



2024 - 2025

# CURRICULUM GUIDE



[adc.d211.org/curriculum-guide](http://adc.d211.org/curriculum-guide)

# TOWNSHIP HIGH SCHOOL DISTRICT 211 MISSION STATEMENT

*Township High School District 211 serves the educational needs of the community inspiring all students to successfully contribute to the world.*

## BOARD OF EDUCATION

Anna Klimkowicz, *President*

Steven Rosenblum, *Vice President*

Kimberly Cavill, *Secretary*

Michelle Barron

Curtis Bradley

Peter Dombrowski

Tim Mc Gowan

Lisa Small, *Superintendent*

### Board of Education Membership

The Board of Education is composed of seven members elected by citizens of the school district. A Board member receives no salary and may seek reelection to any number of terms.

School board elections are held and regulated by State mandates. To be a qualified candidate, a person must be a registered voter, 18 years old or older, and a resident of the State and the district for at least one year immediately preceding the election.

Board officers are chosen by the members.

### Board of Education Responsibilities

The Board of Education has complete and final control over local school matters subject only to limitations imposed by State and Federal law. No one member or group of members may act in the name of the Board.

Major responsibilities of the Board of Education are to express and represent the view of the community in matters affecting education, determine education standards and goals, adopt policies for the administration of the school system, employ a Superintendent of Schools, authorize the appointment of teachers and other staff members, approve curriculum, secure money for school operational needs and building programs, and authorize expenditures.



If you require assistance while using a District 211 school, please contact the principal's office.

For individuals who are deaf or hard of hearing, please access the following TTD/TTY telephone number: (847) 755-6654.



# SUPERINTENDENT'S MESSAGE

## DR. LISA SMALL

Our Township High School District 211 mission is to meet the educational needs of our diverse community by providing meaningful, challenging learning experiences, encouraging active participation and offering robust support systems that enable every student to achieve their full potential. This mission reflects our dedication to growth and innovation across our schools and highlights the essential role of both our programs and our educators.

Our Strategic Plan carries the theme "Forward Together," with the knowledge that we are united in our commitment in preparing students for college, careers and life.

Our curriculum is rooted in critical and creative thinking, informed by best practices and driven by educators who constantly explore new ways to prepare students for the future. We provide rigorous opportunities for students to earn early college credit through Advanced Placement and Dual Credit courses, and workforce certifications in high-demand fields such as culinary arts, manufacturing, and healthcare. These programs emphasize hands-on, real-world experiences. Our focus remains on creating pathways that align students' passions with their future goals.

We know that working together, we can help prepare all students for future success.

Sincerely,

Lisa Small  
Superintendent

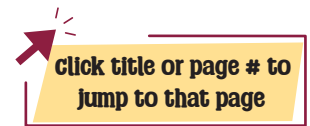


2022-2027 Strategic plan  
<https://adc.d211.org/Page/87>

## INTRODUCTION

This Curriculum Guide is designed to help students plan their programs of study from the variety of courses offered in Township High School District 211. Students should plan their high school programs with the help of their parents, counselors, and teachers. In this guide, each course is described by Level of instruction, length of course, specific PREREQUISITE, and credit value. Courses offered off-campus are so noted. In addition to the course descriptions, this guide provides information about graduation requirements, grading, student services, summer school, and other areas of interest. This Curriculum Guide is intended to assist students and parents in making educational decisions about high school programs. Course offerings are subject to enrollment and slight variations may occur from school to school. A student's counselor is always the best source for the most up-to-date information regarding course selection.

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# ACADEMIC INFORMATION

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## STUDENT SERVICES

Each school has a Student Services Department consisting of counselors, psychologists, social workers, speech and language therapists, a school nurse, and special education teachers. Staff members give students individual and group help in adjusting to their lives.

Each student is assigned a counselor upon entering high school. The counselor meets with each student at least twice a year, although students may see their counselor more often. Parents may meet with their student's counselor by appointment during school hours.

A comprehensive testing program is in place to assist students in understanding their aptitudes, interests, and special abilities. Major test dates are provided in each school's Calendar/ Handbook. Counselors interpret test results to students and parents. A college and career resource center, which is available to students and parents, provides information on college programs, scholarships, employment opportunities, trade and technical school programs, military services, occupational opportunities, and specialized educational and vocational programs. A computer software system which contains occupational, college, and financial aid information is available to all students. A career counselor coordinates activities to help students develop appropriate career goals. A counselor who has received special training as a college consultant is available to provide families with specific college and financial aid information.

Psychologists and social workers provide services to students and/or their families and serve as liaisons between school and community agencies. In addition, the psychologist conducts individual psychological evaluations and interprets results to students, parents, and school staff. A speech and language therapist and school nurse are available in each school to provide appropriate services to students.

Special education programs, designed to meet all state and federal mandates, are available for students with special needs. Special education teachers are trained to work with physically, mentally, and behaviorally challenged students. These teachers provide supplemental instruction to students in the regular classroom and special instruction to students whose educational needs require a modified program. Teaching assistants work with classroom teachers to extend additional assistance to students.

## COURSE REQUEST & REGISTRATION

Beginning in November, counselors and teachers assist students in the selection of course requests for the following year. Parents are encouraged to contact their student's counselor to assist in this process. *A list of course requests by the student is made available for review and approval in spring.* Changes in courses requested may be made up to the date indicated on this list.

**Courses will only run if minimum enrollment guidelines are met.**

Subject Level placement of incoming freshmen is based on the results of placement tests and the recommendations of junior high school teachers. Placement of students already enrolled in high school is based upon previous performance and the recommendations of their teachers.

Students must register for the equivalent of four full-credit subjects plus Wellness courses. However, most students register for five full-credit courses plus Wellness courses.

## STUDENT COURSE ACCELERATION

Most courses listed in this Guide have prerequisites for enrollment. Prerequisites are designed to inform students and parents of the background knowledge and skills important for successful completion of a course and should be reviewed before registering.

District 211 encourages every student to strive to reach his/her maximum educational potential. In some cases, a student may wish to register in a course for which prerequisites have not been met in order to accelerate that student's academic progress. Success in this situation is dependent upon the degree of student motivation; a clear understanding of the challenges that will be presented in the course; and a collaborative approach by the student, parents, and teacher.

Any student who wishes to register for a course without meeting the prerequisites is encouraged to discuss course requirements and content with the student's counselor and the department chair or teacher.

## Grading Information

|          |   |
|----------|---|
| <b>A</b> | A superior grade, indicating exceptional or outstanding work.   |
| <b>B</b> | An excellent and commendable grade, indicating an above average degree of accuracy and knowledge of the subject.  |
| <b>C</b> | An average grade, indicating an adequate and satisfactory performance.  |
| <b>D</b> | A passing grade, indicating below average work.   |
| <b>E</b> | A borderline passing grade that may indicate either effort rather than attainment or a bare minimum of accomplishment.<br>Note: Used only as a semester grade and must be approved by Department Chair. |
| <b>F</b> | A failing grade -- no credit.   |

### GRADING & REPORTING

Student grades are reported by semesters. Each semester is made up of 18 weeks. Parents are informed of their student's progress at 6- and 12-week intervals. The 6- and 12-week in-progress grades may include special comments from the teacher. The final examination at the end of each semester is worth 20 percent of the semester grade. Semester grades are recorded on each student's permanent record. Parents of students having difficulty or doing unsatisfactory work are urged to meet with teachers and/or the student's counselor to discuss improvement options. Specific dates of all student reports are in each school's Calendar/Handbook.

Additionally, all parents may view the status of their students in classes in which the teacher is using the Infinite Campus Parent Portal by logging on at <https://campus.d211.org/campus/portal/parents/township.jsp>.

### GRADING RESPONSIBILITIES

The Superintendent is responsible for establishing a grading system, as well as the development of procedures to report academic achievement to parents and students.

Each teacher is responsible to maintain grading records and to provide a grade for each student.

The final grade assigned by a teacher can only be changed by the principal. The teacher must be notified of the change and the reason for the change.

Reasons for changing a student's final grade include:

1. Use of an inappropriate grading system;
2. Inappropriate or erroneous use of the grading system;
3. Technical error.

### Dual Grading System

The Board has adopted a dual weighted grading system to be used for college admission and academic scholar status.

### Pass/Fail Grading

**Definition:** A pass/fail course is defined as any course approved by the Curriculum Committee which would result in a semester grade of either pass or fail on the report card. The standard method of student evaluation would precede determination of the grade. Pass would be defined as any grade of D- or higher.

**Purpose:** Pass/fail grading is recommended as a procedure for encouraging students to explore subject areas for academic and personal enrichment without affecting the student's grade point average.

#### General Guidelines

- ▶ Pass/fail courses will not affect the determination of grade point average.
- ▶ Full credit will be given for successfully completed pass/fail courses.
- ▶ Pass/fail will be allowed in approved courses but will not be used in any required courses.
- ▶ A student may take a maximum of one pass/fail course per semester.
- ▶ A list of pass/fail courses will be reviewed and approved by the Curriculum Committee each January.
- ▶ ESL students should be allowed to take a subject on a pass/fail basis with counselor recommendation/approval.

#### Teacher Guidelines

- ▶ The teacher will maintain completed records of student progress throughout the semester. The final grade, however, will be either pass or fail.
- ▶ Before the twenty-fifth school-day deadline, the student obtains a pass/fail option form from his guidance counselor. The counselor will review the purpose of pass/fail and urge a valid interpretation by the student.
- ▶ The student must obtain the signature of his parents.
- ▶ With the student's signature, and that of his parents, the application is submitted to the teacher on or before the twenty-fifth school day of the semester.

- ▶ The teacher signs the form, notes the application for pass/fail in his grade book and returns the forms to the student.
- ▶ The student must return the application to his counselor by the twenty-seventh day of school for placement in the student's permanent record. The student may not rescind his decision to take the course on a pass/fail basis after this date.

### SPECIAL POLICIES REGARDING CREDITS

1. Students may drop an elective course after the first semester and receive one-half credit. However, one semester of a one-year course may not meet college entrance requirements.
2. Students electing to take a fifth subject may drop a fifth subject no later than the twenty-fifth (25th) school day of the semester. A student who drops a fifth subject after the deadline will be assigned a compulsory study hall and will receive either a W/P or W/F.

### REQUIREMENTS FOR GRADUATION (20 UNITS OF CREDIT)

| Mathematics   | English   | Science  | United States History                                  | Civics   |
|---|---|--|--|--|
| <b>3 Years</b><br>Successful completion of a 300-level course. One of the three required units must be Algebra I, and one unit must include Geometry content. | <b>4 Units</b><br><i>Writing-Intensive Courses</i><br><b>2 Years</b><br>One of which must be English. | <b>2 Units</b><br><b>1 year</b><br>Biological Science<br><b>1 year</b><br>Physical Science   | <b>1 Unit</b>  | <b>1 Unit</b><br><i>or</i><br><b>Government and Economics*</b><br><b>1/2 Unit (each)</b> |
| Consumer Education/ Management (or equivalent)  | Art, World Language, Music or Career & Technical Education**  | Wellness   | Driver Education                                       |  |
| <b>1/2 Unit</b>   | <b>1 Unit</b>   | <b>Credit for each semester of attendance (jr/sr) (or equivalent)</b><br>Beginning with the class of 2022, two units of Wellness which incorporates physical education and health education. | <b>30 Hours</b><br>Of instruction in safety education. |  |

### SUCCESSFULLY COMPLETE

|   |   |   |
|---|---|---|
| Pass a qualifying examination on the State and Federal Constitutions, Declaration of Independence, use of the American flag, and the Australian (secret ballot) method of voting. | Participate in State testing at an appropriate Level. | File one of the following: <ol style="list-style-type: none"> <li>1. a Free Application for Federal Student Aid (FAFSA) with the U.S. Department of Education (ISBE);</li> <li>2. an application for State financial aid; or</li> <li>3. an Illinois State Board of Education (ISBE) waiver form indicating that the student is not at least 18 years of age or legally emancipated, the student's parent/guardian must file one of these documents on the student's behalf.</li> </ol> |
|---|---|---|

\*Includes Civics coursework requirement


\*\* Applied Technology, Business Education, Family and Consumer Sciences

# Your Personal 4-Year Course Plan

Use your **MaiaLearning** Interest Profiler results to plan your pathway.



| GRADE 9           | GRADE 10           | GRADE 11        | GRADE 12        | D211 Graduation Requirements*<br>(Community College requirements are met)  | 4-Year College/University Recommendation |
|-------------------|--------------------|-----------------|-----------------|--|--|
| English           | English            | English         | English         | 4 Years  | 4 Years                                  |
| Math              | Math               | Math            | Elective Course | 3 Years including a 300-Level Math Course  | 3 – 4 Years                              |
| Biology           | Science            | Elective Course | Elective Course | 2 Years  | 3 – 4 Years                              |
| Elective Course   | Elective Course    | US History      | Civics          | 2 Years including US History and Civics  | 3 – 4 Years                              |
| Elective Course   | Elective Course    | Elective Course | Elective Course | Must include a minimum of 1 Year of:<br><input type="checkbox"/> World Language <b>OR</b><br><input type="checkbox"/> Career & Technical Education <b>OR</b><br><input type="checkbox"/> Fine Arts | *World Language – 2 Years                |
| Elective Course   | Elective Course    | Elective Course | Elective Course |  |  |
| Freshman Wellness | Sophomore Wellness | Wellness        | Wellness        |  |  |
| Lunch             | Lunch              | Lunch           | Lunch           |  |  |
| Summer School     | Summer School      | Summer School   | Summer School   |  |  |



Review the D211 Curriculum Guide for a full description of Graduation Requirements and Course Descriptions.

<https://adc.d211.org/curriculum-guide>

► Please discuss course options that are best aligned for you with your school counselor, teachers and parent/guardian.

- **Core Courses:** As part of graduation requirements, courses in core areas (English, Math, Science and Social Studies) can support your interests.
- **Elective Courses:** Explore courses that align to your personal interests, hobbies and/or career aspirations.



**Don't Forget!**

## Additional Graduation Requirements

### Must include both

- Consumer Education
- Driver Education (private or at school)

+

### Include a minimum of 1 year

- \*World Language **OR**
- Career & Technical Education **OR**  
(Applied Technology, **OR** Business, **OR** Family and Consumer Sciences Course)
- Fine Arts  
(Art & Media **OR** Music)

+

### Must complete

- State Testing (Junior Year)
- Constitution Test (completed during Senior year Social Studies Course)
- FAFSA Completion (Senior Year)
- At least 20 units of credit

\*World language may be recommended or required by colleges/universities in Illinois. State-supported universities in Illinois may accept Career and Technical Education or Fine Arts courses. **Check with a counselor for details.**



# NCAA ELIGIBILITY FOR STUDENT-ATHLETES

Students interested in participating in college athletics at the NCAA Division I or II Level must meet the NCAA freshman eligibility standards. Initial eligibility is determined by NCAA from three high school factors: core course completion, test scores, and grade-point average. NCAA Division I and II require 16 core courses. Detailed information regarding freshman eligibility criteria is available on the NCAA Eligibility Center website.

The primary responsibility of a high school in relationship to a freshman student-athletes certification is to ensure that the school’s list of approved core courses is accurate and up to date. Only courses in the areas of English, mathematics, science, social studies and world language can be considered for core course approval. Approved Core Courses for all District 211 high schools are listed on the NCAA Eligibility Center website at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net). Additionally, these approved courses are listed below and have been denoted in this guide with an NCAA designation within the course description.



## List of Approved Core Courses (Form 48H) for all Township High School District 211 schools:

| ENGLISH   | MATHEMATICS   | SCIENCE   | SOCIAL STUDIES  | WORLD LANGUAGE                                       |
|---|---|---|---|--|
| <a href="#">E101</a> English 1                          | <a href="#">M113</a> Algebra 1 (2 units)                          | <a href="#">S131</a> Biology                            | <a href="#">G143</a> World Geography  | <a href="#">L152</a> Chinese 1                       |
| <a href="#">E102</a> English 1                          | <a href="#">M114</a> Algebra 1                                    | <a href="#">S137</a> Biology                            | <a href="#">G146</a> World History  | <a href="#">L162</a> French 1                        |
| <a href="#">E108</a> English 1                          | <a href="#">M117</a> Algebra 1                                    | <a href="#">S138</a> Accelerated Biology                | <a href="#">G216</a> Multicultural Perspective                              | <a href="#">L163</a> German 1                        |
| <a href="#">E201</a> English 2                          | <a href="#">M147</a> Advanced Algebra 1                           | <a href="#">S221</a> Physical Science                   | <a href="#">G236</a> Women’s Studies  | <a href="#">L166</a> Spanish 1                       |
| <a href="#">E202</a> English 2                          | <a href="#">M214</a> Plane & Solid Geometry                       | <a href="#">S233</a> Physical Science                   | <a href="#">G262</a> World Affairs  | <a href="#">L252</a> Chinese 2                       |
| <a href="#">E203</a> Speech 1                           | <a href="#">M217</a> Plane & Solid Geometry                       | <a href="#">S234</a> Earth Science                      | <a href="#">G331</a> American Studies History                               | <a href="#">L262</a> French 2                        |
| <a href="#">E204</a> Speech 2                           | <a href="#">M218</a> Accelerated Plane & Solid Geometry           | <a href="#">S332</a> Chemistry                          | <a href="#">G336</a> American Studies – History                             | <a href="#">L263</a> German 2                        |
| <a href="#">E205</a> Journalistic Writing 1             | <a href="#">M248</a> Advanced Geometry & Trigonometry             | <a href="#">S333</a> Food & Nutrition Science           | <a href="#">G339</a> AP World History: Modern                               | <a href="#">L266</a> Spanish 2                       |
| <a href="#">E207</a> Journalistic Writing 2             | <a href="#">M256</a> Intro to Computer Science & Software Design  | <a href="#">S334</a> Astronomy                          | <a href="#">G341</a> United States History                                  | <a href="#">L276</a> Spanish for Heritage Learners 2 |
| <a href="#">E208</a> English 2                          | <a href="#">M266</a> Applications of Computer Programming         | <a href="#">S335</a> Geology                            | <a href="#">G342</a> United States History                                  | <a href="#">L352</a> Chinese 3                       |
| <a href="#">E214</a> Advanced Topics in Literature      | <a href="#">M296</a> Geometry in Construction                     | <a href="#">S336</a> Environmental Studies              | <a href="#">G343</a> Psychology 1   | <a href="#">L362</a> French 3                        |
| <a href="#">E301</a> English 3                          | <a href="#">M308</a> Advanced Algebra 2                           | <a href="#">S338</a> Accelerated Chemistry              | <a href="#">G349</a> AP Human Geography                                     | <a href="#">L363</a> German 3                        |
| <a href="#">E302</a> English 3                          | <a href="#">M314</a> Algebra 2                                    | <a href="#">S344</a> Astronomy 2                        | <a href="#">G353</a> Psychology 2   | <a href="#">L366</a> Spanish 3                       |
| <a href="#">E303</a> The Rhetoric of Cinema             | <a href="#">M317</a> Algebra 2                                    | <a href="#">S347/S647</a> Biology 2                     | <a href="#">G359</a> AP European History                                    | <a href="#">L376</a> Spanish for Heritage Learners 3 |
| <a href="#">E305</a> Advanced Reading                   | <a href="#">M319</a> AP Computer Science Principles               | <a href="#">S352</a> Forensic Science                   | <a href="#">G365</a> Law & the Individual                                   | <a href="#">L462/L662</a> French 4                   |
| <a href="#">E307</a> Creative Composition               | <a href="#">M328</a> Accelerated Algebra 2/Pre-Calculus           | <a href="#">S369</a> AP Physics 1 & 2                   | <a href="#">G369</a> AP United States History                               | <a href="#">L466/L666</a> Spanish 4                  |
| <a href="#">E317</a> Advanced Creative Composition      | <a href="#">M348/M647</a> Advanced Algebra 2/Pre-Calculus         | <a href="#">S429</a> AP Environmental Science           | <a href="#">G379</a> AP Psychology  | <a href="#">L476</a> Advanced Topics Spanish         |
| <a href="#">E319</a> AP Language & Composition          | <a href="#">M359</a> AP Computer Science A                        | <a href="#">S432</a> Physics                            | <a href="#">G441</a> Civics   | <a href="#">L549</a> AP Chinese Language & Culture   |
| <a href="#">E331</a> American Studies - English         | <a href="#">M408</a> Advanced Trigonometry & Pre-Calculus         | <a href="#">S437/S637</a> Anatomy & Physiology          | <a href="#">G442</a> Civics   | <a href="#">L559</a> AP French Language & Culture    |
| <a href="#">E336</a> American Studies - English         | <a href="#">M419</a> AP Statistics                                | <a href="#">S438</a> Accelerated Physics                | <a href="#">G459</a> AP Microeconomics                                      | <a href="#">L569</a> AP German Language & Culture    |
| <a href="#">E352</a> Rhetoric for Professional Pathways | <a href="#">M434</a> Data Modeling with Algebra                   | <a href="#">S439</a> AP Chemistry                       | <a href="#">G469</a> AP Macroeconomics                                      | <a href="#">L579</a> AP Spanish Language & Culture   |
| <a href="#">E401</a> Modern World Literature            | <a href="#">M435/M635</a> Quantitative Literacy                   | <a href="#">S449</a> AP Biology                         | <a href="#">G479</a> AP American Government & Politics                      | <a href="#">L589</a> AP Spanish Literature & Culture |
| <a href="#">E402</a> English Literature Survey          | <a href="#">M436/M647</a> Statistics & College Algebra            | <a href="#">S468</a> Advanced Physics                   |   | <a href="#">W623</a> Intermediate Japanese 1         |
| <a href="#">E403</a> Senior Composition                 | <a href="#">M437/M637</a> Calculus for Business & Social Sciences | <a href="#">S469</a> AP Physics Calculus C              |   | <a href="#">W624</a> Intermediate Japanese 2         |
| <a href="#">E404</a> English Literature Survey          | <a href="#">M438</a> Trigonometry/Calculus A                      | <a href="#">S478</a> Applications in Advanced Chemistry |   | <a href="#">W625</a> Japanese Oral Practice          |
| <a href="#">E405</a> Expository Composition             | <a href="#">M449</a> AP Calculus AB                               | <a href="#">S488</a> Advanced Topics in Science         |   |  |
| <a href="#">E411</a> Communication Skills               | <a href="#">M459</a> AP Calculus AB                               |   | <b>NON-DEPARTMENTAL COURSES</b>   |  |
| <a href="#">E419</a> AP Literature & Composition        | <a href="#">M468</a> Independent Computer Science                 |   | <a href="#">R313/R613</a> Health & Career Exploration & Medical Terminology |  |
| <a href="#">E423</a> Introduction to Rhetoric           | <a href="#">M479</a> AP Calculus BC                               |   | <a href="#">R359</a> AP Seminar   |  |
| <a href="#">E625</a> College Composition                | <a href="#">M578/M678</a> Multivariable Calculus                  |   | <a href="#">R459</a> AP Research  |  |
|   | <a href="#">M588/M688</a> Independent Study Math                  |   |   |  |

Student-athletes interested in pursuing athletic opportunities in college should discuss their interest with parents, coaches, and counselors. Prospective student-athletes must register with the NCAA Eligibility Center and meet academic eligibility standards as determined by NCAA. Complete details are available at <https://www.ncaa.org> or [www.ncaaeligibilitycenter.org](http://www.ncaaeligibilitycenter.org).

Courses marked “NCAA Pending” within this guide have been submitted to NCAA Clearinghouse for approval as a core course. Approval was not received prior to the printing of this guide.

## ELECTIVE COURSES

In addition to offering courses that meet high school graduation requirements, most departments offer elective courses that, if taken, assist a student with college admission requirements or other post-secondary academic preparation. Further, elective courses offer the student the opportunity to pursue special interest areas within the curriculum. Advanced Placement courses are available in many academic departments, including portfolio assessment in Art. Work/study opportunities are available in Applied Technology, Business Education, Family and Consumer Sciences, and Special Education.

## DUAL CREDIT PROGRAM

Selected courses in the curriculum have been designated as “dual” or “articulated credit.” These courses, designated as 600-Level courses, are offered as part of a curriculum collaboration with Harper College or other colleges as indicated. Dual credit allows a student to earn both college and high school credit simultaneously. Certain restrictions apply to these courses and interested students should see their high school counselor for details.

Additional information regarding how dual credit coursework may transfer to a variety of colleges can be found at <https://transferology.com>.

## COURSE PLACEMENT

Results of aptitude and achievement tests and teachers’ recommendations are used by counselors to place individual students in courses. Students in general Level courses who do work above “C” may be transferred to a regular Level section of a course. Students in accelerated or honors Level courses who earn “C” or lower are usually recommended for movement to a regular Level section.

Entrance into the District Gifted Education Program is determined by performance on freshman placement tests and teacher recommendation. Based on this information, approximately five percent of incoming freshmen are invited into the gifted program. Please contact the student services director for information about the program and selection procedures.

