grammar and writing.

AP ENGLISH LANGUAGE AND COMPOSITION - 11, 12 - 1 year 1 credit

AP English Language and Composition is a course designed for the student with excellent communication skills in English. The course focuses on analysis, synthesis and argumentation using major works of American literature and thought. Students read works in several genres and develop critical thinking, oral expression, and collaborative skills. Writing tasks highlight literary analysis, persuasive and synthesis arguments, vocabulary, extended essays, research, a college application essay. Students are expected to take the AP exam at the completion of this course, which will allow for possible college credit.

SENIOR COMPOSITION - 12 - 1 semester 1/2 credit

This course for college bound seniors offers students practice in writing various kinds of exposition required in college. Students learn ways to organize their thinking, review and select material, arrange material strategically, develop an effective style, use correct and interesting vocabulary, and establish an appropriate tone for their subjects. Students improve their writing skills through applying sophisticated sentence patterns and revising extensively to create a polished product. Students increase research skills through use of the Learning Resource Center to complete a required research project. Evaluation is based on improvement demonstrated in writing. The final assessment for the course will include a required portfolio.

JOURNALISM - 10, 11, 12 - 1 semester 1/2 credit

Journalism is a semester course for sophomores, juniors, and seniors who have exceptional verbal ability and interest in writing. Students develop skills in reporting and writing news, editorials, features and sports. Students also learn page design through InDesign CS. In addition, students are required to be aware of current news events reported in both print and electronic media. Students also present a variety of journalistic projects to the class in both oral and written form. Grades are determined by the quantity and quality of assignments completed.

CREATIVE WRITING - 11, 12 - 1 semester 1/2 credit

Creative writing is a semester course, designed for capable writers who wish to polish their writing skills through imaginative literary creations. Students study the techniques and forms of poetry and prose writing, and, by following a writing process, they demonstrate understanding of these techniques by writing poetry, informal essays, short descriptive and narrative passages, journal entries, persuasive advertising copy, and short stories.

WORLD LITERATURE - 12 - 1 semester 1/2 credit

Students become acquainted with a variety of authors from many cultures including literature from Africa, Latin America, India, the Middle East, and Asia. In studying literature and film, students discover

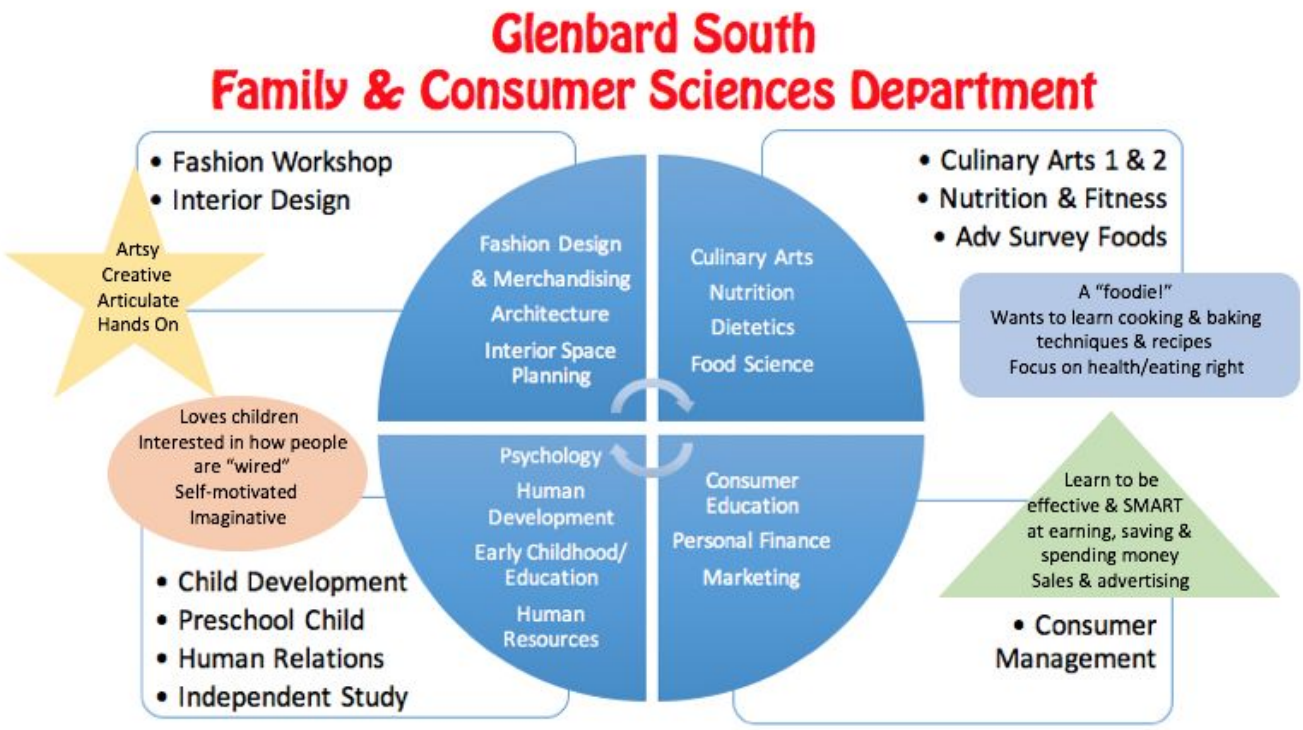
that people around the world have important commonalities, but also have interesting differences. Independent reading and research from selected collections provide students the opportunity to pursue individual interests.

AP ENGLISH LITERATURE AND COMPOSITION - 12 - 1 year 1 credit

Designed for the English student with high motivation and a love of literature, this course delves into every aspect of college-level composition, literature, and seminar style discussion. The first semester examines works from the ancient Greeks to the Renaissance while students focus on the nature of tragedy as they read plays, epic poetry, and novels. In the second semester, students explore comedy, realism, and modern writers. Students are expected to take the AP exam at the completion of this course, which will allow for possible college credit.

FAMILY AND CONSUMER SCIENCE

Below is a graphic that will assist you in finding the right class for you. The professions in the middle give you an idea of the experience you will get to pursue these careers.



FASHION WORKSHOP 1 - 9, 10, 11, 12 - 1 semester, 1/2 credit

Prerequisite: None

The main focus of the course is the world of fashion, how it changes and how to make fashion work for you. Design your own fashions as you create a wearable art project. Find out your figure type and learn to choose clothes that will make you look your best. Students learn to coordinate fashion looks and accessories by applying design elements and principles to their design projects. Hands-on projects are used throughout the course. Some projects may involve sewing techniques.

INTERIOR DESIGN - 9, 10, 11, 12 - 1 semester, 1/2 credit

Prerequisite: None

Learn about the many factors involved in creating a satisfying living environment. Analyze residential and commercial floor plans and learn basic drafting skills to draft your own. Choose color, fabric and commercial floor plans and learn basic drafting skills to draft your own. Choose color, fabrics and furniture styles to create a specific look in a room. Apply elements and principles of design to your projects. Work with space planning and traffic patterns to create practical, interesting furniture arrangements. Projects are used extensively so students can apply the concepts they learn. This is an excellent course for the student who is interested in a career in design or architecture.

CULINARY ARTS 1 - 9, 10, 11, 12 - 1 semester, 1/2 credit

Prerequisite: None

Acquire teamwork skills that will last a lifetime! Explore culinary techniques and cooking methods while learning to work safely and efficiently in the kitchen. Ala carte food items and meals are prepared in a lab setting, including quick breads, fresh pasta, pizza, cookies, and desserts. Apply information about

nutrition and wellness to your lifestyle and develop skills that can be used for job placement in the hospitality or for personal use.

CULINARY ARTS 2 - 9, 10, 11, 12 - 1 semester, 1/2 credit

Prerequisite: Culinary Arts 1

This intermediate course continues to develop the basic techniques of food preparation necessary for creating appetizing and delicious meals. Student chefs will create dishes using different preparation methods and equipment as well as gain experience in entertaining throughout the semester. Quantity and preparation is also practiced during a catering project. If you have a sweet tooth you will have the opportunity to make cakes and learn to decorate them like a professional. During this course, student chefs will cook with a variety of meats, bake tender yeast breads and pastries, and produce delicate cream soups.

ADVANCED SURVEY FOODS - 12 - 1 semester, 1/2 credit

Prerequisite: None

Advanced Survey Foods is a comprehensive course for seniors. Enjoy the company of your classmates while you learn the basics of kitchen safety and sanitation, measuring ingredients, and using the microwave properly. Students learn enough in this semester course to "survive" very well on their own in a dorm and later in an apartment or living independently. Student chefs will prepare soups, salads, meats, vegetables, cookies, and pizza, and get tips on basic entertaining while on a budget. While enrolled in the class, seniors learn not only how to use kitchen equipment and work efficiently in the kitchen, but also how to prepare healthy meals, and how to become better consumers.

CHILD DEVELOPMENT - 9, 10, 11, 12 - 1 semester, 1/2 credit

Prerequisite: None

Do you enjoy children? In Child Development, ages and stages of development in children from birth to age eight will be studied. Students will observe, participate and plan activities during our 10-week session in the Little Raider Preschool, our on-site child development lab. This class provides hands on experience for any student considering a career working with children, in social services, teaching and beyond. Purchase of a Little Raider Preschool T-shirt is required; approximately $10.

PRESCHOOL CHILD - 10, 11, 12 - 1 semester, 1/2 credit

Prerequisite: Child Development

The second level of Child Development involves student participation in planning and conducting the Little Raider Preschool for three months. There is an increased emphasis on careers in Early Childhood and Education. Students will be exposed to a variety of career opportunities with children and have the opportunity to gain knowledge through guest speakers and field trips. By observing and getting to know the children, students understand the abilities and personalities of preschool age children. Creating experiences in Art, Music, Science, Math, and Dramatic Play, students will expand the children's level of understanding and note the traits that make all of us unique. All students planning to major in Elementary Education should take advantage of this valuable experience.

INDEPENDENT STUDY IN EARLY CHILDHOOD EDUCATION - 11, 12 - 1 semester, 1/2 credit

Prerequisite: Child Development, Preschool Child and teacher/Dept. Chair approval.

Students will learn the business of running a Preschool from set up in fall to shut down in spring. Administrative tasks will include parent correspondence, computer generated forms for children, room management, and Preschool inventory. Preparation and teaching of activities, as well as aiding groups during a ten-week session of the Little Raider Preschool, our on-site child-development lab, would also be part of your responsibilities. Student must be self-motivated, able to work steadily on his/her own, and love

children.

NUTRITION AND FITNESS - 10, 11, 12 - 1 semester, 1/2 credit

Prerequisite: None

This one-semester course is an integrated program which incorporates the principles of foods and nutrition. The student will analyze his/ her diet, prepare nutritious foods, and participate in a variety of fitness and stress management activities. Each student will participate in a health and fitness evaluation at the beginning of the semester and will then establish his/her own fitness and nutritional goals for the semester. Activities include: diet analysis, selection and preparation of healthy foods and menus, running, walking, aerobics, other fitness related activities, and speakers related to health and fitness. This class may be repeated once; different topics are covered in the fall and spring semester. Students will receive .5 credit per semester for successful completion of the program. If a student chooses to take this course and an additional PE course, they could elect to receive a .5 credit for applied arts rather than the .5 PE credit.

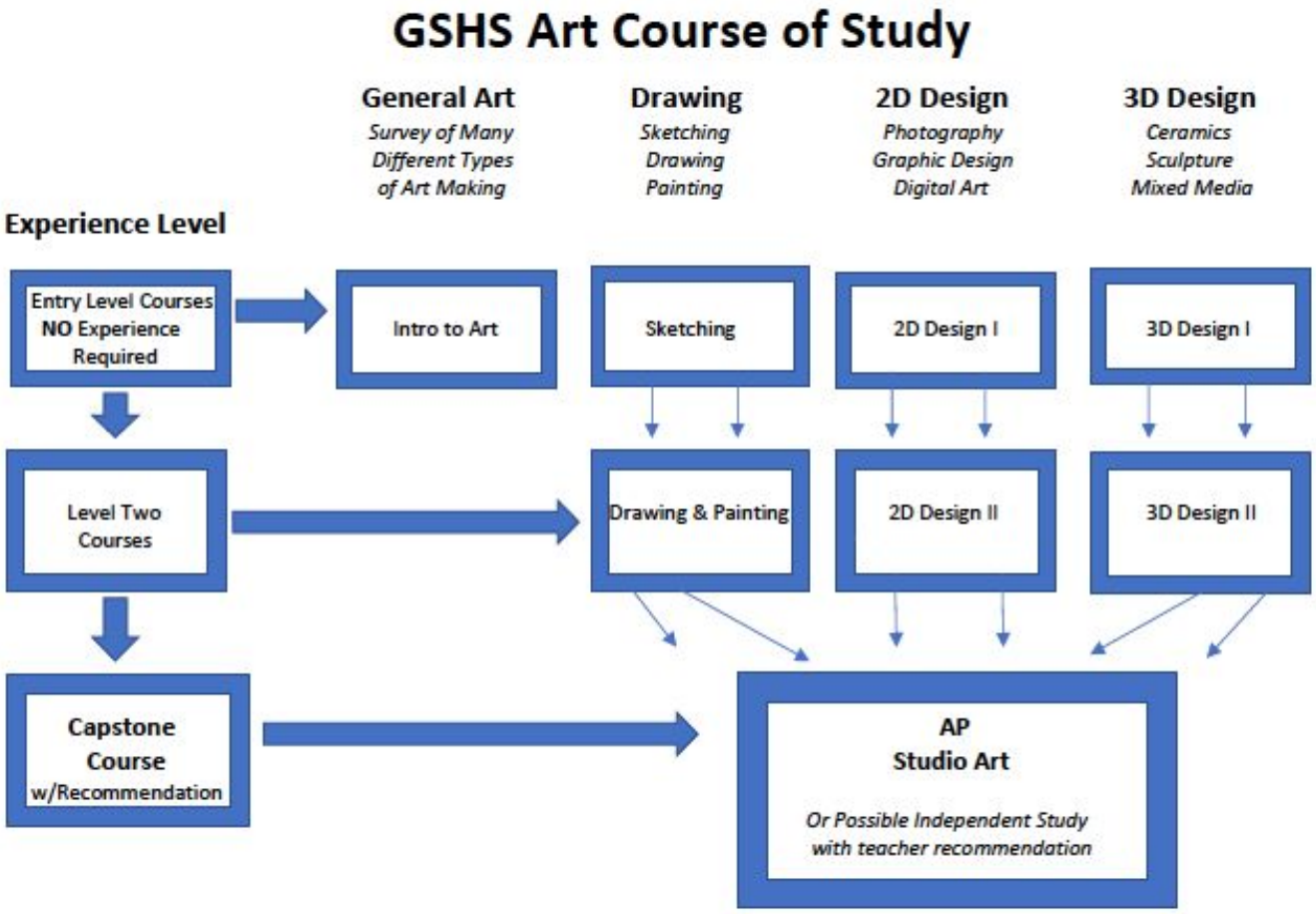
HUMAN RELATIONS - 11, 12 - 1 semester, 1/2 credit

