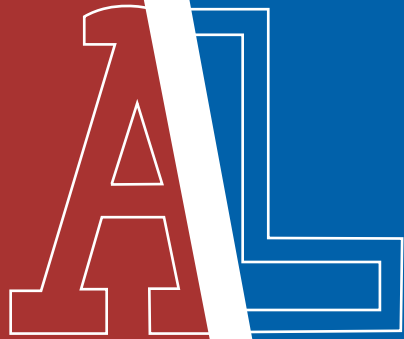


COMMUNITY HIGH SCHOOL DISTRICT 117

# CURRICULUM GUIDE 2019-2020



## MISSION STATEMENT

*Ignite  
passion and  
discovery in  
every student*

## BELIEFS

*These statements are expressions of the District's moral and ethical code, and our filters for all decision making.*

*Student achievement and growth is maximized when:*

- 1. The unique potential of each student is cultivated.*
- 2. School climate is safe, supportive and respectful.*
- 3. The curriculum is rigorous, relevant and engaging.*
- 4. All staff members are highly skilled and compassionate.*
- 5. A strong partnership between school and home is established.*
- 6. Resources are managed responsibly and efficiently.*

# CURRICULUM AND ACTIVITY GUIDE 2019-2020

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## **CHSD 117 2019-2020 CONTACTS**

District 117  
1625 Deep Lake Road  
Lake Villa, IL 60046  
www.chsd117.org

Phone: 847-838-7183  
Fax: 847-395-7553

Superintendent  
847-838-7679

Assistant Superintendent  
Curriculum & Instruction  
847-838-7105

Assistant Superintendent  
CSBO  
847-838-7180

Assistant Superintendent  
Student Services  
847-838-7296

Chief Technology Officer  
847-395-9399

## **Antioch Community High School**

1133 Main Street  
Antioch, IL 60002

Main Office  
847-395-1421  
Fax: 847-395-2435

Attendance  
847-838-7187

Student Services  
847-838-7767

Curriculum and Instruction  
847-838-7268

Tech Campus  
Coordinator  
847-838-7624

Deans Office  
847-838-7626

Special Education  
847-838-7778

Athletics  
847-838-7630

Principal  
847-838-7179

## **Lakes Community High School**

1600 Eagle Way  
Lake Villa, IL 60046

Main Office  
847-838-7100  
Fax: 847-838-3670

Attendance  
847-838-7104

Student Services  
847-838-7144

Curriculum and Instruction  
847-838-7260

Tech Campus  
Coordinator  
847-838-7623

Deans Office  
847-838-7265

Special Education  
847-838-7288

Athletics  
847-838-7277

Principal  
847-838-7108

# ACADEMIC & STUDENT SERVICES

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The Student Services Department assists students to find success in school and to formulate post high school plans. Each student is assigned a counselor who serves as a link between the home and school. Counselors work with students to ensure appropriate course placement, help with study skills and organization, monitor progress in classes, encourage involvement in school activities, and provide communication with parents and guardians. To support post high school planning, the Student Services Department offers a developmental counseling curriculum that provides information about college and career exploration, standardized testing, financial aid, and scholarship opportunities.

## **ACADEMIC SERVICES**

### **FULL TIME STUDENT**

Students are encouraged to enroll in seven courses with a lunch hour each semester; however, students are required to enroll in a minimum of six courses or a potential of three credits each semester to be considered a full-time student. Students who do not meet these minimum criteria are ineligible for the honor roll.

## **TRANSFER GRADES**

Transfer grades from accredited schools are incorporated into the grading and credit system of Community High School District 117 schools and are weighted accordingly. Permission for awarding credit from accredited correspondence or other external educational programs may be granted with prior approval. District 117 recommends Illinois Virtual School (IVS) for external credit options. Students should see their counselor for more details. Private driver education school completion does not earn credit and is assigned a grade of “P” to fulfill the graduation requirement.

## **CLASS SCHEDULING**

The school’s schedule of classes is based on students’ enrollment requests. Early in the second semester, each student will meet individually with his/her counselor to plan and select courses for the following year. Course selections are based on teacher recommendations, graduation requirements, and post high school plans. Students’ individualized schedules are available in August via the Infinite Campus portal for the upcoming school year.

## **REQUEST FOR COURSE CHANGES**

Students have opportunities to request course changes by the end of February; therefore, course changes or class schedule changes should not be necessary in the fall with the following exceptions: 1) student needs a course to meet graduation requirements, 2) student did not meet the prerequisite for the course, 3) student needs a minimum of six courses or three potential credits each semester, 4) student took a course during summer school, or 5) per recommendation to drop the course by teacher.

## **PROGRESS AND GRADE REPORTS**

Student academic progress can be monitored via the Infinite Campus Portal. Parent(s) and guardian(s) can expect to receive grade reports in the mail at the conclusion of each semester.

Each semester is approximately 18 weeks in length. Credit is awarded for all courses in which the student earns a grade of “D” or above. Second semester grades are not dependent upon first semester grades. One-half credit is awarded for the successful completion of a course each semester, and the credit is recorded on the permanent record or transcript. Only semester

## GRADUATION REQUIREMENTS

- 22.5 Total Credits
  - 4 credits English
  - 3 credits Mathematics
    - 2 credits Science  
(1 life science, 1 physical science)
    - 3 credits Social Studies  
(1 credit Global Studies or AP Human Geography, 1 credit U.S. History, .5 credit Government, and .5 credit Social Studies elective)
  - .5 credit Consumer Education  
(Personal Finance, Intro to Business, Life Resource Management, or Advanced Placement Economics)
    - .5 credit Fine Arts
    - 1 credit Illinois Elective  
(CTE, Fine Arts, or World Languages)
    - .5 credit Health
  - 3.5 credits Physical Education
  - .5 credit Safety/Driver Education or record of satisfactory completion of an accredited private course

grades are recorded on the student's transcript.

## TRANSCRIPT DESIGNATION FOR REPEATING A FAILED COURSE

If a student repeats and passes a previously failed course, the GPA weight designation of the failing grade will be changed to zero, effectively removing its impact on the student's GPA. If the course is repeated during the fall or spring semester, the new grade will be recorded in the term that the course is repeated and passed, and the student will receive the appropriate credit and grade points. If the course is completed in Summer School, via the Credit Recovery program, it will be designated with a "P" (Pass) which does not impact the student's GPA but reflects an earned credit.

## SCHOOL YEAR/SUMMER SCHOOL

The school year consists of two semesters. A summer program allows students to earn credit for required and select elective courses. Summer school brochures are available in spring in the Student Services Office and on the district's website as well as individual school web pages.

## CREDIT FOR NON-DISTRICT EXPERIENCES

A student may receive high school credit for successfully completing any of the listed courses or experiences even when it is not offered in or sponsored by the District:

1. Distance learning course, including a correspondence, virtual, or online course
2. Courses in an accredited foreign exchange program
3. Summer school or community college courses
4. College courses offering dual credit courses at both the college and high school level
5. Foreign language courses taken in an ethnic school program approved by the Illinois State Board of Education
6. Work-related training at manufacturing facilities or agencies in a Youth Apprenticeship Vocational Education Program (Tech Prep)

The student must seek approval from the Superintendent or designee to receive graduation credit for any non-District course or experience. The Superintendent or designee shall determine the amount of credit and whether a proficiency examination is required before the credit is awarded. As approval is not guaranteed, students should seek conditional approval of the experience before participating in a non-District course or experience. The student assumes responsibility for any fee, tuition, supply, or other expense. The student seeking credit is responsible for (1) providing documents or transcripts that demonstrate successful completion of the experience, and (2) taking a proficiency examination, if requested. The Superintendent or designee shall determine which, if any, non-District courses or experiences, will count toward a student's grade point average and eligibility for athletic and extracurricular activities.

## DUAL CREDITS

A student who successfully completes a dual credit course may receive credit at both the accredited college and high school level provided that there is an external

credit form on file approved by the department chair of the course being taken. The family assumes all responsibility for tuition and fees, some students must provide their own transportation to the institution where the course is taking place, and student completes a secondary education reference form signed by designated school officials.

## DUAL CREDITS | UW-OSHKOSH SPECIFIC DUAL CREDIT COURSES

The University of Wisconsin Oshkosh, in cooperation with Community High School District 117, provides the Cooperative Academic Partnership Program (CAPP) for qualified secondary students who may elect to earn college credits (\$100 per credit hour) and required high school Carnegie units, simultaneously. It is intended that academically able students have the opportunity to realize college level expectations in the familiar and supportive setting of their CHSD117 high school.

### GRADE POINT AVERAGE

*Grade points are awarded for grades in all classes.*

A: 4.0

B: 3.0

C: 2.0

D: 1.0

F: 0.0

*Weighted grades Honors and AP courses are weighted as shown below.*

A: 5.0

B: 4.0

C: 3.0

D: 1.0

F: 0.0

While the courses will be taught at the high schools, the use of University facilities is encouraged. Teaching and learning materials are available. Students will be issued photo ID cards upon request and both students and their teachers are encouraged to come to the UW Oshkosh campus to use the library, observatory, and laboratories.

The curriculum is in alignment with what is offered on the University campus. When appropriate, the same tests are used. The grades earned are considered dual credit – high school and University. University transcripts reflect CAPP course credit in the same way as that of other University courses.

UW-Oshkosh Prerequisites for Dual Credit Enrollment: Must meet at least one of these three requirements to enroll:

- Class rank in top 25 percent

- GPA of 3.25 or above on a 4.0 scale

- ACT score of 24 or higher and one of the following:

  - Rank in top 50 percent of class

  - GPA of 2.75 or above

Special situations will be allowed based on recommendations by the adjunct.

## INDEPENDENT RESEARCH STUDY

Elective 11-12, 1 semester, .5 credit

Students who wish to design and complete individual research study projects geared toward their particular interests, aptitudes, and needs will have the opportunity of experiencing an “Independent Research Study.” This research study provides the student with an opportunity to participate in the creation of unique academic learning experiences geared toward individual needs, interests, aptitudes, and desired outcomes. The content areas for a research study are not limited in order to provide broad academic opportunities. Part of the course will be for the student

and cooperating teacher to design a rubric that will be used to measure successful completion. Plans must be approved by the department chair and assistant principal, as well as the cooperating faculty members. A summative project that shows the desired outcomes based on the rubric will be presented to the department chair and assistant principal at the end of the semester. The cooperating teacher will supervise and grade the project. Projects will be completed outside of the normal school day or during a free period and will typically be completed within one semester, but can extend longer, if approved.

### **EXPECTED PROGRESSION FOR ACCUMULATION OF CREDITS**

Credits are awarded at the end of each semester. One-half credit is awarded for each semester-long course that is successfully completed. Students will be evaluated at the beginning of each academic year for the purpose of determining if they are on track to graduate.

- Sophomore in good standing: a minimum of 5.5 earned credits
- Junior in good standing: a minimum of 11 earned credits
- Senior in good standing: a minimum of 17 earned credits

### **CLASS RANK**

District 117 no longer calculates a class rank.

### **HONOR ROLL**

Two honor rolls are published for each semester: High Honor Roll and Honor Roll. The High Honor Roll requires a minimum semester grade point average of 4.0 in academic subjects with no grade lower than “C.” The Honor Roll requires a minimum semester grade point average of 3.6, with no grade lower than “C.” Only full time students are eligible for honor roll status.

### **HONOR GRADUATES**

Community High School District 117 schools do not recognize valedictorian or salutatorian designations. At graduation,

designations for honor and high honor graduate status are conferred according to the following school board policy: honor graduate status will require a minimum cumulative GPA of 3.6. For high honors status, students must have a minimum cumulative 4.0 GPA with no grade lower than a “C.”

### **ELIGIBILITY FOR GRADUATION**

Seniors may participate in graduation ceremony upon completion of all graduation requirements and financial obligations.

### **EARLY GRADUATION**

Seniors who plan to meet graduation requirements at the end of seven semesters must file a completed application with their counselor before the end of Progress 1 each year.

### **COLLEGE STUDENT ATHLETES**

Colleges may be affiliated with the NCAA or NAIA. Each organization requires a student register with them and meet eligibility requirements. These requirements vary, but they include a minimum grade point average in a specified number of core college preparatory courses and minimum ACT or SAT score. Students and parents/guardians should visit the website of the appropriate athletic affiliation (NCAA/NAIA) for more information. Athletes interested in college-level competition should complete the NCAA Clearinghouse eligibility form online after their sixth semester in high school (the summer prior to senior year). The eligibility form can be found at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

### **COLLEGE & CAREER EXPLORATION**

Through the Student Services Department, students can attend college visits and interact with college representatives. They can also explore resources for college and career planning, including information on college applications, financial aid, scholarship applications, and college catalogs via Naviance. Naviance is a post high school planning web-based program that can be utilized at school and at home. It includes dates for college representative

visits, college search tools, career information, scholarship information, and financial aid information.

### **COLLEGE FINANCIAL ASSISTANCE**

Students attending college may qualify for one or more forms of financial assistance. Agencies determine the amount of financial assistance by analyzing family income and assets against anticipated college costs. Since the preponderance of need-based assistance is federal aid, annual adjustments to the application process and forms must be made. Students wishing to apply for need-based aid or scholarships must complete the FAFSA after October 1 of senior year. The Free Application for Federal Student Aid (FAFSA) forms are available online at [www.fafsa.gov](http://www.fafsa.gov). Annual adjustments to the application process and forms must be made. In addition to need-based aid, students may qualify for aid based on academic achievement, or they may receive assistance due to their participation in academic competition. Information regarding such sources of assistance is posted on Naviance.

Each school manages a local scholarship program that is funded by various organizations and families for the benefit of college-bound seniors. Applications for this program are available each spring, and the recipients are announced at the annual Honors Night Program in May. We strongly recommend that students and parents/guardians refer specific financial aid questions to the financial aid administrator of the college or university the student plans to attend.

Two evening programs will be offered to assist with the financial aid process. A financial aid night is designed for any aged student and their parent/guardian. At this program, an expert in the field will discuss various types of financial aid, loans, and scholarships. A second event, targeting seniors and their parents/guardians, will be a hands-on workshop to assist in the completion of the FAFSA.

### **TESTING** **NWEA MAP TESTING**

Freshmen students will take the NWEA in the fall and the spring as a tool to measure academic gains. Measures of Academic Progress® (MAP®) creates a personalized assessment experience by adapting to each student's learning level.