## CODING OF COURSES

A letter and three digits precede each course title in this curriculum guide. The letter indicates the department and the last digit indicates Levels of ability. Letter designations of each department are as follows:

|   |                                      |
|---|--------------------------------------|
| <b>A</b> — Art & Media                  | <b>P</b> — Wellness/Driver Education |
| <b>B</b> — Business Education           | <b>R</b> — Non-Departmental          |
| <b>C</b> — Music                        | <b>S</b> — Science                   |
| <b>E</b> — English                      | <b>T</b> — Applied Technology        |
| <b>G</b> — Social Studies               | <b>V</b> — Vocational                |
| <b>H</b> — Family and Consumer Sciences | <b>W</b> — Harper College Campus     |
| <b>L</b> — World Language               |                                      |
| <b>M</b> — Mathematics                  |                                      |

The first digit of the three-digit sequence generally represents the earliest year in which a student is eligible to take the course (1-freshman; 2-sophomore; 3-junior; 4-senior; 6-college dual credit). The second digit has no intrinsic meaning. The third digit indicates the following:

- 0** Courses designed to strengthen basic fundamentals, skills, and concepts.
- 1** General education courses designed to improve skills while presenting a complete curriculum.
- 2-7** Regular education courses designed for most students, including those who plan on entering programs of advanced education or training after graduation.
- 8** Honors courses for students whose aptitude and achievement qualify them for intensive study at an increased pace.
- 9** Advanced Placement and Honors courses for the academically talented. Students in these courses are encouraged to take Advanced Placement tests which are the focus of A.P. Level courses.

As an example; E101 is a general Level English course, E102 is a regular Level English course, and E108 is an accelerated English course. Select dual credit courses have 5 digits which corresponds to the college course students may earn credit.

## SUMMER SCHOOL

An annual summer school is available to all Township High School District 211 students, who may enroll for one or more of the following reasons:

1. To take courses that could not be scheduled during the regular school year.
2. To repeat a failed course or to take a different course to make up credit lost by failure.
3. To repeat a course for a higher grade (*"C" is our lowest recommended grade on transcripts to colleges. The original course grade will be noted on the transcript*).
4. To give incoming freshmen and students between freshman and sophomore year the opportunity to take courses which qualify them for more advanced work (*Enrollment in these classes is through recommendation and invitation by the student services director, and enrollment may be required for some students*).
5. To earn credit for early graduation or to meet additional graduation requirements.

### Credit

A student may earn a maximum of one academic unit of credit during the session and an additional one-fourth unit of credit in Wellness per semester. Wellness is assigned one-half credits per semester.

### Study Requirements

Each day of a summer class is equal to five day's work during the regular school year. Students must make up work immediately after an absence. Arranging for making up work is the student's responsibility.

### Attendance

Since summer school is a concentrated program, **regular attendance is required**. Students absent the first two days of school will **not** be admitted into class in that semester. To receive credit, a student must be present on the last day of each summer school semester. A student who **accumulates** three days of absence in a semester will lose credit and forfeit fees. A tardy (arriving within one hour of the school starting time) is recorded as one-half day of absence. If a student is more than one hour late, a full absence will be charged. Students arriving late or leaving early must check in or out at the summer school office. Summer vacations should **not** be scheduled during the summer school period.

## School Regulations

Summer school is an academic enrichment program for students who desire additional learning opportunities. Rules are enforced to consistently maintain an atmosphere conducive to learning. A student may be dismissed from summer school immediately for tobacco use, truancy, excessive tardiness, controlled substance abuse, and acts of gross misconduct. There will be no exceptions to the rules of conduct or attendance. Dismissal from summer school will result in forfeiture of credit and fees.

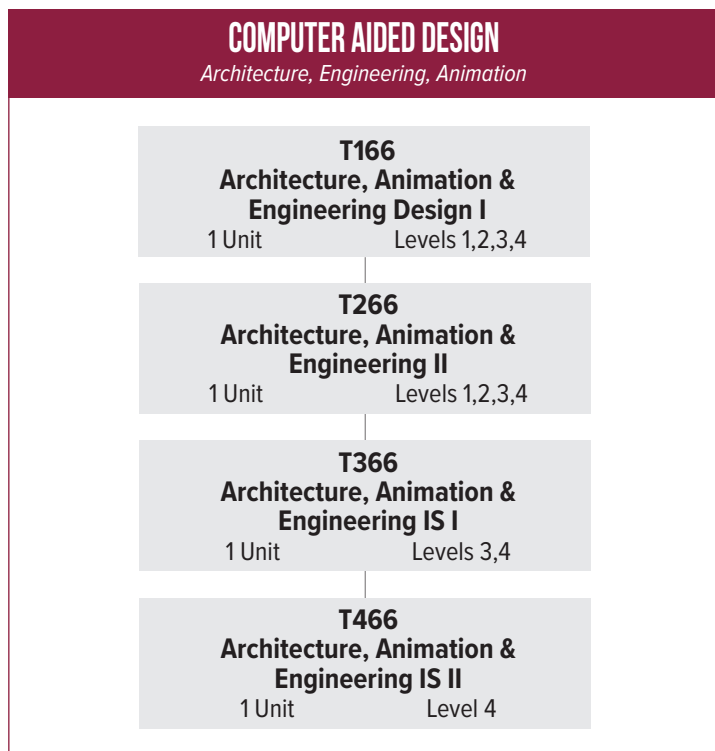
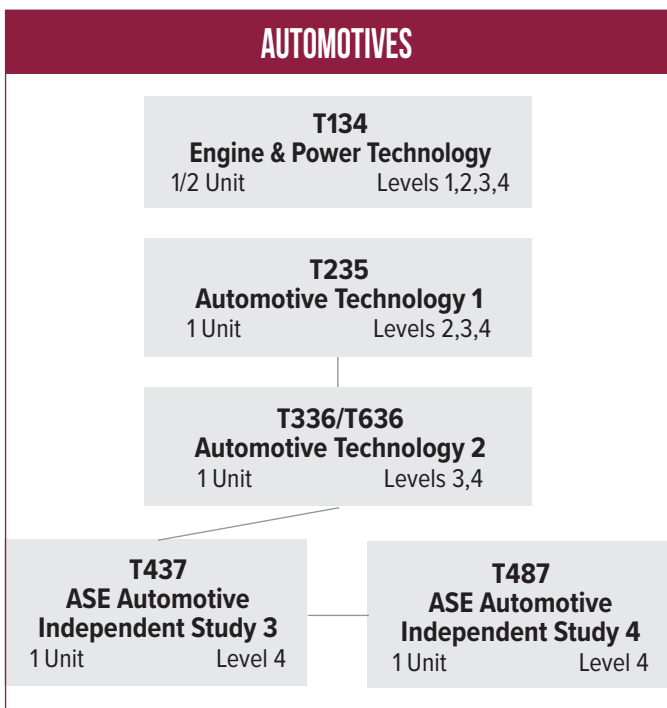
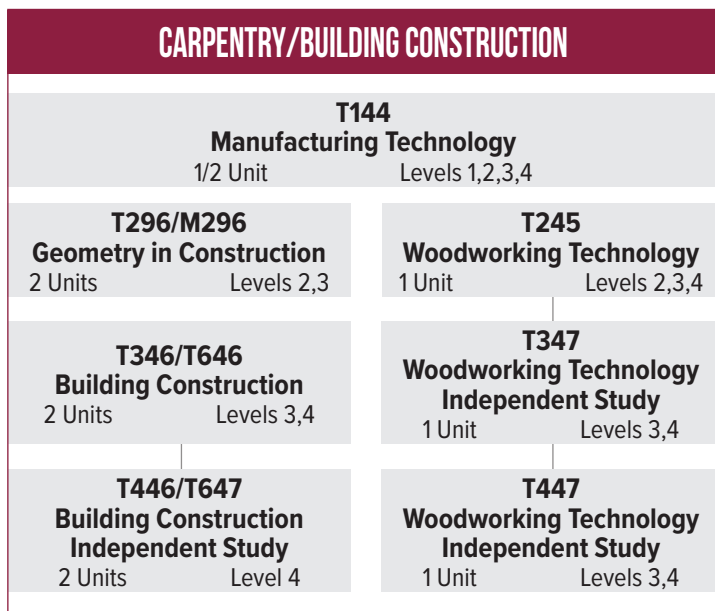
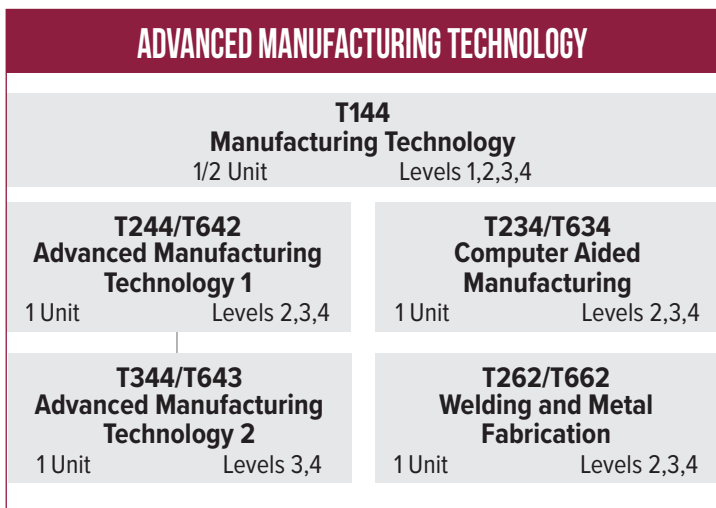
## ALTERNATIVE HIGH SCHOOL

Residents of Township High School District 211 age 17 and over who have not completed high school and are no longer enrolled in school may earn a diploma in the evening at the Alternative High School. Classes are held Monday through Thursday evenings during the school year. For information and fee structure, contact the Continuing Education Office at (847) 755-6722.

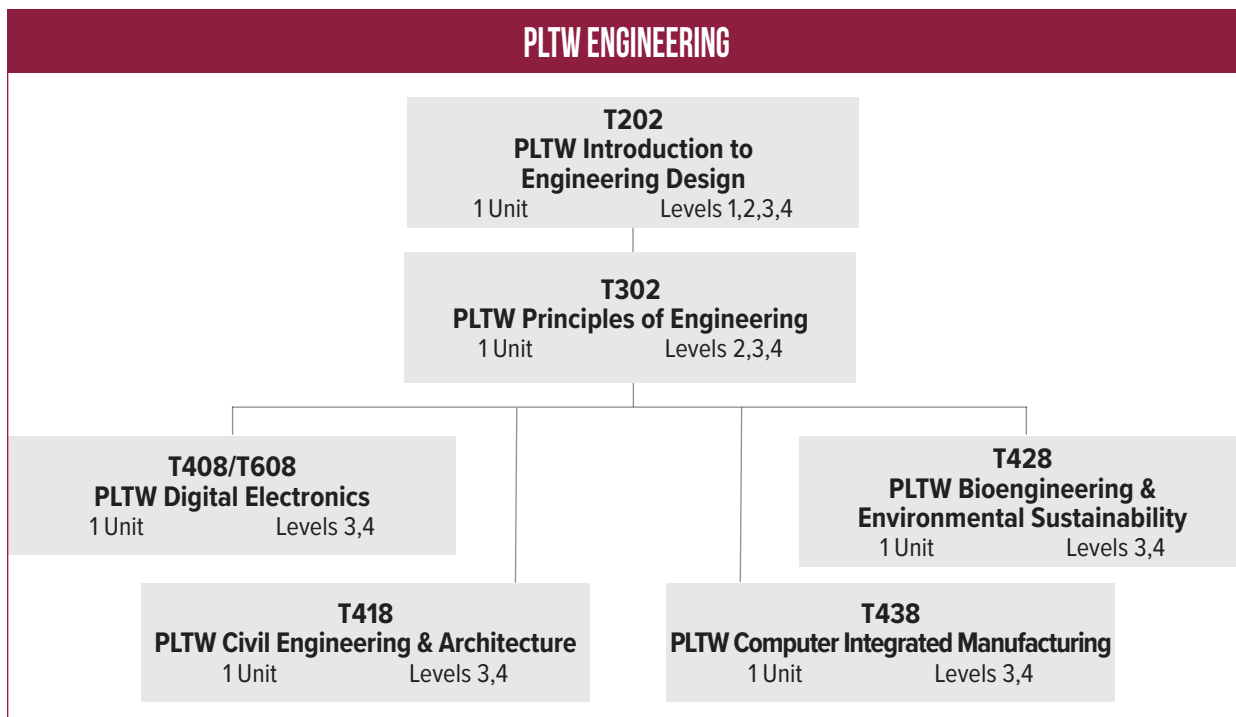
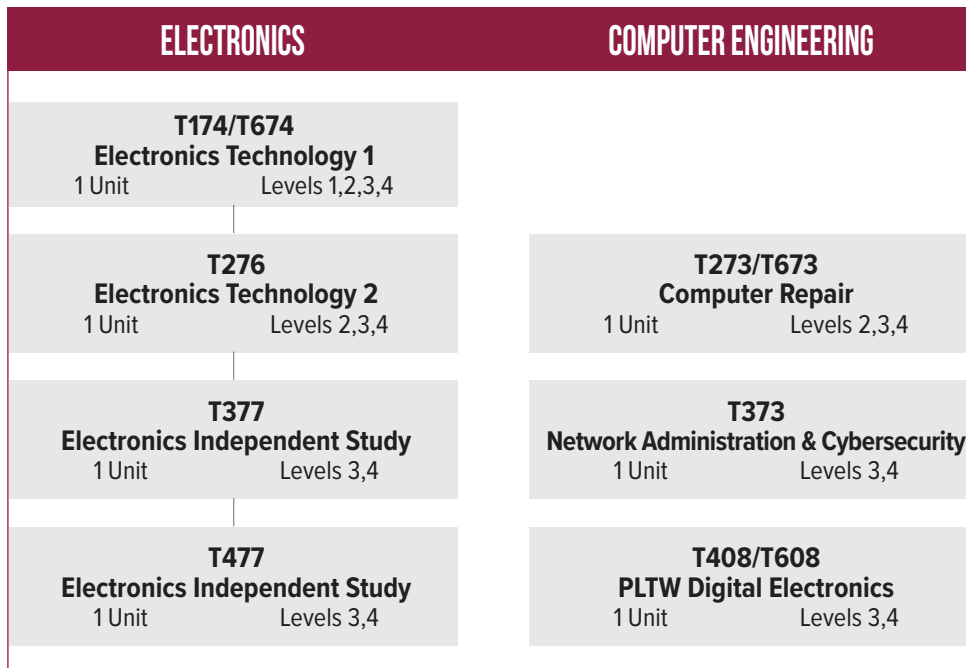
## EVENING MAKE-UP COURSES

High School District 211 offers several evening make-up courses for seniors who need them for graduation. Students should consult their counselor for information regarding these courses.

# APPLIED TECHNOLOGY



# APPLIED TECHNOLOGY



# APPLIED TECHNOLOGY

Applied Technology courses are designed to give students an exposure to technical environments and their applications in the modern work world. Through careful selection, students may explore areas of career interest. Many courses in the Applied Technology field are accepted as electives for college admission.

## Applied Technology Exploration T130

|              |   |        |          |        |          |
|--------------|---|--------|----------|--------|----------|
| Level        | 1 & 2   | Length | One year | Credit | One unit |
| Prerequisite | Placement through staff conference recommendation |        |          |        |          |

This course is designed to help students with special needs acquire skills to be successful. Emphasis will be placed on basics such as: organizational skills, measuring, reading working drawings, shop safety, basic math, tool identification and usage, and following a sequential plan of action. This class is organized to provide for small group and individualized instruction with class projects varying depending on student's abilities.

## Engine & Power Technology T134

|       |     |        |               |        |               |
|-------|-----|--------|---------------|--------|---------------|
| Level | 1-4 | Length | One-half year | Credit | One-half unit |
|-------|-----|--------|---------------|--------|---------------|

Students will gain an understanding of the operation of piston engines, basic electrical circuits, hydraulic, and pneumatic principles with emphasis on small engine repair. Hands-on experience includes the opportunity to participate in the repair of a variety of small engines.

Recommended but not a PREREQUISITE for T235

## Manufacturing Technology T144

|       |     |        |               |        |               |
|-------|-----|--------|---------------|--------|---------------|
| Level | 1-4 | Length | One-half year | Credit | One-half unit |
|-------|-----|--------|---------------|--------|---------------|

Manufacturing Technology is a lab oriented class in which several materials including wood, metal, and plastic will be used for both custom-made and mass produced products. Students will use a variety of hand and power tools as they learn about modern production technology.

Recommended but not a PREREQUISITE for T244/T642

## Architecture, Animation and Engineering Design I T166

|       |     |        |          |        |          |
|-------|-----|--------|----------|--------|----------|
| Level | 1-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|

In the T166 course, students will be exposed to three different content areas: engineering, architecture, and animation. Students will be using Autodesk Inventor to learn about engineering drafting in both 2D and 3D environments. Students will create, develop, and test the function of their designs within the engineering software. Students will utilize Chief Architect for the architectural portion of the class in which they will focus on residential floor plan design. Students will learn about traffic flow, the three main areas of a home, proper design of homes, building codes and many other architecture related topics. Finally, in animation students will use Autodesk 3D Studio Max in which they will create animations of their creations they developed in both engineering and architecture. This will include students creating several short length animations.

## Electronics Technology 1 T174/ T67402

|                      |   |        |          |        |          |
|----------------------|---|--------|----------|--------|----------|
| Level                | 1-4   | Length | One year | Credit | One unit |
| Harper Credit Course | T67402: ELT110 Introductory Electronics, 4 college credit hours |        |          |        |          |

This course is designed for students interested in electronics technology, digital communications, audio technology, industrial technology applications, and electronic design. Students will study safety, basic components and symbols, electrical fundamentals, instrumentation, circuit analysis, semiconductor applications, and digital technology. Students will assemble and analyze electronic circuits including power supplies, oscillators, amplifiers, and digital circuits. Emphasis is placed on problem solving and teamwork in a lab environment.

## PLTW Introduction to Engineering Design T202

| Level               | 1-4  | Length | One year | Credit | One unit |
|---------------------|--|--------|----------|--------|----------|
| <b>Prerequisite</b> | Concurrent enrollment in M117 Algebra 1 or higher or Department Chair recommendation |        |          |        |          |

The Project Lead the Way (PLTW) course, Introduction to Engineering Design, is an interdisciplinary study with an emphasis placed on learning the design development process. Students utilize their creativity to collaborate with other students through distance learning projects. In this course students develop the essential skills that engineers rely on everyday such as patent research, working with team members, hand-sketching, and proper engineering documentation with team members. Students apply the Design Loop to innovate and invent products in a continuous improvement model. State of the art technology including Autodesk's Inventor, ANSYS, 3D Printing and ShopBot industrial automation, is used to allow students an opportunity to create prototypes and mock-ups of their individual and team solutions.

With successful completion of end-of-course assessment, student may obtain college credit

## Computer Aided Manufacturing T234/ T63401/ T63402

| Level                       | 2-4   | Length | One year | Credit | One unit |
|-----------------------------|---|--------|----------|--------|----------|
| <b>Harper Credit Course</b> | T63401: MFT210 Computer Integrated Manufacturing, 3 college credit hours<br>T63402: MFT220 Computer Aided Manufacturing, 3 college credit hours |        |          |        |          |

This is a Computer Aided Design and Computer Aided Manufacturing course (CAD/CAM). CAD/CAM software is used to design and manufacture prototypes, finished products, and production runs. An integrated CAD/CAM system offers one complete solution for design through manufacturing. Students will be designing, programming, and manufacturing parts through the use of Autodesk Inventor and Haas CNC machines.

## Automotive Technology 1 T235

| Level | 2-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|
|-------|-----|--------|----------|--------|----------|

This is a Computer Aided Design and Computer Aided Manufacturing course (CAD/CAM). CAD/CAM software is used to design and manufacture prototypes, finished products, and production runs. An integrated CAD/CAM system offers one complete solution for design through manufacturing. Students will be designing, programming, and manufacturing parts through the use of Autodesk Inventor and Haas CNC machines.

ASE Certification and Program

## Advanced Manufacturing Technology T244/ T64201/ T64202 Level 1

| Level                       | 2-4   | Length | One year | Credit | One unit |
|-----------------------------|---|--------|----------|--------|----------|
| <b>Prerequisite</b>         | T64202: Completion of T64201 with a grade of "C-" or higher   |        |          |        |          |
| <b>Harper Credit Course</b> | T64201: MFT105 Machine Processes I, 2 college credit hours<br>T64202: MFT120 Machine Processes II, 3 college credit hours |        |          |        |          |

Students will work towards industry standard certifications in the area of precision machining based on the National Institute of Metalworking Skills (NIMS). Students will develop the skills and knowledge that employers want when hiring people in the manufacturing industry. Students will be prepared to take the NIMS Job Plan Benchmark credential test. Students will be learning and operating industry standard CNC machines that cut steel.

## Woodworking Technology T245

| Level | 2-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|
|-------|-----|--------|----------|--------|----------|

Woodworking Technology is designed for the beginning to intermediate student. This one-year course includes instructional units in safety, layout and measurement, equipment and processes, cabinet making, furniture construction, lathe turning, and career/consumer awareness. These hands-on units are geared for preparing students for future courses as well as helpful household knowledge of wood working procedures. Project material fees are required and vary with the various project selections. **Level 1 with instructor approval.**

## Architecture, Animation & Engineering II T266

| Level               | 1-4                                       | Length | One year | Credit | One unit |
|---------------------|---|--------|----------|--------|----------|
| <b>Prerequisite</b> | Computer Aided Drafting and Graphics T166 |        |          |        |          |

Woodworking Technology is designed for the beginning to intermediate student. This one-year course includes instructional units in safety, layout and measurement, equipment and processes, cabinet making, furniture construction, lathe turning, and career/consumer awareness. These hands-on units are geared for preparing students for future courses as well as helpful household knowledge of wood working procedures. Project material fees are required and vary with the various project selections.

## Architecture, Animation & Engineering II **T266/T662**

| Level        | 1-4                                       | Length | One year | Credit | One unit |
|--------------|---|--------|----------|--------|----------|
| Prerequisite | Computer Aided Drafting and Graphics T166 |        |          |        |          |

In the T266 course, students will further their knowledge in the three content areas: architecture, engineering, and animation. The first semester will be broken down into a series of 6 week sessions, touching base on each of the three content areas. The engineering session focuses on complex assemblies and specialty views. The architecture session focuses on architectural home styles, the reading of plan sets, and framing. The animation session focuses on continuing students' ability to model, set cameras, and create more detailed short length animations. During second semester students are able to pursue the field of their choice. During this period students will continue to advance their knowledge working on student-selected large scale projects.

## Welding and Metal Fabrication **T262**

| Level                | 2-4  | Length | One year | Credit | One unit |
|----------------------|--|--------|----------|--------|----------|
| Harper Credit Course | T262: WLD110 Welding I, 3 college credit hours |        |          |        |          |

Welding is a skill used in many industries, from automotive maintenance to manufacturing and construction. Skilled trade workers who possess the right amount of training and experience are sought after by employers. Knowing different types of welding can help students prepare for a career in welding and metal fabrication. The primary objective of this course is for students to learn the fundamental skills and knowledge of oxyacetylene welding, brazing, stick welding, gas metal arc welding, and plasma cutting. In addition, students will learn how to use metal fabrication equipment to bend, cut, and shape materials to be welded. Student enrollment based on Department Chair approval.

## Electronics Technology 2 **T276**

| Level        | 2-4   | Length | One year | Credit | One unit |
|--------------|---|--------|----------|--------|----------|
| Prerequisite | Successful completion of T174 Electronics Technology 1 and "C" or higher in M114 Algebra 1 or instructor's approval |        |          |        |          |

Students will become familiar with analyzing, aligning, troubleshooting, and servicing most common types of electronic circuits. They will study areas of electronics such as amplification, solid-state circuitry, digital circuitry, FM stereo, and basic problem solving techniques. Students will build advanced projects and analyze and evaluate a variety of laboratory experiments. Emphasis is on the theory of electronic circuits and a systematic approach to troubleshooting.

## Computer Repair

**T273/  
T67301/  
T67302**

| Level                | 2-4   | Length | One year | Credit | One unit |
|----------------------|---|--------|----------|--------|----------|
| Prerequisite         | T273/T673 - M117 Algebra or equivalent; and T67301 completion of T27203 (NET105) IT Fundamentals summer school course recommended with "C-" or higher OR passing Harper competency exam while enrolled in T273/T673 (NET111) by September 30<br>T67302 - Completion of T67301 (NET111) with a grade of "C-" or higher |        |          |        |          |
| Harper Credit Course | T67301: NET111, A+ Hardware, 3 college credits<br>T67302: NET112 Operating Systems Technologies, 3 college credits  |        |          |        |          |

This course is designed for students interested in computer repair. Students will have hands on experience servicing Windows-based computers. Areas of computer study include: construction, disassembly and assembly, installation and configuration of operating systems, modifying and upgrading of circuits, MS-DOS, Windows, and utilities. Students will have learning opportunities in the areas of: safety and preventative maintenance, removal and installation of field replaceable units, backing up and restoring files, configuration and utilization of video circuits, Windows, modems, I/O addresses, interrupt request lines, direct memory access, network interface cards, network connections, and the diagnosing/troubleshooting of malfunctioning systems. Completion of this course will prepare students to earn Comp TIA A+ certification.