Prerequisite: None

"Life" is about relationships and this class is about "life". We begin by studying ourselves, our personalities, and our relationships with our friends and our family members. As we begin to understand ourselves, we begin to understand others. Communication is an essential part of this course and there is a great deal of discussion on topics such as parent/teen conflicts, dating, values, morals, long term relationships, and preparation for marriage, divorce, and grief. Just "getting along" with others in your daily life is not enough anymore. Learn how to find common ground with co-workers, what makes a good marriage, and what you need to build a strong foundation for emotional maturity while dealing with the roller coaster ride we call life.

FINE ARTS DEPARTMENT
ART

Through the creative process of the Fine Arts: students learn to be expressive visual communicators, expand their views and artistic skills, gain an appreciation for past and present cultures, and find a voice within this context. All first and second level Art courses earn 1/2 unit of credit and fulfill the Cultural Education graduation requirement.



INTRO TO ART- 9, 10, 11, 12 - 1 semester 1/2 credit

Prerequisite: None

This course is for students who have in interest in art, but may be unsure of a specific medium in which they wish to focus. Students will have an opportunity to explore a wide variety of media, in effect sampling each process and material that might be explored at greater length in a semester long course. Main areas of focus include: sketching and drawing techniques, painting, sculpture, graphic design, and photography. Visual processing, Elements and Principles of Art, creativity, and the many ways Art informs and affects our experiences will be explored. This course provides a firm foundation for more specialized courses, and ensures that the student connects in the most compatible area of interest in the future.

SKETCHING - 9, 10, 11, 12 - 1 semester 1/2 credit

Prerequisite: None

Students will explore the reflective process of sketching as an artform on various surfaces, as well as experiment with a wide range of drawing media. Basic line drawing techniques, as well as various approaches to creating work with 3-dimensional value will be taught. Students will gain significant experience rendering subjects from: observation, portraiture, creative image making, and more complex organization of surfaces and subject matter. Students will be fully prepared to continue their artistic pursuits in Drawing and Painting through

the successful completion of this course.

DRAWING AND PAINTING - 9, 10, 11, 12 - 1 semester 1/2 credit

Prerequisite: Sketching

This course introduces the student to various media and techniques in the fields of drawing and painting, and relies on the continued importance of drawing as the foundation for all serious development and expression in a painting. The student will work in pencil, pen and ink, pastels, charcoal, watercolors, acrylic paint, and oils. Accuracy of image is stressed as well as expressiveness and composition, as various styles of drawing and painting are explored. Students will be encouraged to develop a personal vision and artistic voice in preparation for the possibility to pursue a Drawing or 2-D portfolio in an AP Studio Art course.

2D DESIGN 1 - 9, 10, 11, 12 - 1 semester 1/2 credit

Prerequisite: None

Note: Students interested in Photography and/or Graphic Design should take 2D Design 1&2.

Students will build confidence in their skills as a digital photographer, using cameras ranging from their iPad to the DSLR camera. Students will be presented with a variety of opportunities and subject matter, unique compositional approaches - and will be encouraged to explore their surroundings with a fresh perspective. Graphic design, editing and image manipulation using Adobe Creative Suite Software will also be explored. As time allows, historical processes such as darkroom and hands-on design experiments may also be incorporated.

2D DESIGN 2 - 9, 10, 11, 12 - 1 semester 1/2 credit

Prerequisite: 2D Design 1

Note: Students interested in Photography and/or Graphic Design should take 2D Design 1&2.

Students will explore both traditional and innovative materials and processes to strengthen their photography and design skills. Technology will be used as a tool for creation, as well as combining methods - as we explore the natural overlaps and benefits of joining photography skills with even more complex design challenges. Career opportunities will be discussed, explored, and practiced to aid those considering photography and/or graphic design as a vocation. Students will be encouraged to develop a personal vision and artistic voice in preparation for the possibility to pursue creating a 2D portfolio in an AP Studio Art course.

3D DESIGN 1 - 9, 10, 11, 12 - 1 semester 1/2 credit

Prerequisite: None

Note: Students interested in Ceramics and/or sculpture should take 3D Design 1&2.

Designed for the student who wants to explore the 3-dimensional aspects of artmaking, students will experience various ways to creatively activate space, manipulate depth, create volume and surface, and sharpen their problem solving skills. Students will explore both traditional and innovative materials and processes, which may include: ceramics, sculpture, 3D printing, modeling for animation, jewelry, glasswork, and mixed-media.

3D DESIGN 2 - 9, 10, 11, 12 - 1 semester 1/2 credit

Prerequisite: 3D Design 1

Note: Students interested in Ceramics and/or sculpture should take 3D Design 1&2.

In 3D Design 2, students continue to explore 3-dimensional artmaking and its many possibilities. Additional methods, techniques and context will be introduced. As a more solid foundation is built, students will embrace more freedom in terms of choice of process and content. It is expected that students will create projects with multiple interpretations and solutions, and that meaning will begin to accompany technical development. Students will be encouraged to develop a personal vision and artistic voice in preparation for the possibility to pursue creating a 3D portfolio in an AP Studio Art course.

INDEPENDENT STUDY - 10, 11, 12 - 1 semester 1/2 credit

Prerequisite: Minimum of two art courses in the same media.

An Independent Study is for the highly motivated Art student. Upon approval through a portfolio review with the supervising instructor, followed by approval of the department chairperson and counselor - a student may continue in a field of specialization on an independent basis. They will be required to submit a plan of study that could not be sufficiently explored within a course currently offered within the Department. The student must be prepared to develop, research, and implement a plan of action following the pacing and structure arranged through the cooperating instructor. An independent study would be a valuable option to be taken in tandem with or to further prepare a student to produce a portfolio within the AP Studio Art program.

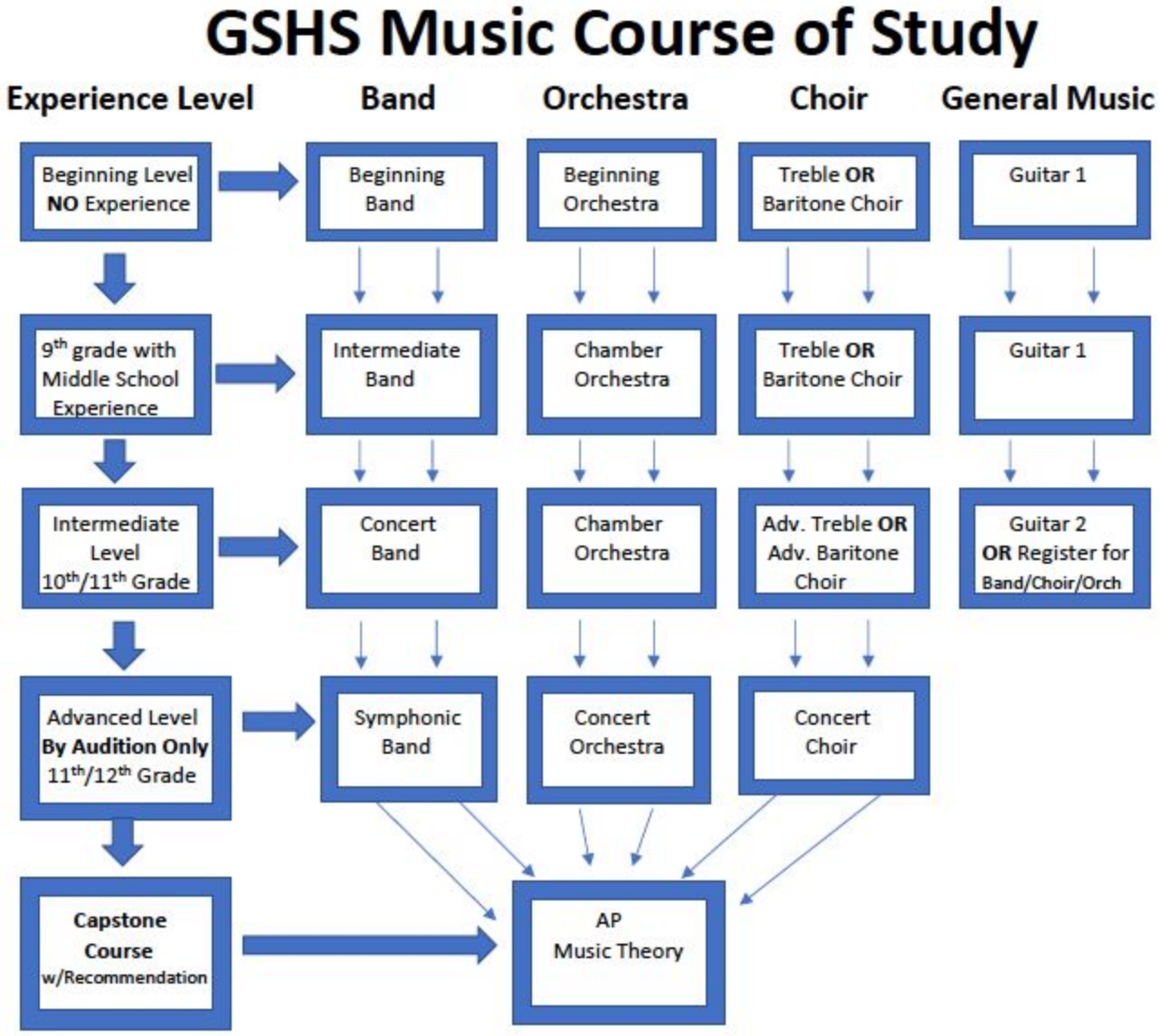
AP STUDIO ART- 11, 12 - 1 year 1 credit

Prerequisite: Minimum of two art courses in the same media.

AP Studio Art and Design is an Advanced Placement, college level program intended for the highly motivated student who is interested in the serious study, process, and production of Art. Based on their previous successful areas of study, students will focus on creating a comprehensive portfolio in the area of: Drawing, 2D, or 3D Design. AP artists will develop and apply inquiry based skills to more deeply explore materials, process, and ideas. Students should be prepared to: practice, experiment, revise, communicate, and reflect at all stages of their artmaking. All efforts will encourage students to become inquisitive and thoughtful artists able to produce and articulate their art and the unique vision that inspired it. A portfolio that meets the requirements outlined by the College Board will be a requirement of this course, and students are expected to submit their portfolio in the Spring. Students will have the opportunity to earn college credit for their work. They will also be exposed and provided with the resources, tools, and opportunities necessary to pursue a career in the Arts as a viable option. College, museum, and gallery visits will be taken to help broaden the student artist's exposure and options. This course may be repeated more than one time for credit, either to improve and resubmit the same portfolio type or to attempt another portfolio type for additional college credit.

FINE ARTS DEPARTMENT
MUSIC

With primary emphasis on the development of musical understanding through performance, all music courses develop skills and establish standards of critical judgment in order to prepare for a life of "music-making" as performers or consumers of music.



BAND COURSES

BEGINNING BAND - 9, 10, 11 - 1 year 1 credit

Prerequisite: None

This course offers accelerated individual and group instruction in the fundamental skills of playing a brass, woodwind, or percussion instrument. Emphasis is placed on tonal concepts and the understanding of music notation. When available, oboes, bassoons, horns, baritones, tubas, and percussion instruments are provided by the school. Students wishing to study flute, clarinet, saxophone, trumpet, or trombone must supply an instrument through purchase or rental from a music store. Students select one instrument for study throughout the year. Upon completion of the course students may gain membership into Intermediate or Concert Band.