### **ACT**

The ACT, a fee-based college entrance examination, is recommended during the junior year for those considering colleges or universities. Registration is completed online at [www.act.org](http://www.act.org).

### **PSAT/NMSQT**

For all juniors, the PSAT/NMSQT is administered in October also serves as the qualifying exam for the National Merit Scholarship (NMSQT) competition.

### **PSAT 9, PSAT 10, AND SAT**

The Preliminary Scholastic Aptitude Test and Scholastic Aptitude Tests are administered to all freshmen, sophomores, and juniors in April. These are state-mandated and funded assessments.

### **SAT SUBJECT TESTS**

SAT Subject Tests are fee-based examinations required by specific colleges and universities. Additional information is available in the Student Services Office or online at [www.collegeboard.com](http://www.collegeboard.com).

### **ASVAB**

The ASVAB Test is intended for students in the 10th, 11th, and 12th grades. The program provides tools, including the test battery and interest inventory developed by the Department of Defense to help high school and postsecondary students across the nation learn more about career exploration and planning. Results of the aptitude test and the interest inventory enable students to evaluate their skills, estimate performance in academic and vocational endeavors, and identify potentially satisfying careers. This test is given by the military in cooperation with the Student Services Office each year.



## INTERVENTION SERVICES

### **MULTI-TIERED SYSTEM OF SUPPORT**

The Student Support Team meets on a weekly basis to provide a systematic and professional response to students showing signs of academic or behavioral concerns. Referrals to the team may be made by any staff member, including classroom teachers, counselors, deans, social workers, psychologists, coaches, and non-certified staff. Referrals can also be made by administrators, parents/guardians, family members, and other students. The only criterion required for a referral is that the person making the referral be concerned about the welfare of the student in question.

### **STUDENT GROUPS**

Student support groups are formed based upon the needs and interests of students. A support group brings together students attempting to cope with similar concerns. These groups meet once a week under the direction of one or more counselors, social workers, and psychologists. Support groups are designed to educate students about how to cope best with specific issues and concerns, while providing students with appropriate levels of support in their efforts for academic success. Support groups are not therapeutic and should not be viewed as a replacement for therapeutic counseling that a student may be participating in through a community agency or mental health facility. Students are limited to participation in one support group program at any given time.

### **STUDENT ASSISTANCE PROGRAM (SAP)**

The Student Assistance Program (SAP) helps students and parents/guardians cope with today's challenges by bringing together students, families, school, and community. A comprehensive SAP provides prevention and education to encourage healthy lifestyles through support and intervention services targeting alcohol, tobacco, and other drugs (ATOD).

Community High School District 117 believes that parents/guardians have the strongest influence over their children's choice to experiment with and/or use ATOD; however, because adolescents spend about one-third of their waking hours in school and at school-related functions, the school has a unique opportunity to reduce substance abuse on the part of students and provide solutions through the SAP. District 117 recognizes that ATOD use not only interferes with a student's ability to learn, but also leads to a multitude of other problems for students and their families. A major goal of the SAP is to intervene early on behalf of those students who are beginning to show signs of escalating academic, attendance, and behavioral problems at school.

### **DRUG TESTING**

District 117 provides mandatory and random drug testing utilizing hair analysis. Students choosing to participate in a competitive, co-curricular activity or utilize the school's parking facilities, are subject to random drug testing. Parents or guardians who have concerns or are seeking advice about keeping their child drug-free can contact District 117 about random drug testing.

### **STRATEGIC LEARNING**

Elective 9-12, 1 semester, .5 credit

**Prerequisite:** Recommendation by a District 117 faculty member or 8th Grade School.

This course provides a supportive learning environment to help students achieve their academic goals. This Tier II/III RtI Intervention Strategy enables students to become more effective learners by setting goals and engaging in self-directed progress monitoring. Students receive individual and small group instruction from a learning behavior specialist in areas such as time management, organization, goal setting, note taking, study skills, test taking, and self-advocacy. Time will also be allotted for students to complete assignments from other courses. Parents/guardians and counselors receive regular

feedback from the course instructor.

### **MATH IMPROVEMENT**

See description on page 34.

### **MATH 2 SUPPORT**

See description on page 35.

### **MATH 3 SUPPORT**

See description on page 36.

### **READING IMPROVEMENT**

See description on page 21.

### **ENGLISH AS A SECOND LANGUAGE**

See description on page 24.

### **SUPPORTED STUDY HALL**

**Prerequisite:** Recommendation by a District 117 faculty member.

This non-credit bearing class provides a structured study hall to help students who need organizational and academic assistance within their school day. Students will be monitored by a learning behavior specialist and are given time to work on classwork from a variety of subjects.

### **PROGRAM SERVICES** **SPECIAL EDUCATION CURRICULUM**

Community High School District 117 serves students with special needs through a range of service delivery models.

The goal is to meet the academic and emotional needs of students within the least restrictive environment appropriate to the individual student. To offer a full continuum of special education options, District 117 employs SEDOL, Special Education District of Lake County, to provide special education services unique to individual children and their families.

### **CONSULTATION SERVICES**

The consultation service is designed to meet the needs of individual students who require minimal services. These students self-advocate and can independently seek academic assistance on a majority of coursework. Students who receive consultation services are fully

mainstreamed in District 117 courses and electives.

### **CO-TEACHING MODEL**

The co-teaching model is designed to meet the needs of students with disabilities within the general education classroom. Classes are taught by two teachers: one special education teacher and one general education teacher. This model is designed to allow students to access curriculum with accommodations in the general education classroom.

### **RESOURCE SERVICES**

The resource service is designed to meet the needs of students who may need tutorial and organizational assistance. The students in this program are primarily enrolled in general education courses and electives. Resource services are provided on a flexible delivery model that will vary based on each student's needs. Resource is a service and does not count for course credit.

### **INSTRUCTIONAL SERVICES**

Instructional classes are designed to meet the needs of students who may need assistance and a modified curriculum. Instructional classes provide more individual attention than general education classes are able to provide. These classes offer differentiated instruction and the content delivery is multimodal in nature. Instructional classes will be selected based on the individual student's ability level in each subject area.

### **LEARNING OPPORTUNITIES PROGRAM**

The LOP program is intended for students who need a modified curriculum and support in functional life skills and academic areas. This program has a classroom aide and social-skill building opportunities with a strong focus on post-high school needs and goals. Community field trips, post-secondary employment, independent living, and education skills are emphasized. The students work with pre-vocational staff to gain experience in the work community.

## EMOTIONAL DISABILITIES PROGRAM

The ED self-contained program is intended for students who have difficulty developing and maintaining interpersonal relationships with peers and adults.

The focus of the program is to increase student's self-control, to form positive relationships, and to foster academic success. The program has a behavioral management/level system, classroom aide, and counseling services. Students may participate in classes outside of the

program based on behavioral and academic progress as determined by the IEP team.

## RELATED SERVICES

Related services are available to District 117 special education students. Some services are provided through SEDOL staff. Services include individual and group counseling, occupational therapy, speech and language therapy, physical therapy, assistive technology, transition services, vision, and hearing impaired services.

Advanced Placement testing is offered at District 117 for all Advanced Placement classes taught in the district. Students are strongly encouraged to take these exams. Additional Advanced Placement tests are available upon request. The College Board schedule of Advanced Placement testing dates is available at [www.collegeboard.com](http://www.collegeboard.com).

The following Advanced Placement courses are offered by Community High School District 117:



ADVANCED  
PLACEMENT  
PROGRAM

AP Biology  
AP Calculus AB  
AP Calculus BC  
AP Chemistry  
AP Computer Science A  
AP Computer Science Principles  
AP Drawing  
AP Economics  
AP English Language and Composition  
AP English Literature and Composition  
AP Environmental Science  
AP European History  
AP German  
AP Human Geography  
AP Music Theory  
AP Physics 1  
AP Physics C: Mechanics  
AP Psychology  
AP Research (AP Capstone Requirement)  
AP Seminar (AP Capstone Requirement)  
AP Spanish Language  
AP Statistics  
AP Studio Art 3D  
AP Studio Art 2D Design  
AP United States History  
AP United States Government and Politics

## **AP CAPSTONE DIPLOMA**

*The College Board's AP Capstone is an innovative and engaging college-level program for high school students that complements and enhances discipline-specific AP courses. It's built on two new courses—AP Seminar and AP Research—that immerse students in the practice of critical skills needed to distinguish themselves in college and life. AP Capstone is the pinnacle of the high school experience, encouraging a passion for learning and transforming students into curious, collaborative, and independent thinkers with skills that are valued and sought after by colleges and universities.*

*Students who earn scores of 3 or higher in both of the AP Capstone courses and on four additional AP Exams of their choosing will receive the AP Capstone Diploma.*

### **AP SEMINAR AND RESEARCH CERTIFICATE**

*Students who earn scores of 3 or higher in both of the AP Capstone courses but not on the four additional AP Exams will receive the AP Seminar and Research Certificate, signifying successful performance in those courses.*

### **BENEFITS FOR COMMUNITY HIGH SCHOOL DISTRICT 117 STUDENTS**

*- Fosters the critical and creative thinking, argumentation, and research skills at the core of college readiness and essential for lifelong learning.*

*- Provides a setting to build on the knowledge and rigorous coursework of AP in an interdisciplinary format.*

*- Offers a unique opportunity to distinguish oneself to colleges and universities.*

## **AP CAPSTONE COURSES AP SEMINAR**

10-11, 1 year, 1 elective credit, weighted

This foundational course, typically taken in grades 10 or 11, provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a variety of lenses and consider multiple points of view to develop deep understanding of complex issues as they make connections between these issues and their own lives.

## **AP RESEARCH**

11-12, 1 year, 1 elective credit, weighted

This second year AP Capstone course deeply explores student-driven academic topics, problems, and issues. Through this exploration, students design, plan, and conduct a year-long mentored, research-based investigation to address a defined research question. This question guides students throughout the AP Research course by refining and strengthening research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information. The course culminates in an academic thesis paper of approximately 5,000 words and a public, oral defense or exhibition.



## CUM LAUDE PROGRAM

At Community High School District 117, we encourage all learners to develop to their fullest potential, engage in lifelong learning, and be responsible members of society. The Cum Laude program is a rigorous educational, service, and social experience that provides students with an opportunity to excel and show exceptional growth for the post-secondary world.

The following Cum Laude categories typify what we believe all students in District 117 can attain and describe an ideal District 117 graduate. Students will need to meet the following criteria to be distinguished as a "District 117 Cum Laude Graduate."

**SCHOLARSHIP**

**26**  
credit

**CHARACTER**

**0**  
suspensions

**VOLUNTEERISM**

**40**  
hours

**RESPONSIBILITY**

**95**  
percent attendance

**EXCELLENCE**

**3**  
capstone credits

**PRIDE**

**4**  
extracurricular activities

**ARE YOU UP FOR THE CHALLENGE?**

# CAPSTONE COURSES

\* Students must obtain 3 credits of capstone courses.



## MATHEMATICS

AP CALCULUS AB  
AP CALCULUS BC  
AP STATISTICS  
AP COMPUTER SCIENCE A



## SCIENCE

AP CHEMISTRY  
AP ENVIRONMENTAL  
AP PHYSICS C



PHYSICAL  
EDUCATION, HEALTH,  
DRIVER ED,  
ADVENTURE ED. ADV.  
FIT FOR LIFE ADV.  
PHYSICAL BEST ADV.



## SPECIAL EDUCATION

READING 100  
READING 101



## SOCIAL STUDIES

AP ECONOMICS  
AP EUROPEAN HIST.  
AP GOVERNMENT  
INTERNATIONAL  
RELATIONS HONORS



## AP CAPSTONE

AP SEMINAR  
AP RESEARCH



## CAREER AND TECH ED

ADV. PRESCHOOL  
ACCOUNTING 2H  
CADD ADVANCED  
SPECIALTY FOODS  
MULTIMEDIA DESIGN  
2-YEAR TECH CAMPUS  
PROGRAM



## ENGLISH

AP LANGUAGE  
AP LITERATURE  
BROADCAST<sup>Ω</sup>  
LITERARY MAGAZINE<sup>Ω</sup>  
PRINT & DIGITAL<sup>Ω</sup>  
SPORTS MEDIA<sup>Ω</sup>  
YEARBOOK<sup>Ω</sup>  
(<sup>Ω</sup> MUST HOLD LEADERSHIP POSITION)



## FINE ARTS

ACAPELLA CHOIR  
CHAMBER ORCHESTRA  
WIND ENSEMBLE ADV.  
AP ART 2D  
AP DRAWING  
AP ART 3D  
AP MUSIC THEORY  
STAGECRAFT ADV.  
STUDIO THEATER ADV.



## WORLD LANGUAGES

GERMAN 4 HONORS  
SPANISH 4 HONORS  
AP SPANISH  
AP GERMAN



## CAREER AND TECH EDUCATION

### BUSINESS EDUCATION

#### ACCOUNTING 1

10-12, 1 year, 1 credit

This course is highly recommended for students planning to major or minor in business at the college level. Accounting I is designed to give students an introduction to accounting and provide an understanding of how financial decisions are made. Students will assume the role of an accountant by completing business simulations. Students will also learn automated accounting online. This course serves as a good foundation for those students planning to enter the business world after high school or one day operate their own business.

#### CAPSTONE

#### ACCOUNTING 2 HONORS

11-12, 1 year, 1 credit, weighted

**Prerequisite:** Successful completion of Accounting 1

This course emphasizes the “why” of accounting and includes forecasting and analyzing financial data.

Accounting 2 Honors continues to build a solid foundation for accounting at the college level and prepares students to work in an accounting related field or in their own business. Upon completion of the course, students will be able to interpret financial statements of corporations in order to assist them in making more informed fiscal decisions. Computers are used in class as an accounting tool.

#### COMPUTER APPLICATIONS

9-12, 1 semester, .5 credit

Students will receive hands-on experience in Google Apps for Education and Microsoft Office applications. Students progress through training modules at their own pace. Integrated projects and digital tools are utilized. Internet safety and a discussion of ethical considerations that arise in information processing is also included. Google and MOS certification available.

#### PERSONAL FINANCE

10-12, 1 semester, .5 credit

**Prerequisite:** Teacher Recommendation

Personal Finance helps prepare students for life on their own. Students will gain the knowledge necessary to make wise financial decisions that will benefit their personal and professional lives. The major areas of study will focus on banking, budgeting, obtaining and using credit, renting an apartment, comparison shopping, insurance, financial management, and sources of consumer information. Projects and hands on activities are a vital part of this course, including the Virtual Business—Personal Finance simulation. This course meets the Consumer Education requirement for graduation.