## Geometry in Construction **T296**

| Level | 2 & 3 | Length | One year | Credit | One unit |
|-------|-------|--------|----------|--------|----------|
|-------|-------|--------|----------|--------|----------|

The purpose of this course is to have students experience putting geometry into action by building real world construction projects. Geometry in Construction is taught by both Math and Applied Technology teachers. This interdisciplinary course integrates geometry and construction topics through the building of significant construction projects. The goal is to provide students with a better understanding of both the geometry and the construction content taught in the Math department and prepares students for the subsequent Math courses. Students will gain hands-on, real-world experience in different areas of construction. Additional emphasis is given to teamwork, problem-solving, and the promotion of employable attributes.

This is a double-period course that offers both a Math credit and an Applied Technology credit.



## PLTW Principles of Engineering T302

|              |  |        |          |        |          |
|--------------|--|--------|----------|--------|----------|
| Level        | 2-4  | Length | One year | Credit | One unit |
| Prerequisite | T202 Introduction to Engineering Design or Department Chair approval |        |          |        |          |

PLTW Principles of Engineering is the course that follows T202 Introduction to Engineering Design in the Project Lead the Way sequence. This course uses project-based, hands-on experiences to teach students the key elements and skills of engineering and technology-based careers. Concepts in this course include communication and documentation, design processes, engineering systems, statics and strength of materials, materials and material testing in engineering, engineering for reliability, and kinematics. This course explores technology systems and manufacturing processes and addresses the social and political consequences of technological change. The applications of physics, trigonometry, and applied sciences are integrated in the course to solve engineering problems. Autodesk Inventor is a computer aided design (CAD) program that will be utilized to assist in completion of projects.

With successful completion of course assessment, student may obtain college credit

## Automotive Technology 2 T336/ T63602

|                      |  |        |          |        |          |
|----------------------|--|--------|----------|--------|----------|
| Level                | 3 & 4  | Length | One year | Credit | One unit |
| Prerequisite         | Completion of T33601 with C- or better               |        |          |        |          |
| Triton Credit Course | T63602: AUT112 Intro to Auto Tech, 3 college credits |        |          |        |          |

Auto Technology 2 deals with testing, adjustment, repair and replacement of various components of the automobile. Students study troubleshooting and the use of test equipment including engine analyzers, computer scanners, pressure testers, and emission analyzers. They gain experience in engine mechanical diagnosis and servicing, fuel injection and emission control service, electrical testing, brake repair, alignment, transmission work, and air conditioning service. Time will be split between classroom and lab activities. Students may bring vehicles into the lab for maintenance, testing, and repair when related to planning class activities. ASE Certification and Program.

## Advanced Manufacturing Technology T344/ T64301/ T64302 Level 2

|                      |  |        |          |        |           |
|----------------------|--|--------|----------|--------|-----------|
| Level                | 3 & 4  | Length | One year | Credit | Two units |
| Prerequisite         | T64302: Completion of T34601 with C- or better         |        |          |        |           |
| Triton Credit Course | T64602: COT106 Rough Carpentry, 3 college credit hours |        |          |        |           |

While participating in the construction of a house, students become familiar with all stages of construction from site preparation to interior finish work. This may include the following skills: carpentry, siding, roofing, drywall, electrical, plumbing, heating, painting and staining, various flooring applications, cabinet installation, and finish trim work. Transportation to the construction site is provided.

## Woodworking Technology Independent Study T347/T447

|              |   |        |                       |        |                            |
|--------------|---|--------|-----------------------|--------|----------------------------|
| Level        | 3 & 4   | Length | One-half to two years | Credit | One-half unit per semester |
| Prerequisite | Instructor's approval and successful completion of T245 Wood Technology |        |                       |        |                            |

These courses will allow students who are interested in pursuing a career in the field of woodworking to gain additional knowledge and experience in an area of particular interest. With the help and supervision of the instructor, students explore in-depth such areas as cabinet making, building construction, wood technology, laminating, and bending or other related areas. Students working on independent study projects must show personal initiative and self-direction in developing goals and carrying out plans. Research, experimentation, project construction and report writing are among appropriate student activities.

## Architecture, Animation & Engineering T366/T466 Independent Study I & II

|              |   |        |                       |        |                            |
|--------------|---|--------|-----------------------|--------|----------------------------|
| Level        | 3 & 4   | Length | One-half to two years | Credit | One-half unit per semester |
| Prerequisite | Instructor's approval and successful completion of T266 Architecture, Animation, and Engineering II |        |                       |        |                            |

Students who want to further their drafting skills and gain additional experience in industrial related computer aided drafting are encouraged to enroll. Individualized work in selected areas of industrial drafting is planned with the instructor. This is an opportunity for students to become more self-directed in developing skills in an area of their choice.

Course content allows preparation for Autodesk Certification test

## Network Administration and Cybersecurity **T373**

| Level               | 3 & 4   | Length | One year | Credit | One unit |
|---------------------|---|--------|----------|--------|----------|
| <b>Prerequisite</b> | T273 Computer Repair or Department Chair approval |        |          |        |          |

This course provides students with the instruction necessary to install, configure, and troubleshoot an enterprise-level computer network. It introduces current networking standards, the OSI Model, various protocols and topologies, the interconnections between various hardware components, network operating systems, DNS, DHCP, TCP/IP, Ethernet, wired and wireless transmission, LAN, WAN, intranet, and security. Students will be introduced to practical solutions for identifying, assessing, and preventing external and internal cyber security threats to networks. Key components include authentication methods, communication security, infrastructure security, cryptography basics, and security implementation.

Completion of this course will prepare students to earn Comp TIA-Network+ and security++ certifications

## Electronics Independent Study **T377/T477**

| Level               | 3 & 4  | Length | One-half to two years | Credit | One-half unit per semester |
|---------------------|--|--------|-----------------------|--------|----------------------------|
| <b>Prerequisite</b> | Instructor's approval and successful completion of T276 Electronics Technology 2 |        |                       |        |                            |

Electronics Independent Study allows students who are interested in pursuing a career in the field to gain additional knowledge and experience. With the instructor as a resource, students may explore areas such as television, industrial circuitry, digital circuitry, and circuit design in-depth. Students must possess a degree of initiative and self-direction. With the assistance of the instructor, they will develop goals and plan activities and projects which can be carried out on their own initiative. Research, experimentation, project construction, and report writing are among appropriate student activities. With the instructor's approval, planned activities may take place outside of the classroom.

## PLTW Digital Electronics **T408/T60802**

| Level                       | 3 & 4  | Length | One year | Credit | Two units |
|-----------------------------|--|--------|----------|--------|-----------|
| <b>Prerequisite</b>         | T408: Completion of T302 with "C-" or higher or Department Chair Approval<br>T60802: Completion of T174 (ELT110) with "C-" or higher or Harper Coordinator approval with PLTW coursework with "C-" or higher |        |          |        |           |
| <b>Triton Credit Course</b> | T60802: ELT203 Digital Electronics, 4 credit hours   |        |          |        |           |

This is a year-long honors course in laboratory electronics. This course covers digital electronics, starting with logic Levels, truth tables, gates, flip-flops, registers, and counters. An emphasis is placed on the implementation of interfaces between analog and digital electronics, particularly when controlling and recording the results of typical engineering experiments. Students will make extensive use of the LabVIEW, Multi-Sim and other engineering software as a means of communication between a computer and external hardware. An independent project of the student's design will serve as a semester culminating activity. Digital Electronics is a foundation course for those considering careers in computer science, electric engineering, software engineering, hardware engineering, as well as other fields of engineering. *This class is a part of the PLTW Engineering sequence.*

## PLTW Civil Engineering and Architecture **T418**

| Level               | 3 & 4   | Length | One year | Credit | One unit |
|---------------------|---|--------|----------|--------|----------|
| <b>Prerequisite</b> | Successful completion of T302 Principles of Engineering or or Department Chair approval |        |          |        |          |

Civil Engineering and Architecture (CEA) is the study of the design and construction of residential and commercial building projects. This honors course includes an introduction to many of the varied factors involved in building design and construction including building components and systems, structural design, storm water management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry. The major focus of the CEA course is to expose students to the design and construction of residential and commercial building projects, design teams and teamwork, communication methods, engineering standards, and technical documentation. Students will analyze, design, and build electronic and physical models of residential and commercial facilities. While implementing these designs students will continually hone their interpersonal skills, creative abilities, and understanding of the design process. Students will use state of the art software, as used in the industry, to aid in the design process.

With successful completion of end-of-course assessment, student may obtain college credit

**PLTW Bioengineering & Environmental Sustainability** **T428**

|                     |  |               |          |               |          |
|---------------------|--|---------------|----------|---------------|----------|
| <b>Level</b>        | 3 & 4  | <b>Length</b> | One year | <b>Credit</b> | One unit |
| <b>Prerequisite</b> | Successful completion of T302 Principles of Engineering or Department Chair approval |               |          |               |          |

In this honors course students explore the diverse fields of biotechnology. Hands-on projects engage students in engineering design problems related to biomechanics, cardiovascular engineering, genetic engineering, tissue engineering, biomedical devices, forensics and bioethics. Students, usually at the 11th and 12th grade Level, apply biological and engineering concepts to design materials and processes that directly measure, repair, improve and extend living systems.

With successful completion of end-of-course assessment, student may obtain college credit

**ASE Automotive Independent Study 3** **T437**

|                     |   |               |                      |               |                      |
|---------------------|---|---------------|----------------------|---------------|----------------------|
| <b>Level</b>        | 4   | <b>Length</b> | One-half or one year | <b>Credit</b> | One-half or one unit |
| <b>Prerequisite</b> | Instructor's approval and successful completion of T336 Auto Technology 2 |               |                      |               |                      |

The Township High School District 211 Automotive Technology program is certified by the ASE Alliance.

**PLTW Computer Integrated Manufacturing** **T438**

|                     |  |               |          |               |          |
|---------------------|--|---------------|----------|---------------|----------|
| <b>Level</b>        | 3 & 4  | <b>Length</b> | One year | <b>Credit</b> | One unit |
| <b>Prerequisite</b> | Successful completion of T302 Principles of Engineering or Department Chair approval |               |          |               |          |

How are things made? What processes go into creating products? Is the process for making a water bottle the same as it is for a musical instrument? How do assembly lines work? How has automation changed the face of manufacturing? While students discover the answers to these questions in this honors course, they're learning about the history of manufacturing, robotics and automation, manufacturing processes, computer modeling, manufacturing equipment, and flexible manufacturing systems.

With successful completion of end-of-course assessment, student may obtain college credit

**Building Construction Independent Study** **T446/T64702**

|                             |   |               |          |               |           |
|-----------------------------|---|---------------|----------|---------------|-----------|
| <b>Level</b>                | 4   | <b>Length</b> | One year | <b>Credit</b> | Two units |
| <b>Prerequisite</b>         | Instructor approval and completion of T64602 with C- better <b>AND</b> T34701 with C- or better |               |          |               |           |
| <b>Triton Credit Course</b> | T64702: COT206 Carpentry: Finished Carpentry, 3 hours college credit                            |               |          |               |           |

Through this course, students are given the opportunity to participate in a second building construction project, through which they can gain additional expertise in the planning and building of a house. Second-year students are given the opportunity to strengthen areas of weakness and to serve as lead carpenters in areas where they have developed confidence and expertise.

**ASE Automotive Independent Study 4** **T487**

|                     |  |               |                      |               |                      |
|---------------------|--|---------------|----------------------|---------------|----------------------|
| <b>Level</b>        | 4  | <b>Length</b> | One-half or one year | <b>Credit</b> | One-half or one unit |
| <b>Prerequisite</b> | Instructor's approval, successful completion of T336 Auto Technology 2 and concurrently enrolled in T-437 NATEF Automotive Independent Study 3 |               |                      |               |                      |

The Township High School District 211 Automotive Technology program is certified by the ASE Alliance. ASE certification helps prepare students for post-secondary education, the workplace, and for Automotive Service Excellence (A.S.E.) exams.

This course allows students who are interested in a career in automotive repair and maintenance to gain additional knowledge and experience in an area or areas of particular interest. Each student, with the help and supervision of the instructor, will work to complete ASE tasks of increasing degrees of difficulty in brakes, electrical/electronic systems, engine performance, and suspension and steering. Students working on independent study projects must show personal initiative and self-direction in developing goals and carrying out plans. Students will use industry standard research software to troubleshoot and service vehicles. ASE Certification and Program.

Curriculum Guide

# ART & MEDIA



| POSSIBLE COLLEGE & CAREER PATHS | FRESHMAN   | SOPHOMORE  | JUNIOR   | SENIOR   |  |  |  |
|---------------------------------|--|--|--|--|--|--|--|
| 3D Design Path                  | <b>A252</b><br>Levels 1-4<br><b>3D Art: Clay, Sculpture &amp; Design</b> | <b>A352</b><br>Levels 2-4<br><b>3D Art 2: Clay, Sculpture &amp; Design</b>   | <b>A487</b><br>Levels 3-4<br><b>3D Art Design &amp; Studio</b>   | <b>A489</b><br>Levels 3-4<br><b>AP 3D Art &amp; Design</b>   |  |  |  |
| Digital Media Art Path          | <b>A192</b><br>Levels 1-4<br><b>Intro to Digital Media Art</b>           | <b>A255</b><br>Level 2-4<br><b>Photo &amp; Video 1</b><br><br><b>A295</b><br>Level 2-4<br><b>Animation and Game Design I</b><br><br><b>A233/A633*</b><br>Level 2-4<br><b>Graphic Design and Digital Illustration I</b> | <b>A355/A655*</b><br>Level 2-4<br><b>Photo &amp; Video 2</b><br><small>Dual Credit</small><br><br><b>A297</b><br>Level 2-4<br><b>Animation and Game Design II</b><br><br><b>A234/A634*</b><br>Level 2-4<br><b>Graphic Design and Digital Illustration II</b> | <b>A467</b><br>Levels 3-4<br><b>Digital Media Art Studio</b><br><br><b>A397</b><br>Levels 3-4<br><b>Production Studio</b><br><br><b>A489</b><br>Level 4<br><b>AP 3D Design</b><br><br><b>A499</b><br>Level 4<br><b>AP 2D Design</b><br><br><b>A599</b><br>Level 3-4<br><b>AP Drawing</b> |  |  |  |
| Broadcasting Path               | <b>A342</b><br>Levels 1-4<br><b>Broadcast Media</b>                      | <b>A442</b><br>Levels 2-4<br><b>Broadcast Media</b><br><small>Independent Study Repeatable</small>   | <b>A442</b><br>Levels 2-4<br><b>Broadcast Media</b><br><small>Independent Study Repeatable</small>   | <b>A442</b><br>Levels 2-4<br><b>Broadcast Media</b><br><small>Independent Study Repeatable</small>   |  |  |  |
| Drawing and Painting Path       | <b>A152</b><br>Level 1-4<br><b>Painting, Drawing &amp; Printmaking 1</b> | <b>A253</b><br>Level 2-4<br><b>Painting, Drawing &amp; Printmaking 2</b>   | <b>A254</b><br>Level 2-4<br><b>Painting, Drawing &amp; Printmaking 2</b><br><br><b>A356</b><br>Level 3-4<br><b>Painting, Drawing &amp; Printmaking Studio</b>  | <b>A499</b><br>Level 4<br><b>AP 2D Design</b><br><br><b>A599</b><br>Level 3-4<br><b>AP Drawing</b>   |  |  |  |
| College and Dual Credit Courses |  | <b>A256/A656*</b><br>Level 2-4<br><b>Art in Cont. Society</b><br><small>Dual Credit</small>  | <b>A355/A655*</b><br>Level 2-4<br><b>Photo &amp; Video 2</b><br><small>Dual Credit</small>   | <b>A399*</b><br>Level 2-4<br><b>AP Art History</b>   | <b>A599*</b><br>Level 3-4<br><b>AP Drawing</b> | <b>A489*</b><br>Level 4<br><b>AP 3D Design</b> | <b>A499*</b><br>Level 4<br><b>AP Drawing</b> |

*\*Students may have the opportunity to earn college credit.*

# ART & MEDIA

High School District 211 offers unique learning opportunities in the field of visual arts. A stimulating selection of elective courses in a carefully planned curriculum prepares young students for a successful art experience or a career in art. The success of this program lies in its diversity. Whatever background, previous experience, or skill Level, students are encouraged and inspired to expand their abilities and interests in art. During the initial year in the foundations Level, students will explore a variety of concepts, a range of techniques, and experiment with diverse materials to encourage individual growth. The art education of a high school student is a series of learning experiences that incorporate thinking, questioning, and creating simultaneously. Students can move through the program based on their skills and interests. In their senior year, art majors will prepare a portfolio for entry into an art profession or college scholarship. One year of art can be used to fulfill a graduation requirement.

## Intro to Digital Media Art

**A192**

| Level | 1-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|
|-------|-----|--------|----------|--------|----------|

This introductory level course covers a variety of digital media art processes including illustration, animation, photography, video, graphic design, 3D modeling, and interactive media. Students will use industry standard software and equipment such as the Adobe Creative Cloud Suite (Photoshop, Premiere, Illustrator), Procreate, and professional digital cameras (DSLRs) as they learn the digital art essentials of visual art creation, image manipulation, editing and visual storytelling. No experience necessary.

## Painting, Drawing and Printmaking 1

**A152**

| Level | 1-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|
|-------|-----|--------|----------|--------|----------|

**Prerequisite** Student must receive a passing grade in the first semester of this course in order to continue for the second semester

Are you creative? Would you like to learn how to be? Are your notebooks covered in drawings? In this course, students develop creativity, design, and technical skills basic to the visual arts and numerous creative careers. A wide variety of engaging art techniques and materials are introduced in the study of painting, drawing, and Printmaking. You will learn to draw more realistically, mix and apply paint and print images like posters or t-shirts. This full-year course is a great art foundations course and the introduction to the Painting, Drawing and Printmaking curricular path. No experience necessary!

## Graphic Design & Digital Illustration 1

**A233/  
A633**

| Level | 2-4 | Length | One-half year | Credit | One-half unit |
|-------|-----|--------|---------------|--------|---------------|
|-------|-----|--------|---------------|--------|---------------|

**Prerequisite** A192 Intro to Digital Media Art or Department Chair approval

**Harper Credit Course** A63303: GRA103 Digital Imaging I, 3 hours college credit

Explore the creative and ever-expanding field of graphic arts in this digitally-based course. Develop your digital art skills and discover their use in a potential career. Graphic design and illustration skills produce strong and clearly communicated images. This course familiarizes the student with industry-standard software and equipment (Adobe Suite, Procreate, and more) and current methods, techniques, and technology employed in the fields of arts, advertising, and business to develop a student portfolio. Graphic Design & Illustration 1 is structured to emulate a professional setting. This course offers exposure to graphic arts-related careers through client-based projects and personal expression. **This semester course is suggested as a pairing with the semester course A234 Graphic Design & Illustration 2.**

## Graphic Design & Digital Illustration 2

**A234**

| Level | 2-4 | Length | One-half year | Credit | One-half unit |
|-------|-----|--------|---------------|--------|---------------|
|-------|-----|--------|---------------|--------|---------------|

**Prerequisite** A233 Graphic Design & Digital Illustration 1 or Department Chair approval

**Harper Credit Course** A63403: GRA112 Digital Illustration I 3 hours college credit

Graphic Design & Digital Illustration 2 will build on the core principles of Graphic Design & Digital Illustration 1. Students will develop advanced skills and explore careers and personal applications for them. Graphic Design and Digital Illustration 2 uses industry-standard software and equipment (Adobe Suite, Procreate, and more) and technology employed in the fields of arts, advertising, and business to develop a student portfolio. This course structured to emulate a professional setting with individual and group challenges.

### 3D Art: Clay, Sculpture and Design

A252

|       |     |        |          |        |          |
|-------|-----|--------|----------|--------|----------|
| Level | 1-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|

This course provides the student with introductory knowledge of three-dimensional design skills and techniques in the lab setting. The qualities of various materials, such as ceramics, plaster, fiber, wood, casting, and metal fabrication are investigated and applied in the development of 3D art creations that are usable and wearable. Providing step-by-step demonstrations helps student acquire sound skills. One-on-one guidance facilitates artwork design and quality. Students must receive a passing grade in the first semester of this course in order to continue for the second semester.

### Painting, Drawing and Printmaking 2

A253

|       |     |        |               |        |               |
|-------|-----|--------|---------------|--------|---------------|
| Level | 2-4 | Length | One-half year | Credit | One-half unit |
|-------|-----|--------|---------------|--------|---------------|

**Prerequisite** A152 Painting, Drawing, and Printmaking 1 (A,B,C) or Department Chair approval

This course provides the student with introductory knowledge of three-dimensional design skills and techniques in the lab setting. The qualities of various materials, such as ceramics, plaster, fiber, wood, lost wax, casting, and metal fabrication are investigated and applied in the development of 3D art creations that are usable and wearable. Providing step-by-step demonstrations helps student acquire sound skills. One-on-one guidance facilitates artwork design and quality.

### Painting, Drawing and Printmaking 2

A254

|       |     |        |               |        |               |
|-------|-----|--------|---------------|--------|---------------|
| Level | 2-4 | Length | One-half year | Credit | One-half unit |
|-------|-----|--------|---------------|--------|---------------|

**Prerequisite** A152 Painting, Drawing, and Printmaking 1 (A,B,C) or Department Chair approval

This course is the second half of the Level 2 Painting, Drawing, and Printmaking sequence. Students will continue to build upon their technical and creative skills. This class uses Printmaking, drawing, and print media as a way of exploring how to combine those various media and techniques to allow the student to develop imagery with a personal thematic approach. Course work increases a student's ability to effectively use composition to create the illusion of reality on a two-dimensional surface. **This semester course is suggested as a pairing with the semester course A253 Paint, Drawing and Printmaking 2.**

### Photo & Video 1

A255

|       |     |        |               |        |               |
|-------|-----|--------|---------------|--------|---------------|
| Level | 2-4 | Length | One-half year | Credit | One-half unit |
|-------|-----|--------|---------------|--------|---------------|

In this hands-on course, students will explore the fundamentals of photography and video for personal, professional, and artistic purposes. Students will explore individual ideas and create their own content through photography and cinematography in addition to having the opportunity to work with clients. Students will learn industry-standard software (Adobe Photoshop, Premiere, Lightroom), photography and video editing, camera equipment, and lighting techniques. Photo and Video 1 is perfect for someone looking to explore photo and video skills to use on their own, and those interested in arts-related careers. **This semester course is suggested as a pairing with the semester course A355 Photo and Video 2**

### Art in Contemporary Society

A256/A656

|       |     |        |               |        |               |
|-------|-----|--------|---------------|--------|---------------|
| Level | 2-4 | Length | One-half year | Credit | One-half unit |
|-------|-----|--------|---------------|--------|---------------|

**Harper Credit Course** A65603: A105 Introduction to Arts, 3 credit hours, IAI F2 900

Art in Contemporary Society presents the influences of the Arts in a chronological perspective. This course examines the role that dance, drama, music, and the visual arts play in society Through discussion, critique, and interpretation of the arts, students explore the relationship between contemporary and historical events. No experience necessary.

### Animation & Game Design 1

A295

|       |     |        |               |        |               |
|-------|-----|--------|---------------|--------|---------------|
| Level | 2-4 | Length | One-half year | Credit | One-half unit |
|-------|-----|--------|---------------|--------|---------------|

**Prerequisite** A192 Intro to Digital Media Art or Department Chair approval

Animation and Game Design builds on the skills learned from Intro to Digital Media Art. This course offers the opportunity to explore 2D and 3D modeling, animation, game design, and audio editing through compelling storytelling and pre-production techniques. Students will learn storyboard creation and character designs using industry-standard software and equipment. Students will also get to explore new and emerging animation and game design processes. **This semester course is suggested as a pairing with the semester course A297 Animation & Game Design 2.**

## Animation & Game Design 2

A297

|              |   |        |               |        |               |
|--------------|---|--------|---------------|--------|---------------|
| Level        | 2-4   | Length | One-half year | Credit | One-half unit |
| Prerequisite | A295 Animation & Game Design 1 or Department Chair approval |        |               |        |               |

Animation and Game Design 2 expands on the skills learned in Animation & Game Design 1. This course offers the opportunity to deeper explore advanced 2D and 3D modeling, animation, game design, and audio editing. Students will explore advanced skills with individual ideas and create their own content using industry-standard software and equipment. Through hands-on experiences, in motion graphics and interactive media, students will have an understanding of this rapidly growing career field.