INTERMEDIATE BAND - 9, 10, 11, 12 - 1 year 1 credit

Prerequisite: Previous instruction on the chosen instrument at the Middle School level or successful completion of Beginning Band.
This ensemble focuses on the fundamentals of technique and musicianship. These fundamentals include instrument care, posture and playing position, embouchure, breath control, tone production, intonation, and technique. Both ensemble and full band performance are stressed. In addition to several formal concerts, members are required to participate in marching performances, various school/community activities, and sectionals. Upon completion of this course, students may audition for Concert Band or Symphonic Band.

CONCERT BAND - 10, 11, 12 - 1 year 1 credit
Prerequisite: Playing audition and selection by the director.
Concert Band is an intermediate level instrumental ensemble which gives particular attention to the fundamentals of chamber and large ensemble performance, and the continued development of technical skills. Rehearsal techniques, tone production, aural and perceptual skills, and rudimentary music theory are stressed. In addition to several formal concerts, members are required to participate in marching performances, various school/community activities, and sectionals. Upon completion of this course students may audition for the Symphonic Band.

SYMPHONIC BAND - 10, 11, 12 - 1 year 1 credit
Prerequisite: Playing audition and selection by the director.
An advanced instrumental ensemble, the Symphonic Band concentrates on the analysis and performance of the highest quality music literature for winds and percussion. Instruction stresses advanced perceptual, aural, and technical skills for woodwind, brass and percussion instrumentalists, as well as music theory, historical concepts, and fundamental conducting techniques. In addition to several formal concerts, members are required to participate in marching performances, various school/community activities, and sectionals. Also, members have the opportunity to participate in district, state, and college sponsored music festivals, concerts, and contests.

ORCHESTRA COURSES

BEGINNING ORCHESTRA - 9, 10, 11 - 1 year 1 credit
Prerequisite: None
This class is for the beginning stringed instrument player with little or no musical training. Instruction is offered on orchestral stringed instruments: Violin, Viola, Cello and String Bass. Fundamentals of string playing are taught with an emphasis on proper instrument and bow position, tone production, intonation, rhythm, note reading, basic music theory, ensemble playing, and the development of basic aural skills. Upon completion of this course, the student may gain membership in the Chamber Orchestra.

CHAMBER ORCHESTRA - 9, 10, 11, 12 - 1 year 1 credit
Prerequisite: Previous instruction on the chosen instrument at the Middle School level or successful completion of Beginning Orchestra.
Chamber Orchestra is an intermediate level instrumental ensemble which gives particular attention to the fundamentals of chamber and large ensemble performance, and the continued development of technical skills. Emphasis is placed on bowings, vibrato, intonation, and rhythm. Several types of compositions are prepared and presented for public concert. Upon completion of this course students may audition for the Concert Orchestra.

CONCERT ORCHESTRA - 10, 11, 12 - 1 year 1 credit
Prerequisite: Strings - Playing audition and selection by the director.
Prerequisite: Winds and Percussion- Enrollment in Symphonic Band.

An advanced instrumental ensemble, the Concert Orchestra concentrates on the analysis and performance of the highest quality music repertoire for strings. Instruction stresses perceptual, aural and technical skills for string instrumentalists, as well as music theory, historical concepts, and fundamental conducting techniques. In addition to several formal concerts, members are required to participate in chamber music programs, various school/community activities, and sectionals. Also, members have the opportunity to participate in numerous district, state and college sponsored music festivals, concerts, and contests.

CHOIR COURSES

TREBLE CHOIR/BARITONE CHOIR - 9, 10, 11, 12 - 1 year 1 credit

Prerequisite: None

These groups are for students with middle school experience or for the beginning singer with little or no formal musical training. Fundamentals of music notation, sight-reading, breath control, and tone production, as well as basic aural skills are taught. Each year members are required to participate in several formal concerts presented by both the individual choruses and the combined choral department. Upon completion of the course, students may audition for membership in one of the advanced choral organizations.

ADVANCED TREBLE CHOIR/ADVANCED BARITONE CHOIR - 10, 11, 12 - 1 year 1 credit

Prerequisite: One year of previous high school choral instruction and recommendation of the director.

This vocal ensemble is an advanced group for singers who have had experience in a chorus at the high school level. Continued study of tone production and breath control, perceptual skills, elementary sight-reading, and music theory concepts are stressed. Each year members are required to participate in several formal concerts presented by both the individual choruses and the combined choral department. Upon completion of the course students may audition for membership in the Concert Choir.

CONCERT CHOIR - 10, 11, 12 - 1 year 1 credit

Prerequisite: Singing audition and selection by the director.

An advanced vocal ensemble, the Concert Choir concentrates on continued study of tone production and singing techniques, perceptual skills, advanced sight-reading, music theory, and an introduction to the historical musical periods are stressed through the use of high quality music literature. Members are required to participate in several formal concerts at school and within the community each year. Also, members have the opportunity to participate in numerous district, state, and college sponsored music festivals, concerts, and contests.

GENERAL MUSIC COURSES

GUITAR 1 - 9, 10, 11, 12 - 1 semester 1/2 credit

Prerequisite: None - Guitar provided for each student

This course offers beginning instruction on acoustic guitar. Instruction emphasizes music fundamentals, chord structures, music notation, picking, strumming, and instrumental techniques for accompanying and playing traditional and contemporary songs. There is no need to purchase a guitar. Each student will be provided with a school-owned guitar to use during class.

GUITAR 2 - 9, 10, 11, 12 - 1 semester 1/2 credit

Prerequisite: Guitar 1

This course offers continued instruction on acoustic guitar, featuring more advanced techniques and project driven instruction based on individual student needs and choices. There is no need to purchase a guitar as each student will be provided with a school-owned guitar to use during class.

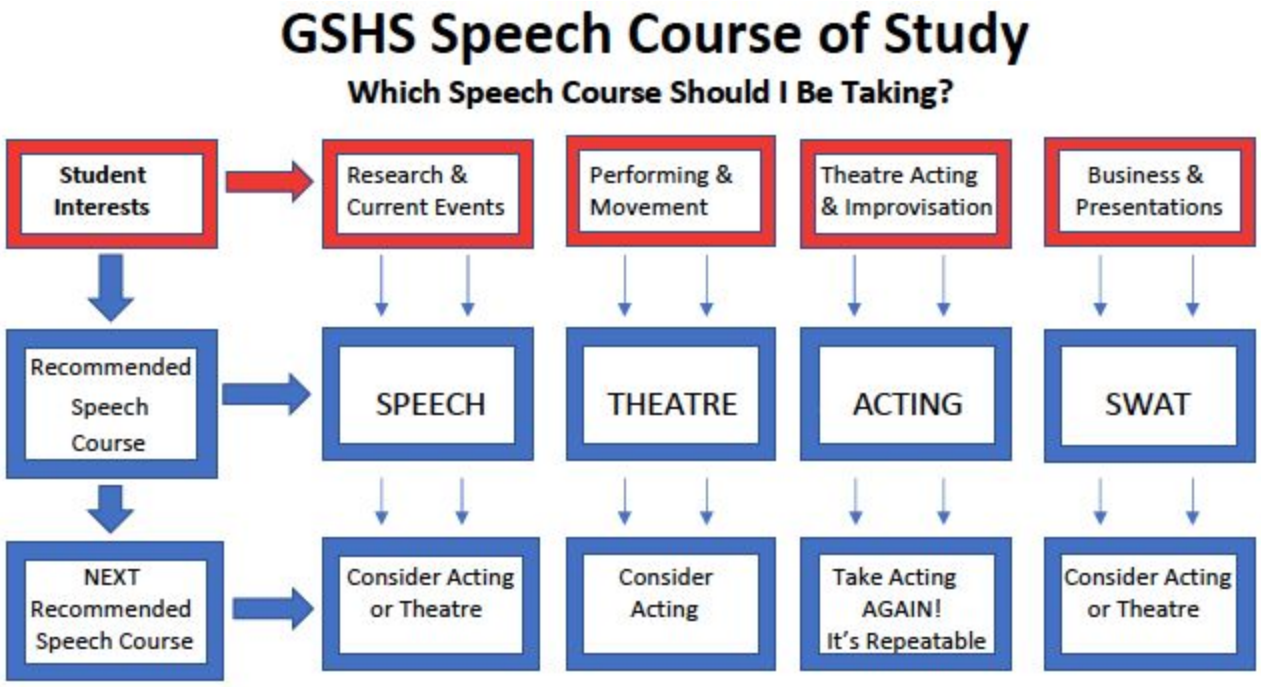
MUSIC CAPSTONE COURSE

AP MUSIC THEORY- 10, 11, 12 - 1 year 1 credit

Music Theory is designed for students who are interested in furthering their knowledge of music through a detailed study of the components of musical composition and style. Student assignments include the application of compositional techniques derived from the analysis of music literature, and aural skill exercises. Attendance at various school and community music programs is required. This course offers a foundation for those seriously considering further musical study/performance on the college or semi-professional level. Students are expected to take the AP exam at the completion of this course, which will allow for possible college credit.

FINE ARTS DEPARTMENT

SPEECH



THEATRE - 9, 10, 11, 12 - 1 semester 1/2 credit

This course teaches the art of communication through the study of dramatic performance and production. Students study theatre and the development of acting styles and techniques. Students read and analyze the structure and composition of plays and monologues, as well as critically view performances. Students learn how to use their voice and body language to communicate effectively through a variety of performance activities, such as improvisation, pantomime, monologue, and scene work.

This course fulfills the Speech requirement for graduation.

SPEECH - 9, 10, 11, 12 - 1 semester 1/2 credit

This course introduces students to the communication arts and is designed to help them develop confidence in public speaking. Students study different approaches to speech making as well as listening, group discussion, oral interpretation, and persuasion. Library and research skills are also taught. Preparation and presentation of all speeches is required of all students in order to successfully complete the course.

This course fulfills the Speech requirement for graduation.

ACTING - 9, 10, 11, 12 - 1 semester 1/2 credit

Sharpening the actor's ability to use his/her tools - body, voice and imagination - is the chief goal of this course. Every semester will focus on a different dramatic style, genre, or period of theatre history. Activities focusing on acting, play-writing, and production skills will help to build the theatre artist's acting repertoire. Some work in improvisation supplements the scene and monologue work. This course may be repeated for credit, as a different acting style and literature will be explored each semester.

This course fulfills the Speech requirement for graduation - Repeatable for Credit

SPEECH WITH ADVANCED TECHNOLOGIES ("SWAT") - 9, 10, 11, 12 - 1 year 1 credit

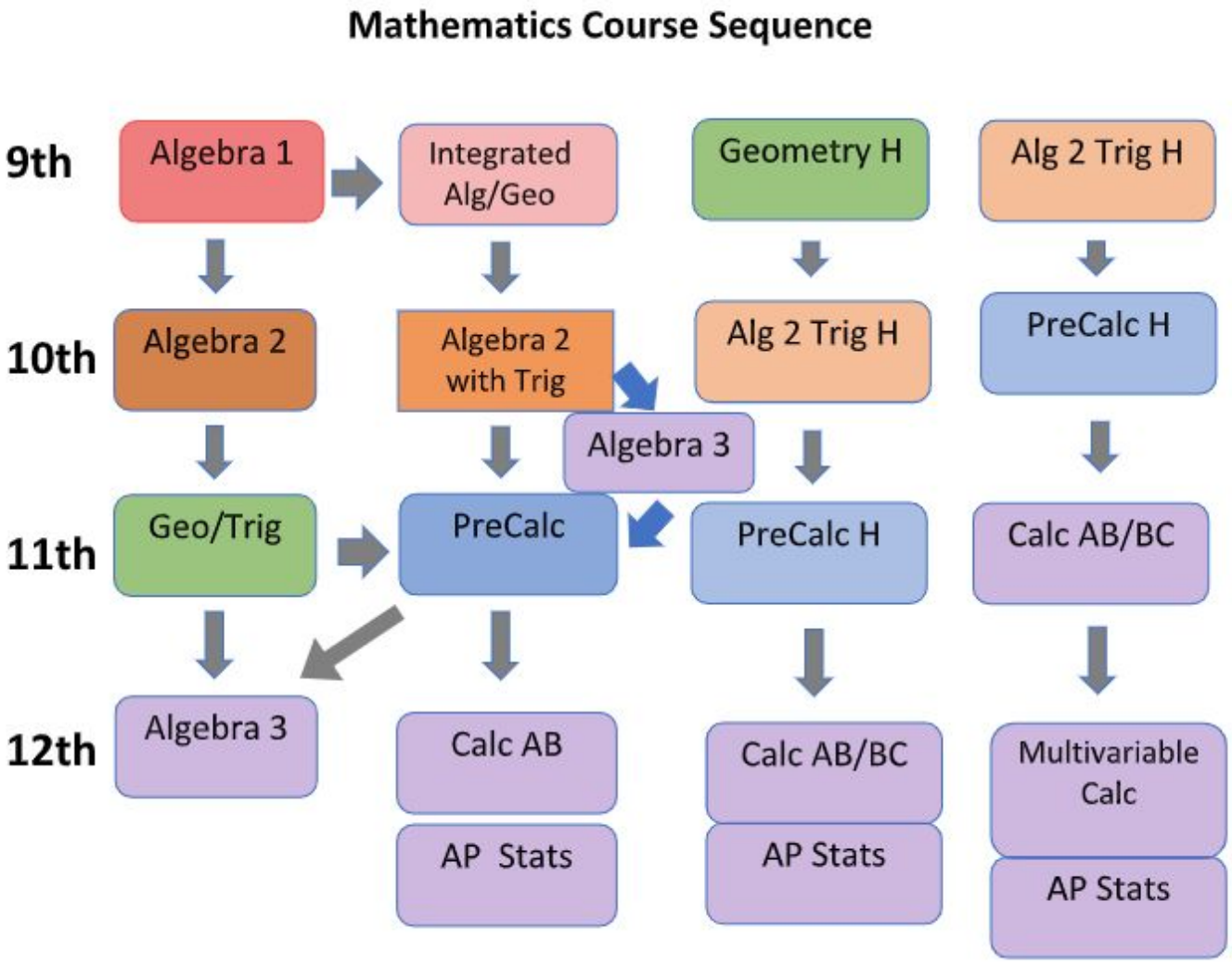
Are you ready to enter the job market in today's information age? Companies are seeking graduates who are not only computer literate but can also communicate effectively in a business environment. This course is offered as a practical alternative to the Introduction to Speech course. SWAT (speech with advanced technologies) combines the oral communication skills learned in a Speech course with the latest technologies found in the business world. This is invaluable preparation for college and a career in business.