#### ENTREPRENEURSHIP

10-12, 1 semester, .5 credit

In this course, students will learn the basics needed to launch a business. This course will provide students with the core skills needed to become successful in the business world. In this course, students will study the characteristics of successful entrepreneurs, while also learning about self-employment and basic economic concepts related to small businesses, such as competition and production. This course will also walk students through the steps of setting

up a business, including developing a lean business plan, a mission and a vision, attracting investors, and marketing a company. This course provides an excellent background for students hoping to pursue a business major in college or planning to run their own business.

## INTRODUCTION TO BUSINESS

9-10, 1 year, 1 credit

In this hands-on, project-based course students discover the role of business in their everyday lives as consumers, citizens, and wage earners. Students explore the functions of business, learn leadership techniques, and examine the changing economy. Topics include banking, budgeting, credit, and investing. Students participate in a number of business simulations where they assume various roles. This course fulfills the Consumer Education graduation requirement.

## MOBILE APPS DESIGN

9-12, 1 semester, .5 credit

This course will teach students skills needed to develop fully functioning apps, as well as allow students to build the necessary skills to become part of this fast growing job market. Over the course of the semester, students will collaborate with each other as they learn software design, programming languages, and develop real-world applications. This is a hands-on course where students will be creating applications in a development shop setting. The semester will culminate with students pitching an app idea to the class, evaluating the feedback they receive, and then developing and designing their own app from scratch.

## CAPSTONE

### MULTIMEDIA DESIGN

9-12, 1 semester, .5 credit

Students will create multimedia projects using a variety of sound, graphics, and animation software, while exploring concepts of computer graphics, animation, web page design, commercial art, digital photography manipulation, and desktop

publishing to produce business-oriented and personal projects. Evaluation for this class is a portfolio of student work; students will have tangible evidence of their achievements to share with employers or colleges. Students may re-enroll in this course for independent study with a B or better and instructor approval.

## FAMILY AND CONSUMER SCIENCES

### APPAREL DESIGN & CONSTRUCTION 1

9-12, 1 semester, .5 credit

This course will take place in a laboratory environment where the student will develop various sewing construction competencies and an understanding of textiles and fashions. Classroom instruction will focus on the use and maintenance of sewing machines, sergers, and embroidery machines. The student will also acquire basic knowledge in the selection, use, and care of textile fibers. A variety of projects will be constructed to enhance student skills.

### APPAREL DESIGN & CONSTRUCTION 2

9-12, 1 semester, .5 credit

**Prerequisite:** Successful completion of Apparel Design and Construction 1 and teacher recommendation.

This course will increase the knowledge and skills of students as they construct, purchase, care for, and work with clothing, accessories, and textiles. If students wish to advance their skills, they may re-enroll in this course for an independent study. Students who choose more expensive options may be required to purchase materials for projects.

### INTRODUCTION TO FOODS

9-12, 1 semester, .5 credit

This course offers classroom and laboratory experiences that develop knowledge and understanding of basic cooking principles and nutrition. Students will practice food safety guidelines and



sanitation, correct use of equipment, culinary skills, and teamwork, all while preparing a variety of recipes.

### CREATIVE FOODS

9-12, 1 semester, .5 credit

**Prerequisite:** Successful completion of Introduction to Foods and teacher recommendation

This course is designed to continue developing the culinary skills acquired in Introduction to Foods. Students will plan food-centered events including the chili cook-off, family meals, outdoor cooking, turkey dinner, and more. Through each unit, students will expand their knowledge of yeast breads, cake baking and decorating, egg functions, salads and dressings, and meat preparation.

### CAPSTONE

#### SPECIALTY FOODS

9-12, 1 semester, .5 credit

**Prerequisite:** Successful completion of Introduction to Foods and teacher recommendation

This course is designed to continue developing the culinary skills acquired in Introduction to Foods. Students will advance their knowledge of food preparation techniques and principles of cooking through various laboratory experiences, including the use of herbs and spices to develop flavor, sauces, soups, pasta dough, sugar syrups, and pastries. An emphasis will be placed on building confidence in food preparation and techniques.

### FOOD AND FITNESS

10-12, 1 year, 1 P.E. credit

This co-curricular course blends Physical Education and CTE to combine the fundamental connections between nutrition and fitness. Students will evaluate the benefits of fitness and nutrition trends that affect our society through project based learning. Students will participate in various HIIT (High Intensity Interval Training) workouts and prepare a variety

of nutritious recipes weekly. This course qualifies for 1 credit of physical education toward graduation.

There will be no Physical Education exemptions allowed for this class.

### LIFE RESOURCE MANAGEMENT

10-12, 1 semester, .5 credit

**Prerequisite:** Teacher recommendation

This class teaches students the skills necessary to live on their own. The majority of the topics covered will be project-based experiences. Topics include consumer rights and responsibilities, money management (including checking and credit), and employment preparation. This course fulfills the Consumer Education graduation requirement.

### INTRODUCTION TO PRESCHOOL

9-12, 1 semester, .5 credit

This course provides experiences for those students interested in a career in education and working with children. Students are given an opportunity to work directly with preschool children in the preschool program held on-site at the high school. Students fulfill the role of teacher and are responsible for the planning, implementation, and evaluation of lessons for the preschoolers ages 3-5.

### CAPSTONE

#### ADVANCED PRESCHOOL

9-12, 1 semester, .5 credit

**Prerequisite:** Successful completion of Introduction to Preschool

This course provides additional experiences for those students interested in a career in education and working with children. High school students explore career opportunities by becoming teacher aides in local schools one day a week. Students will also continue work from Introduction to Preschool by working with preschool children in the on-site preschool lab. Developmentally appropriate activities and lessons will be planned, prepared, and taught by the high school

students while supervised and supported by the teacher.

If students wish to advance their skills, they may re-enroll in this course for an independent study. They will continue to explore teaching strategies, develop and implement preschool lessons, and assist in the on-site preschool program.

## TECHNOLOGY EDUCATION

### TECH SUPPORT INTERNSHIP

9-12, 1 year, 1 credit

The Tech Support class prepares students to interact with users providing first-line technical support resolving general device problems. Students are trained to support end users to ensure that all calls and problems are dealt with quickly and effectively. Troubleshooting hardware, basic network concepts, supporting new technologies, and repairing devices are taught in a hands-on class atmosphere. Students gain an understanding of how a help desk functions and the role of customer service in today's world of technology. One of the four paths of this class will be used to help prepare students for one or four certifications: CompTIA A+, IC3 Certification, MOS (Microsoft Office Specialist), and Google Apps Certification. This course may be repeated.

### COMPUTER AIDED DRAFTING & DESIGN (CADD)

9-12, 1 semester, .5 credit

In CADD, students will learn two and three dimensional modeling by using industry-standard software for engineers, gaming designers, interior designers, architects, and more. Students will learn the basics of mechanical drafting and 3D modeling. Students will also have an opportunity to make various products using computer-controlled machines such as the 3D printer.

## CAPSTONE

### COMPUTER AIDED DRAFTING & DESIGN (CADD) ADV.

10-12, 1 year, 1 credit

**Prerequisite:** Successful completion of CADD and teacher recommendation.

This course will take the student to a more advanced level of computer aided design, 3D design, dimensioning, and the tricks of computer aided design (CAD). Along with CAD, many phases of mechanical drafting will be learned, such as multi-view, sections, auxiliary, dimensioning, geometry, cams and gears, and pattern development.

### ARCHITECTURAL DRAWING & DESIGN

10-12, 1 year, 1 credit

**Prerequisite:** Successful completion of CADD and teacher recommendation.

Architectural Drawing and Design provides students with design fundamentals and procedures used to represent building design ideas by incorporating state of the art technology. Students will gain an understanding of design, drafting, and residential construction practices; they also will design and construct a scale home.

### ARCHITECTURAL DRAWING & DESIGN HONORS

10-12, 1 year, 1 credit, weighted

**Prerequisite:** Successful completion of CADD and teacher recommendation.

Architectural Drawing & Design Honors will study the same topics as regular Architectural Drawing & Design in addition to the following: architecture of the United States and its inception, background, and changes; Illinois and Chicago architecture and their influence; the tributary area and the influence of the weight on the bearing points; fiber stress and the ability of certain materials to bear loads; and the place of living space in the life of our fellow man. Some of the above

topics will be addressed through the form of a written report. Students will also design and construct a scale home.

### ELECTRONICS 1

9-12, 1 semester, .5 credit

This course will study theories related to the field of electronics and complete lab activities to reinforce these theories. Students will wire residential light circuits, solder connections, use computer simulations, make wire connections, and build a 12-volt battery charger. This course is recommended for students pursuing careers in the construction trades and service industries, including automotive service, or a technical or engineering degree.

### SMALL ENGINES

9-12, 1 semester, .5 credit

This course focuses on the function and theory of gasoline engines like those found in lawn mowers, snow blowers, and generators. Students will learn about gasoline engine systems and their functions, as well as diagnose engine performance issues. This is a hands-on class that includes taking apart and reassembling engines. Students may be given the opportunity to diagnose and fix their own engines.

### WOOD TECHNOLOGY

9-12, 1 semester, .5 credit

Wood Tech is a course recommended for students who want to learn pre-engineering topics as they relate to wood as a medium. Topics include the operation of woodworking equipment, correct safety procedures, and the material properties and limitations of wood as it pertains to product design and development. The course projects develop student knowledge of the manufacturing processes, craftsmanship considerations, CAD/CAM/CNC toolpaths and machining, and the finishing process. Students interested in areas of production, design, engineering, or career fields and/or skills related to manufacturing, trades or engineering should consider the Woods sequence.

### WOOD TECHNOLOGY ADVANCED

10-12, 1 semester, .5 credit

**Prerequisite:** Successful completion of Wood Technology and teacher recommendation.

Wood Technology Advanced will enhance students' understanding of machine operation and strengthen their individual skills. Students will develop cost estimates, research options and plan a larger project; they may be responsible for paying for some materials. All projects paid for are returned to the student. Students will be assessed on daily productivity, as well as the final project.

## LAKE COUNTY HIGH SCHOOL TECHNOLOGY CAMPUS (LCTC)

11-12, 1 year, 3-4 credits

Students apply for the Lake County Technology Campus (LCTC) during spring registration in their sophomore or junior year. Parental/Guardian approval must be obtained through an online form that details parental/guardian and student responsibilities.

District 117 is providing the opportunity for students to prepare for employment upon graduation, entry into apprentice programs, and/or specialized advanced training by offering the programs listed to the right in lieu of electives in our high school proper. District 117 students will only attend the third session (afternoon) at the Tech Campus. Transportation and tuition are provided; however, cosmetology students will need to provide afternoon transportation. Students must attend LCTC for the entire year. Deans and counselors review student applications

to LCTC. To attend LCTC, students must meet behavioral and attendance requirements and must have earned an acceptable number of credits.

Go to [www.techcampus.org](http://www.techcampus.org) to find full course and program descriptions.

A minimum of 500 clock hours must be completed to earn any credit. Two (2) units of credit are awarded for each 500-clock hours. A Cosmetology student must have completed a minimum of 750 clock hours by the end of the summer session in order to return for a second year. A \$25.00 Technology Campus fee is assessed to all students in addition to a lab fee. Students enrolled at the LCTC are required to be enrolled in three courses at ACHS or LCHS.

\*Capstone credit awarded for successful completion of 2-year Tech Campus program.

### PROGRAMS

#### COMMUNICATIONS

3D GAMING AND APP DEVELOPMENT  
COMPUTER SUPPORT SERVICES I AND II  
GAME PROGRAMMING AND VIRTUALIZATION  
MULTIMEDIA DESIGN I AND II

#### HUMAN SERVICES

BIOMEDICAL SCIENCE  
CERTIFIED NURSE ASSISTING  
COSMETOLOGY I AND II  
CULINARY ARTS I AND II  
EARLY EDUCATION AND TEACHING  
EMERGENCY MEDICAL SERVICES  
FIREFIGHTING I AND II  
CRIMINAL JUSTICE  
LAW ENFORCEMENT  
AND CRIME SCENE INVESTIGATION

MEDICAL ASSISTING  
LASER TECHNOLOGY  
ROBOTICS AND AUTOMATION

#### MANUFACTURING AND INDUSTRIAL

CONSTRUCTION SKILLS AND MANAGEMENT I AND II  
WELDING /FABRICATION I AND II

#### ENGINEERING TECHNOLOGY: PROJECT LEAD THE WAY

INTRODUCTION TO ENGINEERING DESIGN  
PRINCIPLES OF ENGINEERING  
CIVIL ENGINEERING AND ARCHITECTURE  
COMPUTER INTEGRATED MANUFACTURING

#### TRANSPORTATION

AUTOMOTIVE COLLISION REPAIR I AND II  
AUTOMOTIVE SERVICE I AND II



## ENGLISH

★ Writing Intensive Course

### The College Bound Student and English

There is a four-year English requirement in District 117. The four-year core sequence is appropriate for college-bound students with options for honors or Advanced Placement classes. The English department offers strong, skills-based elective courses including creative writing, speech communication, and media literacy, as well as a rich student media program to enhance the core sequence.

#### ENGLISH 1 HONORS \*

9, 1 year, 1 credit, weighted

**Prerequisite:** Teacher recommendation and NWEA score.

This course is designed for students who read skillfully, express themselves clearly through both written and oral material, and work independently and cooperatively.

Students will be required to complete a thorough analysis of six major works throughout the year, as well as a sampling of nonfiction, poetry, and short stories. Additionally, students will strengthen their writing abilities through the creation of formal papers, essays, and journal responses. Oral communication will be demonstrated through speeches, group activities, and presentations.

#### ENGLISH 1 \*

9, 1 year, 1 credit

**Prerequisite:** Teacher recommendation and NWEA scores

Students will develop and expand their reading, writing, speaking, and listening skills. Students will be required to read four to six major works throughout the year, in addition to studying short stories, poetry, and nonfiction. Formal written essays, oral presentations, creative projects, and group activities are essential components of this course.

#### READING IMPROVEMENT

9-12, 1 semester or 1 year, .5 or 1 elective credit, Pass/Fail (P/F)

**Prerequisite:** Teacher recommendation and NWEA scores

This course is open to students who need to improve their reading or overall literacy skills. This course will work in conjunction with the core academic classes to cover basic reading skills with an emphasis on comprehension, vocabulary, and active reading strategies. Students will read a variety of material and build skills for national tests like NWEA, SAT, and ACT. Composition and oral reports are also required to increase communication proficiency. Students need to be present and complete the daily classwork in order to be graded on improvement.