## Broadcast Media

A342

|       |     |        |          |        |          |
|-------|-----|--------|----------|--------|----------|
| Level | 1-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|

This one-year course is designed for the study and practice of the basic elements of broadcast journalism and video production. The course will emphasize news-gathering, writing, video recording, editing, and the study of mass media. Students will learn the basic elements of news value and vocabulary specific to broadcast writing. They will also identify various news sources and use interview skills to create stories using video editing, and live-streaming software. This course explores the world of digital video and television production with the possibility of creating a school centric television channel that will highlight school events and create a place for original student produced content in addition to the news broadcast. Students will be able to learn on professional equipment in a modern digital TV studio. Students work in collaborative teams to produce projects using cameras, while learning the basics of studio and field production, lighting and sound.

## 3D Art 2: Clay, Sculpture and Design

A352

|              |   |        |          |        |          |
|--------------|---|--------|----------|--------|----------|
| Level        | 2-4   | Length | One year | Credit | One unit |
| Prerequisite | A252 Three-Dimensional Design 1 (A,B,C) or department chair approval. Students must receive a passing grade in the first semester of this course in order to continue for the second semester |        |          |        |          |

This course expands upon the basic 3-D design skills and techniques introduced in A252 Three-Dimensional Design 1. Additional opportunities available to students include: wheel-throwing clay to form pottery; casting and soldering metal to create jewelry; and using additive and subtractive techniques in chosen materials such as plastic, metal, paper, clay, fiber, and wood to create sculptures. Students view artwork by recognized professional sculptors and craftsmen and learn about 3D art-related careers.

## Photo & Video 2

A355/  
A65503

|                      |   |        |          |        |          |
|----------------------|---|--------|----------|--------|----------|
| Level                | 1-4   | Length | One year | Credit | One unit |
| Prerequisite         | A255 Photo & Video 1 or Department Chair approval                     |        |          |        |          |
| Harper Credit Course | T65503: A250 Introduction to Photographic Art, 3 college credit hours |        |          |        |          |

Photo and Video 2 will build on the core principles of Photo and Video 1. Through hands-on experiences, participants will explore the art of capturing visual storytelling using cameras, while learning advanced editing techniques. The course encourages students to build skills with professional potential. Participants will create their own unique content, engaging with both artistic expression and collaborative client-based projects. Perfect for students looking to advance their photography and video skills for personal enrichment or those interested in arts-related careers.

## Painting, Drawing and Printmaking Studio

A356

|              |  |        |          |        |          |
|--------------|--|--------|----------|--------|----------|
| Level        | 2-4  | Length | One year | Credit | One unit |
| Prerequisite | A253 Painting, Drawing and Printmaking 2, and/or A254 Painting, Drawing and Printmaking 2 (A,B,C) or Department Chair approval |        |          |        |          |

Painting Drawing and Printmaking 3 will prepare students for the rigor of the AP art courses in the 400 and 500 Levels. Students will begin to master various technical skills while integrating observational life drawing, personal context and issues in contemporary society. Students begin to build a portfolio that showcases their art making abilities in a variety of drawing, painting and Printmaking media. This portfolio can be used for scholarship, college application or career opportunity. Students will synthesize techniques, processes, and concepts in an increasingly mature manner. Developing an awareness of content, symbolism, and theme in traditional and contemporary artworks, students evaluate and critique their work and the work of others. Students formulate original ideas, personal expressive style, and direction for future art work.

## Production Studio A397

| Level        | 3 & 4   | Length | One year | Credit | One unit |
|--------------|---|--------|----------|--------|----------|
| Prerequisite | 2 units of Digital Media Art Track courses or Department Chair approval |        |          |        |          |

Production Studio is an advanced course where students will explore art and media production through a client based lens. Building on skills gained in previous digital courses, students will collaborate on in-school, real-world and class developed client-based design projects, bringing their creativity to life. They'll explore into graphic design, digital illustration, motion graphics, animation, photography, video production, and short-form filmmaking through practical, hands-on projects. Students will refine their technical skills and develop a deeper understanding of the creative process. This course emphasizes teamwork, communication, and problem-solving, equipping students with the ability to contribute effectively to real-world design challenges. A397 Production Studio encourages students to embrace their artistic passions and prepares them for potential careers in the dynamic fields of art and media.

## Advanced Placement Art History A399

| Level | 2-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|
|-------|-----|--------|----------|--------|----------|

AP Art History is a full-year elective course, which prepares students for the AP Art History Exam. The curriculum supports visual literacy by providing a deep understanding of social, political, historical, and cultural events spanning world history, from prehistoric art to art of the post-modern 21st century.

## Broadcast Media Independent Study A442

| Level        | 2-4                  | Length | One year | Credit | One unit |
|--------------|----------------------|--------|----------|--------|----------|
| Prerequisite | A342 Broadcast Media |        |          |        |          |

Broadcast Media Independent Study is a continuation of the A342 Broadcast Media curriculum path. Students who are interested in careers in broadcast journalism and have completed A342 will be given the opportunity to expand their knowledge and practice of news reporting and visual communication. Students take on more responsibility as producer and director of sophisticated news stories. Collaborative teams will continue to produce projects using cameras, computers, lighting, and audio equipment while using knowledge of studio and field production in a professional broadcasting studio. By the end of this course you will have a professional demo reel to pursue scholarship and career opportunities. This course may be taken repeatedly for credit.

## Digital Media Art Studio A467

| Level        | 3 & 4   | Length | One year | Credit | One unit |
|--------------|---|--------|----------|--------|----------|
| Prerequisite | 2 units of Digital Media Art Track courses or Department Chair approval |        |          |        |          |

Digital Fine Art Studio builds upon previous coursework and focuses on continuing to explore the artistic process. This course is for students interested in developing advanced digital media art skills, exploring their own artist's aesthetic, and creating a personal portfolio. Digital Fine Art Studio is centered on students creating personally relevant art by focusing on idea generation and individual concepts. Portfolio creation and student curation of art throughout the school year will be a large focus of the course. Digital Fine Art Studio is structured to emulate a professional setting as a fine art artist as they take on roles reflective of potential college and career paths in digital media.

## 3D Art & Design Studio A487

| Level        | 3 & 4  | Length | One year | Credit | One unit |
|--------------|--|--------|----------|--------|----------|
| Prerequisite | A352 Three-Dimensional Design 2 or Department Chair approval |        |          |        |          |

Three-Dimensional Design Studio offers each student the opportunity to work in a variety of sculptural media, which may include work in metal, ceramic, textile, wood, and plaster. With the guidance of the instructor, each studio student develops an individualized course of study with timeline's providing advanced experience in one or more areas of three-dimensional art. While concentrating in the selected area, students work to improve technical quality and develop a personal style. Each student compiles a comprehensive portfolio of artistic achievements.

## AP 3D Art & Design (4) A489

## Advanced Placement Studio Art: Media Arts (3,4) A499

## Advanced Placement Studio Art: Painting, Drawing and Printmaking (3,4) A599

| Level        | 3 & 4                                    | Length | One year | Credit | One unit |
|--------------|--|--------|----------|--------|----------|
| Prerequisite | Portfolio reviewed by the Art Department |        |          |        |          |

These independent study courses give advanced art students the opportunity to develop an Advanced Placement Art Portfolio. The focus of these courses is on the three sections graded by the College Boards: Quality, Concentration, and Breadth. Students will select works which excel in concept, composition, and execution from their "body of work" or portfolio. Students also will organize a series of work around a compelling visual concept. Finally, students will demonstrate, through their work, broad experience and accomplishment.



# BUSINESS EDUCATION



| TECHNOLOGY COURSES   | COLLEGE PREPARATORY COURSES  | CAREER READINESS COURSES  |
|--|--|---|
| <b>B101</b><br><b>Computer Literacy</b><br>1 Unit                      Levels 1-4                              | <b>B184*</b><br><b>Business Explorations</b><br>1 Unit                      Levels 1 & 2   | <b>B224**</b><br><b>Practices in Entrepreneurship (PIE)</b><br>1/2 Unit                      Levels 2-4   |
| <b>B164/B664#</b><br><b>Technology Applications</b><br>1 Unit                      Levels 1-4                  | <b>B223</b><br><b>Topics in Marketing</b><br>1/2 Unit                      Levels 2-4  | <b>B225***</b><br><b>Practices in Entrepreneurship (PIE)</b><br><b>Independent Study</b><br>1/2 Unit                      Levels 3 & 4  |
| <b>B293</b><br><b>Social Media for Business</b><br>1/2 Unit                      Levels 2-4                    | <b>B267</b><br><b>Study Skills</b><br>1/2 Unit                      Levels 2-4   | <b>B347</b><br><b>Career Exploration and Global Competitive</b><br><b>Skill Development</b><br>1/2 Unit                      Levels 3 & 4   |
| <b>B366</b><br><b>Desktop Publishing</b><br><b>Independent Study</b><br>1 Unit                      Levels 1-4 | <b>B285*</b><br><b>Consumer Education</b><br>1/2 Unit                      Levels 2-4  | <p><i>*Satisfies the District 211/ State Consumer Education Requirement</i></p> <p><i>**B224 students must also enroll in H224</i></p> <p><i>***B225 students must also enroll in H225</i></p> <p><i># Students may have the opportunity to earn college credit</i></p> |
|  | <b>B384/B684#</b><br><b>Business Management</b><br>1/2 Unit                      Levels 3 & 4  |   |
|  | <b>B386/B686#</b><br><b>Accounting I - Financial</b><br>1 Unit                      Levels 2-4   |   |
|  | <b>B387</b><br><b>Business Law</b><br>1/2 Unit                      Levels 3 & 4   |   |
|  | <b>B394</b><br><b>Finance &amp; Investing</b><br>1/2 Unit                      Levels 2-4  |   |
|  | <b>B396/B696#</b><br><b>QuickBooks</b><br><i>Prerequisite of B386/B686#</i><br>1/2 Unit                      Levels 3 & 4                  |   |
|  | <b>B397/B697#</b><br><b>Business Incubator</b><br>1 Unit                      Levels 2-4   |   |
|  | <b>B488</b><br><b>Advanced Accounting II - Managerial</b><br><i>Prerequisite of B386/B686#</i><br>1 Unit                      Levels 3 & 4 |   |

# BUSINESS EDUCATION

Business Education programs prepare young people for the challenge of the college business curriculum, prepare them for employment in business, and provide business-related instruction which can be applied to personal use. Students gain understanding of business concepts, become familiar with the role of technology as a business and personal tool, and prepare for further education in career areas requiring college preparation such as accounting, law, marketing, management, and business administration. Students gain direction concerning the many opportunities available to them in today's global economy.

## Computer Literacy

**B101**

| Level               | 1-4 | Length                                 | One year | Credit | One unit |
|---------------------|-----|--|----------|--------|----------|
| <b>Prerequisite</b> |     | Placement through staff recommendation |          |        |          |

Computer Literacy is designed to help students acquire skills to be successful in an academic and career setting. Students will learn proper keyboarding technique and develop skill in operating the computer using various business software packages. Document formatting procedures will be taught. Using the Microsoft Office Suite, students learn word processing, spreadsheet applications, desktop publishing, presentation concepts, and basic web page design principles. English language skills are reinforced.

## Technology Applications

**B164/  
B66402**

| Level                       | 1-4 | Length   | One year | Credit | One unit |
|-----------------------------|-----|--|----------|--------|----------|
| <b>Harper Credit Course</b> |     | <b>B66402: CAS160 Intro to Business Software Packages, 3 college credits</b> |          |        |          |

This hands-on course is designed to teach students how to master the use of essential business software they will apply to high school, college, and personal and professional work. Students increase their software knowledge and productivity by completing real-world projects using industry-standard productivity tools in Microsoft Office (Word, Excel, Access, PowerPoint). Students will be able to apply transferable skills to Google and Apple productivity software.

Advanced-level spreadsheets, web pages, advanced-level word processing documents, desktop publishing projects, professional presentations, database objects, and integrated projects will be created. Students enrolled in B164 Technology Applications meet or exceed the Technology Competencies identified in the Global Competitive Skills initiatives. This course is also included in every College and Career Cluster, echoing the input of local community business leaders.

## Business Explorations

**B184**

| Level | 1 & 2 | Length | One year | Credit | One unit |
|-------|-------|--------|----------|--------|----------|
|-------|-------|--------|----------|--------|----------|

Business Explorations provides students the opportunity to explore today's global marketplace through the perspectives of both the consumer and the business professional. This course is an introductory survey of business topics, including entrepreneurship, business organization and management, human resources, marketing, financial planning, credit, savings and investing, accounting, business law, insurance, and social responsibility. This course meets and exceeds the D211 Consumer Education graduation requirement.

## Topics in Marketing

**B223**

| Level | 2-4 | Length | One-half year | Credit | One-half unit |
|-------|-----|--------|---------------|--------|---------------|
|-------|-----|--------|---------------|--------|---------------|

Topics in Marketing is a course designed to teach marketing concepts through the examples of different industries such as: sports, music, entertainment, fashion, and technology. Students will learn and apply the functions of marketing through hands-on learning, group activities, and projects related to marketing concepts studied in class. Students will develop a marketing plan where they create a new product/service and then apply target marketing strategies to produce promotional material, find sponsors, create advertisements, and more. Guest speakers and a field trip enhance classroom instruction by sharing personal experience and informing students how to achieve a position in the marketing industry.

## Practices in Entrepreneurship (PIE)

**B224**

| Level               | 2-4 | Length  | One-half year | Credit | One-half unit |
|---------------------|-----|---|---------------|--------|---------------|
| <b>Prerequisite</b> |     | Any foods course, concurrent enrollment in H224 Practices in Entrepreneurship (PIE) |               |        |               |

This interdisciplinary class offers students the opportunity to manage and operate a small business within the school. Students will acquire the skills necessary to become successful business managers and entrepreneurs, through in-class study of topics such as economics, management, marketing, and accounting. Students gain authentic experience running a small business through this learning opportunity.

## Practices in Entrepreneurship (PIE) Independent Study

**B225**

| Level | 3 & 4 | Length | One-half year | Credit | One-half unit |
|-------|-------|--------|---------------|--------|---------------|
|-------|-------|--------|---------------|--------|---------------|

**Prerequisite** Successful completion of B224 and H224 Practices in Entrepreneurship (PIE), concurrent enrollment in H225 Practices in Entrepreneurship (PIE) Independent Study

This independent study class is an extension of B224 and H224. Students will manage and operate a small business through exploration and inquiry of advanced business topics, mastering the skills acquired in B224 and H224.

## Study Skills

**B267**

| Level | 2-4 | Length | On-half year | Credit | One-half unit |
|-------|-----|--------|--------------|--------|---------------|
|-------|-----|--------|--------------|--------|---------------|

Study Skills is designed to teach students effective student habits to be successful in high school and beyond. Personal learning styles will be analyzed in order to maximize learning across the curriculum. This course focuses on the development of time management, organizational skills, note-taking skills, test taking strategies, reading literacy, and content area study skills.

## Consumer Education

**B285**

| Level | 2-4 | Length | On-half year | Credit | One-half unit |
|-------|-----|--------|--------------|--------|---------------|
|-------|-----|--------|--------------|--------|---------------|

This required course exceeds state requirements for consumer education. Students will receive financial literacy instruction in budgeting, savings, investing, credit, insurance, comparative shopping, banking, income taxes, advertising, consumer economics, and consumer protection.

## Social Media for Business

**B293**

| Level | 2-4 | Length | On-half year | Credit | One-half unit |
|-------|-----|--------|--------------|--------|---------------|
|-------|-----|--------|--------------|--------|---------------|

Social Media for Business introduces students to social media marketing used in business. Students will study the top social media platforms to reach audiences and to promote brands. Key concepts include audience awareness, lead generation, monetization, social brand identity, social media analytics, planning, and auditing. Through a simulation, students will realize the financial aspects of social media marketing; understand the business applications of social media platforms; manage a budget for content creation and promotion; plan social media campaigns; identify the appropriate platforms for specific audience; distinguish paid, owned and earned social media marketing efforts; select the right content for the right audience and mediums; find the right mix of promotional and non-promotional content; and make data-driven decisions based on results from posts over an extended period of time. By gaining an understanding of foundational concepts; creating practical, hands-on projects; and experiencing social media marketing through the online simulation, students will have a foundation to help themselves succeed in social media and digital marketing today and in their chosen profession.

## Career Exploration and Global Competitive Skill Development

**B347**

| Level | 3 & 4 | Length | One-half year | Credit | One-half unit |
|-------|-------|--------|---------------|--------|---------------|
|-------|-------|--------|---------------|--------|---------------|

Students will learn and apply essential skills needed to prepare for the college, scholarship, and workforce application process, including internships, entry-Level positions, and long-term career opportunities. Topics include career and college major exploration, effective resume writing, successful interviewing strategies, and desirable employability skills. Soft skills will be strongly covered in this course, such as providing effective presentations, working productively as a contributing team member, and developing a strong work ethic. Students will also gain knowledge of professional technologies, including, but not limited to, Excel spreadsheets (creating, manipulating, and analyzing) and professional email correspondence. Students will obtain an understanding of professionalism in today's world through building their personal brand. These global competitive skills will prepare students to be successful in any college and career pathway.

## Desktop Publishing Independent Study

**B366**

| Level | 3 & 4 | Length | One year | Credit | One unit |
|-------|-------|--------|----------|--------|----------|
|-------|-------|--------|----------|--------|----------|

**Prerequisite** B164 Technology Applications or Department Chair approval

Desktop Publishing Independent Study provides students with the opportunity to apply skills to real-world applications. Students will produce documents for various school functions that include athletics, activities, music and drama, honors programs, etc. Students will have the opportunity to meet with coaches, teachers, and administrators to plan and create desktop publishing items. Students will further their development in using Microsoft Word, Photoshop, presentation software, and peripheral equipment.

## Business Management

**B384/  
B68403**

| Level | 3 & 4 | Length | One-half year | Credit | One-half unit |
|-------|-------|--------|---------------|--------|---------------|
|-------|-------|--------|---------------|--------|---------------|

**Harper Credit Course** B68403: MGT111, Intro to Business Organization, 3 college credits

Business Management provides a critical understanding of how business organizations operate and are managed – their goals, strategies, structures, environments, and the motivations and interests of the people involved. Students will analyze the management functions (planning, organizing, leading, staffing, controlling) and their implementation and integration within the business environment. This course will provide students with an opportunity to learn the skills necessary to lead companies through a constantly changing landscape. Through a variety of unique classroom projects, group discussions and lectures, students will take with them the skills to become a leader in the business world.

## Finance & Investing

**B394**

| Level | 2-4 | Length | One-half year | Credit | One-half unit |
|-------|-----|--------|---------------|--------|---------------|
|-------|-----|--------|---------------|--------|---------------|

Finance and Investing is offered to students interested in learning an overview of the financial world and how to trade on financial markets. Students will explore the concept of time value of money, how financial markets and institutions play a role in the investment world, and different types of investments. Students will apply investment theories and demonstrate their knowledge through active trading using a virtual market simulation. This course is recommended for students who are considering careers in finance or business as well as those who seek a better understanding of how to invest and build a portfolio for their personal benefit.

## Accounting 1 - Financial

**B386/  
B68602**

| Level | 2-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|
|-------|-----|--------|----------|--------|----------|

**Harper Credit Course** B68602: ACC100 Introductory Accounting, 3 college credits

Course content will prepare all business students for the rigorous curriculum of college accounting and is strongly recommended for all future business majors. Students will gain a basic understanding of the accounting industry and procedures, including debit and credit analysis, journalizing, posting, calculating payroll, preparing and analyzing financial statements, preparing adjusting and closing entries, calculating depreciation, and costing inventory. Students will become familiar with computerized accounting software, including Microsoft Excel, and the practical uses of these programs in the business world.

## Business Law

**B387**

| Level | 3 & 4 | Length | One-half year | Credit | One-half unit |
|-------|-------|--------|---------------|--------|---------------|
|-------|-------|--------|---------------|--------|---------------|

Business Law is offered to students interested in the application of law to their personal lives and to business activities. Students study the administration of the law, various parts of a contract, termination, remedies, defenses for breach as well as real and personal property. Historical and current legal cases that cover constitutional, civil, criminal, and contract laws will be studied. Students demonstrate their knowledge of law and legal procedures by participating in mock trials. This course is recommended for students who are considering careers in law or business as well as those who seek a better understanding of the application of law to their personal lives.

## Quickbooks

**B396/  
B69603**

| Level | 3 & 4 | Length | One-half year | Credit | One-half unit |
|-------|-------|--------|---------------|--------|---------------|
|-------|-------|--------|---------------|--------|---------------|

**Prerequisite** B39603 - B386 with a grade "C" or higher. B69602 (ACC112) - B68602 (ACC100) with a grade of "C" or higher

**Harper Credit Course** B69603: ACC112 QuickBooks, 2 college credits

Students are introduced to QuickBooks to apply their prior accounting knowledge into practical use, through industry leading software. Students expand their payroll accounting knowledge from B386 Accounting I through understanding federal and state laws regarding employment, payroll, deductions, and taxes.

## Business Incubator

**B397/  
B69702**

| Level | 2-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|
|-------|-----|--------|----------|--------|----------|

**Harper Credit Course** B69702: MGT154, Entrepreneurship, 3 college credits

This course is designed to prepare students to become true entrepreneurs in a problem-based learning environment. Students will have the opportunity to create and fully develop their own product or service. Real-world entrepreneurs and business experts will serve as coaches, mentors and board of investors guiding student teams through the process of ideation, market research and business plan development using the business model canvas approach. Throughout the course of the school year, students will develop soft skills, such as project management, problem-solving, presentation, networking, collaboration, teamwork, leadership and analytical skills. Mid-year, students will gain in-market experience with "Minimal Viable Product" research and presentations made possible by small grants to student teams. Over the course of the year, student teams will learn about marketing, finance and accounting, as well as the legal aspects of running a business to prepare for an investor panel presentation. This presentation helps to drive the entrepreneurial spirit by having student teams in front of actual investors to pitch their innovative idea and possibly win funding to turn their business plans into reality.

|              |                               |        |          |        |          |
|--------------|-------------------------------|--------|----------|--------|----------|
| Level        | 3 & 4                         | Length | One year | Credit | One unit |
| Prerequisite | B386 Accounting 1 - Financial |        |          |        |          |

This honors class is designed to prepare all college-bound business students and those pursuing a career in accounting or finance with an advanced, integrated approach to accounting. Taking financial accounting to an accelerated Level, this course incorporates managerial accounting concepts such as operations, financial, and investment decision making, time value of money, accounting information systems, cost-volume profit analysis, and variance analysis. The combination of these objectives provides students with an understanding about the decisions that must be made in the financial reporting process and the ability to evaluate and use accounting data.



Curriculum Guide

# DRIVER EDUCATION



**Driver Education**

**P203/P207**

|              |   |        |               |        |               |
|--------------|---|--------|---------------|--------|---------------|
| Level        | 2-4   | Length | One-half year | Credit | One-half unit |
| Prerequisite | Eight (8) one-half credits received in the previous two semesters |        |               |        |               |

The Driver Education program consists of 30 hours of mandatory classroom instruction. This program fulfills the State of Illinois safety education and District 211 graduation requirements. It stresses development of skills, attitudes, and knowledge designed to make every student a safer and more skillful driver. Optional behind-the-wheel experience is available to the student for a fee. (Enrollment governed by the date of the student's 16th birthday).