This course fulfills both the Speech AND Applied Arts graduation requirements.

MATHEMATICS

GENERAL INFORMATION

Beginning with the class of 2009, three years of high school mathematics are required for graduation. Beginning with the class of 2010, these three years must include a year of Algebra and a year of Geometry. College bound students are recommended to take four years of mathematics.



ALGEBRA - 9 year 1 credit

Prerequisite: Previous school recommendation and PSAT/MAP score

This course stresses precision of language and emphasizes algebraic laws and structure. A strong arithmetic background is required. The course content consists of number concepts, linear expressions, functions and equations, polynomial expressions, quadratics equations, graphing, and probability statistics, and data analysis. Technology support will be included in instruction.

Scientific calculator is required.

INTEGRATED ALGEBRA/GEOMETRY 9 - 1 year 1 credit

Prerequisite: Previous school recommendation and PSAT/MAP Score

This course will fulfill both requirements for Algebra and Geometry in one year. While covering the major

topics of Geometry, there will be an emphasis on second semester Algebra 1 topics, such as quadratics, factoring, functions and equations, and polynomial expressions. This course has an accelerated pace, so students who have a strong Algebra foundation may consider this an option to access higher level mathematics as seniors.

GEOMETRY H - 9 - 1 year 1 credit

Prerequisite: Full year of Honors Algebra 1 in 8th grade.

Geometry H is the first in a sequence of courses which culminates in the study of Calculus in high school. This course is an integrated study of plane, solid, and coordinate geometry. Emphasis is placed upon deductive reasoning, formal proofs, and the interdependence of algebra and geometry. Along with extending the concepts and techniques of algebra, Geometry H assists in developing reading and reasoning skills needed in the subsequent courses. Scientific calculator is required this year, but a graphing instrument is needed for all courses that follow in this sequence.

ALGEBRA 2 - 10, 11, - 1 year 1 credit

Prerequisite: Algebra with teacher recommendation.

This course is designed for students with a background in the regular level sequence of mathematics. Algebra 2 reviews concepts of Algebra 1 and extends concepts in factoring, equation solving, linear and quadratic functions, and matrices. Trigonometry is *not* covered in this course. Student access to a graphing instrument is required.

ALGEBRA 2 WITH TRIGONOMETRY - 10, 11 - 1 year 1 credit

Prerequisite: Geometry

This is a second-year algebra course for students who have a strong background in algebra and/or geometry. It is a college preparatory algebra course that continues the development of algebra in the areas of algebraic expressions, factoring, equation solving, linear and quadratic functions, logarithms, complex numbers, matrices, the binomial theorem, trigonometry and other traditional algebraic topics. Student access to a graphing instrument is required.

ALGEBRA 2 WITH TRIGONOMETRY HONORS - 10 - 1 year 1 credit

Prerequisites: Geometry H or teacher recommendation.

This course synthesizes and connects the concepts in Algebra 1 and Geometry H, by concentrating on mathematical models and graphical representations of real world problems. The topics of study include algebraic proof, linear and quadratic systems, matrices, complex numbers, functions and relations, conic sections, exponential and logarithmic functions, sequences and series, probability and data analysis, the binomial theorem and trigonometry. Student access to a graphing instrument is required.

GEOMETRY with TRIGONOMETRY - 11, 12 - 1 year 1 credit

Prerequisites: Algebra 2 or Algebra 2 with Trigonometry

This one year course covers the study of plane geometry, including shapes, angles, parallel lines, volume, surface area, and transformation. The majority of the course will cover the principles of Geometry, with additional topics in trigonometry covered as well. This course will satisfy the high school curriculum requirement for a Geometry course. Student access to a graphing instrument is required.

PRE-CALCULUS - 11, 12 - 1 year 1 credit

Prerequisite: Algebra 2 Trig

This course is designed for college bound students interested in strengthening their background in trigonometry and analytic geometry. It involves the study of elementary functions, which include quadratic, polynomial, circular and trigonometric, logarithmic, and exponential functions. It also includes the study of conic sections, sequences and series, polar and parametric equations and vectors. Geometric concepts are studied in both

two and three dimensions. Student access to a graphing instrument is required.

PRE-CALCULUS H - 11 - 1 year 1 credit

Prerequisite: Algebra 2 Trig H

This course is designed to prepare the honors mathematics student for the study of AP Calculus. Trigonometry is developed from the circular function viewpoint as periodic functions of a real variable. Vector algebra, the system of complex numbers, and matrix algebra provide the student with an opportunity to see how trigonometry is involved in many fields of present day mathematics. Relationships between circular functions and infinite series are presented along with limits of sequences. Concepts of coordinate geometry introduced in previous mathematics courses are extended and strengthened through a vector approach. Conic sections are studied in detail along with related 3-space concepts. Student access to a graphing instrument is required.

Algebra 3 - 11, 12 - 1 year 1 credit

Prerequisite: Algebra 2 and Trigonometry

This course is designed for college-bound juniors and seniors that have completed Algebra 2 before Senior Year, but do not choose to enroll in a Calculus course or AP Statistics during their Senior year. The content of this course will be a review and extension of the Algebra topics taught in Algebra 2 with Trigonometry, an exploration of elementary statistics, and selected topics foundational for college level mathematics. This course emphasizes collaborative, project-based exploration of real world problems to develop mastery of mathematical topics. *ALEKS PPL (a computer-based instructional resource)* is utilized throughout the course for remediation, adaptive learning, and assessment. Upon successful completion of the course, students who choose to attend College of DuPage (COD) will be guaranteed placement into one of three credit-bearing college math courses at COD.

AP CALCULUS (AB) - 12 - 1 year 1 credit

Prerequisite: Pre Calc. H or Pre-Calculus with teacher recommendation.

This is a full year course that follows the outline of the College Entrance Examination Board for Calculus AB. Topics include limits, differentiation and its application, and basic integration techniques. Completion of this course prepares the student for the AP Examination in the level of Calculus AB. Success on this examination may qualify students for advanced placement and/or credit from their college or university. This course is equivalent to one semester of college calculus. Student access to a graphing instrument is required. Students are expected to take the AP exam at the completion of this course, which will allow for possible college credit.

AP CALCULUS (BC) - 12 - 1 year 1 credit

Prerequisite: Pre-Calc. H with teacher recommendation.

This is a full year college-level course in Calculus. The material follows the outline of the College Entrance Board for Calculus BC. In addition to all topics covered in AP Calculus AB, this course includes advanced techniques of integration, indeterminate forms, improper integrals, infinite series, and polar, parametric and vector-valued functions. Upon successful completion of the Advanced Placement Examination, the student may qualify for college credit. This course is equivalent to two semesters of college calculus. Student access to a graphing instrument is required. Students are expected to take the AP exam at the completion of this course, which will allow for possible college credit.

MULTI-VARIABLE CALCULUS - 12 - 1 year 1 credit

Prerequisite: AP Calculus BC Test Score of 4 or 5 with teacher recommendation.

This is a full year college-level course in Multi-Variable Calculus. Taught in conjunction with University of Illinois, dual credit will be offered. This is the traditional course sequence after Calculus 1 and 2.

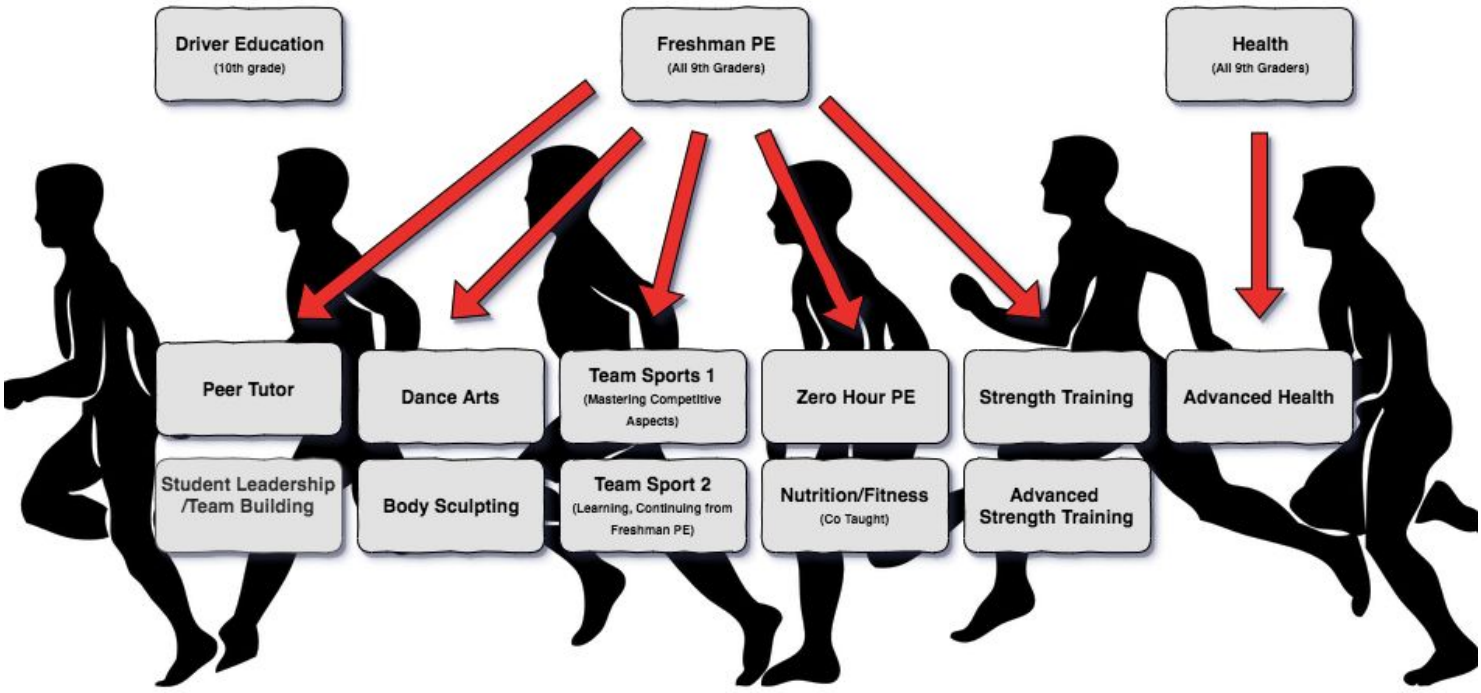
Note: This is not an AP class and there will be no AP test at the conclusion of the course. Topics include derivatives in more than one variable, integrals in more than variable, and partial derivatives arranged in a matrix. *Note: This class may not be offered on-site. Students may be required to provide their own transportation.*

AP STATISTICS - 12 - 1 year 1 credit

Prerequisite: Math Modeling, Pre-Calc. H or Pre-Calculus or Algebra 2 Trig and teacher/counselor recommendation.

This is a full year course that follows the outline of the College Entrance Examination Board for Statistics. Topics include exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Completion of this course prepares the student for the AP Examination. Success on this examination may qualify students for advanced placement and/or credit from their college or university. This course is equivalent to a one-semester college introductory statistics course. Student access to a graphing instrument is required. Students are expected to take the AP exam at the completion of this course, which will allow for possible college credit.

PHYSICAL EDUCATION, HEALTH, & DRIVERS EDUCATION



HEALTH - 9, 10, 11, 12 - 1 semester 1/2 credit

Health Education is an eighteen-week course required by the State of Illinois for graduation.

This course is incorporated within the Physical Education Curriculum at the freshman level. The units of study are: Emotional Health, Nutrition, Aging, Death and Dying, Human Sexuality, Disease Control and Prevention and Alcohol, Tobacco and other Drug Abuse.

ADVANCED HEALTH - 10, 11, 12 - 1 semester 1/2 credit

Prerequisite: Health

Advanced Health is an elective course that allows students to further explore controversial health topics and medical careers. This is a unique course because all the units are selected by the students. In addition, each week students will hear from different medical professionals as they come into class and share their education and work experience. One of the highpoints of the course is viewing a live open heart surgery. During this activity, students will get to interact with the surgical team and ask questions while the surgery is taking place. Students also get certified in CPR/AED for adult, child and infants. Advanced health is a dual credit course - this means that students will receive 2 college credits from College of Dupage. These credits are transferable to other colleges/universities.