#### ENGLISH 2 HONORS \*

10, 1 year, 1 credit, weighted

**Prerequisite:** Teacher recommendation and a writing sample may be required.

This course is designed for students who read skillfully, express themselves clearly through

both written and oral material, and work independently and cooperatively. Students will continue to strengthen their writing skills by completing an analysis of five to seven major works throughout the year, as well as a sampling of nonfiction, poetry, and short stories. Oral communication will be demonstrated through speeches, group activities, and presentations.

### **ENGLISH 2 \***

10, 1 year, 1 credit

Using a thematic approach to the study of language and literature, students will continue to strengthen and expand their reading, writing, speaking, listening, and critical thinking skills through extended projects, group activities, literary analysis, research, and argumentation. Students will be required to read four to six major works throughout the year, in addition to studying short stories, poetry, and nonfiction. Formal written essays, oral presentations, creative projects, and group activities continue to be essential components to the English curriculum.

## **CAPSTONE**

### **ADVANCED PLACEMENT LANGUAGE AND COMPOSITION \***

11, 1 year, 1 credit, weighted

**Prerequisite:** Teacher recommendation and a writing sample may be required.

This junior-level course is first in the English department's advanced placement sequence, introducing students to the rigorous reading and writing skills demanded for success in AP classes and higher education. Students will intensely study American literature and rhetoric, both past and present. They are expected to read critically, write thoughtfully about literature, and contribute to challenging discussions. Research projects will also be a requirement of this course. This course prepares students to take the AP Language and Composition test to earn college credit.

### **ENGLISH 3 \***

11, 1 year, 1 credit

This course is designed to introduce students to America's rich heritage through the study of American literature, both past and present. Students will continue to strengthen their communication skills of reading, writing, speaking, and listening. Students will be required to do research projects in addition to literary analysis. Four to five major works will be studied throughout the year, as well as short stories, essays, and nonfiction works related to American literature. Oral communication will be demonstrated through formal speeches and group activities and presentations.

### **AMERICAN STUDIES \***

11, 1 year, 1 credit for Social Studies & 1 credit for English, 2 periods

American Studies will combine United States History and English 3 into a concurrently running course that examines and explores the history, literature, music, art, and architecture of the United States. Students will develop their composition, reading, research, and presentation skills through the course. This two period course (100 minutes) during the school day allows for in-depth exposure to the concepts and themes that define our nation.

## **CAPSTONE**

### **ADVANCED PLACEMENT LITERATURE AND COMPOSITION \***

12, 1 year, 1 credit, weighted

**Prerequisite:** Teacher recommendation and a writing sample may be required.

This senior-level course is second in the English department's advanced placement sequence, strengthening students' ability to read critically and to write interpretively and analytically. Students will intensely study poetry and prose. Active participation in classroom discussions is a vital component to being successful in this course. Students will complete several independent reading projects and do a major research project related to themes in

literature throughout the course of the year. This course prepares students to take the AP Literature and Composition test to earn college credit.

### **ENGLISH 4**

12, 1 year, 1 credit

College-bound seniors will take a sequence of two semester-long courses to satisfy their senior English credit. In the English 4 sequence, each student is required to take Composition and will select a literature elective to fulfill the other semester.

### **ENGLISH 4: DUAL CREDIT ENGLISH 101 COLLEGE ENGLISH (ACHS)\***

12, 1 semester, .5 ACHS credit, 3 university credits with UW-Oshkosh (optional) - \$100 per credit hour

A Writing-Based Inquiry Seminar for students in CAPP. Students will develop their writing, critical reading, critical thinking, and information literacy skills by exploring a single topic in depth. The I-Search project is a requirement of this course. In addition, students will write for different audiences, purposes, and styles. Students are expected to participate actively in their own learning through class discussions and group activities.

UW-Oshkosh Prerequisites for Dual Credit Enrollment: Must meet at least one of these three requirements to enroll:

- Class rank in top 25 percent
- GPA of 3.25 or above on a 4.0 scale
- ACT score of 24 or higher and one of the following:
  - Rank in top 50 percent of class
  - GPA of 2.75 or above

Special situations will be allowed based on recommendations by the adjunct.

### **ENGLISH 4: COMPOSITION**

12, 1 semester, .5 credit

This course is a study and application of effective writing strategies of research, narration, description, exposition, and persuasion. Using the writing process, students will demonstrate a command of

vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. This course reads short contemporary works of nonfiction as models for writing. Students are required to complete the I-Search project in this class.

### **ENGLISH 4: LITERATURE (4 OPTIONS)**

12, 1 semester, .5 credit

#### **FANTASY, SCIENCE FICTION, AND HORROR LITERATURE**

This course is an examination of the legitimacy and value of genre fiction. This course will explore classic authors of fantasy, science fiction, and horror. Students will understand common literary ideas and apply that knowledge in reading, writing, and speaking about those genres and how they are able to reflect or shape the world in which students live. Students will have some choice in the literature selection in this course.

#### **MODERN LITERATURE**

This course focuses on literature from the late-20th and 21st Centuries and examines the issues of our complex, modern world. Students will develop reading and research, analyze texts for meaning, determine themes and central ideas relevant to our contemporary world, and explore and respond to contemporary, high-interest texts from various genres. The course emphasizes the need to understand unfamiliar perspectives and determine individual and societal truths. Students will have some choice in the literature selection in this course.

#### **WOMEN AND LITERATURE**

This course focuses on women writers and women's perspectives. In both fiction and nonfiction, women's voices will be studied to answer the question, "what does it mean to be a woman?" Students will develop reading and research skills, analyze texts for meaning, and determine themes and central ideas relevant to women: family, employment, women's health, relationships, and media. Students

will more fully appreciate the potential positive impact on society by developing a heightened awareness of gender issues. Students will have some choice in the literature selection in this course.

### **WORLD LITERATURE**

This course explores literature beyond the traditions of both the American and British canons using common themes students encountered previously in the English curriculum. The goal of the class is to demonstrate how human beings and society are defined across multicultural texts, all in an effort to build tolerance and understanding in a diverse society. Students will have some choice in the literature selection in this course.

## **ELECTIVES**

### **ENGLISH AS A SECOND LANGUAGE**

9-12, 1 year, 1 credit

English as a Second Language (ESL) is a course designed to develop proficiency in the English language by focusing on reading, writing, speaking, and listening skills. This course provides an explanation of basic structures of the English language, enabling students to progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles, and then to advance to “regular” English courses. ESL classes may also include an orientation to the customs and culture of the diverse population in the United States.

### **CREATIVE WRITING \***

10-12, 1 semester, .5 credit

The creative writing course is primarily a study of language and how it is used in creative expression. In this course, the imaginative student will learn how to make better use of language and its conventions to express his/her creative thoughts and feelings. Writing activities include poetry and fiction, as well as opportunities for students to participate in a workshop setting where students share and critique

one another’s work.

### **CREATIVE WRITING ADVANCED \***

10-12, 1 semester, .5 credit

**Prerequisite:** Successful completion of Creative Writing

In this course, creative writers will be able to expand their creative energies in longer and more complex creative writing projects. Students in this class produce a single large body of work, which may include a poetry collection, short story collection, novel, screenplay, or stage play. In addition, students will be required to share their work in a workshop setting and make revisions based on peer and instructor evaluation. Students must be self-driven and motivated. Students can take this more than once for elective credit.

### **CAPSTONE\***

#### **LITERARY MAGAZINE \***

10-12, 1 semester, .5 credit

**Prerequisite:** Teacher recommendation

In this course, students create the school’s literary magazine. Students will be responsible for determining the magazine’s theme, selecting the magazine’s content, contributing their own creative work for publication, and designing the magazine using industry-standard software. One issue of the literary magazine will be completed during the semester.

#### **DUAL CREDIT COMM 111 INTRO TO PUBLIC SPEAKING (ACHS)**

11-12, 1 semester, .5 ACHS credit, 3 university credits with UW-Oshkosh (optional) - \$100 per credit hour

Introduction to Public Speaking will introduce students to the skills necessary to successfully construct and communicate ideas and positions throughout the college experience, in future professions, and in civic interactions. Upon completing this course, professors will assume that students are able to write and deliver a presentation that is organized, audience-centered, researched, and logical. This



course will fulfill the public speaking degree requirement at UW Oshkosh and aligns with the university essential learning outcomes for written and communication skills.

UW-Oshkosh Prerequisites for Dual Credit Enrollment: Must meet at least one of these three requirements to enroll:

- Class rank in top 25 percent
- GPA of 3.25 or above on a 4.0 scale
- ACT score of 24 or higher and one of the following:
  - Rank in top 50 percent of class
  - GPA of 2.75 or above

Special situations will be allowed based on recommendations by the adjunct.

### **SPEECH COMMUNICATION**

10-12, 1 semester, .5 credit

This course focuses on practices in public speaking. Students will research and deliver speeches on topics that include persuasion, special occasion, information, and other topics of student interest. Speech communication teaches students to understand and practice verbal and nonverbal communication. This class will provide a dynamic learning environment through the use of technology. Students will be expected to participate in impromptu, group, formal, and multimodal speeches and activities. A communication analysis paper will also be a requirement of this course.

### **MEDIA LITERACY**

10-12, 1 semester, .5 credit

Media Literacy focuses on advertising, film, broadcast television and radio, magazines, and a variety of news industries. Through the study of these media, students will learn to examine the human experience critically. The past, present, and future of media will be investigated and examined. The skills learned and experienced in this class will assist students in better navigating the ever-changing landscape of mass communication, while emphasizing culture, communication, creativity, and

collaboration.

### **INTRODUCTION TO PRINT AND DIGITAL JOURNALISM \***

9-11, 1 year, 1 credit (ACHS)

9-12, 1 semester, .5 credit (LCHS)

Students in this class will learn to write and produce multimedia journalistic content. Emphasis will be placed on basics of journalistic writing and reporting in a number of media forms, media law and ethics, public relations and advertising, design, audio and video production, and photojournalism. Students will be provided the opportunity to produce content for their school's student media program.

### **CAPSTONE\***

#### **BROADCAST JOURNALISM\***

10-12, 1 year, 1 credit

**Prerequisite:** Introduction to Print and Digital Journalism and/or teacher recommendation.

This course focuses on advanced skills in broadcast journalism. Students will learn the components of assembling broadcasts, which will include script writing, interviewing, audio production, video camera operations, sports commentating, and video editing. This course emphasizes staffing, organization, teamwork and team building, leadership, and motivation.

### **CAPSTONE\***

#### **PRINT AND DIGITAL JOURNALISM\***

9-12, 1 year, 1 credit

**Prerequisite:** Introduction to Print and Digital Journalism and/or teacher recommendation.

Students are responsible for the planning and production of both the school's print and digital publications. Students are expected to work both in and out of the classroom reporting, writing, and producing multimedia content in the forms of articles, designs, photographs, social media posts and analytics, data collection and analysis, and advertising and public relations campaigns and materials. This

course emphasizes staffing, organization, teamwork and team building, leadership, and motivation.

### **CAPSTONE\***

#### **SPORTS MEDIA\***

10-12, 1 year, 1 credit

**Prerequisite:** Introduction to Print and Digital Journalism and/or teacher recommendation.

Students in Sports Media will learn the art of sports storytelling: how to go behind the players' stats and game scores to report compelling stories; how to break news across multiple platforms; and what sports and media mean to our society. This production-centric course will provide students with a front-row seat to school athletics in two capacities: a journalist and a public relations professional. Students will produce both print and digital journalism publications, as well as

work in unison with the school's athletic department on advertising and public relations projects.

### **CAPSTONE\***

#### **YEARBOOK JOURNALISM\***

10-12, 1 year, 1 credit

Students in this course produce the school yearbook. Time management, organizational skills, and collaboration are expectations in this deadline and product-driven class. Students learn advanced photography skills, caption writing, design trends, theme development, and interviewing.

*\*Leadership position required for Cum Laude credit in advanced media courses: Literary Magazine, Broadcast Journalism, Print and Digital Journalism, Sports Media, and Yearbook Journalism.*



## FINE ARTS

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### FINE ARTS APPRECIATION

9-12, 1 semester .5 credit

Students will have the opportunity to take an adventure through several time periods and cultures to explore the use of different art media. Students will have the chance to try hands-on activities to discover different ways to express themselves. The journey will also be made up of guest lectures, attendance at live performances, and field trips. This class will include projects, lectures, and readings. This course will require attendance at live performances outside the school day, which will be tied to curricular assignments.

### VISUAL ARTS

#### ART 2D (TWO DIMENSIONAL)

9-12, 1 semester, .5 credit

This course is a general introduction to drawing, painting, collage, elements of art, principles of design, and art history. Students will be introduced to various media and techniques in producing two-dimensional works of art.

## CAPSTONE

### ADVANCED PLACEMENT 2-D ART AND DESIGN

11-12, 1 year, 1 credit,  
weighted, 1.5 periods

**Prerequisite:** Teacher recommendation

This is a year-long course allows serious, highly motivated, creative, and talented students of the visual arts to pursue a rigorous, college level program. Student work will be mostly self-directed, enabling student artists to work independently on projects and research outside of class time in order to produce quality portfolio work. Aided by observation, practice, and drafts in required sketchbooks and journals, students will have the opportunity to choose their types of projects and media. Extra studio time during or after school, or at home, will be necessary to meet course requirements.

Although a written test is not part of this AP exam, AP Studio Art sets a national standard for performance in the visual arts and gives students the option to submit portfolios for evaluation by The College Board, giving students the opportunity to earn college credit or advanced placement based on their portfolio exam.

As part of the AP Portfolio Exam, students will need to submit 24 works in a digital slide format and choose from those works their five best quality works to send in a real portfolio to be examined by The College Board. Students will be given mandatory summer assignments, which will include research, references, reading, sketchbook, and projects. These projects will be due on the first day of school.

#### DRAWING 1

9-12, 1 semester, .5 credit

**Prerequisite:** Art 2D

This course is designed for students to explore drawing techniques using pencils, colored pencils, ink, charcoal, and pastels. Students will apply the elements and principles of design in their drawings. Outside work in sketchbooks will be required.

## DRAWING ADVANCED

10-12, 1 semester, .5 credit

**Prerequisite:** Drawing 1

Students will continue to develop their individual artistic expression and drawing skill through work with various media. Portfolio development and creative problem solving will be stressed in this course. This course may be taken more than once with instructor approval.