**Driver Education - Classroom Only**

**P217**

Curriculum Guide  
**ENGLISH**



| FRESHMAN                                      | SOPHOMORE                                      | JUNIOR   | SENIOR   |
|---|--|--|--|
| <b>E101</b><br>English 1<br>1 Unit            | <b>E201</b><br>English 2<br>1 Unit             | <b>E301</b><br>English 3<br>1 Unit               | <b>E401</b><br>Modern World Literature<br>1/2 Unit |
| <b>E141</b><br>Reading Strategies I<br>1 Unit | <b>E241</b><br>Reading Strategies II<br>1 Unit | <b>E341</b><br>Reading Improvement<br>1/2 Unit   | <b>E411</b><br>Communications Skills<br>1/2 Unit   |
| <b>E102</b><br>English 1<br>1 Unit            | <b>E202</b><br>English 2<br>1 Unit             | <b>E331</b><br>American Studies<br>1 Unit        | <b>E341</b><br>Reading Improvement<br>1/2 Unit     |
| <b>E108</b><br>English 1<br>1 Unit            | <b>E208</b><br>English 2<br>1 Unit             | <b>E302</b><br>English 3<br>1 Unit               | <b>Elective*</b>                                   |
|   |  | <b>E336</b><br>American Studies<br>1 Unit        | <b>E423</b><br>Introduction to Rhetoric<br>1 Unit  |
|   |  | <b>E319</b><br>AP Language/Composition<br>1 Unit | <b>E419</b><br>AP Literature/Composition<br>1 Unit |

*\*Any elective listed on page 30 may be substituted for any 400 Level course to meet graduation requirements.  
Electives also may be taken in addition to courses listed on this page.*



| FRESHMAN   |
|--|
| <b>E205</b><br><b>Journalistic Writing 1</b><br>1/2 Unit |

| FRESHMAN<br>SOPHOMORE<br>SENIOR                                 |
|---|
| <b>E203/E603</b><br><b>Speech 1</b><br>1/2 Unit                 |
| <b>E204</b><br><b>Speech 2</b><br>1/2 Unit                      |
| <b>E205</b><br><b>Journalistic Writing 1</b><br>1/2 Unit        |
| <b>E207</b><br><b>Journalistic Writing 2</b><br>1/2 Unit        |
| <b>E212</b><br><b>Dramatics</b><br>1/2 Unit                     |
| <b>E214</b><br><b>Advanced Topics in Literature</b><br>1/2 Unit |

| JUNIOR<br>SENIOR   |
|--|
| ELECTIVES  |
| <b>E303</b><br><b>Rhetoric of Cinema</b><br>1/2 Unit                 |
| <b>E305</b><br><b>Advanced Reading</b><br>1/2 Unit                   |
| <b>E341</b><br><b>Reading Improvement</b><br>1/2 Unit                |
| <b>E307</b><br><b>Creative Composition</b><br>1/2 Unit               |
| <b>E317</b><br><b>Advanced Creative Comp.</b><br>1/2 Unit            |
| <b>E352</b><br><b>Rhetoric for Professional Pathways</b><br>1/2 Unit |

| SENIOR   |
|--|
| <b>E402</b><br><b>English Literature</b><br>1/2 Unit     |
| <b>E403</b><br><b>Senior Composition</b><br>1/2 Unit     |
| <b>E404</b><br><b>English Literature</b><br>1/2 Unit     |
| <b>E405</b><br><b>Expository Composition</b><br>1/2 Unit |
| <b>E625</b><br><b>College Composition</b><br>1/2 Unit    |

# ENGLISH

English is not only a discipline in itself, but also a necessary corollary to success in all subject areas. The communication skills of reading, writing, speaking, and listening are essential for meeting the economic, social, and cultural challenges in today’s society. To think clearly and creatively and to express ideas effectively are the responsibility of every human being. The goal of the English Department is to develop these skills to the fullest extent in all students.

In order to meet individual needs, the English Department places students in appropriate ability groups. Placement is based on standardized test scores, past achievement in English, and teacher recommendation. No placement, however, is final, and changes in a student’s assigned Level may take place at any time performance warrants such a move.

In addition to the teaching of communications skills, the English Department feels a strong commitment to broaden each student’s understanding that literary works relate to their eras, that certain universal themes span history and that both factors have relevance to the individual today.

Students are engaged in reading and responding to short stories, novels, poems, essays, and plays. The goal is that students will gain an appreciation for literature and become lifelong readers and writers.

## English 1 E100

| Level               | 1   | Length | One year | Credit | One unit |
|---------------------|---|--------|----------|--------|----------|
| <b>Prerequisite</b> | Placement through staff conference recommendation |        |          |        |          |

Basic communication skills are taught in this course with emphasis on reading and writing. Students are given added instruction in areas of individual needs. Functional and practical reading skills are emphasized.

## English 1 E101

| Level               | 1   | Length | One year | Credit | One unit |
|---------------------|---|--------|----------|--------|----------|
| <b>Prerequisite</b> | Placement through staff conference recommendation |        |          |        |          |
| NCAA Core Course    |   |        |          |        |          |

The course is designed to improve basic language skills in reading and writing. The writing program stresses the application of language skills in a variety of compositions. The reading program develops skill in recalling, summarizing, making predictions, and making inferences. Activities focus on reading strategies useful for a wide range of materials. High-interest materials are utilized at increasing Levels of difficulty.

## English 1 E102

| Level            | 1 | Length | One year | Credit | One unit |
|------------------|---|--------|----------|--------|----------|
| NCAA Core Course |   |        |          |        |          |

This course for freshmen includes the study of literature and extensive practice in writing. Literature studies involve analysis and appreciation of a variety of types and themes. The composition program stresses clarity, specificity, and creativity. The basic principles of the fine arts are introduced and integrated into the language arts curriculum.

## English 1 E108

| Level            | 1 | Length | One year | Credit | One unit |
|------------------|---|--------|----------|--------|----------|
| NCAA Core Course |   |        |          |        |          |

Students in this accelerated course are introduced to a variety of literary elements in different types of literature. Creativity is developed through class study of literature and independent study. The composition program includes experience in both creative and critical writing. The basic principles of the fine arts are introduced and integrated into the language arts curriculum.

## English 1 E120

| Level               | 1   | Length | One year | Credit | One unit |
|---------------------|---|--------|----------|--------|----------|
| <b>Prerequisite</b> | Placement through staff conference recommendation |        |          |        |          |

This course is designed to improve basic language skills in reading, listening, speaking, and writing. The class emphasizes vocabulary development and the mechanics of writing.

## Reading E110-E410

| Level               | 1-3  | Length | One year | Credit | One unit |
|---------------------|--|--------|----------|--------|----------|
| <b>Prerequisite</b> | Placement through district assessment and staff recommendation |        |          |        |          |

These courses offer the student basic reading skills. Students will work to increase vocabulary and comprehension. Instruction is individualized to meet each student’s needs.



**English** **E130**

|              |   |        |          |        |          |
|--------------|---|--------|----------|--------|----------|
| Level        | 1   | Length | One year | Credit | One unit |
| Prerequisite | Placement through staff conference recommendation |        |          |        |          |

This fundamental English course provides students with prescriptive and targeted instruction, resulting in increased skill development in the areas of comprehension, vocabulary, writing and communication. Students placed in this course will be placed in conjunction with a reading improvement course that emphasizes its instruction on fundamental decoding skills.

**Reading Strategies 1** **E141**

|              |  |        |          |        |          |
|--------------|--|--------|----------|--------|----------|
| Level        | 1  | Length | One year | Credit | One unit |
| Prerequisite | Placement determined by the student's score on the district reading placement test |        |          |        |          |

This course is designed for students for whom the required English class alone is insufficient to meet their needs. Students will be given specific and individualized instruction to improve their reading skills. The course is to be taken concurrently with English 101. (The course credit does not apply towards the 4-credit English requirement for graduation.)

**Reading Improvement** **E170/  
E190/  
E290/  
E390**

|              |   |        |          |        |               |
|--------------|---|--------|----------|--------|---------------|
| Level        | 1-3   | Length | One year | Credit | One unit each |
| Prerequisite | Placement through staff conference recommendation |        |          |        |               |

These courses utilize the Direct Instruction model to improve reading decoding, expand vocabulary, and increase comprehension skills.

**Vocational English** **E200**

|              |   |        |          |        |          |
|--------------|---|--------|----------|--------|----------|
| Level        | 2   | Length | One year | Credit | One unit |
| Prerequisite | Placement through staff conference recommendation |        |          |        |          |

This course is designed as an extension of E100 English. Vocational English emphasizes the practical application of the communications skills acquired in E100 English.

**English 2** **E201**

|                  |   |        |          |        |          |
|------------------|---|--------|----------|--------|----------|
| Level            | 2   | Length | One year | Credit | One unit |
| Prerequisite     | E100 English 1 or E101 English 1 or E102 English 1 with department recommendation |        |          |        |          |
| NCAA Core Course |   |        |          |        |          |

This course is structured for the student whose skills are below grade Level. English 201 focuses on furthering students' development in reading, writing, and speaking. Students improve their comprehension and vocabulary skills. Basic analysis of fiction and nonfiction is developed and writing assignments stem from the readings studied and personal experience. Students also have an opportunity to develop effective oral communication skills.

**English 2** **E202**

|                  |   |        |          |        |          |
|------------------|---|--------|----------|--------|----------|
| Level            | 2   | Length | One year | Credit | One unit |
| Prerequisite     | E101 English 1 with department recommendation or E102 English 1 or E108 English 1 |        |          |        |          |
| NCAA Core Course |   |        |          |        |          |

The study of literature by either types or themes is continued at the sophomore Level. The writing program focuses on various types of compositions. Concentrated units in speech and communication are part of the work at this Level. Principles of the fine arts are introduced and integrated with the language arts curriculum.

**Speech 1** **E203/  
E60303**

|                      |  |        |               |                  |               |
|----------------------|--|--------|---------------|------------------|---------------|
| Level                | 2-4  | Length | One-half year | Credit           | One-half unit |
| Prerequisite         | Concurrent enrollment or completion of E202 or higher or Department Chair approval |        |               |                  |               |
| Harper Credit Course | E60303: SPE101, Fundamentals of Speech Communication, 3 credits, IAI C2 900        |        |               | NCAA Core Course |               |

Speech 1 strengthens oral communication skills which will help the student in future life. Emphasis is placed on gaining confidence before a group, listening, organizing ideas and persuading an audience. Students participate in a variety of exercises, including informative and persuasive speeches.

## Speech 2 E204

|              |                            |        |               |        |               |
|--------------|----------------------------|--------|---------------|--------|---------------|
| Level        | 2-4                        | Length | One-half year | Credit | One-half unit |
| Prerequisite | E203/E603 Speech 1 (A,B,C) |        |               |        |               |

The study of literature by either types or themes is continued at the sophomore Level. The writing program focuses on various types of compositions. Concentrated units in speech and communication are part of the work at this Level. Principles of the fine arts are introduced and integrated with the language arts curriculum.

## Journalistic Writing 1 E205

|                  |     |        |               |        |               |
|------------------|-----|--------|---------------|--------|---------------|
| Level            | 1-4 | Length | One-half year | Credit | One-half unit |
| NCAA Core Course |     |        |               |        |               |

Journalistic Writing 1 focuses on the process of developing writing skills through systematic instruction in producing newspaper articles such as news, features, sports, and editorials which adhere to techniques and principles of journalistic writing.

## Journalistic Writing 2 E207

|                  |   |        |               |        |               |
|------------------|---|--------|---------------|--------|---------------|
| Level            | 2-4   | Length | One-half year | Credit | One-half unit |
| Prerequisite     | E205 Journalistic Writing 1 (A,B,C) or recommendation of the journalistic writing teacher |        |               |        |               |
| NCAA Core Course |   |        |               |        |               |

Journalistic Writing 2 is a course for the student who wants additional journalism experience. The course focuses on advanced news and feature writing, specialized sports writing, and critical editorial writing. Classroom instruction highlights writing for print and electronic media, as well as advanced layout and design.

## English 2 E208

|                  |   |        |          |        |          |
|------------------|---|--------|----------|--------|----------|
| Level            | 2   | Length | One year | Credit | One unit |
| Prerequisite     | E108 English 1 (A,B) or E102 English 1 with department recommendation |        |          |        |          |
| NCAA Core Course |   |        |          |        |          |

This accelerated course examines a variety of demanding literary works from a number of perspectives. The writing program emphasizes analysis and argumentation. The third major focus of the course is the development of the student's speaking abilities through formal and informal speeches. Principles of the fine arts are introduced and integrated with the language arts curriculum.

## Dramatics E212

|              |  |        |               |        |               |
|--------------|--|--------|---------------|--------|---------------|
| Level        | 2-4  | Length | One-half year | Credit | One-half unit |
| Prerequisite | English 1 (A,B,C) or department recommendation |        |               |        |               |

Dramatics provides an overview of and participation in the major areas of theater: pantomime, interpretation, improvisation, acting, play production, criticism, and theater history. Students apply their skills in various exercises and assignments within each unit.

## Advanced Topics in Literature E214

|                  |   |        |               |        |               |
|------------------|---|--------|---------------|--------|---------------|
| Level            | 2-4   | Length | One-half year | Credit | One-half unit |
| Prerequisite     | E101 English 1 with department recommendation or E102 English 1 or E108 English 1 |        |               |        |               |
| NCAA Core Course |   |        |               |        |               |

This reading-intensive course develops comprehension and fluency through encounters with literature focused on a central topic, yet representing a variety of themes, concepts, eras, and ideas. Through writing assignments and class discussion in response to literature, students also will develop their ability to think, speak, and write with clarity and insight.

## English 2 E220

|              |   |        |          |        |          |
|--------------|---|--------|----------|--------|----------|
| Level        | 2   | Length | One year | Credit | One unit |
| Prerequisite | Placement through staff conference recommendation |        |          |        |          |

This course is an extension of E120 English 1. The course emphasizes increased reading and practical writing skills. The writing program focuses on outlining, paragraph structure, and essay development.

## Reading Strategies 2 E241

|              |   |        |          |        |          |
|--------------|---|--------|----------|--------|----------|
| Level        | 2   | Length | One year | Credit | One unit |
| Prerequisite | Placement determined by the student's scores on the district reading placement test and the district reading assessment |        |          |        |          |

This course is designed for students for whom the required English class alone is insufficient to meet their needs. Students will be given specific and individualized instruction to improve their reading skills. The course is to be taken concurrently with the first semester of English 201. E241 Reading 2 course credit does not apply toward the 4-credit English requirement for graduation.

## Practical English E300

|              |   |        |          |        |          |
|--------------|---|--------|----------|--------|----------|
| Level        | 3   | Length | One year | Credit | One unit |
| Prerequisite | Placement through staff conference recommendation |        |          |        |          |

This course is designed to support understanding of basic literary elements, development of writing skills related to grammatically correct sentences and paragraphs and overall vocabulary development.

## English 3 E301

|                  |   |        |          |        |          |
|------------------|---|--------|----------|--------|----------|
| Level            | 3   | Length | One year | Credit | One unit |
| Prerequisite     | E201 English 2 or E220 English 2 or E202 English 2 with department recommendation |        |          |        |          |
| NCAA Core Course |   |        |          |        |          |

This course emphasizes reading comprehension and written communication. A variety of American literature selections will be read, interpreted, and discussed. Writing assignments focus on course material, as well as personal experience. Principles of the fine arts are integrated into the language arts curriculum.

## English 3 E302

|                  |   |        |          |        |          |
|------------------|---|--------|----------|--------|----------|
| Level            | 3   | Length | One year | Credit | One unit |
| Prerequisite     | E201 English 2 with department recommendation or E202 English 2 or E208 English 2 |        |          |        |          |
| NCAA Core Course |   |        |          |        |          |

This course includes extensive work on both writing and the study of American literature. Students will be encouraged to think critically and to write logically. They will learn research skills, complete a research project, and write informative, analytical, and persuasive compositions based on literature studied as well as personal experience. Principles of the fine arts are integrated into the language arts curriculum.

## The Rhetoric of Cinema E303

|                  |       |        |               |        |               |
|------------------|-------|--------|---------------|--------|---------------|
| Level            | 3 & 4 | Length | One-half year | Credit | One-half unit |
| NCAA Core Course |       |        |               |        |               |

This course focuses on film as literature. In addition to studying the literary elements of plot, theme, tone, point of view, style, symbolism, irony, characterization, and setting, the emphasis is on writing, reading, and speaking about cinema while learning to understand and analyze this visual medium through the principles of film language and rhetoric, applicable concepts from politics, art, literature, music, sociology, psychology, history, critical approaches, and genres.

## Advanced Reading E305

|              |   |        |               |        |               |
|--------------|---|--------|---------------|--------|---------------|
| Level        | 3 & 4   | Length | One-half year | Credit | One-half unit |
| Prerequisite | E202 English 2 or E208 English 2 or department recommendation |        |               |        |               |

Advanced Reading is a course designed for students reading at grade Level or above. It provides them with skills necessary for success in college. Emphasis is on higher-Level comprehension, vocabulary, study skills, and reading speed.

## Creative Composition E307

|                  |   |        |               |        |               |
|------------------|---|--------|---------------|--------|---------------|
| Level            | 3 & 4   | Length | One-half year | Credit | One-half unit |
| Prerequisite     | E202 English 2 (A,B,C) or E208 English 2 or department recommendation |        |               |        |               |
| NCAA Core Course |   |        |               |        |               |

This course is designed for students who want to develop their skill and talent in writing creatively. Students learn to recognize and use techniques such as description, characterization and narration as they progress from specific assignments to independent creative compositions.

## Advanced Creative Composition E317

|                  |  |        |               |        |               |
|------------------|--|--------|---------------|--------|---------------|
| Level            | 3 & 4  | Length | One-half year | Credit | One-half unit |
| Prerequisite     | E307 Creative Composition (A,B,C) or department recommendation |        |               |        |               |
| NCAA Core Course |  |        |               |        |               |

This course is designed for students who want to further their skills as creative writers. Students write works of short fiction, creative non-fiction, poetry, drama, and screenplays. Publication is an integral part of the curriculum with students encouraged to submit their writing to various contests and the school literary magazine.

## Advanced Placement Language & Composition E319

|                  |  |        |          |        |          |
|------------------|--|--------|----------|--------|----------|
| Level            | 3 & 4  | Length | One year | Credit | One unit |
| Prerequisite     | E208 English 2 (A,B) or E202/E302 English 2 with department recommendation |        |          |        |          |
| NCAA Core Course |  |        |          |        |          |

This honors course emphasized college-Level language and composition. The student is prepared to enter college with a strong English background. Students are encouraged to take the Language and Composition Advanced Placement Examination of the College Entrance Examination Board.

## English 3

E320

|              |   |        |          |        |          |
|--------------|---|--------|----------|--------|----------|
| Level        | 3   | Length | One year | Credit | One unit |
| Prerequisite | Placement through staff conference recommendation |        |          |        |          |

This course is an extension of E220 English 2. The emphasis is on reading comprehension and writing skills. The writing program focuses on multi-paragraph essays and the editing process. Reading and writing skills are improved through lessons pertaining to literature with a historical focus.

## American Studies – English

E331

|                  |   |        |          |        |          |
|------------------|---|--------|----------|--------|----------|
| Level            | 3   | Length | One year | Credit | One unit |
| Prerequisite     | E201 English 2 or E202 English 2 with department recommendation |        |          |        |          |
| NCAA Core Course |   |        |          |        |          |

This course combines the study of American Literature and United States History and fulfills the requirement for third-year English. This course is team taught by teachers from the English Department and the Social Studies Department. Students must be enrolled concurrently in E331 and G331 History.

## American Studies – English

E336

|                  |  |        |          |        |                            |
|------------------|--|--------|----------|--------|----------------------------|
| Level            | 3  | Length | One year | Credit | One unit<br>(double class) |
| Prerequisite     | 202 English 2 or E208 English 2 or department recommendation |        |          |        |                            |
| NCAA Core Course |  |        |          |        |                            |

American Studies offers the student an opportunity to examine the question, “What is an American?” By studying America’s history, literature, music, art, and architecture, the student can discover what makes him or her special as an American. This course combines a chronological or thematic study of United States history and American literature and fulfills the requirements for junior English and United States History. Students must be enrolled concurrently in E336 and G336. Principles of the fine arts are integrated into the language arts curriculum.

## Reading Improvement

E341

|              |   |        |               |        |               |
|--------------|---|--------|---------------|--------|---------------|
| Level        | 3 & 4   | Length | One-half year | Credit | One-half unit |
| Prerequisite | E200 English 2 or E201 English 2 or E220 English 2 or E290 English 2 or department recommendation |        |               |        |               |

Reading Improvement is designed for students reading below grade Level. The course concentrates on reading skills needed by students who intend to enter the working world or pursue further education. In addition to increasing comprehension and vocabulary skills, the course aims at developing an appreciation for reading as a lifelong activity. (Juniors who have not met the District minimum reading requirement must take this course concurrently with E301 English 3).

## Rhetoric for Professional Pathways

E352

|                  |  |        |               |        |               |
|------------------|--|--------|---------------|--------|---------------|
| Level            | 3 & 4  | Length | One-half year | Credit | One-half unit |
| Prerequisite     | Successful completion of E202 or higher OR department recommendation |        |               |        |               |
| NCAA Core Course |  |        |               |        |               |

This course is designed for college-bound students. The primary objective of this class is to prepare students to communicate effectively in professional settings, including how to plan for and deliver messages through both printed and digital media as well as interpersonal and public communication. In accomplishing these objectives, the course will develop the follow Common Core Skills: producing clear and coherent writing in which development, organization, and style are appropriate to the purpose and task; writing arguments to support claims; utilizing relevant evidence to support claims; using varied syntax to create cohesion

## Practical English

E400

|              |   |        |          |        |          |
|--------------|---|--------|----------|--------|----------|
| Level        | 3 & 4   | Length | One year | Credit | One unit |
| Prerequisite | Placement through staff conference recommendation |        |          |        |          |

This course is an extension of E300 Practical English and provides continuing practice in all communication skills. Instruction is individualized to meet each student’s needs.

## Modern World Literature **E401**

|                  |   |        |               |        |               |
|------------------|---|--------|---------------|--------|---------------|
| Level            | 4   | Length | One-half year | Credit | One-half unit |
| Prerequisite     | E301 English 3 or E331 American Studies–English or E302 English 3 or E336 American Studies English with department recommendation |        |               |        |               |
| NCAA Core Course |   |        |               |        |               |

This course helps students develop a better understanding of various cultures through literature and writing. Literature from around the world is introduced. Activities concentrate on exploration of common cultural values.

## English Literature Survey **E402**

|                  |   |        |               |        |               |
|------------------|---|--------|---------------|--------|---------------|
| Level            | 4   | Length | One-half year | Credit | One-half unit |
| Prerequisite     | E301/E331 with department recommendation or E302 English 3 or E336 American Studies–English (D or C) with department recommendation |        |               |        |               |
| NCAA Core Course |   |        |               |        |               |

This course will help students develop an awareness of the history and development of primarily English literature. Discussion focuses on the themes, style, structure, and language of works of Britain’s major writers. Writing emphasizes analysis of literature.

## Senior Composition **E403**

|              |   |        |               |        |               |
|--------------|---|--------|---------------|--------|---------------|
| Level        | 4   | Length | One-half year | Credit | One-half unit |
| Prerequisite | E301/E331 with department recommendation or E302 English 3 or E336 American Studies–English (D or C) with department recommendation |        |               |        |               |

Students in this course will concentrate on improving writing skills. Emphasis will be on research. Instruction will focus on organization, unity, and accuracy.

## English Literature Survey **E404**

|                  |  |        |               |        |               |
|------------------|--|--------|---------------|--------|---------------|
| Level            | 4  | Length | One-half year | Credit | One-half unit |
| Prerequisite     | E302 English 3 or E336 American Studies–English (A,B,C), E308 English 3 or department recommendation |        |               |        |               |
| NCAA Core Course |  |        |               |        |               |

This course will help college-bound students develop an awareness of the history and development of English literature. Discussion focuses on the themes, style, structure, and language of works of Britain’s major writers. Writing emphasizes critical thinking and analysis of literature.

## Expository Composition **E405**

|                  |  |        |               |        |               |
|------------------|--|--------|---------------|--------|---------------|
| Level            | 4  | Length | One-half year | Credit | One-half unit |
| Prerequisite     | E302 English 3 or E336 American Studies–English (A,B,C), E308 English 3 or department recommendation |        |               |        |               |
| NCAA Core Course |  |        |               |        |               |

Students in this course develop writing skills, concentrating on organization, unity, and accuracy in expressing ideas. After instruction on how to conduct research and report the findings, students will write a research paper. This course should be given special consideration by every student who plans to go to college.

## Communication Skills **E411**

|                  |   |        |               |        |               |
|------------------|---|--------|---------------|--------|---------------|
| Level            | 4   | Length | One-half year | Credit | One-half unit |
| Prerequisite     | E301 English 3 or E331 American Studies–English or E302 English 3 or E336 American Studies–English with department recommendation |        |               |        |               |
| NCAA Core Course |   |        |               |        |               |

Focusing on writing, reading, speaking, and listening, this course aims at developing communications skills useful in contemporary society. The writing program emphasizes effective written communication for a variety of purposes and includes a short research project.

## Advanced Placement Literature & Composition **E419**

|                  |  |        |          |        |          |
|------------------|--|--------|----------|--------|----------|
| Level            | 4  | Length | One year | Credit | One unit |
| Prerequisite     | E319 English 3 (A,B) or E302 English 3 or E336 American Studies with department recommendation |        |          |        |          |
| NCAA Core Course |  |        |          |        |          |

This honors course emphasizes college-level composition and literature. The student is prepared to enter college with a strong English background. Students are encouraged to take the Literature and Composition Advanced Placement Examination of the College Entrance Examination Board.

## English 4 **E420**

|              |   |        |          |        |          |
|--------------|---|--------|----------|--------|----------|
| Level        | 4   | Length | One year | Credit | One unit |
| Prerequisite | Placement through staff conference recommendation |        |          |        |          |

This senior-level course is designed to increase students' skills in the areas of word usage, reading comprehension, and writing. Individual objectives are developed for each student.