DRIVER EDUCATION - 10, 11, 12 - 1 semester 1/2 credit

Classroom phase required for graduation. This course consists of three phases: classroom, simulation, and behind the wheel. To qualify for a certificate of satisfactory completion, a student must pass all phases of the course. In addition to the license fee of $20.00, all students enrolled in BTW will be assessed a $350.00 fee to defray the cost of the program. The State of Illinois requires that students must earn passing grades in at least eight courses during the two semesters prior to their enrollment in driver education. Students who do not meet this requirement are ineligible for enrollment. Students who choose to take Driver Ed outside of school will be enrolled in a Physical Education class to substitute graduation credit.

FRESHMAN PHYSICAL EDUCATION: 9 - 1 semester 1/2 credit
This course emphasizes knowledge and development of fitness and wellness concepts through instruction and participation in physical education activities. Units of study may include basketball, volleyball, badminton, soccer, team building, and fitness and others. Students will be introduced to the use of heart rate monitors. All freshmen will take this class one semester of their freshman year.

ZERO HOUR PHYSICAL EDUCATION - 9, 10, 11, 12 - 1 semester 1/2 credit
The purpose of this class is to provide students with opportunities to develop an individual level of fitness, acquire knowledge of physical fitness concepts, and improve personal fitness. The class may include strength training, cardiovascular fitness, speed training, team sports, and leisure sports.

BODY SCULPTING - 10, 11, 12 - 1 semester 1/2 credit
A great way to define, sculpt and build lean muscle through a variety of cross training methods. These types of methods focus on intense isolation exercises with free weights and resistance, ending with abdominal work. Some examples of methods used are: HIIT Training, Interval Stations, Tabatas, Pilates, Yoga, Zumba, Hi/Lo, Kickboxing and much more. This class is geared toward all fitness levels and everyone is welcome! Let's get fit!

DANCE ARTS - 10, 11, 12 - 1 semester 1/2 credit
Students will develop the knowledge, understanding and skills of dance as an art form through dance performance. Basic forms of dance, aerobics, fitness and cardiovascular development are taught for the beginner and advanced learner. Students will learn and develop locomotor and non-locomotor combinations, sequences and choreographed dances.

STRENGTH TRAINING - 10, 11, 12 - 1 semester 1/2 credit
This class is a beginners level strength training course. Students will learn basic weight room safety and concepts while training to achieve personal and sports fitness goals. Individuals will be assessed for strength in the major muscle groups and programs of training will be designed to attain desired outcomes. The student must receive an A or B in order to participate in the course for a second time.

ADVANCED STRENGTH TRAINING - 10, 11, 12 - 1 semester 1/2 credit
This class is offered to students involved in athletics or who have completed Strength Training. The focus of this course will be to improve functional strength, speed, agility, and explosive power that will translate into better sports performance. This course includes high intensity weight, functional, and plyometric training. The advanced strength training class is designed to provide each student with the knowledge needed to understand the importance of strength and fitness training.

STUDENT LEADERS - 10, 11, 12 - 1 semester 1/2 credit
This course will offer students a comprehensive education in leadership training, discovering their greatest potential as a leader, listener, and learner. This course will encounter life-skills through challenges which will focus on teamwork, respect, support, trust, and sportsmanship. Finally, selected students from this course's teacher, will have an opportunity to return as a junior/senior leader for freshman PE classes. Teacher recommendation for the class is required from freshman PE teacher.

TEAM SPORTS I - 10, 11, 12 - 1 semester 1/2 credit
This course will consist of students who choose to participate and engage in sports at a highly competitive level. This is a semester long course that provides each student with individualized challenges and fitness-based lessons through a variety of sports including but not limited to Basketball, Volleyball, Floor Hockey, Flag Football, Softball, Team Handball, Ultimate Frisbee, Strength training activities and Cardiovascular endurance activities.

TEAM SPORTS II - 10, 11, 12 - 1 semester 1/2 credit

This class will consist of students engaged in a semester long course of physical education.This course will not be as competitive as Team Sports 1, but it will include team and individual sports. Sports that might be played may include. Basketball, Volleyball, Floor Hockey, Flag Football, Softball, Soccer, Tennis, Team Handball, Badminton, Eclipse Ball, along with weekly use of the fitness center and cardiovascular fitness activities and heart rate monitors.

NUTRITION AND FITNESS - 11, 12 - 1 semester 1/2 credit

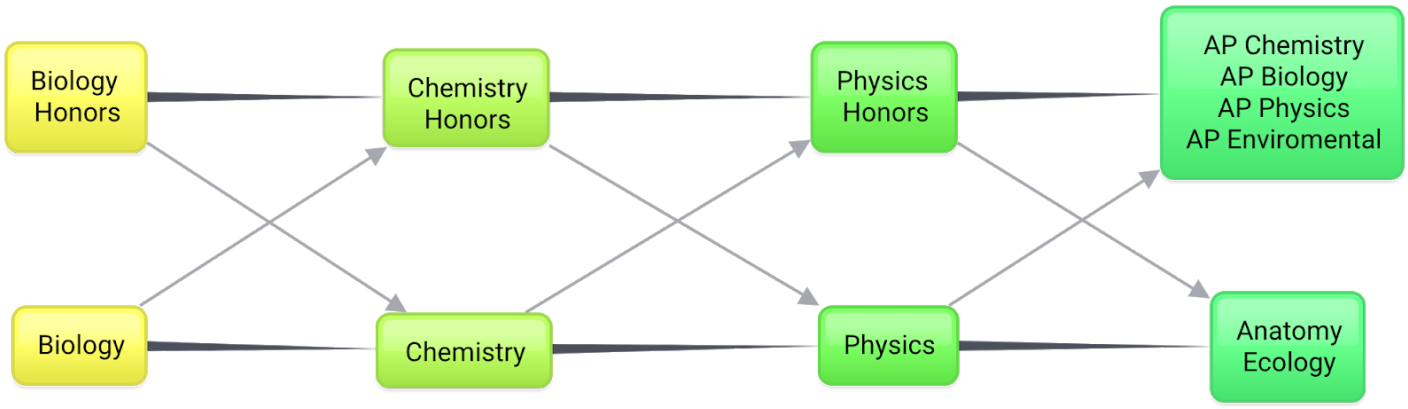
Prerequisite: None; This course fulfills the Physical Education requirement.
This one-semester course is an integrated program which incorporates the principles of foods and nutrition. The student will analyze his/ her diet, prepare nutritious foods, and participate in a variety of fitness and stress management activities. Each student will participate in a health and fitness evaluation at the beginning of the semester and will then establish his/her own fitness and nutritional goals for the semester. Activities include: computer diet analysis, selection and preparation of low fat foods and menus, running, walking, aerobics, other fitness related activities, and listening to speakers related to health and fitness. Each student will receive .5 credit per semester for successful completion of the program. This course can **NOT** be repeated for PE credit (but may be repeated for FCS credit).

PEER TUTOR - 11, 12 - 1 semester 1/2 credit

Junior and Senior peer partners will be matched up with a student with special needs. Peers will be responsible for assisting the student in learning and demonstrating fundamental skills. The course will focus on fitness, team and individual sports, dance, and team building. In addition to assisting their partners, peers will also be responsible to complete all fitness testing, and activities to improve their own physical fitness throughout the course. **Recommendation from school counselor or current PE teacher is required for this course.**

SCIENCE

Science courses at Glenbard South are aligned to the Next Generation Science Standards. The chart below shows a typical progression of courses for a student during their four years of high school.



BIOLOGY - 9 - 1 year 1 credit

Prerequisite: None

Biology presents an introduction to living organisms, how they function, and how they interact in the biosphere. Topics of study include: scientific method, biochemistry, genetics, evolution, cells (structure, division, and energy usage), ecology, and exploration of the various kingdoms (including some dissection). Biology is a lab-based course aligned with the Next Generation Science Standards.

BIOLOGY HONORS - 9 - 1 year 1 credit

Honors Biology focuses on the major themes of life. Topics of study include: cell structure and function, genetics, evolution, biochemistry, ecology and body systems. Laboratory investigations are an integral part of the student experience including animal dissection. Biology Honors is a lab-based course aligned with the Next Generation Science Standards. Placement into this course is determined by PSAT/MAP scores and middle school recommendation.

CHEMISTRY - 10, 11, 12 - 1 year 1 credit

Prerequisite: Algebra 1

Chemistry is a course that deals specifically with the nature of matter. Through lecture, laboratory activities and demonstrations, students will improve their ability to observe accurately, organize information effectively, become adept at making valid conclusions, and improve their problem-solving skills. Special emphasis is placed on quantitative problem solving. Topics include: (1) atomic theory and structure, (2) the properties of matter and how matter changes, (3) thermodynamics and equilibrium, (4) acid-base chemistry, and (5) reaction kinetics. Chemistry is a lab-based course aligned with the Next Generation Science Standards.

CHEMISTRY HONORS - 10, 11 - 1 year 1 credit

Prerequisite: Biology & Integrated Alg/Geo (or Algebra 1 with permission of Department Chair)

This course deals specifically with the nature of matter and the type of changes that matter can undergo. Topics covered will include atomic theory, thermodynamics, equilibrium, kinetics, acid-base, electrochemistry, and periodic properties. Chemistry Honors is a lab-based course aligned with the Next Generation Science Standards. Completion of this course prepares students to take AP Chemistry.

PHYSICAL SCIENCE - 10, 11 - 1 year 1 credit

Prerequisite: Department Chair Approval

This course is designed to reinforce scientific principles and laboratory techniques that will increase their understanding and success in the sciences throughout the high school science curriculum. Topics include the study of the structure of the universe, plate tectonics, electricity, weather and the physics of the atmosphere. The second semester uses extensive laboratory investigations to explore the basic properties of matter and provides a foundation for chemistry. The course ends with a laboratory research project that incorporates computer assisted instruction and applied analytical chemistry. This course, as a whole, provides foundation for physics and chemistry.

PHYSICS - 11, 12 - 1 year 1 credit

Prerequisite: Chemistry & Geo/Trig or Algebra 2 with Trigonometry (or concurrent enrollment)

This course presents the subject not as a body of facts, but rather as a continuing process by which we seek to understand the nature of the physical universe. Emphasis is placed on logical and mathematical analysis of theoretical and experimental situations. The concepts of physics are investigated and discovered in the laboratory followed by problem solving and graphical analysis. Among the topics studied are: measurement, motion, energy, Newton's Laws, light, waves, sound, electricity and magnetism. Physics is a lab-based course aligned with the Next Generation Science Standards.

PHYSICS HONORS - 11, 12 - 1 year 1 credit

Prerequisite: Chemistry & Precalculus (or concurrent enrollment)

This course is a laboratory oriented course designed to give the student an overview of various areas of the physical universe. The laboratory experience is designed to permit the student to inquire into the nature of physical law, a process which is transferable to any discipline. The student then applies these physical principles to in depth problem solving. Topics covered in this course include kinematics mechanics, light waves, electricity and magnetism, and atomic structure. Physics Honors is a lab-based course aligned with the Next Generation Science Standards. This course will prepare students to enroll in AP Physics C.

AP CHEMISTRY - 11, 12 - 1 year 1 credit

Prerequisite: Chemistry/Chemistry Honors & Algebra 2 with Trigonometry.

This is an enrichment course building on concepts gained in the first year of Chemistry. In addition, the course follows those objectives outlined in the standardized AP curriculum and, therefore, approximates college level general chemistry. Laboratory experiences are emphasized in exploring topics, which include analytical chemistry, kinetics, thermodynamics, oxidation-reduction, chemical equilibrium, and acid-base chemistry. Advanced concepts in chemical bonding, atomic theory, and introductory organic chemistry are also covered. Successful completion of this course will qualify the student to take the AP examination which can result in the awarding of college credit and/or advanced placement at the undergraduate level. Students generally enroll in this course as Juniors, concurrent with Honors Physics. Students are expected to take the AP exam at the completion of this course, which will allow for possible college credit.

AP BIOLOGY - 11, 12 - 1 year 1 credit

Prerequisite: Biology/Biology Honors & Chemistry/Chemistry Honors or permission of Department Chair

This course is a college-level approach to biology, building on the understanding of biology gained in Biology or Honors Biology. The class is designed to emphasize problem solving and inductive and deductive thinking in a laboratory setting. Students will do lab work in: metabolism respiration, photosynthesis, taxonomy, comparative anatomy, morphology, ecology, and evolution. This class includes a dissection. Students completing the course are expected to take the AP Biology examination which may result in the awarding of college credit and/or advanced placement in biological sciences at the undergraduate level. Students are

expected to take the AP exam at the completion of this course, which will allow for possible college credit.

AP ENVIRONMENTAL SCIENCE - 10, 11, 12 - 1 year 1 credit

Prerequisite: Biology/Biology Honors & Chemistry/Chemistry Honors or permission of Department Chair

This is a course that will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental Science is multidisciplinary: it embraces diverse topics such as energy conversion, biogeochemical systems, and the development and management of sustainable systems. Fieldwork, data analysis, and a laboratory component complement the readings and discussions in class. Students are expected to take the AP exam at the completion of this course, which will allow for possible college credit.

AP PHYSICS C MECHANICS/
AP PHYSICS C ELECTRICITY AND MAGNETISM - 12 - 1 year 1 credit

Prerequisite: Physics/Physics Honors & Calculus (or concurrent enrollment)

This course follows the Advanced Placement level C syllabus, which is equivalent to the first two semesters of a college calculus-based physics course taken by engineering, math and science majors. Emphasis is placed on problem solving, but a significant amount of laboratory work is done to instruct students in the methods of data and error analysis. Mechanics including rotation is covered first semester while electricity and magnetism, including Maxwell's Equations, are covered second semester. Students are expected to take the AP exam at the completion of this course, which will allow for possible college credit.