## CAPSTONE

### ADVANCED PLACEMENT DRAWING

11-12, 1 year, 1 credit, weighted, 1.5 periods

**Prerequisite:** Teacher recommendation

This year-long course allows serious, highly motivated, creative and talented students in the visual arts to pursue a rigorous, college level program. Students work will be mostly self-directed, enabling student artists to work independently on projects and research outside of class time in order to produce quality portfolio work. Aided by observation, practice, and drafts in required sketchbooks and journals, students will have the opportunity to choose their types of projects and media. Extra studio time during or after school, or at home, will be necessary to meet course requirements.

Although a written test is not part of this AP exam, AP Drawing sets a national standard for performance in the visual arts and gives students the option to submit portfolios for evaluation by The College Board, giving students the opportunity to earn college credit or advanced placement based on their portfolio exam.

As part of the AP portfolio exam, students will need to submit 24 works in a digital slide format and choose from those works their five best quality works to send in a real portfolio to be examined by The College Board. Students will be given mandatory summer assignments which will include research, references, reading,

sketchbook and projects. These projects will be due on the first day of school.

## PAINTING 1

9-12, 1 semester, .5 credit

**Prerequisite:** Art 2D

Students will be introduced to various techniques and painting styles using both acrylic and watercolor paints. Both realistic and abstract paintings will be produced as major artistic periods and artists are studied.

## PAINTING ADVANCED

10-12, 1 semester, .5 credit

**Prerequisite:** Painting 1

Students will further develop their painting skills as they explore various techniques and styles of painting. Students may also experiment with other materials to create mixed media works of art. Individual expression and creative problem solving will be stressed in this course. This course may be taken more than once with instructor approval.

## ART 3D (THREE DIMENSIONAL)

9-12, 1 semester, .5 credit

This course is a general introduction to sculpture, ceramics, elements of art and principles of design, and art history. Students will work with various materials and techniques in producing three-dimensional works of art.

## CAPSTONE

### ADVANCED PLACEMENT 3-D ART AND DESIGN

11-12, 1 year, 1 credit, weighted, 1.5 periods

**Prerequisite:** Teacher recommendation

This year-long course provides an in-depth study of three dimensional concepts and addresses sculptural issues. This class is recommended for serious students who seek to expand their proficiency as 3D artists and are willing to work additional

hours outside class time. Students are asked to demonstrate their understanding of the art elements and design principles as they relate to depth and space. At the completion of this course, students may submit a portfolio for AP credit.

For this portfolio, students are asked to demonstrate a mastery of 3D design through any 3D approach, including, but not limited to, figurative or non-figurative sculpture, architectural and industrial design models, jewelry, metalsmithing, functional and sculptural ceramics, furniture, and three dimensional fibers. The portfolio of 18-22 works of art will be judged on three sections: quality, concentration, and breadth.

### **CERAMICS 1**

9-12, 1 semester, .5 credit

**Prerequisite:** Art 3D

This course provides an introduction to ceramics as students learn to create functional as well as non-functional works of art from clay. Topics covered will include ceramics terminology, use of equipment, hand-building, potter's wheel use, glaze techniques, and aesthetics. Students will be introduced to ceramics from various cultures.

### **CERAMICS ADVANCED**

10-12, 1 semester, .5 credit

**Prerequisite:** Ceramics 1

Students will build upon the knowledge and skills learned in Ceramics 1 as they produce more complex hand-built and thrown ceramic works of art. Creativity and problem solving will be stressed in this course. This course may be taken more than once with instructor approval.

### **DIGITAL PHOTOGRAPHY**

9-12, 1 semester, .5 credit

This course will introduce students to the fundamentals of digital photography. Students will learn how and when to use various features of digital cameras

in order to have creative control over their photographs. Instruction will also be given in composition, lighting, photo manipulation or altering photos using Adobe Photoshop. Students will need to have a digital camera with some manual capabilities and a USB storage device or flash drive.

### **DIGITAL PHOTOGRAPHY ADVANCED**

9-12, 1 semester, .5 credit

**Prerequisite:** Digital Photography

Digital Photography Advanced is a continuation of Digital Photography with an emphasis on advanced techniques. Students will create imagery beyond that covered in Digital Photography as they are exposed to a more advanced study of photography and photo manipulation. Students will explore different forms of photography and begin to develop a series of work with a common theme or style.

## **THEATRE**

### **BEGINNING THEATRE**

9-12, 1 year, 1 credit

Beginning Theatre explores the art of acting, the history of drama, and will allow students to participate in improvisation, acting activities, and scene work. This course will require attendance at live theatre performances outside the school day, which will be tied to curricular assignments.

### **STUDIO THEATRE**

10-12, 1 year, 1 credit

**Prerequisite:** Beginning Theatre

Students will participate in advanced studies in theatre methods, characterization, and technique. Students will have a variety of options to utilize the skills taught in the class. This course will require attendance at live theatre performances outside the school day, which will be tied to curricular assignments.

## CAPSTONE

### STUDIO THEATRE ADVANCED

11-12, 1 year, 1 credit

**Prerequisite:** Studio Theatre

Students will further develop advanced techniques in acting, investigate directing and writing, and explore individual interests in independent study projects. This course may be taken more than once with instructor approval. This course will require attendance at live theatre performances outside the school day, which will be tied to curricular assignments.

### STAGECRAFT

9-12, 1 year, 1 credit

Students will learn about theatre production through classroom, written, and hands-on experiences. Topics include set design and construction, safety, striking a set, costume design, props, sound and lighting, and makeup. This class will introduce students to various aspects of production, including theatre business, advertising, theatre history, and script analysis. This course may be taken more than once with instructor's approval. This course will require attendance at live theatre performances outside the school day, which will be tied to curricular assignments.

## CAPSTONE

### STAGECRAFT ADVANCED

10-12, 1 year, 1 credit

**Prerequisite:** Stagecraft or consent of instructor

Students will place emphasis on mastery of skills and analysis of the effective use of elements, principles, and expressive qualities in a performance or production. Research, implementation, and analysis of new methods and technologies in drama production will be a major focus of this course. Leadership and group directing will be another focus. This course will require attendance at live

theatre performances outside the school day, which will be tied to curricular assignments.

### INTRODUCTION TO IMPROVISATION

11-12, 1 semester, .5 credit

This course will introduce students to the fundamental concepts, techniques, and applications of improvisation—unscripted performance—in a variety of settings. Throughout the semester, students will build foundational performance skills and create a classroom ensemble for collaborative exploration. Students will explore skill-building activities, develop characters, scrutinize relationships, tell stories, and analyze performance through their discovery of short-form, long-form, and applied improvisation. Students should be prepared to perform with and in front of peers, and to take risks on a daily basis. This course will require attendance at live theatre performances outside the school day, which will be tied to curricular assignments.

## MUSIC

### CONCERT ORCHESTRA

9-12, 1 year, 1 credit

This ensemble provides formative experiences in developing comprehensive musicianship through performance of stringed instruments. Students will play, sing, compose, improvise, evaluate, and listen to a varied repertoire of music. Proficiency will be measured through periodic playing tests, rehearsal and performance decorum, and performance projects. This course requires a number of rehearsals and performances outside the school day. Check with individual directors for exact details.

## CAPSTONE

### CHAMBER ORCHESTRA

9-12, 1 year, 1 credit

**Prerequisite:** Successful completion of Concert Orchestra and/or audition.

This ensemble provides experiences for advanced players of string instruments (violin, viola, cello, bass). Students will develop comprehensive musicianship through performance of stringed instruments and will refine and extend the skills that they developed in Concert Orchestra. The course requires a number of rehearsals and performances outside the school day. Check with individual directors for exact details.

### **PERCUSSION ENSEMBLE 1**

9-12, 1 year, 1 credit

**Prerequisite:** Audition/Conference with the director.

This course is the entry level ensemble for percussionists. Students will receive fundamental instruction in all aspects of percussion, which includes mallet percussion, membrane percussion, auxiliary percussion, and marching band percussion. Proficiency will be measured through weekly technique class assignments, periodic playing tests, rehearsal and performance decorum, and performance projects. This course requires a number of rehearsals and performances outside the school day which may or may not include Marching Band and Pep Band. Check with individual directors for exact details.

### **PERCUSSION ENSEMBLE 2**

10-12, 1 year, 1 credit

**Prerequisite:** Successful completion of Percussion Ensemble I and audition.

This course is for percussionists to develop comprehensive musicianship. Students will receive a high level of instruction in all aspects of percussion, which includes: mallet percussion, membrane percussion, auxiliary percussion, and marching band percussion. Proficiency will be measured through weekly technique class assignments, periodic playing tests, rehearsal and performance decorum, and performance projects. This course requires a number of rehearsals and performances outside the school day which may or may

not include Marching Band and Pep Band. Check with individual directors for exact details.

### **CONCERT BAND**

9-12, 1 year, 1 credit

**Prerequisite:** Middle school band experience and/or a conference with the director.

This band is the entry level ensemble for woodwind and brass musicians. This ensemble provides formative experiences in developing comprehensive musicianship. Students will play, sing, move, compose, improvise, evaluate, and listen to a varied repertoire of music. Proficiency will be measured through periodic playing tests, rehearsal and performance decorum, and performance projects. This course requires a number of rehearsals and performances outside the school day which may or may not include Marching Band and Pep Band. Check with individual directors for exact details.

### **SYMPHONIC BAND**

10-12, 1 year, 1 credit

**Prerequisite:** Successful completion of Concert Band and/or an audition/conference with the director.

This ensemble is for woodwind and brass musicians who have demonstrated proficiency in Concert Band. Students will play, sing, move, compose, improvise, evaluate, and listen to a varied repertoire of music, which will continue to develop comprehensive musicianship. Proficiency will be measured through periodic playing tests, rehearsal and performance decorum, and performance projects. This course requires a number of rehearsals and performances outside the school day, which may or may not include Marching Band and Pep Band. Check with individual directors for exact details.

### **WIND ENSEMBLE**

10-12, 1 year, 1 credit

**Prerequisite:** Successful completion of

Concert Band and/or Symphonic Band and audition with the director.

This ensemble continues to develop comprehensive musicianship through playing, singing, moving, composing, improvising, evaluating, and listening to a varied repertoire of music. The focus of this course is to attain a high degree of musical excellence through the study and performance of quality band literature. Proficiency will be measured through weekly playing tests, rehearsal and concert decorum, and performance projects. This course requires a number of rehearsals and performances outside the school day, which may or may not include Marching Band and Pep Band. Check with individual directors for exact details.

## CAPSTONE

### WIND ENSEMBLE ADVANCED

10-12, 1 year, 1 credit

**Prerequisite:** Successful completion of Concert Band, Symphonic Band, and/or Wind Ensemble and audition with the director.

This ensemble is one of two top groups in the instrumental music sequence and is considered the pinnacle of the sequence. It is comprised of the finest woodwind and brass musicians. The focus of this course is to attain the highest level of musical excellence through the study and performance of quality band literature. Proficiency will be measured through periodic playing tests, rehearsal and performance decorum, and performance projects. This course requires a number of rehearsals and performances outside the school day, which may or may not include Marching Band and Pep Band. Check with individual directors for exact details.

### TREBLE CHOIR

9-12, 1 year, 1 credit

This group is open to all students with treble voices who are interested in vocal music. This is a training group and its purpose is to teach proper use of the voice, elementary theory, and vocal literature.

There is an emphasis on the solo voice. This course requires four performances outside of class time during the year. Students will maintain a portfolio, including recorded performance samples and written materials.

### CONCERT CHOIR

9-12, 1 year, 1 credit

This co-ed group continues to develop the voice, teach elementary theory, and vocal techniques. This course requires four performances outside of class time during the year. Students will maintain a portfolio, including recorded performance samples and written materials.

### ADVANCED TREBLE CHOIR

10-12, 1 year, 1 credit

**Prerequisite:** Audition with the director.

This ensemble continues to develop vocal technique and style for the treble voice. Students in Advanced Treble Chorus will be expected to display self-discipline and a high degree of motivation. Study of more difficult vocal literature, production, and performance will be stressed. Students are expected to participate in five to seven performances outside of class time during the year, in addition to an organizational contest. Students will maintain a portfolio, including recorded performance samples and written materials.

## CAPSTONE

### A CAPPELLA CHOIR

9-12, 1 year, 1 credit

**Prerequisite:** Audition with the director.

This select vocal group uses its previous vocal experience to work, often in cooperative groups, toward an excellent choral style. Students in aCappella Chorus will be expected to display self-discipline and a high degree of motivation. Advanced study of vocal literature from the Renaissance to the 20th Century, vocal production, and performances will be stressed. Students will be expected to participate in five to seven performances



outside of class time during the year, in addition to an organizational contest. Students will maintain a portfolio, including recorded performance samples and written materials.

### **MUSIC THEORY I**

9-12, 1 year, 1 credit

This non-performing music class is offered to any student with an interest in music.

The purpose of this course is to develop a fundamental skill level in music reading, ear training, and composition; as well as to gain the ability to recognize, understand, analyze, and describe the basic materials and processes of music that are heard or presented in a score. Students will use traditional and technologically advanced materials to achieve these goals.

## **CAPSTONE**

### **ADVANCED PLACEMENT MUSIC THEORY**

10-12, 1 year, 1 credit, weighted

**Prerequisite:** Successful completion of

Music Theory I or proficiency exam.

This course is designed to meet the needs of serious music students. Students will develop aural, written, compositional, and analytical skills through listening, performance, written, creative, and analytical exercises. Students will be expected to take the AP Music Theory exam as an outcome of their course work.

### **ELECTRONIC MUSIC KEYBOARDING**

9-12, 1 semester, .5 credit

This individualized course is open to students interested in learning the basics of playing a keyboard instrument. Students progress through the basic levels of keyboard methods with both individualized and group instruction. Daily practice outside of class is expected. Students will perform in class recitals. Students will also receive instruction in basic MIDI sequencing, notation, and composition using computer software.



## MATH

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### The College Bound Student and Mathematics

There is a three-year math requirement in District 117. By state law a student must successfully complete a course with a geometry component. This is satisfied with the successful completion of Integrated Math 1, Integrated Math 2, or Integrated Math 3 (at any level). A college bound student is strongly recommended to have four years of math credit. Elective courses include Pre-Calculus, Pre-Calculus Honors, Probability, Statistics, Game Theory, AP Statistics, AP Calculus AB, AP Calculus BC, AP Computer Science Principles & AP Computer Science A.