## Introduction to Rhetoric **E423**

|                  |                           |        |          |        |          |
|------------------|---------------------------|--------|----------|--------|----------|
| Level            | 4                         | Length | One year | Credit | One unit |
| Prerequisite     | Department recommendation |        |          |        |          |
| NCAA Core Course |                           |        |          |        |          |

This course will introduce students to the critical thinking and reading skills needed to succeed in writing at the college level. Students successful in this course may earn direct placement into English 101 at Harper College. Illinois Portability Code TE001.

## Reading 4 **E490**

|              |   |        |          |        |          |
|--------------|---|--------|----------|--------|----------|
| Level        | 4   | Length | One year | Credit | One unit |
| Prerequisite | Placement through staff conference recommendation |        |          |        |          |

This course is a continuation of the work begun in the E170, E190, E290, and E390 courses. Continued drill and practice is given in the areas of word recognition, vocabulary development, reading comprehension and practical study skills.

## College Composition **E62503**

|                      |  |        |               |        |                  |
|----------------------|--|--------|---------------|--------|------------------|
| Level                | 4  | Length | One-half year | Credit | One-half unit    |
| Prerequisite         | Minimum SAT EBRW480 or 7th semester unweighted GPA 3.0 for 2nd semester enrollment |        |               |        |                  |
| Harper Credit Course | E62503: ENG101, Composition, 3 college credits, IAI C1 900                         |        |               |        | NCAA Core Course |

English 625 is a dual-credit course focused on college-level reading and writing. The credit earned in this course fulfills high school graduation requirements and provides transcribed Harper College credit. Students will compose essays that work on foundational skills: analysis, synthesis, evaluation, and argument. All writing will be thesis-support based and will utilize textual evidence from non-fiction texts.

# ENGLISH LEARNER/TRANSITIONAL BILINGUAL EDUCATION

The primary purpose of our English Learner (EL) department is to provide a structured and supportive course of study that empowers English language learners to build proficiency in English language skills, academic content knowledge, and cultural competency. Our curriculum fosters an inclusive learning environment where every student feels valued, respected, and equipped with the necessary tools to achieve academic and social success.

Illinois School Code defines an English Learner as “all students in grades Pre-K through 12 who were not born in the United States, whose native tongue is a language other than English, and who are incapable of performing ordinary classwork in English” and “all students in grades Pre-K through 12 who were born in the United States of parents possessing no or limited English-speaking ability and who are incapable of performing ordinary classwork in English” (105 ILCS 5/14C).

In order to meet individual needs, the English Learner department places students in ability groups based on the World-Class Instructional Design and Assessment (WIDA) screener, which includes assessment on the domains of listening, speaking, reading, and writing. Students who do not meet the English language proficiency score of 5.0 are identified as English language learners. Continued placement in EL coursework is based on yearly performance on the state required ACCESS exam.

Depending on the student’s language proficiency, they are scheduled into multiple levels of English coursework, and may also be scheduled into bilingual or sheltered content area courses. Some students may also receive instruction in language arts, culture, and history of their native country. All students have access to elective coursework and the opportunity to pursue courses in their career area of interest.

Our EL Program adopts a holistic approach that integrates language acquisition, academic content instruction, and socio-cultural learning. Recognizing the diverse needs of our ELs, we employ a variety of instructional strategies and resources to cater to different backgrounds, learning styles and proficiency levels. Teachers are trained professionals who are dedicated to creating engaging and culturally responsive learning experiences that promote language development and academic success.

## English as a Second Language – Entry Level E105

| Level               | 1-4  | Length | One year | Credit | One unit |
|---------------------|--|--------|----------|--------|----------|
| <b>Prerequisite</b> | Placement through WIDA screening assessment and staff recommendation |        |          |        |          |

This entry level course is designed to instruct English language learners to communicate information, ideas, and concepts necessary for academic success. Focus is placed on interpretive language, specifically students will learn and demonstrate skills associated with the ability to narrate, inform, explain, and argue through verbal and written language associated with social and instructional purposes, language arts, mathematics, science, and social studies.

## English as a Second Language (ESL) Beginner Level E112

| Level               | 1-4  | Length | One year | Credit | One unit |
|---------------------|--|--------|----------|--------|----------|
| <b>Prerequisite</b> | Placement through WIDA screening assessment and staff recommendation |        |          |        |          |

This beginning level course is designed to instruct English language learners to communicate information, ideas, and concepts necessary for academic success. Focus is placed on interpretive language, specifically students will learn and demonstrate skills associated with the ability to narrate, inform, explain, and argue through verbal and written language associated with social and instructional purposes, language arts, mathematics, science, and social studies.

## English as a Second Language (ESL) Beginning English Literacy E114/ E115/ E116

| Level               | 1-4  | Length | One year | Credit | One unit |
|---------------------|--|--------|----------|--------|----------|
| <b>Prerequisite</b> | Placement through student services and ESL department recommendation |        |          |        |          |

This ESL course is designed to meet the needs of English language learners in speaking, listening, reading, and writing. Students will progress E112 ESL – or a higher level after successful completion.

Palatine High School Only

## English as a Second Language (ESL) Intermediate Level E122

| Level               | 1-4   | Length | One year | Credit | One unit |
|---------------------|---|--------|----------|--------|----------|
| <b>Prerequisite</b> | Successful completion of E112 English as a Second Language (ESL) - Beginner Level or placement through WIDA screening assessment and staff recommendation |        |          |        |          |

This intermediate level course is designed to instruct English language learners to communicate information, ideas, and concepts necessary for academic success. Focus is placed on interpretive language, specifically students will learn and demonstrate skills associated with the ability to narrate, inform, explain, and argue through verbal and written language associated with social and instructional purposes, language arts, mathematics, science, and social studies.

## English as a Second Language Advanced Level

**E132**

| Level               | 1-4  | Length | One year | Credit | Up to two units |
|---------------------|--|--------|----------|--------|-----------------|
| <b>Prerequisite</b> | Successful completion of E121 and E122 English as a Second Language (ESL) - Intermediate Level or placement through WIDA screening assessment and staff recommendation |        |          |        |                 |

This advanced level course is designed to instruct English language learners to communicate information, ideas, and concepts necessary for academic success. Focus is placed on interpretive language, specifically students will learn and demonstrate skills associated with the ability to narrate, inform, explain, and argue through verbal and written language associated with social and instructional purposes, language arts, mathematics, science, and social studies.

## M117 Algebra 1 (Bilingual or Sheltered Option)

**M117**

| Level               | 1  | Length | One year | Credit | One unit |
|---------------------|--|--------|----------|--------|----------|
| <b>Prerequisite</b> | Acceptable performance on entrance examination |        |          |        |          |
| NCAA Core Course    |  |        |          |        |          |

This course introduces students to the fundamental principles of algebra. Algebraic symbolism, simplifying expressions, solutions to equations, and the graphic representations associated with variables are among the course topics. This course emphasizes the algebraic processes applied to word problems. Depending on the school and enrollment, courses may be offered as a bilingual course or a sheltered course.

## Plane and Solid Geometry (Bilingual or Sheltered Option)

**M217**

| Level               | 1-3  | Length | One year | Credit | One unit |
|---------------------|--|--------|----------|--------|----------|
| <b>Prerequisite</b> | M117 Algebra 1 (A,B,C) or acceptable performance on Algebra examinations |        |          |        |          |
| NCAA Core Course    |  |        |          |        |          |

This comprehensive study of plane and solid geometry includes constructions, formulas for measurement, and formal proofs. It is based on the axioms and theorems that relate points, lines, planes, and solids. Algebraic techniques are integrated into the solution of many geometric problems. Depending on the school and enrollment, courses may be offered as a bilingual course or a sheltered course.

## Algebra 2 (Bilingual or Sheltered Option)

**M317**

| Level               | 2-4   | Length | One year | Credit | One unit |
|---------------------|---|--------|----------|--------|----------|
| <b>Prerequisite</b> | M117 Algebra 1 (A,B,C) and either M217 Plane and Solid Geometry or M296 Geometry and Construction |        |          |        |          |
| NCAA Core Course    |   |        |          |        |          |

This course is designed for students who have a good knowledge of algebra and geometry. Concepts presented in earlier course work are reviewed and expanded. Ideas presented involve advanced techniques of graphing, methods of solving equations and inequalities, and functions. Students are prepared to begin their study of pre-calculus. This course requires a graphing calculator. Depending on the school and enrollment, courses may be offered as a bilingual course or a sheltered course.

## Biology (Bilingual or Sheltered Option)

**S137**

| Level               | 1-4   | Length | One year | Credit | One unit |
|---------------------|---|--------|----------|--------|----------|
| <b>Prerequisite</b> | Placement test and junior high teacher recommendation |        |          |        |          |
| NCAA Core Course    |   |        |          |        |          |

The investigative approach is used in this laboratory course. The unified cellular approach to biology has the following major themes: science as investigation and inquiry; the relationship of structure and function; diversity of type and unity of pattern; genetic continuity; and the relationship of organism and environment. Depending on the school and enrollment, courses may be offered as a bilingual course or a sheltered course.

## Physical Science (Bilingual or Sheltered Option)

**S233**

| Level               | 2-4                                       | Length | One year | Credit | One unit |
|---------------------|---|--------|----------|--------|----------|
| <b>Prerequisite</b> | S137 Biology or department recommendation |        |          |        |          |
| NCAA Core Course    |   |        |          |        |          |

This introductory laboratory course combines the study of physics and chemistry, focusing on theory as well as many practical aspects of both sciences. Topics may include heat, energy, mechanics, motion, waves, sound, classification of matter, chemical formulas, and chemical reactions. Depending on the school and enrollment, courses may be offered as a bilingual course or a sheltered course.



**United States History  
(Bilingual or Sheltered Option)**

**G342**

|                  |   |        |          |        |          |
|------------------|---|--------|----------|--------|----------|
| Level            | 3 | Length | One year | Credit | One unit |
| NCAA Core Course |   |        |          |        |          |

This survey course covers the history of our nation from the American Revolution to present day. Particular focus is placed on the political, economic and social development of our nation. Content ranges from foundational documents such as the Declaration of Independence to turning point speeches such as the Gettysburg Address as well as Ronald Reagan’s Tear Down this Wall. Furthermore, students will learn to dissect history with reading and writing skills that will prepare them for both the SAT and post-secondary education. Depending on the school and enrollment, courses may be offered as a bilingual course or a sheltered course.

**Civics  
(Bilingual or Sheltered Option)**

**G442**

|                  |   |        |          |        |          |
|------------------|---|--------|----------|--------|----------|
| Level            | 4   | Length | One year | Credit | One unit |
| Prerequisite     | Placement test and junior high teacher recommendation |        |          |        |          |
| NCAA Core Course |   |        |          |        |          |

Social Science Survey is designed to assist students in their understanding of how humans establish the processes and procedures to produce the decisions that determine how limited resources are allocated to meet unlimited needs at all Levels of human existence (i.e., Local, State, National, and Global). The course is able to achieve this goal by using the social studies disciplines of anthropology, economics, civics, and sociology to explain how humans have emerged and developed systems necessary for continued growth and development. The G442 course offers several simulations and interactive activities that require college and career-ready skills (i.e., reading, writing and soft skills). The course is compliant with the *Illinois Civics Mandate* and includes a comprehensive Service Learning component. Depending on the school and enrollment, courses may be offered as a bilingual course or a sheltered course.

**Spanish Language Arts\***

**R154**

|              |  |        |          |        |          |
|--------------|--|--------|----------|--------|----------|
| Level        | 1-4  | Length | One year | Credit | One unit |
| Prerequisite | Placement in a TBE EL program based on screening assessment, school enrollment, and staff recommendation |        |          |        |          |

The Spanish Language Arts course for English Learners is designed to support students in developing proficiency in the Spanish language while simultaneously acquiring English language skills. This course is specifically tailored to meet the needs of Spanish-speaking students enrolled in a Transitional Bilingual Education (TBE) program. Through a combination of language instruction, literacy development, and cultural exploration, students will enhance their Spanish language proficiency and cultural competence, preparing them for success in both academic and social contexts.

\*Pending Curriculum Committee and Board of Education in Fall 2024

# FAMILY & CONSUMER SCIENCES



## DESIGN PATHWAY

Fashion Designer, Interior Designer, Buyer, Visual Merchandiser, Fabric Designer, Trend Director, Interior Decorator, Kitchen & Bath Designer, Tailor, Furniture Designer, Residential Designer, Commercial Designer, Fashion Illustrator, Purchasing Agent, Store Planner.

| FRESHMAN                                      | SOPHOMORE   | JUNIOR   | SENIOR   |
|---|---|--|--|
|   | <b>H244</b><br><b>Housing/Interior Design</b><br>1/2 Unit | <b>H446</b><br><b>Interior Design I.S.</b><br>1 Unit           | <b>H447</b><br><b>Interior Design I.S.</b><br>1 Unit                             |
| <b>H236</b><br><b>Design Studio</b><br>1 Unit | <b>H482</b><br><b>Design I.S.</b><br>1 Unit               | <b>H483/H683</b><br><b>Design I.S.</b><br>1 Unit - Dual Credit | <b>H476</b><br><b>Fashion Construction I.S.</b><br>1 Unit                        |
|   | <b>H276</b><br><b>Fashion Construction 1</b><br>1 Unit    | <b>H277</b><br><b>Fashion Construction 2</b><br>1 Unit         | <b>H477/H67702</b><br><b>Fashion Construction I.S. 2</b><br>1 Unit - Dual Credit |

## CULINARY PATHWAY

Executive Chef, Cook, Pastry Chef, Dietician, Food Technician, Food Scientist, Hospitality, Food Promotion, Sports Nutrition, Government Agencies, Private Chef, Restaurant Management, Food Inspector, Recipe Development

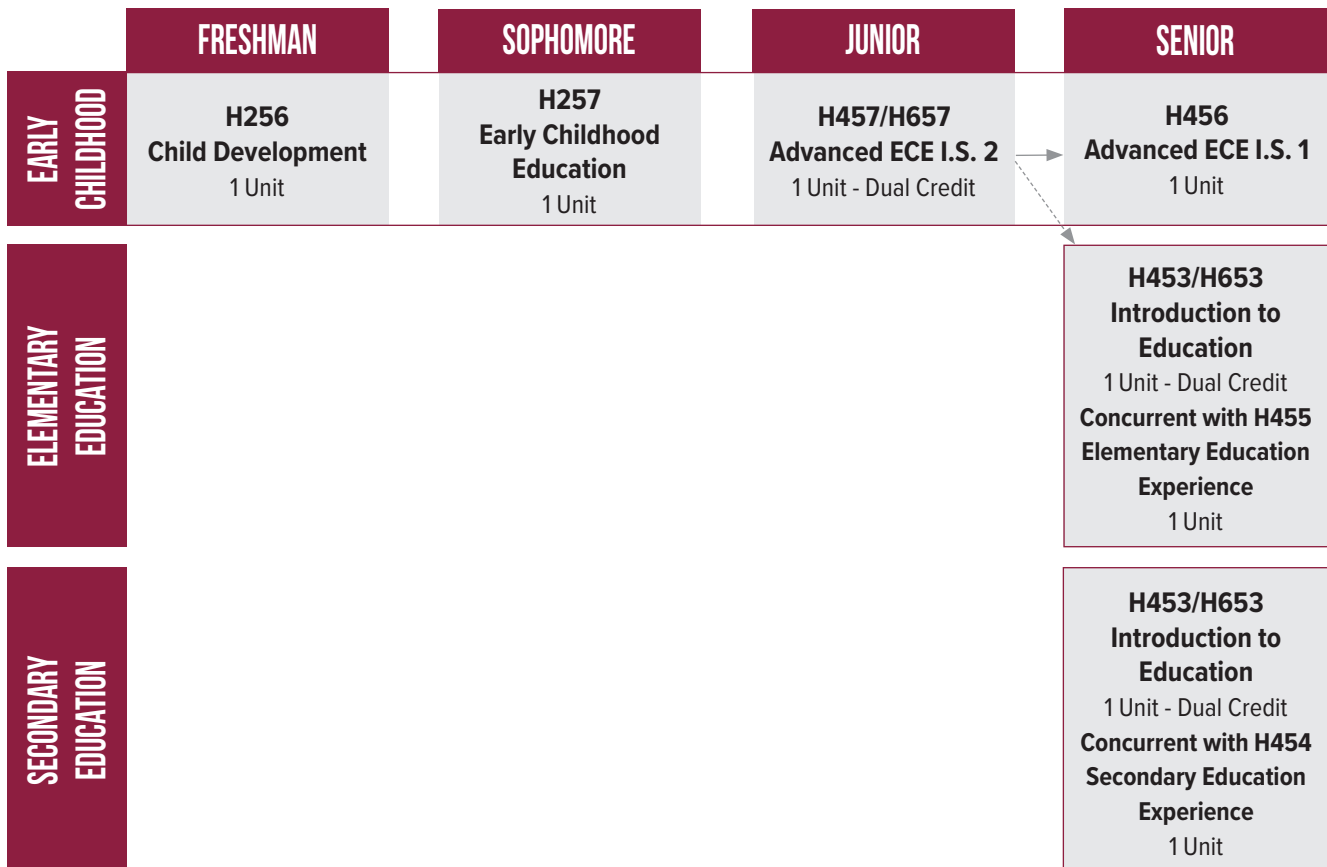
| FRESHMAN  | SOPHOMORE  | JUNIOR  | SENIOR  |
|---|--|---|---|
|   |  | <b>H225/H667</b><br><b>P.I.E. I.S.</b><br>1/2 Unit - Dual Credit              |   |
| <b>H266</b><br><b>Culinary Arts 1</b><br>1 Unit | <b>H267/H665</b><br><b>Culinary Arts 2</b><br>1 Unit - Dual Credit | <b>H333/H667</b><br><b>Food and Nutrition Science</b><br>1 Unit - Dual Credit | <b>H466</b><br><b>Culinary Arts I.S. 1</b><br>1 Unit                    |
|   | <b>H224</b><br><b>P.I.E.</b><br>1/2 Unit                           | <b>H466</b><br><b>Culinary Arts I</b><br>1 Unit                               | <b>H467/H667</b><br><b>Culinary Arts I.S. 2</b><br>1 Unit - Dual Credit |

# FAMILY & CONSUMER SCIENCES



## EDUCATION PATHWAY

Elementary School Teacher, High School Teacher, Early Childhood Teacher, Day Care Center Director, Day Care Center worker, Residential Youth Care Provider, At-Risk Youth Programming, Crisis Nursery, Child Psychologist, Pediatrician, Therapist



# FAMILY & CONSUMER SCIENCES

Family & Consumer Science courses are designed for all students. These courses emphasize the understanding of self and others, management of resources, personal and professional productivity, and career exploration.

The following courses are arranged for students interested in each program area; however, courses may be taken in any order as long as PREREQUISITES are met.

## Introduction to Life Studies H171

|              |                                  |        |          |        |          |
|--------------|----------------------------------|--------|----------|--------|----------|
| Level        | 1-4                              | Length | One year | Credit | One unit |
| Prerequisite | Placement through recommendation |        |          |        |          |

This course is designed to specifically address needs of a unique population. Students will receive instruction in the areas of personal independence, consumer decision making, life and home management skills, and personal skill development. There is an emphasis on individual written and spoken language development in regard to daily living skills.

Hoffman Estates High School Only

## PIE (Practices in Entrepreneurship) E224

|              |   |        |               |        |               |
|--------------|---|--------|---------------|--------|---------------|
| Level        | 2-4   | Length | One-half year | Credit | One-half unit |
| Prerequisite | Successful completion of at least one semester of a Foods course or departmental approval |        |               |        |               |
| Requirement  | Concurrent enrollment in B224 PIE (Practices in Entrepreneurship)                         |        |               |        |               |

This integrated class offers students an opportunity to use their culinary skills in a practical business application. Students who enroll in this two-period connected class will learn the skills required to start and manage a small business. Students will apply economic, management, marketing, accounting, and business law concepts in a bakery/coffee shop scenario.

## PIE (Practices in Entrepreneurship Independent Study) H22502/ H66702

|                      |  |        |          |        |          |
|----------------------|--|--------|----------|--------|----------|
| Level                | 1-4  | Length | One year | Credit | One unit |
| Prerequisite         | H225: Successful completion of H224 PIE and/or department approval<br>H66702: Must pass Food Safety Certification Examination during 1st semester H22501 |        |          |        |          |
| Harper Credit Course | H66702: FSM114, Food Standards and Sanitation, 2 college credits. (Conant H.S.)  |        |          |        |          |

This integrated class offers students the opportunity to refine and enhance the skills introduced in H224 PIE. Students who enroll in this two-period connected class will be offered the opportunity for increased responsibilities in the management of the bakery/coffee shop. Students will explore more advanced culinary techniques such as European-style pastry, cake decorating, recipe development, and production management.

## Design Studio H236

|       |     |        |          |        |          |
|-------|-----|--------|----------|--------|----------|
| Level | 1-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|

Are you interested in the areas of Fashion & Interior Design? This course is designed to strengthen a student's interest and background in design concepts. Opportunities will be provided for students to explore the curriculum within creative teams and through individual activities. Students will develop an awareness of construction techniques, visual communication, design elements, style trends, and fashion merchandising strategies.

## Consumer Management H243

|       |     |        |               |        |               |
|-------|-----|--------|---------------|--------|---------------|
| Level | 2-4 | Length | One-half year | Credit | One-half unit |
|-------|-----|--------|---------------|--------|---------------|

Consumer Management exceeds the state consumer education requirements. Students will learn how to be responsible when managing money, time and energy in today's changing market place. Individual interests and needs are considered as students learn to manage their resources and cope with common consumer issues.

## Housing/Interior Design H244

| Level | 2-4 | Length | One-half year | Credit | One-half unit |
|-------|-----|--------|---------------|--------|---------------|
|-------|-----|--------|---------------|--------|---------------|

Students will learn about the many aspects of housing and interior design for personal or professional use. Factors which influence housing, reading and evaluating floor plans, furniture selection, the treatment of floors and windows, and the elements and principles of design will be covered in this introductory course. Career opportunities in related fields are explored.

## Child Development H256

| Level | 1-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|
|-------|-----|--------|----------|--------|----------|

This course is designed for students interested in examining the broad spectrum of child development theory from prenatal development through the school-aged years. Various philosophies, along with current research, will be used to present the areas of physical, social, emotional, and intellectual development, prenatal to age five. Through discussion, critique and research, class activities will add direction and focus to career opportunities in the field of child development. Students will have the opportunity to earn the ECE Level 1 credential while enrolled in this course.

## Early Childhood Education H257

| Level | 2-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|
|-------|-----|--------|----------|--------|----------|

**Prerequisite** H256 Child Development and/or Department Chair approval

This course provides the student an opportunity to apply the information learned in Early Childhood Studies. Working in an actual preschool lab setting, students are provided the chance to work with children ages 3-1/2 to 5 years. Students fulfill the role of “teacher” and are responsible for the planning, implementation, and evaluation of lessons.

## Culinary Arts 1 H266

| Level | 1-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|
|-------|-----|--------|----------|--------|----------|

Students build fundamental cooking and collaboration skills while working in kitchen labs to plan, prepare, serve and evaluate a variety of foods. Students will work towards mastering practical applications of reading, math, and teamwork while learning about measurement, nutrition and kitchen safety. Units include: pastries, fruits, poultry, breads, grains, nutrition, eggs, dairy & regional foods of the United States.

## Culinary Arts 2 H267/ H66502

| Level | 2-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|
|-------|-----|--------|----------|--------|----------|

**Prerequisite** H26701: H266 Culinary Arts 1 or Department Chair approval  
  
H66502: Must pass Food Handlers Certificate during 1st semester of H26701 and have taken H266 Culinary Arts 1

**Harper Credit Course** H66502: FSM109 Intro to Food Prep/Production, 4 credit hours

Students expand their cooking and collaboration skills and are introduced to quantity food production while working in kitchen labs to plan, prepare, serve and evaluate a variety of foods. Students will practice practical applications of reading, math, and teamwork while learning about measurement and nutrition. Students have the opportunity to earn their Illinois Food Handlers Certificate while learning about kitchen safety & sanitation. Units include: meats, vegetables, seafood, cakes, soups, sauces, appetizers, special diets & international cuisine.

## Fashion Construction I H276

| Level | 2-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|
|-------|-----|--------|----------|--------|----------|

**Prerequisite** H236 Design Studio or Department Chair approval

This course is designed for beginning students interested in fashion. Working with sewing machines, students are placed in an independent environment with semester project requirements. Emphasis is placed on creativity, fabric and pattern design, and illustration. Professional sewing equipment is available for student use. Options for the year include a fashion show, design contests, and career opportunities in the fashion industry. Most equipment is supplied except for personal project expenses.

## Fashion Construction II H277

| Level | 3-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|
|-------|-----|--------|----------|--------|----------|

**Prerequisite** Successful completion of H276 Fashion and/or Department Chair approval

This course is designed for experienced students interested in fashion. Working with sewing machines, students are placed in an independent environment with semester project requirements. Emphasis is placed on creativity, fashion design and merchandising, special fabrics, and advertising. Options for the year include color analysis, fashion show production, and illustration and design contests. Work opportunities are experienced through field trips related to the fashion industry. Most equipment is supplied except for personal project expenses.