ANATOMY AND PHYSIOLOGY- 11, 12 - 1 year 1 credit

Prerequisite: Health & Biology & Physics (or concurrent enrollment)

This course surveys the structure and function of the human body, covering basic topics such as tissues, diffusion, and anatomical terminology before moving on to the major systems of the body. Some of the systems included in this course are the skeletal, integumentary, muscular, nervous, endocrine, digestive, excretory, and cardiovascular systems. The course emphasizes laboratory experience and practice through the use of spirometers, EKGs, dissections, oxygen and carbon dioxide detectors, and microscope work. Students also have the opportunity to work hands on with various models and use Internet simulations.

ECOLOGY - 11, 12 - 1 year 1 credit

Prerequisite: Biology & Physics (or concurrent enrollment) or permission of Department Chair.

Ecology is the study of the relationships between plants and animals and their environment. This is a laboratory course that includes field studies, environmental testing, current environmental topics and independent projects. The course focuses on the practical aspects of the world today.

SOCIAL STUDIES

The Social Studies Department offers two program sequences. Students may enroll in courses designated as core or honors/Advanced Placement (AP). Students are encouraged to challenge themselves every year and they are not locked into either the core or honors/AP sequence. All students are ***required*** to take six semesters of Social Studies including ***one year of U.S. History, one semester of civic education*** **(U.S. Government & Politics or AP U.S. Government & Politics),** and ***three semesters of Social Studies electives.*** All students are encouraged to take global studies courses as freshmen and sophomores, U.S. History as juniors, and to enroll in a civic education course.

Social Studies Coursework

<table>
<tr><th>Year</th><th colspan="2">SOCIAL STUDIES COURSEWORK</th></tr>
<tr><td>9</td><td colspan="2">World History
World History Honors</td></tr>
<tr><td>10</td><td colspan="2">AP European History
AP Human Geography
Contemporary World History (sem)
U.S. Government & Politics (sem)</td></tr>
<tr><td>11</td><td>AP U.S. History
U.S. History
Electives</td><td rowspan="2">American Law (sem)
AP European History
AP Human Geography
AP Psychology
AP U.S. Government & Politics (sem)
Economics (sem)
Latin American History (sem)
Modern Issues (sem)
Psychology (sem)
Sociology (sem)</td></tr>
<tr><td>12</td><td>AP U.S. Government & Politics (sem)
Electives</td></tr>
</table>

WORLD HISTORY - 9 - 1 year 1 credit

World History studies the diverse cultures of the world as well as significant events from the first civilizations through the major conflicts of the first half of the 20th Century, so that students may better appreciate the story of humankind. By analyzing the contributions of past civilizations and investigating key periods in history, students can better understand the modern world. The course utilizes many primary and secondary sources to develop a global perspective and to foster growth in reading, writing, critical thinking, and geography skills.

WORLD HISTORY HONORS - 9 - 1 year 1 credit

World History Honors chronicles human development from the earliest civilizations through the major conflicts of the first half of the 20th Century. By analyzing the political, economic, and social institutions of Western and non-Western societies as well as key historical events, students will better appreciate the diversity and development of the modern world. Using both primary and secondary sources, students will be challenged to develop their critical and creative thinking skills as well as their

research, reading, and writing skills. This course goes into greater depth, moves at faster pace, and presents students with more challenging reading and writing assignments. World History Honors will provide students with the necessary skills and knowledge to pursue AP/honors level courses in Social Studies. Placement into this course is determined by PSAT/MAP scores and middle school recommendation.

AP EUROPEAN HISTORY - 10, 11, 12 - 1 year 1 credit

The AP European History course focuses on developing students' understanding of European history from approximately 1450 to the present. The course has students investigate the content of European history for significant events, individuals, developments, and processes in four historical periods. Students in the course will also explore European history in the context of five themes (interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; and individual and society) so that students can make connections among historical developments in different times and places. Furthermore, students will develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. Overall, by understanding some of the principal themes in modern Western history and by analyzing historical evidence and interpretation; students will be asked to express their historical understanding through writing. This is a writing intensive course. Students are expected to take the AP exam at the completion of this course, which will allow for possible college credit.

AP HUMAN GEOGRAPHY- 10, 11, 12 - 1 year 1 credit

AP Human Geography studies human behavior across the Earth. Its purpose is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Major units of study include population, migration, culture, religion, ethnicity, agriculture, and urban patterns. Students are expected to take the AP exam at the completion of this course, which will allow for possible college credit.

CONTEMPORARY WORLD HISTORY (1945- Present) - 10 - 1 semester 1/2 credit

Contemporary World History focuses on the modern world by investigating significant political, economic, and social developments since 1945. Students will explore the Cold War and the collapse of the Soviet Union, the rise of modern China, conflicts in the Middle East, and issues facing sub-Saharan African countries. By studying the world since 1945, students develop an historical perspective while analyzing current trends in today's world systems including global interdependence, terrorism, nuclear diplomacy, and human rights concerns. Students will use a variety of current events sources to further develop the reading, writing, and critical thinking skills introduced in their freshman World History course.

UNITED STATES GOVERNMENT AND POLITICS - 10, 11, 12 - 1 semester 1/2 credit

Students in U. S. Government and Politics will begin their study by examining classical political philosophies and explore the practical operations of government at the local, state, and national levels. Students will be encouraged to think critically about the role of individual citizens in the political process and are expected to engage in activities which involve active citizenship both in and outside of the classroom.

Successful completion of this course fulfills the civics and US Constitution requirement for graduation.

AP UNITED STATES HISTORY - 11 - 1 year 1 credit

The AP U.S. History course covers U.S. history from 1491 to the present and focuses seven themes which include American and National Identity; Migration and Settlement; Politics and Power; Work, Exchange, and Technology; America in the World; Geography and the Environment; and Culture and Society. Students in APUSH will also develop historical thinking skills which include chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative. These skills will allow students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places; students will be asked to express their historical understanding through writing. This is a writing intensive course. Students are expected to take the AP exam at the completion of the course, which will allow for possible college credit.
Successful completion of this course fulfills the U.S.History requirement for graduation.

UNITED STATES HISTORY - 11, 12 - 1 year 1 credit

U.S. History is a survey course covering the history of the United States from the Colonial Period through the 20th Century. By examining the political, social, and economic roots, students will better understand the current developments that affect their lives. Students will expand their reading, writing, speaking, and critical thinking skills as they analyze primary and secondary historical materials and evaluate the ideals upon which the United States was built.
Successful completion of this course fulfills the U.S.History requirement for graduation.

AMERICAN LAW - 11, 12 - 1 semester 1/2 credit

This course emphasizes the effects of the legal system on contemporary society and how the legal system functions at the federal, state, and local levels. Students will explore Supreme Court cases and examine the legal system, criminal and civil law, search and seizure, and criminal procedure. This course includes hands-on activities to investigate various roles in the legal system. At the end of the semester (time permitting) a current and topical issue is individually researched and reported on by students. Students may have opportunities to meet, question, and discuss legal issues with lawyers, judges and law enforcement officers. Individual judgments are respected, and classroom debate is encouraged. Critical thinking and writing skills will be developed.

AP PSYCHOLOGY - 11, 12 - 1 year 1 credit

AP Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the basic concepts and principles of psychology such as sensation and perception, human development, learning and cognition, as well as personality, social, and psychological disorders. They also explore the history of psychology, as well as, ethics and research techniques. Students are expected to take the AP exam at the completion of this course, which will allow for possible college credit.

AP US GOVERNMENT AND POLITICS - 11, 12 - 1 semester 1/2 credit

Students develop a critical perspective on politics and government in the United States. They study general concepts used to interpret American politics, and they examine various institutions, groups, beliefs, and ideas which make up the American political reality. Students focus on the philosophical basis for the Constitution, citizens political beliefs and behavior, political parties and interest groups, the institutions and processes of national government, and civil rights and civil liberties. Students are expected to take the AP exam at the completion of this course, which will allow for possible college credit.
Successful completion of this course fulfills the civics and US Constitution requirement for graduation.

ECONOMICS - 11, 12 - 1 semester 1/2 credit

This course introduces students to fundamental economic concepts, the basic principles of capitalism, and personal finance. Students study supply and demand, stocks, bonds, and mutual funds, interest rates and banking, unions and labor, taxes, monetary and fiscal policy, and international trade. Students will learn how to create a monthly budget and how to effectively build an investment portfolio. They also gain an overview of how our society and government make decisions which affect the future of our nation.
This course satisfies the Consumer Education requirement for graduation.

LATIN AMERICAN HISTORY - 11, 12 - 1 semester 1/2 credit

Latin American History is a semester elective course that explores the Latin American experience from the pre-colonial period to contemporary 21st Century America. Students will explore Latin America's rich diversity that includes Mesoamerica, South America and the Caribbean. This exploration includes a cultural and historical perspective to better understand the experiences and processes that have shaped the region. Students will reflect on identity, independence movements, revolutions, Latin America's role in the world, and immigration issues based on analysis of primary sources such as films, music, literature, art and historical documents along with secondary sources. Students will discuss the multiple and changing identities of Latinos in America, with a specific focus on Chicago. Students will be able to analyze key events in 20th century Latin American history to make informed decisions on contemporary issues.

MODERN ISSUES - 11, 12 - 1 semester 1/2 credit

This course is designed to help high school students understand the world in which they live and places emphasis on interpersonal relationships and the impact of the media and propaganda on national and world events. Individual judgments are respected, and classroom debate is encouraged. Critical thinking and writing skills will be developed.

PSYCHOLOGY - 11, 12 - 1 semester 1/2 credit

Psychology is the scientific study of human behavior and mental processes. Students investigate the scientific explanation of the "how" and "why" of behavior, particularly of their own behaviors. Topics studied include learning process, emotional development, the physiology of brain and body development, learning and memory, personality, sensation, perception, psychological disorders, and other factors which affect individual human development.

SOCIOLOGY - 11, 12 - 1 semester 1/2 credit

Sociology is the study of how groups influence the development of the self and how individuals influence the development of society. Topics include social institutions, gender issues, marriage and the family, adolescence, the adult world, mass media, deviance, discrimination and inequality. Students will design and conduct social research.

SPECIAL EDUCATION

SPECIAL EDUCATION

The Prerequisite for enrollment in the courses listed below is based on eligibility for special education services. Students are staffed into courses based on recommendations in their Individualized Education Plan (IEP). Course availability is dependent strictly on student need as documented in each student's IEP. Not all courses are offered each year.

INTEGRATED INSTRUCTION

Integrated Instruction courses are taught by a team of general education and special education teachers in a general education classroom. The special education teacher provides special education services to make adaptations, as necessary, to accommodate individual students' needs. The special education teacher delivers individualized instruction without compromising the quality or rigor of the curriculum. The content area teacher retains responsibility for the direction of curriculum. The special education teacher retains responsibility for the dictates of special education students' Individualized Education Plan (I.E.P.) Current Integration Instruction classes are offered in the Math, English, Science, & Social Studies departments **and selected courses needed to meet graduation requirements.** Placement / recommendation to be completed by IEP team.

SPECIAL EDUCATION COURSES

ENGLISH 1 - 9 - 1 year 1 credit

Communication skills involving reading, writing, listening and verbal expression will be examined in this course. Through the use of literature students will increase their reading comprehension and fluency, vocabulary and composition skills. The literature and composition activities mirror those provided in the basic level courses. Students who demonstrate mastery of content will be recommended for basic level placement. Placement is dependent on multi-disciplinary team recommendation. This course fulfills the English requirement. Placement / recommendation to be completed by IEP team.

ENGLISH 2 - 10 - 1 year 1 credit

English 2 is designed to meet the needs of students requiring the acquisition of basic skills in reading, writing, listening, vocabulary, and communication. The literature and composition activities mirror those provided in the basic level courses. Writing activities include writing the various sentence types, writing the different paragraph types, and writing the literary and personal essay. Students who demonstrate mastery of content will be recommended for basic level placement. Placement is dependent on multidisciplinary team recommendation. This course fulfills the English requirement. Placement / recommendation to be completed by IEP team.

ENGLISH 3 - 11 - 1 year 1 credit

English 3 is designed to meet the needs of students requiring the acquisition of basic skills in reading, writing, listening, vocabulary, and communication. The literature and composition activities mirror those provided in the basic level courses. Writing activities include writing the various sentence types, writing the different paragraph types, and writing the literary and personal essay. Students who demonstrate mastery of content will be recommended for basic level placement. Placement is dependent on multidisciplinary team recommendation. This course fulfills the English requirement. Placement / recommendation to be completed by IEP team.

ENGLISH 4 - 12 - 1 year 1 credit

English 4 is designed to meet the needs of students requiring the acquisition of basic skills in reading, writing, listening, vocabulary, and communication. The literature and composition activities mirror those provided in the basic level courses. Writing activities include writing the various sentence types, writing the different paragraph types, and writing the literary and personal essay. Students who demonstrate mastery of content will be recommended for basic level placement. Placement is dependent on multidisciplinary team recommendation. This course fulfills the English requirement. Placement / recommendation to be completed by IEP team.