**A TI-84 or equivalent graphing calculator is required for all courses.**

### INTEGRATED MATH 1 HONORS

1 year, 1 credit, weighted

**Prerequisite:** Teacher recommendation and NWEA scores.

This course is designed for students who exhibit a desire and knowledge of handling an accelerated and intensified curriculum. This course will expand the current knowledge

of algebraic and geometric concepts. As the first course in an integrated high school sequence, this course will afford the student in-depth opportunities for engaging in activities that will facilitate the transition to more abstract ways of thinking. Units include: linear equations, introduction to functions, linear modeling, exponential functions, geometry and rigid motion, triangle properties, logic, linear systems, and descriptive and two-variable statistics.

### INTEGRATED MATH 1

1 year, 1 credit

**Prerequisite:** Teacher recommendation and NWEA scores.

This course is designed to pave the way for a progressive mastery of skills necessary for understanding algebraic and geometric concepts and is intended for those students who plan on four years of college prep math. As the first course in an integrated high school sequence, this course will afford the student opportunities for engaging in activities that will facilitate the transition to more abstract ways of thinking. Units include: linear equations, introduction to functions, linear modeling, exponential functions, geometry and rigid motion, triangle properties, logic, linear systems, and descriptive and two-variable statistics.

### MATH IMPROVEMENT

1 year, 1 elective credit/1 period, Pass/Fail (P/F)

**Prerequisite:** Teacher recommendation and NWEA scores.

This course is designed for Integrated Math 1 students who will benefit from an additional period of daily instruction of the Integrated Math 1 concepts and prerequisite skills. This course is designed to pave the way for a progressive mastery of skills necessary for understanding algebraic and geometric concepts. This course will afford the student additional time and opportunities for engaging in activities that will facilitate the transition to more abstract ways of thinking.

### INTEGRATED MATH 2 HONORS

1 year, 1 credit, weighted

**Prerequisite:** Teacher recommendation and

successful completion of Integrated Math 1 Honors.

This course is designed for students who exhibit a desire and ability to handle an accelerated and intensified program. This course is designed to develop a deeper understanding of the underlying concepts of algebra, geometry, and probability and is intended for those students who plan on four years of college prep math. As the second course in an integrated high school sequence, this course will afford the student opportunities for engaging in activities that will facilitate the transition to more abstract ways of thinking. Units include: extending the number system, graphing and factoring quadratic equations, solving with quadratic functions, comparing functions, similarity, right triangles and volume, circles, and probability.

### INTEGRATED MATH 2

1 year, 1 credit

**Prerequisite:** Teacher recommendation and successful completion of Integrated Math 1.

This course is designed to develop a deeper understanding of the underlying concepts of algebra, geometry, and probability and is intended for those students who plan on four years of college prep math. As the second course in an integrated high school sequence, this course will afford the student opportunities for engaging in activities that will facilitate the transition to more abstract ways of thinking. Units include: extending the number system, graphing and factoring quadratic equations, solving with quadratic functions, comparing functions, similarity, right triangles and volume, circles, and probability.

### INTEGRATED MATH 2 SUPPORT

1 year, .5 elective credit / .5 period, Pass/Fail (P/F)

**Prerequisite:** Teacher recommendation and successful completion of Integrated Math 1.

This course is designed for Integrated Math 2 students who will benefit from an additional half period of daily instruction. Curriculum is aligned with the Integrated Math 2 course and supports the progressive mastery of the skills and concepts that form the essential understandings for success in Integrated Math 2.

### INTEGRATED MATH 3 HONORS

1 year, 1 credit, weighted

**Prerequisite:** Teacher recommendation and successful completion of Integrated Math 2 Honors.

This course is designed for students who exhibit a desire and ability to handle an accelerated and intensified program. This course is designed to develop a deeper understanding of the underlying concepts of algebra, geometry, and statistics and is intended for those students who plan on four years of college prep math. As the third course in an integrated high school sequence, this course will afford the student opportunities for engaging in activities that will facilitate the transition to more abstract ways of thinking. Units include: analytical geometry, geometric proofs and modeling, functions, trigonometric representations, graphing trigonometric equations, polynomial representations, rational representations, logarithmic functions and exponential representations, inferential statistics, and matrices.

### INTEGRATED MATH 3

1 year, 1 credit

**Prerequisite:** Teacher recommendation and successful completion of Integrated Math 2.

This course is designed to develop a deeper understanding of the underlying concepts of algebra, geometry, and statistics and is intended for those students who plan on four years of college prep math. As the third course in an integrated high school sequence, this course will afford the student opportunities for engaging in activities that will facilitate

the transition to more abstract ways of thinking. Units include: analytical geometry, geometric proofs and modeling, functions, trigonometric representations, graphing trigonometric equations, polynomial representations, rational representations, logarithmic functions and exponential representations, inferential statistics, and matrices.

### INTEGRATED MATH 3 SUPPORT

1 year, .5 elective credit / .5 period, Pass/Fail (P/F)

**Prerequisite:** Teacher recommendation and successful completion of Integrated Math 2.

This course is designed for Integrated Math 3 students who will benefit from an additional half period of daily instruction. Curriculum is aligned with the Integrated Math 3 course and supports the progressive mastery of the skills and concepts that form the essential understandings for success in Integrated Math 3.

## ELECTIVES

### PROBABILITY

1 semester, .5 credit

**Prerequisite:** Teacher recommendation and successful completion of Integrated Math 3 or Integrated Math 3 Honors.

This course is designed to cover the basic principles of the theory of probability and its applications. The course will afford students the opportunity to organize, display, and analyze data, as well as explore the elements of probability. Units include: basic probability, discrete random variables, normal distribution, and hypothesis testing. This course is an effective preparation for students interested in the fields of social sciences, health sciences, business, engineering, and mathematics.

### STATISTICS

1 semester, .5 credit

**Prerequisite:** Teacher recommendation

and successful completion of Integrated Math 3 or Integrated Math 3 Honors.

This course is designed to help students work with data collection, descriptive and inferential statistics, and technological tools to analyze statistics. This course will afford students the opportunity to explore data, plan a study, produce models using probability theory, and make statistical inferences. Units include: the nature of statistics, organizing data, descriptive measures, sample distribution and sample mean, intervals for one population mean, and linear regression. This course is an effective preparation for students interested in the fields of social sciences, health sciences, business, engineering, and mathematics.

### GAME THEORY

1 semester, .5 credit

**Prerequisite:** Teacher recommendation and successful completion of Integrated Math 3 or Integrated Math 3 Honors.

This course will look at the many events in life that are competitive in one way or another. This course is an inquiry and project-based course where every day examples of conflicts (“games”) are used to illustrate the basic principles of Game Theory. This course will afford students the opportunity to focus on the ability to set up a game, identify the available strategies and solutions, and evaluate how those solutions can be applied to everyday life. Units include: introduction to game theory, mathematical tools, strategic reasoning and prisoner’s dilemma, solution concepts, games, and voting theory.

### DUAL CREDIT PRE-CALCULUS 108 (ACHS)

11-12, 1 year, 1 ACHS credit, weighted, 5 university credits with UW-Oshkosh (optional) - \$100 per credit hour

**Prerequisite:** Teacher recommendation and B or higher in Integrated Math 3 Honors.

A functional approach to college algebra

and trigonometry. Polynomial, exponential, logarithmic, circular and trigonometric functions. Recommended for all students who place at this level and who expect to take the Mathematics 171 - Mathematics 172 calculus sequence. May not receive credit for both Mathematics 104 and 108.

UW-Oshkosh Prerequisites for Dual Credit Enrollment: Must meet at least one of these three requirements to enroll:

- Class rank in top 25 percent
- GPA of 3.25 or above on a 4.0 scale
- ACT score of 24 or higher and one of the following:
  - Rank in top 50 percent of class
  - GPA of 2.75 or above

Special situations will be allowed based on recommendations by the adjunct.

### PRE-CALCULUS HONORS

1 year, 1 credit, weighted

**Prerequisite:** Teacher recommendation and successful completion of Integrated Math 3 Honors.

This course will be very rigorous in mathematical theory and is recommended for those students that like abstract ideas and concepts. This course is designed to develop a deeper understanding of the underlying concepts of calculus. This course will afford students an opportunity to solve real world and theoretical applications. Units include: functions, polynomial functions, conics, logarithms and exponential functions, sequences and series, trigonometry, graphing trigonometric functions, trigonometric identities, polar, vectors, and introduction to calculus.

### PRE-CALCULUS

1 year, 1 credit

**Prerequisite:** Teacher recommendation and successful completion of Integrated Math 3 or Integrated Math 3 Honors.

This course provides a solid foundation for advanced studies in math, particularly calculus, and is recommended for those

students that like abstract ideas and concepts. This course is designed to develop a basic understanding of the underlying concepts of calculus. This course will afford students an opportunity to solve real world and theoretical applications. Units include: functions, polynomial functions, conics, logarithms and exponential functions, sequences and series, trigonometry, graphing trigonometric functions, trigonometric identities, polar, vectors, and introduction to calculus.

### AP COMPUTER SCIENCE PRINCIPLES

1 year, 1 credit, weighted

**Prerequisite:** Teacher recommendation and successful completion of Integrated Math 1.

This course offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the internet, cyber-security concerns, and computing impacts. AP Computer Science Principles will afford students the opportunity to use technology to address real-world problems and build relevant solutions. The course has no expectation that students have prior programming experience and will provide students with an excellent foundation for further formalized study in computer science. This course prepares students to take the AP Computer Science Principles test to earn college credit. Doing well on the AP exam can earn students college credit depending on the AP policies of individual colleges.

\*This course counts toward the three-year math requirement for graduation if a student also has completed Integrated Math 3 or Integrated Math 3 Honors.

### CAPSTONE

#### AP COMPUTER SCIENCE A\*

1 year, 1 credit, weighted

**Prerequisite:** Teacher recommendation and successful completion of Integrated

## Math 2.

This course provides students with logical, mathematical, and problem-solving skills needed to design structured, well-documented computer programs that provide solutions to real-world problems. AP Computer Science A will afford students the opportunity to learn topics such as programming methodology, features, and procedures; algorithms; data structures; computer systems; and programmer responsibilities. This course prepares students to take the AP Computer Science A test to earn college credit. Doing well on the AP exam can earn students college credit depending on the AP policies of individual colleges.

\*This course counts toward the three-year math requirement for graduation if a student also has completed Integrated Math 3 or Integrated Math 3 Honors.

## CAPSTONE

### ADVANCED PLACEMENT STATISTICS

1 year, 1 credit, weighted

**Prerequisite:** Teacher recommendation and successful completion of Integrated Math 3, Integrated Math 3 Honors, Pre-Calculus or Pre-Calculus Honors.

This course is designed to meet the needs of students who have demonstrated mastery of algebra, geometry, coordinate geometry, and trigonometry. This course is a non-calculus-based college level course in statistics. AP Statistics will afford students the opportunity to learn topics such as exploring data, planning a study, producing models using probability theory, and making statistical inferences. Students will work with statistical measures of centrality and spread, methods of data collection, and confidence intervals while using multiple representations to present data including written descriptions, numerical statistics, formulas, and graphs. This course prepares students to take the AP Statistics test to earn college credit. Doing well on the AP exam can earn students college credit depending on the

## CAPSTONE

### ADVANCED PLACEMENT CALCULUS AB

1 year, 1 credit, weighted

**Prerequisite:** Teacher recommendation and successful completion of Pre-Calculus or Pre-Calculus Honors.

This course is designed to meet the needs of students who have demonstrated mastery of algebra, geometry, coordinate geometry, and trigonometry. This course consists of college-level work in elementary functions and calculus including differentiation and integration techniques and applications. This course prepares students to take the AP Calculus AB test to earn college credit. Doing well on the AP exam can earn students college credit depending on the AP policies of individual colleges.

## CAPSTONE

### ADVANCED PLACEMENT CALCULUS BC

1 year, 1 credit, weighted

**Prerequisite:** Teacher recommendation and successful completion of Pre-Calculus Honors or AP Calculus AB.

This course is designed to meet the needs of students who have demonstrated mastery of algebra, geometry, coordinate geometry, and trigonometry. This course consists of college-level work in elementary functions and calculus including differentiation and integration techniques and applications. In addition to those AP Calculus AB topics, students will explore vector functions, parametric equations, a rigorous definition of limit, complex integration techniques, areas bounded by polar curves, differential equations, and a thorough study of sequences and series. This course prepares students to take the AP Calculus BC test to earn college credit. Doing well on the AP exam can earn students college credit depending on the AP policies of individual colleges.



## PHYSICAL EDUCATION, HEALTH, DRIVER EDUCATION

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### DRIVER EDUCATION

9-12, 1 semester, .5 credit

This course is offered to students who are at least 15 years old, with adult/guardian permission. This course is a two-phase program consisting of at least 30 hours of classroom instruction and a minimum of 6 hours of behind the wheel instruction, including observation hours. Seats will be filled based on age, with the oldest students receiving first priority. Students will need to pass the “Rules of the Road” test to be able to receive an Illinois driver’s permit. Students must pass eight courses within the past two semesters, including courses from eighth grade. This course has a \$300 lab fee and \$20 permit fee to the Secretary of State of Illinois. Freshman students may register if they are 15 years of age by the following cutoff dates:

Semester 1 (2017 birthday before 8/1/2004)

Semester 2 (2018 birthday before 1/1/2005)

Driver Education Classroom is a one-credit graduation safety required course.

### HEALTH

9, 1 semester, .5 credit

This course will develop and expand student knowledge on concepts related to health promotion and disease prevention. Skills that will be taught and practiced include analyzing influences, healthy decision making, advocacy, interpersonal communication skills, and use of technology. The health education curriculum will include wellness, stress management, mental health, suicide prevention, nutrition, CPR, male and female reproductive anatomy and physiology, abstinence, contraception, sexually transmitted infections, prevention and control of disease, addiction, and prevention of drug/alcohol use.

Health education is a one-credit graduation required course

### PHYSICAL EDUCATION 1

9, 1 semester, .5 credit

This course is designed to teach students the foundational skills for physical fitness. Students will learn skills while participating in various team and individual sports. With a focus on the health related components of fitness, students will apply these principles through designed workouts, readings, and reflections.

## ELECTIVES

### PHYSICAL EDUCATION INDIVIDUAL

10-12, 1 year, 1 credit

This class is designed for junior and senior students to participate in organized individual and lifestyle sports and activities. This course is designed for students who prefer a non-competitive workout environment. Lifelong activities will be used to enhance health related components of fitness.