## Food and Nutrition Science

**H333/  
H66702**

| Level                | 3 & 4   | Credit | One unit |
|----------------------|---|--------|----------|
| Prerequisite         | H333 2 years of Science, and 1 year of Foods (H266 Culinary Arts or H267 Culinary Arts 2) or Department Chair approval and concurrent enrollment in S333 Food Nutrition Science<br><br>H66702: Must pass Food Safety Certification Examination during 1st semester H33301 |        |          |
| Harper Credit Course | H66702: FSM114 Food Standards and Sanitation, 2 credit hours  |        |          |

Food and nutrition science provides students the opportunity to participate in food preparation while learning the scientific basis of chemical and biological processes involved in the culinary arts. Students completing this course will attain Food Safety Certification status by building on and applying the concepts of food preparation and bacteriology. This course will provide guided practice and certification for the student who is pursuing a career in the culinary field, while providing an overview of the restaurant industry for the student who is still expanding their horizons. Students will apply what they learn through participation in an in-house restaurant/catering component. The class meets two periods, and is team taught by teachers from the Family & Consumer Sciences and Science departments.

## Living on Your Own

**H346**

| Level  | 1-4 | Length | One-half year | Credit | One-half unit |
|--|-----|--------|---------------|--------|---------------|
| This course presents a fresh look at life in today's world. It studies the foundation of adult living, which includes developing communication and problem-solving skills, dating, marriage, basic nutrition, food preparation, wardrobe selection and care, personal finance, living arrangements, and college and vocational studies. LOYO will help students adapt to living independently in a variety of settings following high school graduation. |     |        |               |        |               |

## Career Internship 1 Career Internship 2

**H352  
H452**

| Level        | 3 & 4   | Length | One or two years | Credit | Two units per year |
|--------------|---|--------|------------------|--------|--------------------|
| Prerequisite | H333 2 years of Science, and 1 year of Foods (H266 or H267) or Department Chair approval and concurrent enrollment in S333 Food Nutrition Science<br><br>H66702: Must pass Food Safety Certification Examination during 1st semester H33301 |        |                  |        |                    |

Career Internship fulfills a student's need to obtain training in the world of work while developing skills in both employee/employer relationships and living as an independent consumer. Students may enroll in Career Internship for one or two years. This program provides opportunities for on-the-job instruction related to Family and Consumer Sciences. On-the-job training may include work in care and guidance of children, fashion merchandising, clothing, food services or production, health occupations, and other personal and public service occupations. Daily classroom activities are designed to assist students with job adjustment, learning to be a responsible consumer, career planning, and independent study relating to each student's occupational interest. In the second year of the program, a training plan is developed which builds on skills learned the previous year. The first year of this program satisfies the State/District 211 Consumer Education requirement.

(Students also must enroll in H362, H372, or H382 Work Experience). Students must be 16 years of age or older

## Introduction to Education

**H453/  
H65302**

|                      |  |
|----------------------|--|
| Prerequisite         | Department Chair approval; application process           |
| Harper Credit Course | H65302: EDU201 Introduction to Education, 3 credit hours |

Introduction to Education is designed for students who are interested in exploring careers in the fields of education, coaching, psychology and social services. This course provides an introduction to teaching as a profession in the American education system, offers a variety of perspectives on educational including historical, philosophical, social, legal and ethical issues in a diverse society and includes organizational structure and school governance.

**This course must be taken concurrently with either H454 Secondary Education Internship Experience OR H455 Elementary Education Internship Experience.**

## Secondary Education Internship Experience **H454**

|              |  |        |          |
|--------------|--|--------|----------|
| Level        | 3 & 4  | Credit | One unit |
| Prerequisite | Taken concurrently with H453 Introduction to Education |        |          |

This course is for students interested in continuing their exploration in the field of secondary education. Students must accept the responsibility of good citizenship, regular attendance and cooperation in working closely with a supervising teacher in the subject of their choice to carry out a variety of classroom tasks and activities.

## Elementary Education Internship Experience **H455**

|              |  |        |          |
|--------------|--|--------|----------|
| Level        | 3 & 4  | Credit | One unit |
| Prerequisite | Taken concurrently with H453 Introduction to Education. H256 & H257 recommended or department approval |        |          |

Elementary Education Internship Experience has been developed in cooperation with School Districts 15 and 54. Students enrolling in this course should have an interest in working with children and will explore careers in the fields of elementary education, psychology and social services. They must accept the responsibility of good citizenship, regular attendance and cooperation in working closely with one or more supervising teachers to carry out a variety of classroom tasks and activities.

## FAMILY & CONSUMER SCIENCES INDEPENDENT STUDY

**PREREQUISITE:** Successful completion of course sequence with a C or better or department approval.

### Advanced ECE Independent Study 1 **H456**

|       |     |        |          |        |          |
|-------|-----|--------|----------|--------|----------|
| Level | 2-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|

### Advanced ECE Independent Study 2 **H457/ H65702**

|       |     |        |          |        |          |
|-------|-----|--------|----------|--------|----------|
| Level | 2-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|

Harper Credit Course H65702: ECE 101 Intro to Early Childhood Education, 3 college credits

### Culinary Arts Independent Study 1 **H666**

|       |     |        |          |        |          |
|-------|-----|--------|----------|--------|----------|
| Level | 2-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|

### Culinary Arts Independent Study 2 **H467/ H66702**

|       |     |        |          |        |          |
|-------|-----|--------|----------|--------|----------|
| Level | 2-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|

Prerequisite H66702: Must pass Food Safety Certification Examination during 1st semester H46701

### Fashion Construction Independent Study 1 **H476**

|       |     |        |          |        |          |
|-------|-----|--------|----------|--------|----------|
| Level | 2-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|

### Fashion Construction Independent Study 2 **H477/ H67702**

|       |     |        |          |        |          |
|-------|-----|--------|----------|--------|----------|
| Level | 2-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|

Harper Credit Course H67702: FAS100 Industrial Sewing Methods; 3 college credits

### Design Independent Study 1 **H482**

|       |     |        |          |        |          |
|-------|-----|--------|----------|--------|----------|
| Level | 2-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|

### Design Independent Study 2 **H483/ H68302**

|       |     |        |          |        |          |
|-------|-----|--------|----------|--------|----------|
| Level | 2-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|

Harper Credit Course H68302: FAS112 Fashion Basics, 3 college credits

### Interior Design Independent Study 1 **H446**

|       |     |        |          |        |          |
|-------|-----|--------|----------|--------|----------|
| Level | 2-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|

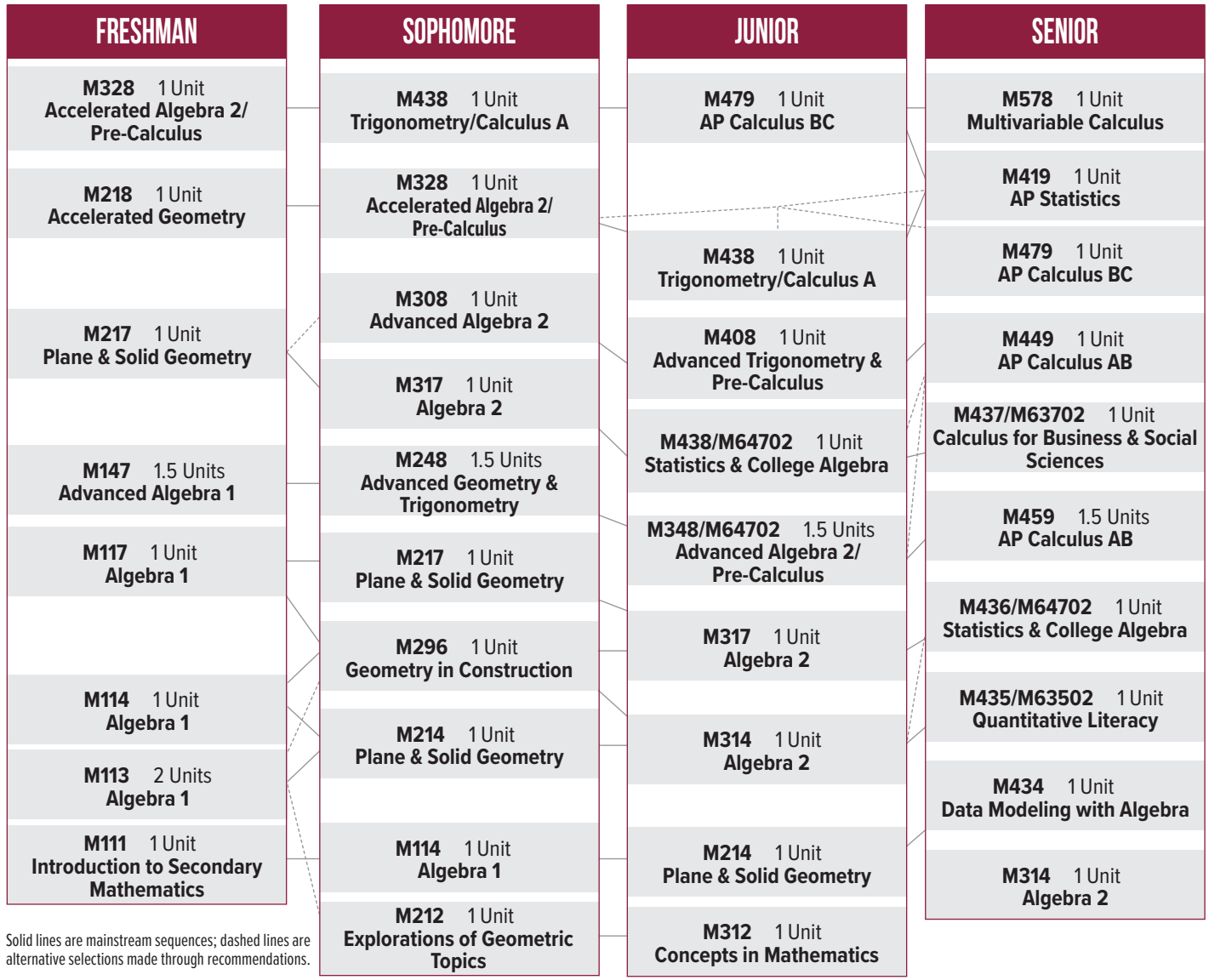
### Design Independent Study 1 **H482**

|       |     |        |          |        |          |
|-------|-----|--------|----------|--------|----------|
| Level | 2-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|

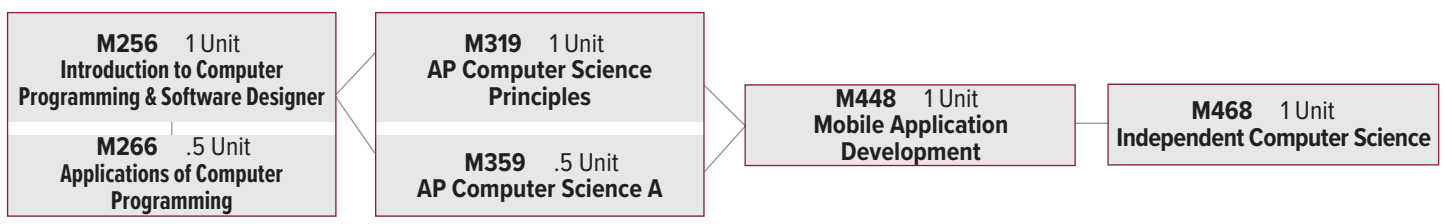
Students who are interested in exploring a specific Family & Consumer Sciences discipline are provided the opportunity to pursue an in-depth study of the special interest area. Students work with the instructor to plan and complete individual projects based on the student's interest and career goals.

Curriculum Guide

# MATHEMATICS



## COMPUTER SCIENCE ELECTIVES





# MATHEMATICS

All freshmen in High School District 211 enroll in a mathematics course. Placement at the freshman Level is determined by entrance test scores and junior high school performance. A second year of mathematics is taken during the sophomore year and additional mathematics courses are required until the student successfully completes a 300-Level course.

Freshmen who have successfully completed junior high school algebra may be placed in M217 Plane and Solid Geometry or M218 Accelerated Plane and Solid Geometry. Other freshmen may be placed in M117 Algebra 1, M114 Algebra 1, M113 Algebra I, M111 Introduction to Secondary Mathematics, M120 Essential Mathematics, or M100 Applied Mathematics 1.

A student who fails to meet the grade PREREQUISITE for any course must repeat the requisite course to improve the grade in order to proceed to the next sequential course.

College-bound students are encouraged to complete four years of mathematics, including trigonometry.

The Mathematics Departments of High School District 211 provide honors and accelerated programs which allow students to complete up to three semesters of calculus leading to Advanced Placement examinations. Advanced Placement testing in computer science (Java) and statistics also are available.

## Basic Mathematical Applications

**M100/  
M200**

| Level               | 1 & 2   | Length | One year | Credit | One unit |
|---------------------|---|--------|----------|--------|----------|
| <b>Prerequisite</b> | Placement through staff conference recommendation |        |          |        |          |

This course is designed to teach students basic computational and money skills to increase the student's independence in the community. Money skills, whole number operations, time, and calculator usage are emphasized.

## Introduction to Secondary Mathematics

**M111**

| Level | 1 & 2 | Length | One year | Credit | One unit |
|-------|-------|--------|----------|--------|----------|
|-------|-------|--------|----------|--------|----------|

This course reinforces arithmetic skills, as their mastery is essential for continued study of mathematics. Pre-Algebra skills of variable recognition, signed numbers, formulas, and single variable equations are introduced as well as beginning geometry topics.

## Algebra 1

**M113**

| Level               | 1-3   | Length | One year | Credit | Two units |
|---------------------|---|--------|----------|--------|-----------|
| <b>Prerequisite</b> | Acceptable performance on the entrance examination or Department Chair approval |        |          |        |           |
| NCAA Core Course    |   |        |          |        |           |

This course reinforces arithmetic skills, as their mastery is essential for continued study of mathematics. Pre-Algebra skills of variable recognition, signed numbers, formulas, and single variable equations are introduced as well as beginning geometry topics.

## Algebra 1

**M114**

| Level               | 1-3   | Length | One year | Credit | Two units |
|---------------------|---|--------|----------|--------|-----------|
| <b>Prerequisite</b> | Acceptable performance on the entrance examination or Department Chair approval |        |          |        |           |
| NCAA Core Course    |   |        |          |        |           |

This course introduces students to the fundamental principles of algebra. Algebraic symbolism, simplifying expressions, solutions to elementary equations, and the graphic representations associated with variables will be introduced.

## Algebra 1

**M117**

| Level               | 1  | Length | One year | Credit | Two units |
|---------------------|--|--------|----------|--------|-----------|
| <b>Prerequisite</b> | Acceptable performance on entrance examination |        |          |        |           |
| NCAA Core Course    |  |        |          |        |           |

This course introduces students to the fundamental principles of algebra. Algebraic symbolism, simplifying expressions, solutions to equations, and the graphic representations associated with variables are among the course topics. This course emphasizes the algebraic processes applied to word problems.

## Advanced Algebra 1

**M147**

|                  |   |        |          |        |                        |
|------------------|---|--------|----------|--------|------------------------|
| Level            | 1   | Length | One year | Credit | One and one-half units |
| Prerequisite     | Acceptable performance on the entrance exam |        |          |        |                        |
| NCAA Core Course |   |        |          |        |                        |

This accelerated course is a comprehensive study of algebra including algebraic symbolism, simplifying expressions, solutions to equations, and graphic representations associated with variables. The course will also include advanced techniques of graphing, solving equations and inequalities, and functions in preparation for M248 Advanced Geometry. This course requires a graphing calculator.

## Essential Mathematics

**M170**

|              |  |        |          |        |          |
|--------------|--|--------|----------|--------|----------|
| Level        | 1  | Length | One year | Credit | One unit |
| Prerequisite | Acceptable performance on entrance examination |        |          |        |          |

This course reinforces arithmetic skills aligned to the state's performance indicators with emphasis on number operation, patterns, ratios, proportions, and estimation. Pre-algebra skills of variable recognition, formulas, and single variable equations are introduced as well as beginning Geometry concepts such as points, lines, planes, and space.

## Explorations of Geometric Topics

**M212**

|              |  |        |          |        |          |
|--------------|--|--------|----------|--------|----------|
| Level        | 2-4  | Length | One year | Credit | One unit |
| Prerequisite | M114 Algebra 1, M113 Algebra 1, and M111 Introduction to Secondary Mathematics |        |          |        |          |

The course exposes students to a sampling of basic geometric topics including measuring, points, lines, planes, perimeter, area, volume, similarity, congruence, polygons and transformations. This course does not meet the NCAA clearinghouse rules. Students desiring to take Algebra 2 must enroll in at least M214 to satisfy the geometry. PREREQUISITE of Algebra 2.

## Plane and Solid Geometry

**M214**

|                  |   |        |          |        |          |
|------------------|---|--------|----------|--------|----------|
| Level            | 2-4   | Length | One year | Credit | One unit |
| Prerequisite     | M113 Algebra, M114 Algebra 1, or M117 Algebra 1 (D) |        |          |        |          |
| NCAA Core Course |   |        |          |        |          |

This study of geometry involves studying the axioms and theorems that relate points, lines, planes, and solids. An overview of plane and solid geometry is presented through geometric constructions, measurement formulas, and limited writing of formal proofs.

## Plane and Solid Geometry

**M217**

|                  |  |        |          |        |          |
|------------------|--|--------|----------|--------|----------|
| Level            | 1-3  | Length | One year | Credit | One unit |
| Prerequisite     | M117 Algebra 1 (A,B,C) or acceptable performance on Algebra examinations |        |          |        |          |
| NCAA Core Course |  |        |          |        |          |

This comprehensive study of plane and solid geometry includes constructions, formulas for measurement, and formal proofs. It is based on the axioms and theorems that relate points, lines, planes, and solids. Algebraic techniques are integrated into the solution of many geometric problems.

## Accelerated Plane and Solid Geometry

**M218**

|                  |   |        |          |        |          |
|------------------|---|--------|----------|--------|----------|
| Level            | 1 & 2   | Length | One year | Credit | One unit |
| Prerequisite     | High performance on Algebra examinations or Department Chair approval |        |          |        |          |
| NCAA Core Course |   |        |          |        |          |

This accelerated course is a comprehensive study of plane and solid geometry including constructions, formulas for measurement and formal proofs. It is based on the axioms and theorems that relate points, lines, planes, and solids. Many of the topics are covered in great depth, especially area and volume of solids. Additional emphasis is placed on the integration of algebraic techniques in solving geometric problems.

## Advanced Geometry and Trigonometry

**M248**

|                  |                                 |        |          |        |                        |
|------------------|---------------------------------|--------|----------|--------|------------------------|
| Level            | 2                               | Length | One year | Credit | One and one-half units |
| Prerequisite     | M147 Advanced Algebra 1 (A,B,C) |        |          |        |                        |
| NCAA Core Course |                                 |        |          |        |                        |

This accelerated course is a comprehensive study of plane and solid geometry including constructions, formulas for measurement and formal proof. It is based on the axioms and theorems that relate points, lines, planes, and solids. Many topics are covered in great depth, especially area and volume of solids. Additional emphasis is placed on the integration of algebra techniques in solving geometric problems. In the study of trigonometry, the student applies algebra and geometry skills to circular and periodic functions with applications in preparation for M348 Advanced Algebra 2/Pre-Calculus. This course requires a graphing calculator.

## Introduction to Computer Science and Software Design M256

|                  |     |        |          |        |          |
|------------------|-----|--------|----------|--------|----------|
| Level            | 1-4 | Length | One year | Credit | One unit |
| NCAA Core Course |     |        |          |        |          |

Students are introduced to the fundamentals of computer science through the creation of software applications. Examples may include: games, phone apps, interactive webpages, networked programs, and interactive animations. No previous knowledge of computer programming is required.

## Applications of Computer Programming M266

|                  |  |        |               |        |               |
|------------------|--|--------|---------------|--------|---------------|
| Level            | 2-4  | Length | One-half year | Credit | One-half unit |
| Prerequisite     | M256 Computer Programming: A Multimedia Approach and Department Chair Approval |        |               |        |               |
| NCAA Core Course |  |        |               |        |               |

Through independent study, students apply their computer programming skills to complete highly individualized projects.

## Algebra and Geometry Concepts M270

|              |   |        |          |        |          |
|--------------|---|--------|----------|--------|----------|
| Level        | 2   | Length | One year | Credit | One unit |
| Prerequisite | Placement through staff conference recommendation |        |          |        |          |

This course reinforces skills needed for achieving early high school benchmarks of the Illinois Learning Standards. It introduces algebra concepts such as exponents, algebraic expressions, and graphing. Beginning plane and solid geometry topics are introduced

## Geometry in Construction M296

|                  |                                  |        |          |        |          |
|------------------|----------------------------------|--------|----------|--------|----------|
| Level            | 2 & 3                            | Length | One year | Credit | One unit |
| Prerequisite     | M114 Algebra 1 or M117 Algebra 1 |        |          |        |          |
| NCAA Core Course |                                  |        |          |        |          |

The purpose of this course is to have students experience putting geometry into action by building real world construction projects. Geometry in Construction is team taught by both math and applied technology teachers. This interdisciplinary course integrates geometry and construction topics through the building of significant construction projects. The goal is to provide students with a better understanding of both the geometry and the construction content taught in the math department, and prepares students for the subsequent math courses. Students will gain hands-on, real-world experience in different areas of construction. Additional emphasis is given to teamwork, problem-solving, and the promotion of employable attributes. **This is a double-period course that offers both a Math credit and an Applied Technology credit.**

## Advanced Algebra 2 M308

|                  |  |        |          |        |          |
|------------------|--|--------|----------|--------|----------|
| Level            | 2  | Length | One year | Credit | One unit |
| Prerequisite     | M217 Plane and Solid Geometry with Department Chair approval |        |          |        |          |
| NCAA Core Course |  |        |          |        |          |

This advanced course is designed for students who have proficient knowledge of algebra and geometry. M308 Advanced Algebra 2 will place an emphasis on questioning, summarizing, justifying, and evaluating. Ideas presented involve advanced techniques of graphing, methods of solving equations and inequalities, and functions. Students are prepared to begin their study of M408 Advanced Trigonometry/PreCalculus. This course requires a graphing calculator.

## Concepts in Mathematics M312

|              |  |        |          |        |          |
|--------------|--|--------|----------|--------|----------|
| Level        | 3 & 4  | Length | One year | Credit | One unit |
| Prerequisite | Department Chair approval and two years of credit in high school mathematics |        |          |        |          |

The course exposes students to a sampling of basic mathematical topics including percent, interpretation of data, probability, tables and graphs, polynomial operations, linear and quadratic functions. This course does not meet the NCAA clearinghouse rules. Students desiring to take Trigonometry must enroll in at least M314 to satisfy the Algebra 2 PREREQUISITE of Trigonometry.

## Algebra 2 M314

| Level               | 2-4  | Length | One year | Credit | One unit |
|---------------------|--|--------|----------|--------|----------|
| <b>Prerequisite</b> | M214 Plane and Solid Geometry or M296 Geometry in Construction |        |          |        |          |
| NCAA Core Course    |  |        |          |        |          |

This course reviews topics introduced in M114 Algebra 1 and expands upon them. All standard Algebra 2 topics are covered. The topics include methods of solving equations and inequalities, graphing techniques, and logarithms. This course requires a graphing calculator.

## Algebra 2 M317

| Level               | 2-4   | Length | One year | Credit | One unit |
|---------------------|---|--------|----------|--------|----------|
| <b>Prerequisite</b> | M117 Algebra 1 (A,B,C)<br><b>AND</b> either M217 Plane and Solid Geometry<br><b>OR</b> M296 Geometry and Construction |        |          |        |          |
| NCAA Core Course    |   |        |          |        |          |

This course is designed for students who have a good knowledge of algebra and geometry. Concepts presented in earlier course work are reviewed and expanded. Ideas presented involve advanced techniques of graphing, methods of solving equations and functions. Students are prepared to begin their study of pre-calculus. This course requires a graphing calculator.

## AP Computer Science Principles M319

| Level               | 1-4   | Length | One year | Credit | One unit |
|---------------------|---|--------|----------|--------|----------|
| <b>Prerequisite</b> | Concurrent enrollment in any accelerated math course<br><b>OR</b> completion of M256 Introduction to Computer Science and Software Design |        |          |        |          |
| NCAA Core Course    |   |        |          |        |          |

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to creative aspects of programming, using abstractions and algorithms, working with large data sets, understandings of the Internet and issues of cybersecurity, and impacts of computing that affect different populations. Students will learn to use current technologies in order to solve problems and create meaningful computational artifacts.