PRE-ALGEBRA - 9 - 1 year 1 credit

This course is designed to meet the specific needs of students in the area of mathematics. Topics covered include basic mathematical operations, review of fractions and decimals, and application of math concepts to real world situations. Students are also introduced to basic algebra concepts such as using variables, simplifying algebraic expressions, and solving one-step and multiple-step equations. Placement / recommendation to be completed by IEP team.

ALGEBRA 1 - 9 - 10 - 1 year 1 credit

Prerequisite: Pre-Algebra

This course is designed to meet the specific needs of students in the area of algebra. Topics covered include one-step and multiple-step equations, functions, systems of equations, graphing, slope, ratios, proportions, probability, and an introduction to basic geometry concepts. Students will apply learned concepts to real world situations. Placement / recommendation to be completed by IEP team.

ALGEBRA 2 - 10 - 11 - 1 year 1 credit

This course is designed to reinforce the concepts of Algebra 1 and gives more understanding of the number system, of graphical representation and of the function concept. Topics covered are Algebra and the introduction of Intermediate Algebra concepts.

Placement/recommendation to be completed by IEP team.

GEOMETRY w/ TRIGONOMETRY - 11 -12 - 1 year 1 credit

Prerequisite: Pre-Algebra

This course is designed to meet the specific needs of students in the area of geometry. Students will discover, learn, and apply geometry. Application of algebra concepts to geometry will be explored. Topics will include: reasoning, coordinate graphing, angles, angle measurement, parallels, polygons, area, surface area, volume, basic trigonometry, and circle relationships. Placement / recommendation to be completed by IEP team.

APPLIED MATH - 12 - 1 year 1 credit

The focus of this class is using mathematical concepts taught to solve "real world" issues, such as managing your money, managing your expenses, and making financial decisions. Course can be repeated for credit as designated by IEP. This course fulfills the math requirement.

BIOLOGY - 9, 10 - 1 year 1 credit

Students explore the living world using the scientific method. Students work individually and cooperatively on hands-on laboratory experiments and activities. Experiments and activities include observation, demonstration, dissection, problem-solving, role-playing and class presentations. Placement / recommendation to be completed by IEP team.

PHYSICAL SCIENCE - 10, 11, 12 - 1 year 1 credit

This course closely mirrors the Freshman Science Basic curriculum but is designed for those students who need more preparation in lab write-ups and scientific inquiry. The major ideas of science are developed through a series of related laboratory investigations, each allowing the student to discover one concept at a time. The investigations are brief, requiring two to five class periods to complete. Most of the student's time is spent in a lab setting with the remainder of the time spent in discussing and summing up class data. Placement / recommendation to be completed by IEP team.

CONCEPTUAL CHEMISTRY - 11, 12 - 1 year 1 credit

Prerequisite: Biology and Physical Science

This course was designed as a class for students who want to take a college track chemistry course, but would prefer a course with less emphasis on math and a stronger emphasis on the application of chemistry in the community. The Chemistry text focuses on major themes including water resources, mineral resources, petroleum, nuclear power and atmospheric chemistry. Topics are explored using lab activities, demonstrations, and computers. This course covers the same core topics as the chemistry course. Placement/recommendation to be completed by IEP team.

PHYSICS – 11, 12 – 1 year 1 credit

This course will explore the process by which we seek to understand the nature of the physical universe. Emphasis is placed on logical and mathematical analysis of the theoretical and experimental situations. The concepts of physics are investigated and discovered in the laboratory followed by problem solving and graphical analysis. Topics covered are measurement, motion, energy, Newton's law, light, waves, sound, electricity, and magnetism. Placement/recommendation to be completed by the IEP team.

WORLD HISTORY - 9, 10 - 1 year 1 credit

Physical and human geography will be studied incorporating the themes of location, place, region, human-environment interaction and movement. Emphasis will be placed on reading, writing and critical thinking skills utilizing a variety of reading strategies. In addition, interpreting maps, photographs, graphs, charts and diagrams along with current events articles will help prepare students to make informed decisions about the world around them. Placement / recommendation to be completed by IEP team.

U.S.GOVERNMENT - 10, 11, 12 - 1 semester 1/2 credit

This course will analyze the structure of American government and politics. Each student will study contemporary political problems ranging from national issues surrounding the Chief Executive, Congress, and the Judiciary, to practical politics including voting behavior and election campaigning in state and federal elections. There is an emphasis on current issues and events.

Placement / recommendation to be completed by IEP team.

CONTEMPORARY WORLD HISTORY (1945- Present) - 10 - 1 semester 1/2 credit

Prerequisite: World History

This course is recommended for sophomore students who have taken World History or World Geography. Students will investigate the major themes, concepts, and events that led to the development of the world today. This course will cover the rise of European power and influence including the major units of industrialization, imperialism, WWI, rise of dictatorships, WWII and the Cold War. In addition, students will investigate the independence and development movements in the Non-Western world including the rise of modern India, Japan, China, the Middle East and Africa. Placement / recommendation to be completed by IEP team.

U.S.HISTORY - 11, 12 - 1 year 1 credit

This course is designed to reinforce and increase the student's basic knowledge of the history of the United States, governmental structure and civic responsibilities. It also covers the Constitution test

requirements necessary for graduation. This course is aligned with English 3 SE wherein selected books and short stories mirror the time periods covered in U.S. History. The course is designed to help students who need support in learning styles, study skills, and reading development.
Placement / recommendation to be completed by IEP team.

ELECTIVE COURSES

HEALTH - 9, 10, 11, 12 - 1 semester 1/2 credit

Health Education is an eighteen-week course required by the State of Illinois for graduation. This course is incorporated within the Physical Education Curriculum at the freshman level. The units of study are: Emotional Health, Nutrition, Human Sexuality, Alcohol, Tobacco and other Drug Use and Disease Control. This course closely mirrors the regular education curriculum.
Placement / recommendation to be completed by IEP team.

CONSUMER EDUCATION - 9, 10, 11, 12 - 1 sem 1/2 credit

Consumer Education is an eighteen-week course designed to enable students to be wise consumers and to efficiently manage time, money and human resources. Independent living skills such as checking accounts, taxes, budgeting and insurance are taught. This course satisfies the consumer education graduation requirement. Placement / recommendation to be completed by IEP team.

SPEECH - 9, 10, 11, 12 - 1 semester 1/2 credit

This course mirrors the regular speech course as it introduces students to the communication arts and is designed to help them develop confidence in public speaking. Since public speaking situations occur in a variety of real-life contexts, the speeches given are designed to duplicate many of those contexts. Students will study the basics of public speaking including topic selection, audience analysis, research, outlining, and speech writing. This course differs from the regular speech course in the length of, and number of speeches presented. (This course fulfills the Speech requirement)
Placement / recommendation to be completed by IEP team.

STUDY METHODS - 9, 10, 11, 12 - 1 semester 1/2 credit

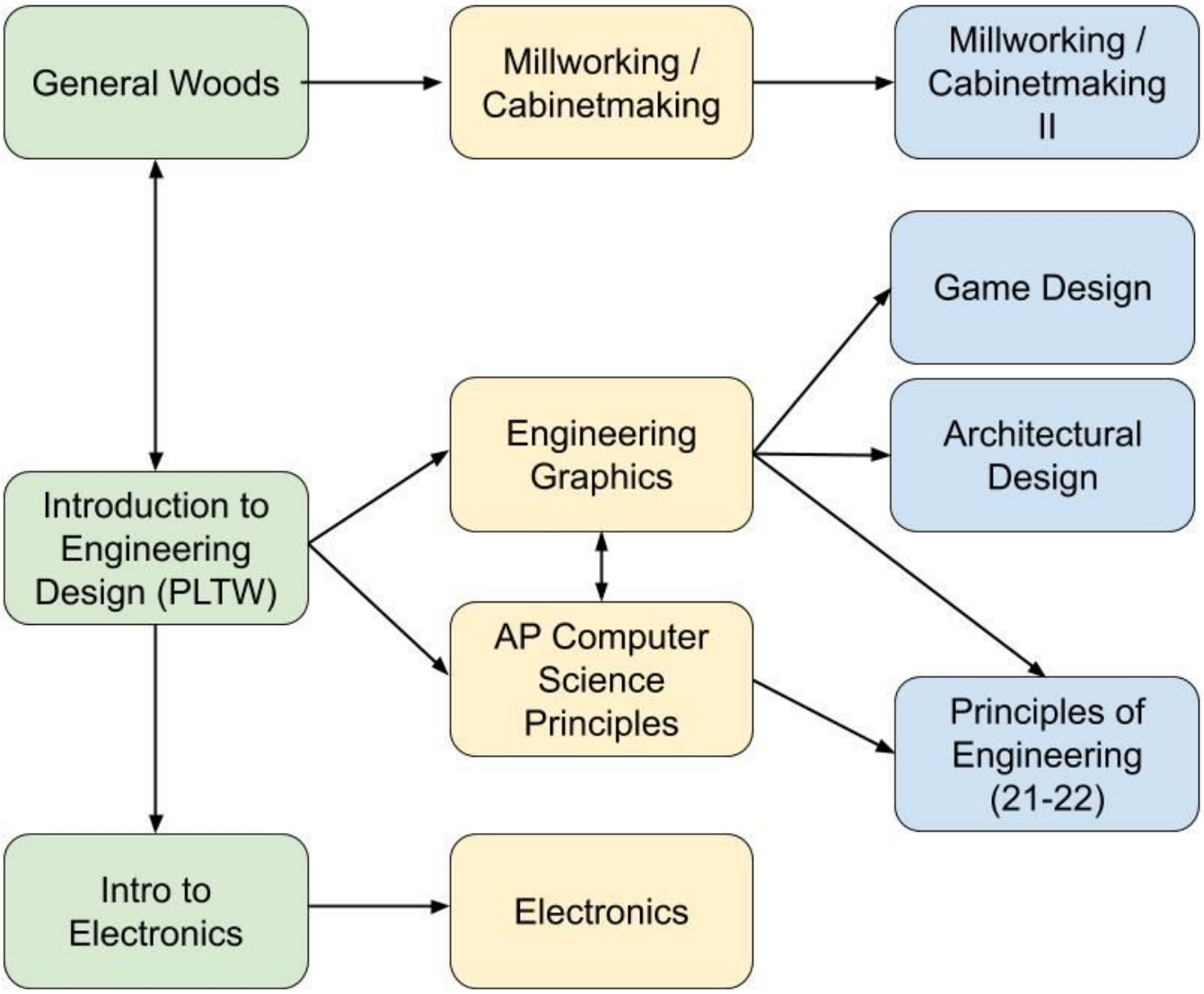
Study Methods is a course for those students needing more support, structure and direction during study time. Students will have the opportunity to gain assistance in homework assignments in addition to help with organizational skills. Time-management, listening and reading, outlining, note taking, and test-taking skills will be taught as part of the study methods curriculum. Placement / recommendation to be completed by IEP team.

TECHNOLOGY & ENGINEERING

Technology has advanced more in the last thirty years than in the previous two thousand. The exponential increase in advancement will only continue
-Neils Bohr

All Technology & Engineering courses meet the Applied Arts graduation requirement.

Students who use technology develop the technical and learning skills, academic knowledge, and work habits that are necessary for success in higher education and the workplace.



INTRODUCTION TO ENGINEERING DESIGN - 9, 10, 11, 12 - 1 year 1 credit
Prerequisite: None
Introduction to Engineering Design (IED) is a high school level foundation course in the PLTW Engineering Program. In IED students are introduced to the engineering profession and a common approach to the

solution of engineering problems, an engineering design process. Students will progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

ENGINEERING GRAPHICS - 9, 10, 11, 12 - 1 semester 1/2 credit

Prerequisite: None

This course provides students with skills in basic drafting, spatial visualization, conceptual design, and the latest engineering software (AutoCAD 2018). Students will learn how to create orthographic projection, pictorials, dimensioning, assembly, and architectural drawings. Students will also print their 3D creations using 3D printers. This course is meaningful for students planning a career in any STEM related field.

ARCHITECTURAL DESIGN - 10, 11, 12 - 1 semester 1/2 credit (offered odd years)

Prerequisite: Engineering Graphics

This course applies STEM concepts in the fields of engineering and architecture. Students will design and develop a single family residential house using AutoCAD 2018. Students will also have the opportunity to 3D print a model of their house which will be displayed in the Glenbard Technology show. This course is meaningful for students planning a career in any STEM related field. *This course runs in odd years only.*

GAME DESIGN AND THEORY- 10, 11, 12 - 1 semester 1/2 credit (offered even years)

Prerequisite: Algebra

Game Design and Theory is a beginner course aimed at teaching students the 3-dimensional practical and conceptual framework of character and scene development for gaming. This course will use the Unreal Engine and Autodesk programs for content development. Concepts such as Lighting, Proportion, Flow, and Geometry will be used to enhance designs. Video game design is a perfect blend of core content and exciting student engagement in the creation of a video game level. *This course runs in even years only.*

INTRODUCTION TO ELECTRONICS - 9, 10, 11, 12 - 1 semester 1/2 credit

Prerequisite: None

This is an entry level class and is designed for students with no previous experience in electronics. This project based class exposes students to skills and tools of the electronics and engineering fields. Students will learn how to read schematic diagrams and solder. Students will build projects such as an LED flasher, an alarm system, and a shocking device; all of which are yours to keep. This course is meaningful for students planning a career in any STEM related field.