### PHYSICAL EDUCATION TEAM

10-12, 1 year, 1 credit

This class is designed for junior and senior students to participate in organized and highly competitive team sports. This course will enhance students’ knowledge of game tactics,

skill development, and teamwork. Health related components of fitness will be developed through various workouts.

## **DANCE AND FITNESS**

10-12, 1 year, P.E. 1 credit

This course is designed for students interested in learning the fundamentals of dance. Students will explore various styles of dance including, but not limited to, jazz, modern, ballet, and hip hop. Students will learn and perform beginner and intermediate skills and techniques of dance. Using a variety of HIIT (High Intensity Interval Training) workouts, students will strengthen their health related components of fitness.

No dance experience needed.

There will be no Physical Education Exemptions allowed for this class.

## **FOOD AND FITNESS**

10-12, 1 year, P.E. 1 credit

This co-curricular course blends Physical Education and CTE to combine the fundamental connections between nutrition and fitness. Students will evaluate the benefits of fitness and nutrition trends that affect our society through project based learning. Students will participate in various HIIT (High Intensity Interval Training) workouts and prepare a variety of nutritious recipes weekly.

This course qualifies for 1 credit of physical education toward graduation.

There will be no Physical Education Exemptions allowed for this class.

## **FIT FOR LIFE**

10-12, 1 year, 1 credit

This course is designed for students who are interested in improving their overall fitness level. Using a variety of HIIT (High Intensity Interval Training) workouts, students will strengthen their health related components of fitness. With a focus on the individual, students will work at their own

pace using heart rate monitors to gauge their intensity. Students will enhance their knowledge of fitness and nutrition concepts using scholarly articles and active reading strategies.

There will be no Physical Education Exemptions allowed for this class.

## **GAPSTONE FIT FOR LIFE ADVANCED**

11-12, 1 year, 1 credit

**Prerequisite:** Current teacher recommendation and successful completion of Fit for Life.

This course is designed for the highly-motivated student who has the desire to take their fitness to the next level. Students will build upon their knowledge from their time in Fit for Life through intense workouts that focus on total body conditioning, including muscular strength and endurance. With an emphasis on cardiovascular fitness, students will complete a 5K race second semester.

There will be no Physical Education Exemptions allowed for this class.

## **PHYSICAL BEST**

10-12, 1 year, 1 credit

**Prerequisite:** Current teacher recommendation.

This course is designed for students who are interested in developing strength through a weight training program. Students will learn four core lifts including back squat, bench press, deadlift, and power clean. Students will develop physical competence in the health and skill related components of fitness. There are co-ed sections of this class, as well as a girls-only section.

There will be no Physical Education Exemptions allowed for this class.

## **GAPSTONE PHYSICAL BEST ADVANCED**

11-12, 1 year, 1 credit



**Prerequisite:** Current teacher recommendation and successful completion of Physical Best.

This class is designed for the highly-motivated student that wants to enhance their overall physical performance through a weight training program. Students will improve overall strength using the four core lifts developed in Physical Best and increase their weight training knowledge with the addition of more advanced core lifts.

There will be no Physical Education Exemptions allowed for this class.

### **ADVENTURE EDUCATION**

11-12, 1 year, 1 credit

This course is designed for the students who want the outdoor experience that will challenge the physical self, as well as the mind, with their experiences. Students will explore a variety of concepts to strengthen the student's understanding of self and working in a cohesive fashion with others. The experiences include cross country skiing, four season camping, rock climbing, kayaking, canoeing, fishing, archery, orienteering, and survival skills. In addition, the class will also promote students to cooperate, take risks, build trust, challenge their comfort zone, and problem solve creatively as an individual, as well as within a group. The students will be expected to properly prepare for environmental challenges with their attire in all weather conditions on a daily basis.

There will be no Physical Education Exemptions allowed for this class.

### **CAPSTONE**

#### **ADVENTURE EDUCATION ADVANCED**

12, 1 year, 1 credit

**Prerequisite:** Current teacher recommendation and successful

completion of Adventure Education.

This class is designed for the senior that plans to further enhance and develop leadership skills, create positive working relationships with peers, and challenge the students to grow personally through the use of outdoor activities with an emphasis on the low elements, high ropes, and climbing tower at Camp Peacock.

There will be no Physical Education Exemptions allowed for this class.

### **P.E. ASSISTANT (ACHS)**

11-12, 1 semester, .5 credit

This class is designed for students looking to take a leadership role. Students in this course will be paired with a PE 1 class and assist with daily activities. Students are required to dress in a P.E. uniform, participate in the activity, and assist their cooperative teacher in the use of heart rate monitors, reading and writing activities, daily setup and clean-up, and officiating. Students must complete the P.E. Assistants application (through the Google Form on the PE Department website).

### **PHYSICAL EDUCATION EXEMPTIONS**

Junior or senior students involved in interscholastic athletics and marching band may be exempt from Physical Education during their scheduled competition season. Students must complete the exemption paperwork within five school days at the beginning of their season. Students' scheduled Physical Education class will be replaced with a study hall during the length of their competitive season. All students must report back to Physical Education immediately following the conclusion of their competition season. Students can only exempt out of general PE classes: PE 1, PE Team, or PE Individual. Students cannot exempt out of AM PE classes.



### The College Bound Student and Science

All science courses offered in District 117 are laboratory courses where students learn content by engaging in real context laboratory investigations. The established core course sequence has students take courses in physics, chemistry, and biology. A four-year sequence is appropriate for college-bound students with options for honors or Advanced Placement classes at each grade level. The Science Department offers strong, skills-based problem solving elective courses necessary for a concerned citizen in the ever changing global community including Anatomy and Physiology, Environmental Science, Earth Science, and Advanced Placement classes.

#### LIFE SCIENCE OPTIONS

- Biology
- AP Biology
- Anatomy and Physiology
- Environmental Science 1
- Environmental Science 2
- AP Environmental Science

#### PHYSICAL SCIENCE OPTIONS

- Physics
- Physics Honors
- AP Physics 1
- AP Physics C
- Chemistry

Chemistry Honors  
AP Chemistry  
Earth Science

### PHYSICS HONORS

9, 1 year, 1 credit, weighted

**Prerequisite:** Integrated Math 1 Honors or higher, NWEA score, and teacher recommendation.

This introductory laboratory course in classical physics is intended as the first course in the interconnected sequence of Physics Honors, Chemistry Honors, and AP Biology. This course is designed for those students who want to explore physics content to a greater degree and further their skills as scientific investigators. Topics include the study of motion, energy, waves, electricity, and light. Algebra and basic geometry will be used frequently throughout this course.

### PHYSICS

9, 1 year, 1 credit

**Prerequisite:** Placement determined by NWEA score and teacher recommendation.

This laboratory course in classical physics is intended as the first course in the interconnected sequence of Physics, Chemistry, and Biology. This course is designed for all freshmen students. Physics First is lab-based and will help students implement mathematical applications, as well as develop the skills needed to conduct further scientific investigations. Topics include the study of motion, energy, waves, electricity, light, and magnetism. Algebra will be used frequently throughout this course.

### CHEMISTRY HONORS

10-12, 1 year, 1 credit, weighted

**Prerequisite:** Successful completion of Physics or Physics Honors or teacher recommendation

This course is an in-depth study of chemistry that is designed to prepare students for college chemistry through labs and other advanced-level science courses. Students will examine many of the same general topics of Chemistry; however, extensive laboratory work, data analysis and application, in-depth research, and strategies

to improve comprehensive reading, writing, and problem-solving skills will be emphasized.

## CHEMISTRY

10-12, 1 year, 1 credit

**Prerequisite:** Successful completion of Physics or teacher recommendation

Chemistry is a laboratory-based course. Students will be introduced to basic theories and chemical concepts. During first semester, students will be involved in making observations and interpreting data through use of mathematical calculations. During second semester, students will apply mathematics to study chemical reactions and relationships. The work done in the laboratory is used to help students develop an interest in and an understanding of the application of chemistry to our everyday lives. The use of safe laboratory practices is stressed in the course.

## ADVANCED PLACEMENT BIOLOGY

11-12, 1 year, 1 credit, weighted  
1.5 periods

**Prerequisite:** Successful completion of Chemistry or Chemistry Honors and teacher recommendation

In AP Biology, the student will learn the vocabulary and processes involved in general biochemistry, cytology, metabolism, genetics, molecular biology, origins, taxonomy, microbiology, mycology, botany, zoology, and ecology. They will make practical use of the scientific method through assorted laboratory exercises, each of which focuses on an important biological process through statistical analysis. Students will experience an assortment of laboratory techniques, including, but not limited to, spectroscopy, electrophoresis, bacterial transformation, pipetting, culturing, and gene mapping. Students are expected to take the Advanced Placement Exam in the spring. Students are expected to be able to field both multiple choice and essay exam questions on unit evaluations.

## BIOLOGY

11-12, 1 year, 1 credit

**Prerequisite:** Successful completion of Chemistry and teacher recommendation

During first semester, students will be concentrating on the “micro” level of life science. Students will study such topics as use of the microscope, biochemistry, the cell and its processes, and current genetics topics. Second semester will emphasize the “macro” level of life science by studying evolution, classification, and the various kingdoms of living organisms, including microorganisms, fungi, plants, and animals. The course will conclude with an overview of ecology. Throughout the year, students will develop skills in cooperative learning, lab techniques, and critical thinking. Emphasis on independent reading and writing will also be a part of the program.

## ELECTIVES

### ANATOMY & PHYSIOLOGY

11-12, 1 year, 1 credit

**Prerequisite:** Successful completion of two years of science and teacher recommendation

Students will learn the details of the structures and functions of the human system. Students will conduct experiments and activities that require data collection and written summaries. Students will perform several laboratory dissection activities, as well as performing an extended dissection of a small mammal. Students will gain skills and knowledge for college preparation and careers in science, nursing, lab technician, or any medical related field.

### EARTH SCIENCE

11-12, 1 year, 1 credit

**Prerequisite:** Successful completion of two years of science and teacher recommendation.

Students will study the earth systems that have made and are changing planet earth. Students will study the processes that create patterns in the geosphere, biosphere, atmosphere, and hydrosphere of the earth, as well as in the cosmos. This course requires classroom and lab involvement that investigates the nature of the earth and the relationships of individual earth systems. Students will be expected to exhibit problem-solving techniques in exploring the practical applications of the material studied. Mathematical computations involving the use of Algebra will be an integral part of the laboratory procedures.

### ENVIRONMENTAL SCIENCE 1

11-12, 1 semester, .5 credit

**Prerequisite:** Successful completion of two years of science and teacher recommendation.

Students in this course will learn the fundamentals of ecology by studying the living and non-living interrelationships in the environment. Topics will include pollution, food webs, energy flow, biomes, environmental cycles, and habitat destruction. This course is highly lab oriented with various in- and out-of-class activities and projects..

### ENVIRONMENTAL SCIENCE 2

11-12, 1 semester, .5 credit

**Prerequisite:** Successful completion of two years of science and teacher recommendation

Students in this course will explore the human role in the ecosystem balance. The general topics studied will be world sustainability, future energy sources, climate change, and the problems related to population growth, such as waste disposal, food supply, and soil depletion. Additionally, biodiversity and protection of endangered species will be explored through frequent hands-on activities.

## GAPSTONE

### ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

11-12, 1 year, 1 credit, weighted

**Prerequisite:** Three-year science requirement or concurrent enrollment in Biology or AP Biology and teacher recommendation

This course emphasizes the role of the Earth's environment in local, regional, and global societies and the impact of people and societies on the environment. Students enrolled in this lab-based class participate in hands-on activities, discussions, and outdoor projects. The curriculum focuses on the processes of science, the role of energy in all systems, interconnections between biotic and abiotic elements, the role of people in environmental change, and sustainability of environmental societal systems. The course integrates earth and life sciences, chemistry, and physics. Students will have the opportunity to contribute to their community and learn more about the world in which we live.

## GAPSTONE

### ADVANCED PLACEMENT CHEMISTRY

11-12, 1 year, 1 credit, weighted 1.5 periods

**Prerequisite:** Teacher recommendation

AP Chemistry is designed to be the equivalent of the general chemistry course taken during the first year of college. Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. Emphasis will be placed on chemical calculations and the mathematical formulations of principles, as well as laboratory work. Students are expected to take the Advanced Placement Exam in the spring.

### ADVANCED PLACEMENT PHYSICS 1

9, 11-12, 1 year, 1 credit, weighted

**Prerequisite:** Concurrent enrollment in

Integrated Math 2 Honors (or higher) or teacher recommendation.

Students will be challenged by this advanced level algebra-based physics course dealing with matter and energy taught at a college level and pace. Students will complete a college level curriculum including classical and modern physics through laboratory investigation and rigorous application of mathematical concepts to physical phenomena. A score of 4 or 5 on the AP Physics 1 test will often meet the college physics requirement for students who plan to pursue a degree in medicine, biology, or chemistry. Students are expected to take the Advanced Placement Exam in the spring.

## CAPSTONE

### ADVANCED PLACEMENT PHYSICS C: MECHANICS

11-12, 1 year, 1 credit, weighted

**Prerequisite:** Teacher recommendation

**Math requirement:** Concurrent enrollment in AP Calculus AB or higher or teacher recommendation

Students will be challenged by this advanced placement, calculus-based physics course dealing with matter and energy taught at a college level and pace. Students will complete a college level curriculum in classical mechanics through laboratory investigation and rigorous application of mathematical concepts to physical phenomena. Performing well on the AP exam will often fulfill the Physics requirement for students who plan to pursue a degree in engineering or advanced sciences. Students should expect to spend about 5 hours per week on homework outside class.



## SOCIAL STUDIES

★ Writing Intensive Course

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### The College Bound Student and Social Studies

The Community High School District 117 Social Studies Department offers a broad, comprehensive, selection of courses in the social sciences. It is our goal to develop skilled, knowledgeable students through inquiry-based learning and the reading of informational text while emphasizing civic education and involvement. Students will be equipped with the skills necessary for a concerned citizen in the ever-changing global community of the 21st Century. There is a three-year requirement in District 117. A student must successfully complete one year of Global Studies or AP Human Geography at the freshman level, one year of United States History at the junior level, a semester of American Government at the senior level, and at least one semester of a social studies elective course.