ELECTRONICS - 9, 10, 11, 12 - 1 semester 1/2 credit

Prerequisite: Introduction to Electronics

In this course, students will learn how to apply STEM concepts in the fields of engineering and electronics. Students will create high and low voltage power sources, amplifiers, a neon laser, and many other devices. Students will also build a line tracking mouse and a high powered octagon shaped strobe light. This course is meaningful for students planning a career in any STEM related field.

GENERAL WOODS - 9, 10, 11, 12 - 1 semester 1/2 credit

Prerequisite: None

This includes a study of hand tools, basic power machine operations, and related information through the development of projects that are carried from the planning state through the application of finishing materials. Emphasis is placed on using the power machinery and correct safety procedures in the development of the projects that include bookcases, coffee and end tables or a wall clock. This course is a prerequisite for certain Technology Center of DuPage programs.

MILLWORK AND CABINETMAKING 1 - 9 (S2), 10, 11, 12 - 1 year 1 credit

Prerequisite: General Woods or approval of instructor

Learning experiences will include classroom instruction and shop activities related to developing practical

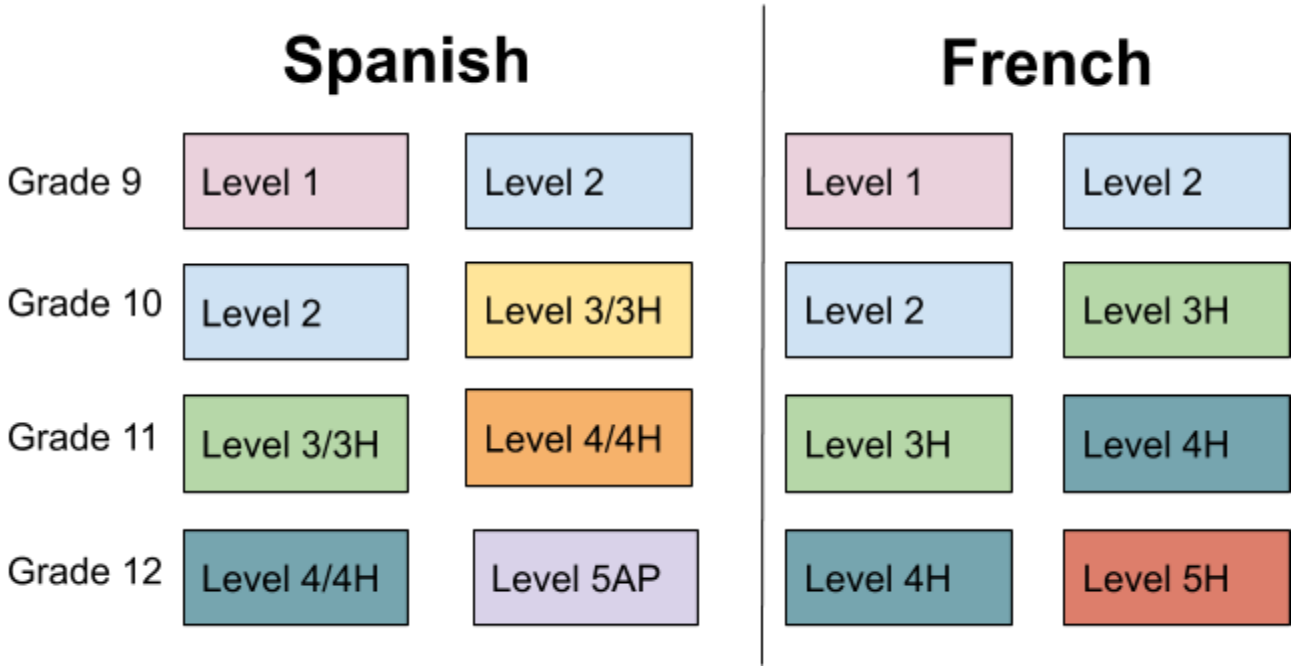
skills in the woodworking trades. Instruction includes safety practices, career planning, furniture design, blueprint reading, gluing, jointing, fitting, assembly and finishing of furniture products. Major emphasis placed on design and the construction of large furniture and cabinet work developed through a study and use of power tools and equipment. Student activities are project oriented (poker tables, kitchen tables, futon beds, bookcases, etc.) and designed to provide basic level job entry skills or university level practical applications for engineering students.

MILLWORK AND CABINETMAKING 2 - 11, 12 - 1 year 1 credit

Prerequisite: Millwork and Cabinetmaking 1 or approval of instructor

Learning activities in this course will emphasize the development of more advanced level skills and experiences in furniture design and cabinetry construction. Emphasis will be placed on the design, fabrication, and completion of furniture involving high levels of craftsmanship and vocational skills. Activities will include veneering, laminating, hardware installation, material costs and furniture finishing. Shop activities will be related to the development of advanced level job entry skills and career planning. A separate unit of instruction will include a study of the carpentry trades and the construction of a scale model house. Learning activities will include experiences in blueprint reading, building techniques, material estimating, layouts assembly, rough construction, and a study of the related construction trades and labor unions.

WORLD LANGUAGES



State Seal of Biliteracy

The Illinois State Seal of Biliteracy is a distinction awarded to high school students by the Illinois State Board of Education and Glenbard District 87 recognizing those students who have demonstrated a high level of proficiency in speaking, reading, writing, and listening in a second language as well as in English. This recognition appears as an affixed gold seal on the high school diploma in addition to a designation on the official high school transcript. The primary purpose of the State Seal of Biliteracy is to certify students who have attained a high level of Biliteracy. This designation also provides universities with an additional method to recognize applicants seeking admission and employers with a method for identifying candidates with high language proficiency.

FRENCH 1 - 9, 10, 11, 12 - 1 year 1 credit
Prerequisite: *None*
This course focuses on building the foundation for language proficiency through the use of comprehensible input to introduce students to high frequency words needed to communicate effectively in another language. Students will learn functional vocabulary and basic communication patterns needed to communicate their thoughts and ideas in the second language.

FRENCH 2 - 9, 10, 11, 12 - 1 year 1 credit
Prerequisite: *French 1 or equivalent*

This course continues to expand students' exposure to the language through comprehensible input in order to build capacity to communicate and express themselves effectively in another language. Students will work to build capacity in both oral and written form through directed activities in the second language.

FRENCH 3H - 10, 11, 12 . - 1 year 1 credit

Prerequisite: *French 2*

In level 3H, we continue to build skills learned in levels 1 and 2. Level 3H language students will build their level of proficiency by learning to listen, read, write, and converse on rigorous and progressively more challenging topics aligned with themes from the AP language course and by using more complex language structures such as future, conditional and subjunctive tenses and moods. After having built a basis of language proficiency in levels 1 and 2, language accuracy (with spelling and grammar) will become more of a focus of study in level 3H. In contrast to levels 1 and 2 where there was more of a focus on the receptive skills (such as reading and listening), in level 3H, there is more of a focus on the productive skills of speaking and writing. True language ability is developed through interacting in the language through the use of higher order thinking skills such as making claims, defending a position, synthesizing and making cultural comparisons. Therefore, the majority of our time is spent using the language to communicate. Students at this level will be given all parts of the AAPPL test to work towards earning the Seal of Biliteracy.

FRENCH 4H/5H - 11, 12 - 1 year 1 credit

Prerequisite: *French 3H*

This two year honors level course, exploring different themes each year, places an emphasis on conversation, grammar, literature and history. Conversation skills are sharpened, vocabulary enriched, and grammar reviewed and refined. Literature study offers students opportunities for discussion and analysis. French culture is studied using films, newspapers and Internet activities. Students should be self-motivated and accept academic responsibilities readily. All activities are done in French.

SPANISH 1 - 9, 10, 11, 12 - 1 year 1 credit

Prerequisite: *None*

This course focuses on building the foundation for language proficiency through the use of comprehensible input to introduce students to high frequency words needed to communicate effectively in another language. Students will learn functional vocabulary and basic communication patterns needed to communicate their thoughts and ideas in the second language.

SPANISH 2 - 9, 10, 11, 12 - 1 year 1 credit

Prerequisite: *Spanish 1 or equivalent.*

This course continues to expand students' exposure to the language through comprehensible input in order to build capacity to communicate and express themselves effectively in another language. Students will work to build capacity in both oral and written form through directed activities in the second language.

SPANISH 3 - 10, 11, 12 - 1 year 1 credit

Prerequisite: *Spanish 2*

In level 3, we continue to build upon the skills learned in levels 1 and 2. Level 3 language students will build their level of proficiency by learning to listen, read, write, and converse on a variety of topics by reviewing previously taught language structures and moving towards more complex levels of communication. After having built a solid foundation of language proficiency in levels 1 and 2, language accuracy (with spelling and grammar) will become more of a focus of study in level 3. In contrast to levels 1 and 2 where there was more of a focus on the receptive skills (such as reading and listening), in level 3, there is more of a focus on the productive skills of speaking and writing. Language proficiency

will continue to be developed through interacting in the language with the teacher and peers in class. Therefore, the majority of our time is spent using the language to communicate.

SPANISH 3H - 10, 11, 12 - 1 year 1 credit

Prerequisite: *Spanish 2*

In level 3H, we continue to build skills learned in levels 1 and 2. Level 3H language students will build their level of proficiency by learning to listen, read, write, and converse on rigorous and progressively more challenging topics aligned with themes from the AP language course and by using more complex language structures such as future, conditional and subjunctive tenses and moods. After having built a basis of language proficiency in levels 1 and 2, language accuracy (with spelling and grammar) will become more of a focus of study in level 3H. In contrast to levels 1 and 2 where there was more of a focus on the receptive skills (such as reading and listening), in level 3H, there is more of a focus on the productive skills of speaking and writing. True language ability is developed through interacting in the language through the use of higher order thinking skills such as making claims, defending a position, synthesizing and making cultural comparisons. Therefore, the majority of our time is spent using the language to communicate. Students at this level will be given all parts of the AAPPL test to work towards earning the Seal of Biliteracy.

SPANISH 4 - 11, 12 - 1 year 1 credit

Prerequisite: *Spanish 3 or 3H*

This course allows students to continue their practice of the language by speaking, reading, writing and listening to Spanish. Grammatical structures are reviewed and practiced. Reading is practiced through discussions of readings by Spanish and Latin American writers as well as cultural topics. Listening skills are practiced by viewing Spanish language videos and listening exercises accompanying the text.

SPANISH 4H - 11, 12 - 1 year 1 credit

Prerequisite: *Spanish 3 or Spanish 3H*

This course allows students to refine their linguistic skills by speaking, reading, writing, and hear ing Spanish. Grammatical structures are reviewed and practiced by means of writing compositions. Oral fluency is practiced through discussion of readings by Spanish and Latin American writers and cultural topics. Listening skills are practiced and new cultural topics are learned by viewing Spanish language video tapes and listening to taped exercises accompanying the text. This course leads to Spanish 5 AP in language.

AP SPANISH LANGUAGE - 12 - 1 year 1 credit

Prerequisite: *Spanish 4 or 4H or Department Chairperson consent.*

This demanding Spanish Advanced Placement course prepares students for the Spanish Language examination. Students should be able to comprehend formal and informal written and spoken Spanish and speak and write at an advanced college level (3rd year). Students will be expected to analyze and synthesize Spanish documents and speech samples to produce essays comparable to those required on the AP US History exam (DBQ format). A variety of exercises, readings, writings, and projects progressing in difficulty are required. Students are expected to take the AP exam at the completion of this course, which will allow for possible college credit.

TECHNOLOGY CENTER OF DUPAGE

Junior - Senior **1 year 3 credits**

Technology Center of DuPage Note:

Students interested in attending the Technology Center of DuPage should see their school counselor. Together with their counselor, students should evaluate their skills, abilities, and vocational interests to determine the most desirable career program. Some Technology Center of DuPage programs require special fees to cover cost of uniforms, tools or other personal materials or equipment. Fees run from $10.00 to $200.00 depending on the program. A list of approximate costs for each program is available in the School Counseling Department.

TCD PROGRAM TITLE	SUGGESTED GLENBARD SOUTH PREP COURSES
Horticulture/ Power Equipment	Ecology
Civil Engineering & Architecture (CEA PLTW) Construction Trades HVAC & Registration Residential Wiring & Home Technology	Engineering Graphics, General Woods, PLT Introduction to Engineering Design
Multimedia & Television Production	Journalism, Photography
Data Entry Occupations Office Systems Technology	Computer Discoveries AP Computer Science Principles Career Internship Accounting
Early Childhood Education & Care	Child Development, Preschool Child
Certified Nursing Assistant Medical & Health Care Careers	Any Biological Science course
Culinary, Pastry Arts & Hospitality Management	Culinary Arts 1, Culinary Arts 2, Advanced Survey Foods
Cosmetology	Career Internship
Computer Information & Game Design	Computer Discoveries, Game Design & Theory, Career Internship, AP Computer Science Principles
Criminal Justice Fire Science	American Law Chemistry, any Engineering Tech Course
Computer Integrated Manufacturing (CIM-PLTW)	Exploring Technology, Engineering Technology
Digital Electronics "Pathway to Engineering" Courses (PLTW) Engineering Design & Development (EDD) Introduction to Engineering Design (IED) Principles of Engineering (POE) Civil Engineering & Architecture (CEA) Computer Integrated Manufacturing (CIM) Aerospace Engineering (AE)	Intro to Electronics, Electronics Engineering Technology
Auto Body Repair & Refinishing Automotive Technology	PLTW Introduction to Engineering Design Intro to Electronics, Electronics, PLTW Introduction to Engineering Design