### ADVANCED PLACEMENT HUMAN GEOGRAPHY\*

9-12, 1 year, 1 credit, weighted

**Prerequisite:** Teacher recommendation (Grade 9: NWEA

Score 235 or higher and a summer assignment may be required)

In this year-long, college-level course, students will study the impact human populations have on the planet. Units of study include the cultural patterns of religion, ethnicity, and gender; the population patterns of migration, growth, and settlement; and the historical global patterns of economic development, agriculture, and urbanization. Students will develop the ability to think geographically and apply the skills and tools of a geographer to analyze how people interact with each other and the physical environment. This course is rigorous, fast-paced, and requires extensive reading and study time. Advanced Placement Human Geography fulfills the freshman year social studies requirement.

### GLOBAL STUDIES

9, 1 year, 1 credit

Global Studies is a required course for freshmen. This course is designed with a focus on the types of academic skills necessary to meet and exceed the demands of a social studies curriculum, and to facilitate better understanding of the political, economic, geographic, and societal influences that affect people. Students will be expected to be active participants in their own learning, and there will be an emphasis on communication and research skills. Instruction will be based on a wide variety of resources and strategies. The content of this course is structured around five essential questions. The students will engage in historical and current topics through main concepts associated with the essential questions.

### ADVANCED PLACEMENT UNITED STATES HISTORY\*

11, 1 year, 1 credit, weighted

**Prerequisite:** Teacher recommendation

AP United States History is designed to prepare students for achievement at the college level. The major themes in U.S. history will be studied, either topically or chronologically. Students will be exposed to a wide variety of learning activities including lectures, group discussion, writing activities, and supplementary reading assignments. A major focus of the course is the preparation for the AP exam that will be given in May. Students have the

opportunity to earn college credit through both their score on this exam and various college advanced placement policies..

## **UNITED STATES HISTORY**

11, 1 year, 1 credit

United States History is a course designed to give students a greater understanding of this nation's history and to develop analytical and critical thinking skills that promote active and engaged citizenship. This course will emphasize major developments and trends in America's political, economic, and social structures from colonial times through the present. Primary source analysis, student presentations, collaborative assignments, simulations, and essay writing are all a part of the U.S. History curriculum. The course emphasizes 21st Century and historical thinking skills such as reading comprehension, effective expository/DBQ writing, oral communication, research, creativity, contextualization of primary sources, and historical interpretation.

## **AMERICAN STUDIES**

11, 1 year, 1 credit for Social Studies & 1 credit for English, 2 periods

American Studies will combine United States History and English 3 into a concurrently running course that examines and explores the history, literature, music, art, and architecture of the United States. Students will develop their composition, reading, research, and presentation skills through the course. This two period course (100 minutes) during the school day allows for in-depth exposure to the concepts and themes that define our nation.

## **CAPSTONE**

### **ADVANCED PLACEMENT US GOVERNMENT AND POLITICS\***

12, 1 year, 1 credit, weighted

**Prerequisite:** Teacher recommendation

AP United States Government and Politics is designed as a college preparatory class to prepare students to be successful on the AP United States Government exam.

The primary focus is on the processes of American government. The course will also introduce the students to the topic of comparative governments. Student activities will include simulations, debates, challenging readings, and writing activities. Students will have a better understanding of how the American system of government operates and how the various institutions create interactions between the citizens and the government.

## **AMERICAN GOVERNMENT**

12, 1 semester, .5 credit

American Government is designed to provide students with the necessary knowledge and skills to participate effectively in a democratic society. Students will gain a strong understanding of how federal and state governments operate, how the government's actions affect individuals, and the role of citizens in the democratic system. Class activities include research and exploration, written projects, discussion of current and controversial topics, and simulations. This class will prepare students for the required examinations on the Illinois and United States Constitutions and meets the state civics graduation requirement.

## **ELECTIVES**

### **CAPSTONE**

### **ADVANCED PLACEMENT EUROPEAN HISTORY\***

10-12, 1 year, 1 credit, weighted

**Prerequisite:** Teacher recommendation

AP European History exposes students to major European events between the Renaissance and the present. The objectives of the course will be to understand the principal themes in modern European history and to develop an ability to analyze historical evidence. This course will require excellent reading and writing skills. It is designed to prepare students for the Advanced Placement exam in European History.

## CONTEMPORARY WORLD ISSUES

10-12, 1 semester, .5 credit

Contemporary World Issues will focus on significant contemporary topics in a global context. A major goal of the course is to encourage an understanding and evaluation of international relationships through current events while answering five essential questions housed in the Social Studies Department. These questions will be the framework for dilemma-based discussions. Students will complete assessments including, but not limited to, reading current news publications, engaging in several issue-based reflections, and demonstrating their understanding of topics that have been discussed and the impact these issues have on the world.

## ADVANCED PLACEMENT PSYCHOLOGY\*

10- 12, 1 year, 1 credit, weighted

**Prerequisite:** Teacher recommendation

The major areas of focus in this college-level course include psychological theory and methods, biology and behavior, cognitive behavior, developmental psychology, personality theories, psychological disorders and testing, social psychology, and psychopharmacology. Students will learn the discipline through a variety of learning approaches that include group assignments, research, experimental design and evaluation, discussion, lecture, writing assignments, and supplemental readings.

## PSYCHOLOGY OF LIVING

10-12, 1 semester, .5 credit

Psychology is the scientific study of behavior and mental processes. This course will cover different aspects of behavior that are apparent and relevant in everyday life. The major topics covered in this course include cognitive processes, adolescence, personality theories, learning, mental illness, experimentation, and states of consciousness.

## SOCIOLOGY

10-12, 1 semester, .5 credit

Sociology focuses on the consequences of human relationships. Students will develop an understanding of the complex problems that we face in our society today. Among the problems studied are delinquency, abuse, family life, cultural change, crime, and discrimination. Students will be involved in group projects and discussions. Many readings will be selected from contemporary sources.

## CAPSTONE

### ADVANCED PLACEMENT ECONOMICS\*

10- 12, 1 year, 1 credit, weighted

**Prerequisite:** Teacher recommendation

In AP Economics, students will study both micro and macroeconomics in preparation for the respective Advanced Placement exams. In microeconomics, students gain a thorough understanding of the role of consumers and producers within a free-enterprise system. Students also engage in deep analysis of the various market structures as well as the fundamental concepts which drive the allocation of the world's scarce resources. Macroeconomics will include the study of economy-wide concerns. Money and banking, unemployment, interest rates, and international trade are among the topics to be studied during the second half of the year. Crucial concepts of personal finance will also be taught, including checking and savings accounts, budgeting, and managing credit. The year-long Advanced Placement Economics course satisfies the Consumer Education graduation requirement.



## **LAW IN AMERICAN SOCIETY**

10-12, 1 semester, .5 credit

Law in American Society is an elective course in which students will explore the nature and role of the law in American society. The course will cover civil and criminal law, ranging from the operation of the Supreme Court to practical knowledge of how the law affects students' lives. Students will read and write intensively in a variety of formats, including court briefs, legal decisions, oral arguments, and law review articles. Class participation is vital and students will be expected to participate actively in class through discussions, answering questions, engaging in debates and mock courtroom simulations, and listening critically and respectfully to others.

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## **CAPSTONE**

### **INTERNATIONAL RELATIONS HONORS\***

11-12, 1 semester .5 credit, weighted

**Prerequisite:** Teacher recommendation

International Relations Honors is designed to enhance student awareness of the basic theories and practices underlying relationships between nations. The course includes rigorous activities that focus on understanding foreign policies from world and regional perspectives. The course is designed to challenge students to apply critical thinking skills in order to make relevant interpretations from class activities to actual economic, social, and political relationships of major world powers. It is recommended that the student have a strong interest in social studies and global affairs.



## WORLD LANGUAGES

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### ILLINOIS SEAL OF BILITERACY

The Illinois Seal of Biliteracy was created to recognize students who have a high level of proficiency in two or more languages by high school graduation. District 117 is currently awarding the Seal of Biliteracy to students in Spanish and German. Illinois is the third state in the United States to adopt this program.

Community High School District 117 has elected to participate in this voluntary program by awarding “the State Seal of Biliteracy to any high school graduate who attains a high level of proficiency, sufficient for meaningful use in college and career, in a language other than English as evidenced by his or her attainment of a composite score of ‘intermediate high’ or its equivalent, on a standardized assessment that addresses the four domains of speaking, writing, listening and reading in the targeted foreign language.”

Students who attain the Seal of Biliteracy will have it noted on their

transcript and diploma. This designation is offered to seniors or students in a Capstone World Language course.

### The College Bound Student and World Languages

At the heart of language learning is the ability to communicate, whether it be person-to-person, in writing, or through the reading of literature. Communication promotes understanding, tolerance, and respect for others. The process of learning to comprehend, speak, read, and write in another language develops insight into the nature of language, as well as connections to other disciplines. In alignment with national standards by the American Council on the Teaching of Foreign Languages, classes are conducted in a performance-oriented learning environment at a minimum of 90% of the target language. Students are assessed using the three modes of communication: interpersonal, interpretive, and presentational. Interpersonal communication is spontaneous, two-way communication about a particular topic. During interpretive communication students listen to, read, and/or view text in the target language and answer information as well as interpretive questions to assess comprehension. Presentational communication is one-way communication where students prepare and organize ideas, opinions, or research. If a student has experienced prior language acquisition education, then please contact the department chair to participate in a placement assessment.

### GERMAN 1

9-12, 1 year, 1 credit

German 1 is an immersion-based course designed to allow students to develop speaking, listening, reading, and writing skills through the daily use of German. Students will explore basic functions of the language through the cultures and traditions of German-speaking countries. The main topics that students will explore in this course include personal identities, free time activities, food, family, and celebrations.

### GERMAN 2

9-12, 1 year, 1 credit

**Prerequisite:** Successful completion of German 1 or teacher recommendation

German 2 is an immersion-based course designed to allow students to build upon German 1 material to further develop speaking, listening, reading, and writing skills through the daily use of German. Students will continue to explore basic functions of the language through the cultures and traditions of German-speaking countries. Students will face more complex, and longer tasks than in German 1. The main topics that students will explore in this course include travel, vacations, healthy lifestyles, & urban life.

### GERMAN 3 HONORS

9-12 1 year, 1 credit, weighted

**Prerequisite:** Successful completion of German 2 or teacher recommendation

German 3 Honors is an immersion-based course designed to broaden students knowledge and communication skills. Students will continue to strengthen the four language skills of speaking, reading, writing, and listening comprehension in depth through the use of authentic readings, videos, podcasts, and extended discussions in German. The main topics that students will explore in this course include consumerism, environment, technology, and history.

## CAPSTONE

### GERMAN 4 HONORS

9-12 1 year, 1 credit, weighted

**Prerequisite:** Successful completion of German 3 Honors or teacher recommendation

German 4 Honors students continue extending their proficiency in the German language. They should speak German almost exclusively with classmates and the teacher. Listening selections are longer and students read a variety of materials, including short stories, poetry, and magazine articles. Students will participate in unstructured discussions and write longer essays and projects. Students in the course can take the Advanced Placement Exam with the possibility of earning college credit.

## CAPSTONE

### ADVANCED PLACEMENT GERMAN LANGUAGE

10-12 1 year, 1 credit, weighted

**Prerequisite:** Successful completion of German 4 Honors or teacher recommendation

The AP German Language and Culture course emphasizes communication by applying interpersonal, interpretive, and presentational skills in real-life situations, including vocabulary usage, language control, communication strategies, and cultural awareness. AP students will engage in an exploration of culture in both contemporary and historical contexts in order to develop students' awareness and appreciation of cultural products, practices, and perspectives. To best facilitate the study of language and culture, the instructor will conduct the course exclusively in German.

### SPANISH I

9-12, 1 year, 1 credit

Spanish 1 is an immersion-based course designed to allow students to develop speaking, listening, reading, and writing skills through the daily use of Spanish. Students will explore basic functions of the language through the cultures and traditions of Spanish-speaking countries. The main topics that students will explore in this course include personal identities, free time activities, food, family, and celebrations.

### SPANISH FOR HERITAGE SPEAKERS 1

9-12, 1 year, 1 credit

**Prerequisite:** Teacher recommendation

Spanish for Heritage Speakers 1 is meant for students who understand and speak Spanish at home. This course is designed to fit the needs of its students, while enhancing their proficiency in reading, writing, listening, and speaking capabilities. Students will expand their knowledge of the Hispanic culture through

authentic resources and discussions.

## SPANISH 2

9-12, 1 year, 1 credit

**Prerequisite:** Successful completion of Spanish 1 or teacher recommendation

Spanish 2 is an immersion-based course designed to allow students to build upon Spanish 1 material to further develop speaking, listening, reading, and writing skills through the daily use of Spanish. Students will continue to explore basic functions of the language through the cultures and traditions of Spanish-speaking countries. Students will face more complex and longer tasks than in Spanish 1. The main topics that students will explore in this course include travel, vacations, consumerism, heroism, and urban life.

## SPANISH 3 HONORS

9-12, 1 year, 1 credit, weighted

**Prerequisite:** Successful completion of Spanish 2 or teacher recommendation

Spanish 3 Honors is an immersion-based course designed to broaden students knowledge and communication skills. Students will continue to strengthen the four language skills of speaking, reading, writing, and listening comprehension in depth through the use of authentic readings, videos, podcasts, and extended discussions in Spanish. The main topics that students will explore in this course include healthy lifestyles, environment, relationships, and celebrations.

## CAPSTONE

### SPANISH 4 HONORS

9-12, 1 year, 1 credit, weighted

**Prerequisite:** Successful completion of Spanish 3 Honors or teacher recommendation

Spanish 4 Honors students will continue their study of the structure and style of the language. Students will listen to and read longer selections including short stories, magazines, and newspaper articles; participate in unstructured discussions regarding literature, Hispanic culture, and thematic topics; oral projects and projects involving technology; and write longer essays.

## CAPSTONE

### ADVANCED PLACEMENT SPANISH LANGUAGE

10-12, 1 year, 1 credit, weighted

**Prerequisite:** Successful completion of Spanish 4 Honors or teacher recommendation

The AP Spanish Language and Culture course emphasizes communication by applying interpersonal, interpretive, and presentational skills in real-life situations, including vocabulary usage, language control, communication strategies, and cultural awareness. AP students will engage in an exploration of culture in both contemporary and historical contexts in order to develop students' awareness and appreciation of cultural products, practices, and perspectives. To best facilitate the study of language and culture, the instructor will conduct the course exclusively in Spanish.