## Accelerated Algebra 2/Pre-Calculus M328

| Level               | 1-3  | Length | One year | Credit | One unit |
|---------------------|--|--------|----------|--------|----------|
| <b>Prerequisite</b> | M218 Accelerated Plane and Solid Geometry (A,B) or Department Chair approval |        |          |        |          |
| NCAA Core Course    |  |        |          |        |          |

This accelerated course is designed for students who have an excellent knowledge of algebra and geometry. M328 Accelerated Algebra 2 briefly reviews concepts presented in earlier course work and then rigorously expands and applies them to other areas of mathematics. In addition, selected topics from pre-calculus are studied. Ideas presented in this course involve advanced techniques of graphing and solving equations and inequalities and prepares students to take M438 Trigonometry/Calculus A. This course requires a graphing calculator.

## Advanced Algebra 2/Pre-Calculus M348/ M64702

| Level                       | 3   | Length | One year | Credit           | One and one-half units |
|-----------------------------|---|--------|----------|------------------|------------------------|
| <b>Prerequisite</b>         | M248 Advanced Geometry and Trigonometry (A,B,C)<br><br>M64702: SAT Math 530+ or ACT 22+ or ALEKS 46+ or M63502 "C-" or above or MTH080 70%+, AND 2 semesters of Geometry with "C-" or above |        |          |                  |                        |
| <b>Harper Credit Course</b> | M64702: MTH103, College Algebra, 3 college credit hours   |        |          | NCAA Core Course |                        |

This accelerated course rigorously expands upon the study of advanced techniques of graphing, solving equations and inequalities, functions (including circular and periodic functions), and trigonometric identities. Students will apply their skills to series and sequences, probability, statistics, limits, and derivative in preparation for M459 Advanced Placement Calculus AB. This course requires a graphing calculator.

## Advanced Placement Computer Science A M359

| Level               | 2-4   | Length | One year | Credit | One unit |
|---------------------|---|--------|----------|--------|----------|
| <b>Prerequisite</b> | Concurrent enrollment in M328 Accelerated Algebra 2/Pre-Calculus or higher<br>Completion of M319 AP Computer Science Principles<br><b>OR</b> M256 Introduction to Computer Science and Software Design (A,B,C)<br><b>OR</b> Department Chair approval |        |          |        |          |
| NCAA Core Course    |   |        |          |        |          |

The Java language allows the programmer to process data as well as perform mathematical calculations. In Advanced Placement Computer Science, data structures, programming algorithms, and structured programming are used. Students are expected to use analytical thinking in solving problems and use top-down design methods in developing programs. **AP Computer Science is a strongly encouraged elective any time course PREREQUISITES are met and can be taken in conjunction with another math class.**

## Consumer Mathematics M370

| Level               | 3 & 4   | Length | One year | Credit | One unit |
|---------------------|---|--------|----------|--------|----------|
| <b>Prerequisite</b> | Placement through staff conference recommendation |        |          |        |          |

This course targets consumer math skills used in everyday situations such as paying taxes, purchasing a car, investing and managing a household. A full year in this course meets the state of Illinois requirement for consumer education.

## Advanced Trigonometry and Pre-Calculus M408

| Level               | 3  | Length | One year | Credit | One unit |
|---------------------|--|--------|----------|--------|----------|
| <b>Prerequisite</b> | M308 Advanced Algebra 2 with Department Chair approval |        |          |        |          |
| NCAA Core Course    |  |        |          |        |          |

This advanced course is designed to create a foundation of knowledge needed for success in an advanced placement math course senior year. In the study of trigonometry, the student will apply algebra and geometry skills to circular and periodic functions with applications. In the study of pre-calculus, students will apply their skills to series and sequences, probability, statistics, limits, and derivatives in preparation for M419 AP Statistics and M449 AP Calculus AB. This course requires a graphing calculator.

## Advanced Placement Statistics M419

| Level               | 2-4   | Length | One year | Credit | One unit |
|---------------------|---|--------|----------|--------|----------|
| <b>Prerequisite</b> | M408 Advanced Trigonometry and Pre-Calculus<br>M438 Trigonometry/Calculus A<br>M436 Statistics and College Algebra<br><b>OR</b> concurrent enrollment in M408 Advanced Trigonometry and Pre-Calculus<br><b>OR</b> M438 Trigonometry/Calculus A with department approval |        |          |        |          |
| NCAA Core Course    |   |        |          |        |          |

The study of statistics is now a requirement for many university majors. Students in this class will perform statistical tests on data sets using technology in order to organize, analyze, and predict outcomes. This course will follow the guidelines of the Advanced Placement Statistics program. Students are encouraged to take the Advanced Placement exam of the College Entrance Examination Board. **AP Statistics is a strongly encouraged elective any time course PREREQUISITES are met and can be taken in conjunction with another math class.**

## Data Modeling with Algebra M434

| Level               | 4  | Length | One year | Credit | One unit |
|---------------------|--|--------|----------|--------|----------|
| <b>Prerequisite</b> | Seniors who have successful completion of state high school graduation requirement in math and SAT score of 300 or above |        |          |        |          |
| NCAA Core Course    |  |        |          |        |          |

This course develops beginning and intermediate algebra skills and includes an introduction to statistics. An emphasis will be placed on data modeling using linear, quadratic, exponential, and logarithmic. Students will learn how to organize and interpret data and make predictions and decisions based on data. The course will be delivered through authentic application, problem-based instruction designed to build mathematical conceptual understanding and critical thinking skills. Students who earn a "C-" or above over 2 semesters will be able to apply this course for college placement at community colleges and some state universities. Illinois portability code TM002.

## Quantitative Literacy

**M435/  
M63502**

| Level                | 4   | Length | One year | Credit           | One unit |
|----------------------|---|--------|----------|------------------|----------|
| Prerequisite         | M63502: SAT Math 530+ or ACT Math 22+ or MTH080 70%+, ALEKS 46+ or M64702 “C-” or above |        |          |                  |          |
| Harper Credit Course | M635-02: MTH101, Quantitative Literacy, 4 college credit hours, IAI M1 901              |        |          | NCAA Core Course |          |

This dual enrollment course focuses on the analysis and solution of problems and includes representing and analyzing data using statistical measures, using logical reasoning in a real-world context, estimating, approximating, and judging the reasonableness of answers, and the use of appropriate approaches and tools, such as calculators and computers, in formulating and solving real-world problems. This course is aligned to MTH101 Quantitative Literacy at Harper Community College. Successful completion of the course results in college credit.

## Statistics and College Algebra

**M436/  
M64702**

| Level                | 2-4   | Length | One year | Credit | One unit |
|----------------------|---|--------|----------|--------|----------|
| Prerequisite         | M317 Algebra 2<br>M64702: SAT Math 530+ or ACT Math 22+ ALEKS 46+ or M63502 “C” or above or MTH 080 70%+, AND 2 semesters of Geometry with “C” or above |        |          |        |          |
| Harper Credit Course | M64702: MTH103, College Algebra, 3 college credit hours   |        |          |        |          |

Students will study an introduction to statistics prior to a College Algebra Dual Credit curriculum with an emphasis on questioning, summarizing, justifying, and evaluating. Ideas presented involve advanced techniques of graphing, methods of solving equations and inequalities, and functions. Successful completion with a “C” or higher in this course qualifies a student to take dual credit Business Calculus as a senior.

## Calculus for Business and Social Sciences

**M437/  
M63702**

| Level                | 3 & 4  | Length | One year | Credit | One unit |
|----------------------|--|--------|----------|--------|----------|
| Prerequisite         | M63702: SAT Math 660+ or ACT Math 28+<br><b>OR</b> ALEKS 61+ or M64702 (MTH103) w/ “C” or higher |        |          |        |          |
| Harper Credit Course | M637: MTH134 Calculus for Social Sciences, 4 college credit hours, IAI M1 900-B                  |        |          |        |          |

Students will develop an intuitive approach to concepts of differential and integral calculus and apply these concepts to problems in social, behavioral, and management sciences.

## Trigonometry/Calculus A

**M438**

| Level            | 2-4  | Length | One year | Credit | One unit |
|------------------|--|--------|----------|--------|----------|
| Prerequisite     | M328 Accelerated Algebra 2/Pre-Calculus (A,B) or Department Chair approval |        |          |        |          |
| NCAA Core Course |  |        |          |        |          |

In the study of trigonometry, the student applies algebra and geometry skills to circular and periodic functions and rotational velocity. Additional time is spent on extending the trigonometry identities in the first semester. The second semester study of calculus is no longer limited to those preparing for careers in mathematics and the sciences. The need and demand for students in business and social studies who can design procedures, predict and relate the principles of higher mathematics are increasing dramatically. This course emphasizes the applications of differentiation. It is the first of three semesters of college-level calculus and satisfies the requirements for the first semester of calculus suggested by the Advanced Placement Program of the College Entrance Examination Board. This course requires use of a graphing calculator.

## Mobile Application Development

**M448**

| Level        | 3 & 4   | Length | One year | Credit | One unit |
|--------------|---|--------|----------|--------|----------|
| Prerequisite | “C-” or better in M359 AP Computer Science A or department chair approval |        |          |        |          |

Students will complete a study of Mobile App development including rapid iterative prototyping. The differences between Web apps and Native Apps will be highlighted with relationship to the many deployment platforms available. Commonly accepted UI standards will be highlighted for each deployment platform. Students will use agile development techniques to produce quality apps with the intent of making them available to the public.

## Advanced Placement Calculus AB

**M449**

| Level            | 4   | Length | One year | Credit | One unit |
|------------------|---|--------|----------|--------|----------|
| Prerequisite     | M328 Accelerated Algebra 2/Pre-Calculus (A,B) and Trigonometry<br><b>OR</b> M408 Advanced Trigonometry and Pre-Calculus |        |          |        |          |
| NCAA Core Course |   |        |          |        |          |

The study of calculus is no longer limited to those preparing for careers in mathematics and the sciences. The need and demand for students in business and social studies who can design procedures, predict, and relate the principles of higher mathematics are increasing dramatically. This course emphasizes the various types and applications of differentiation and integration. Students are encouraged to take the Calculus AB Advanced Placement Exam of the College Entrance Examination Board. This course requires use of a graphing calculator.

**Advanced Placement Calculus AB****M459**

|                  |  |        |          |        |                        |
|------------------|--|--------|----------|--------|------------------------|
| Level            | 4  | Length | One year | Credit | One and one-half units |
| Prerequisite     | M348 Advanced Algebra 2/Pre-Calculus (A,B,C) |        |          |        |                        |
| NCAA Core Course |  |        |          |        |                        |

This accelerated course is the high school equivalent to one semester of college-level calculus. The student is provided additional support in advanced algebra and pre-calculus and prepared to enter college with a strong calculus background. Students are encouraged to take the Calculus AB Advanced Placement Exam. This course requires a graphing calculator.

**Independent Computer Science****M468**

|                  |  |        |          |        |          |
|------------------|--|--------|----------|--------|----------|
| Level            | 4  | Length | One year | Credit | One unit |
| Prerequisite     | Completion of M448 Mobile Application Development or Department Chair approval |        |          |        |          |
| NCAA Core Course |  |        |          |        |          |

Students complete an independent computer science project beyond M359 curriculum in a supportive environment. Projects will be designed and developed through consultation with the student's advisor (teacher) who will act as advisor/consultant throughout the project.

**Advanced Placement Calculus BC****M479**

|                  |   |        |          |        |          |
|------------------|---|--------|----------|--------|----------|
| Level            | 3 & 4   | Length | One year | Credit | One unit |
| Prerequisite     | M438 Trigonometry-Calculus A (A,B) or Department Chair approval |        |          |        |          |
| NCAA Core Course |   |        |          |        |          |

This course emphasizes applications of differentiation and integration in relationship to topics from trigonometry and college algebra. Calculus BC concludes the three-semester high school equivalent to two semesters of college-level calculus. The student is prepared to enter college with a strong calculus background. Students are encouraged to take the Calculus BC Advanced Placement Exam of the College Entrance Examination Board. This course requires a graphing calculator.

**Multivariable Calculus****M578/  
M67802**

|                  |   |        |          |        |          |
|------------------|---|--------|----------|--------|----------|
| Level            | 3 & 4   | Length | One year | Credit | One unit |
| Prerequisite     | M479 Advanced Placement Calculus BC score of 4 or 5 |        |          |        |          |
| NCAA Core Course |   |        |          |        |          |

This course is the equivalent to a third course in calculus and analytic geometry including: vector analysis, Euclidean space, partial differentiation, multiple integrals, line and surface integrals, and the integral theorems of vector calculus. M67802: Students with AP Calculus BC scores of 4 or 5 are eligible to enroll in optional University of Illinois credit option at a cost of \$300.

**Independent Study Math****M588/  
M68802**

|                  |   |        |          |        |          |
|------------------|---|--------|----------|--------|----------|
| Level            | 3 & 4   | Length | One year | Credit | One unit |
| Prerequisite     | M578 Multivariable Calculus (A,B) and Department Chair approval |        |          |        |          |
| NCAA Core Course |   |        |          |        |          |

Students complete an independent project beyond M579. Projects will be determined through consultation with the student's advisor (teacher) who will act as the advisor/consultant throughout the project. M68802: Eligible students may enroll in optional University of Illinois credit option at a cost of set by the university (\$800-\$1,100).

# MUSIC



| PERFORMANCE ENSEMBLES  | EXPLORATORY COURSES<br>NO EXPERIENCE REQUIRED   | THEORY & ADVANCED COURSES                     |
|--|---|---|
| <b>C157 Band 1</b> - 1 Unit<br><b>C257 Band 2</b> - 1 Unit<br><b>C357 Band 3</b> - 1 Unit<br><b>C557 Band 4</b> - 1 Unit                                 | <b>C162 Music Production 1</b><br>1/2 Unit  | <b>C365 Music Theory</b><br>1/2 Unit          |
| <b>C124 Orchestra 1</b> - 1 Unit<br><b>C224 Orchestra 2</b> - 1 Unit<br><b>C324 Orchestra 3</b> - 1 Unit<br><b>C424 Orchestra 4</b> - 1 Unit             | <b>C262 Music Production 2</b><br>1/2 Unit<br><b>C362 Music Production Studio</b><br>1 Unit | <b>C469 AP Music Theory</b><br>1 Unit         |
| <b>C135/C136 Chorus 1</b> - 1 Unit<br><b>C236 Chorus 2</b> - 1 Unit<br><b>C336 Chorus 3</b> - 1 Unit<br><b>C436 Chorus 4</b> - 1 Unit                    | <b>C272 Fine &amp; Performing Arts</b><br>1/2 Unit  | <b>C472 Music Independent Study</b><br>1 Unit |
| <b>C145 Mariachi 1</b> - 1 Unit<br><b>C245 Mariachi 2</b> - 1 Unit   | <b>C364 Music Appreciation</b><br>1/2 Unit  |   |
| <b>C172 Music Performance Special Topics</b><br>The course content varies by school and may include mariachi, beginning band/orchestra, guitar or piano. |   |   |



# MUSIC

Music in Township High School District 211 emphasizes group performance activities. Large ensemble experiences are offered at various Levels in Band, Orchestral, Choral, and Mariachi music. Participation in these groups fosters individual musical proficiency while encompassing rudiments of music, music tradition (history), as well as encouraging positive group dynamics.

Education in music promotes development of the whole student and offers each an opportunity to intellectualize in a subjective manner. Through music study, students gain knowledge, skills, and understanding that will enable them to participate productively as individual and group members in the work place and community at large.

Performance groups meet daily during a regularly scheduled school hour. In addition, orchestra directors schedule required evening rehearsals to prepare for major concerts. Participants in all four disciplines are expected to perform scheduled concerts outside the regular school day as a mandatory part of the curriculum.

In instrumental music, larger, more costly instruments are provided by the district. In addition, uniforms and robes also are provided. For those where no provision has been made, the director may ask individuals to purchase apparel. In cases where this causes a financial hardship, each school has a method of accommodating these students. Classroom music is furnished.

## Music Exploration and Performing Arts **C100**

|                     |   |               |               |               |                               |
|---------------------|---|---------------|---------------|---------------|-------------------------------|
| <b>Level</b>        | 1-4   | <b>Length</b> | One-four year | <b>Credit</b> | One-half to one unit per year |
| <b>Prerequisite</b> | Placement through staff conference recommendation |               |               |               |                               |

This course is designed for students to experience the principles of sensory, formal technical and expressive qualities of vocal and instrumental music and movement. Students will participate in group performances throughout the year.

## Orchestra 1 **C124**

|                     |                                     |               |          |               |          |
|---------------------|-------------------------------------|---------------|----------|---------------|----------|
| <b>Level</b>        | 1-4                                 | <b>Length</b> | One year | <b>Credit</b> | One unit |
| <b>Prerequisite</b> | Audition or Consent of the director |               |          |               |          |

Orchestra 1 provides instruction in violin, viola, cello, and string bass. Rehearsals will include technical studies, concert preparation, chamber music, repertoire expansion, and basic fundamentals of music theory and music history. Individual skills are developed in daily rehearsals and weekly technique classes, which are an integral part of the orchestra program. Using modern string methods, the course will help prepare the student for participation in Orchestra 2. Students must have consent of the instructor to enroll in C124 Orchestra 1.

## Chorus 1 **C135**

|              |     |               |          |               |          |
|--------------|-----|---------------|----------|---------------|----------|
| <b>Level</b> | 1-4 | <b>Length</b> | One year | <b>Credit</b> | One unit |
|--------------|-----|---------------|----------|---------------|----------|

This course is open to soprano and alto voices who are new to choir at the high school Level. Students will receive fundamentals necessary to progress to advanced groups. Individual talent is developed by private and/or class instruction which is an integral part of the chorus program. Participation at all scheduled formal concerts is a requirement of this class. At the discretion of the director, performances at festivals and other events may also be required. No instructor approval is needed for this course.

## Chorus 1 **C135**

|              |     |               |          |               |          |
|--------------|-----|---------------|----------|---------------|----------|
| <b>Level</b> | 1-4 | <b>Length</b> | One year | <b>Credit</b> | One unit |
|--------------|-----|---------------|----------|---------------|----------|

This course is open to soprano and alto voices who are new to choir at the high school Level. Students will receive fundamentals necessary to progress to advanced groups. Individual talent is developed by private and/or class instruction which is an integral part of the chorus program. Participation at all scheduled formal concerts is a requirement of this class. At the discretion of the director, performances at festivals and other events may also be required. No instructor approval is needed for this course.

## Mariachi 1 **C145**

|                     |                                     |               |               |               |                               |
|---------------------|-------------------------------------|---------------|---------------|---------------|-------------------------------|
| <b>Level</b>        | 1-4                                 | <b>Length</b> | One-four year | <b>Credit</b> | One-half to one unit per year |
| <b>Prerequisite</b> | Audition or Consent of the director |               |               |               |                               |

Mariachi I is the introductory level ensemble in the Mariachi performance sequence. Students will learn a mariachi instrument (guitar, vihuela, guitarrón, violin, or trumpet) and vocal skills. Students in this class will gain a rudimentary understanding of how to play mariachi instruments in the mariachi song styles, gain vocal skills to sing in the ensemble and learn about the cultural origins of mariachi music. This is a co-curricular class involving performances outside of school hours that are a required part of this course.

**Band 1****C157**

| Level | 1-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|
|-------|-----|--------|----------|--------|----------|

This course is open to students with previous band experience, as well as those students with limited training and experience. Students will receive fundamentals necessary to progress to advanced groups. Individual skills are developed in daily rehearsals and weekly sectionals/technique classes, which are an integral part of the band curriculum. Participation at all scheduled formal concerts is a requirement of this class. At the discretion of the director, performances at festivals, home football games, basketball games, and other events also may be required. Students with no previous band experience need instructor approval to enroll.

**Music Production 1****C162**

| Level | 1-4 | Length | One-half year | Credit | One-half unit |
|-------|-----|--------|---------------|--------|---------------|
|-------|-----|--------|---------------|--------|---------------|

Students enrolled in this course will learn many aspects of music production and composition in a collaborative learning environment. Students will learn music theory and song form through the use of modern recording and production techniques including computer programming, sequencing, beat making and audio production.

**Music Performance Special Topic****C172**

| Level | 1-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|
|-------|-----|--------|----------|--------|----------|

This course is open to students with little to no prior experience who want to explore performing music. The performance experience may vary by school in the district (guitar, piano, etc.). Students will learn the fundamentals of music theory and practical application of technical demands of their instrument. Public performance outside the school day for parents and community may be part of this course.

**Orchestra 2****C224**

| Level | 1-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|
|-------|-----|--------|----------|--------|----------|

**Prerequisite** Audition or consent of the director

Orchestra 2 is open to all intermediate string players. Rehearsals will include technical studies, concert preparation, chamber music, repertoire expansion, and basic fundamentals of music theory and history. Students are given a variety of performance opportunities to increase musical maturity, nurture personal growth, and refine technical abilities. Individual skills are developed in daily rehearsals and weekly technique classes, which are an integral part of the orchestra program. Using modern string methods, the course will help prepare the student for participation in Orchestra 3.

**Chorus 2****C236**

| Level | 1-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|
|-------|-----|--------|----------|--------|----------|

**Prerequisite** Audition or consent of the director

This course is designed to provide intermediate Level students with more advanced understanding of musical skills, rehearsal procedures, and general musicianship through the rehearsal and performance of choral literature. Individual talent is developed by private and/or class instruction which is an integral part of the choral program. Participation at all scheduled formal concerts is a requirement of this class. At the discretion of the director, performances at festivals and other events may also be required. Students enrolling in C236 Chorus 2 must have previous training and be able to meet minimum objectives set by the department.

**Mariachi 2****C245**

| Level | 1-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|
|-------|-----|--------|----------|--------|----------|

**Prerequisite** Audition or consent of the director

Mariachi 2 is the intermediate level ensemble in the Mariachi performance sequence. Students will learn intermediate level techniques and style characteristics on their primary mariachi instrument (guitar, vihuela, guitarrón, violin, or trumpet) and all students will achieve vocal skills to sing on choruses of the music. Mariachi 2 will also explore the cultural relevance and significance of the repertoire. This is a co-curricular class involving performances outside of school hours that are a required part of this course.

**Band 2****C257**

| Level | 1-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|
|-------|-----|--------|----------|--------|----------|

**Prerequisite** Audition or consent of the director

This course is designed to provide intermediate Level students with more advanced understanding of musical skills, rehearsal procedures, and general musicianship through the rehearsal and performance of band literature. Individual skills are developed in daily rehearsals and weekly sectionals/technique classes, which are an integral part of the band curriculum. Participation at all scheduled formal concerts is a requirement of this class. At the discretion of the director, performances at festivals, home football games, basketball games, and other events also may be required. Students enrolling in C257 Band 2 must have previous training on a band instrument and be able to meet minimum objectives set by the department.

## Music Production

C262

|       |     |        |               |        |               |
|-------|-----|--------|---------------|--------|---------------|
| Level | 1-4 | Length | One-half year | Credit | One-half unit |
|-------|-----|--------|---------------|--------|---------------|

Students enrolled in this course will learn many aspects of music production and composition in a collaborative learning environment. Students will learn audio production techniques such as mixing, sound effects and recording of live musicians. Projects will be extended and more complex than C162 coursework.

## Fine and Performing Arts

C272

|       |     |        |          |        |          |
|-------|-----|--------|----------|--------|----------|
| Level | 1-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|

The Fine and Performing Arts provides a collaborative learning environment in which students create, experience, and perform music of many styles and genres. This course is a unified learning environment in which basic objectives and skills will be met through appropriate activities designed for the students' Level of vocal or instrumental skill. This course runs in partnership with C100 Music Exploration and Performing Arts.

**C272 runs in partnership with C100**

## Orchestra 3

C324

|       |     |        |          |        |          |
|-------|-----|--------|----------|--------|----------|
| Level | 1-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|

**Prerequisite** Audition or consent of the director

Orchestra 3 is open to all advancing string players. Rehearsals will include intermediate to advanced technical studies, concert preparation, chamber music, repertoire expansion, and fundamentals of music theory and history. Students are given a variety of performance opportunities to increase musical maturity, nurture personal growth, and refine technical abilities. Individual skills are developed in daily rehearsals and weekly technique classes, which are an integral part of the orchestra program. Using modern string methods, the course will help prepare the student for participation in Orchestra 4. In addition, students may be selected to audition for membership in the District 211 Honors Symphony Orchestra. The Honors Orchestra represents the highest Level of musicianship and presents an annual concert at one of the five District high schools on a rotating basis.

## Orchestra 3

C336

|       |     |        |          |        |          |
|-------|-----|--------|----------|--------|----------|
| Level | 1-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|

**Prerequisite** Audition or consent of the director

This course is designed to provide intermediate/advanced Level students a deeper understanding of musical skills, rehearsal procedure, and general musicianship through the rehearsal and performance of intermediate and advanced choral literature. Individual talent is developed by private and/or class instruction which is an integral part of the choral program. Participation at all scheduled formal concerts is a requirement of this class. At the discretion of the director, performances at festivals and other events may also be required. Students enrolling in C336 Chorus 3 must have previous training and be able to meet minimum objectives set by the department.

## Band 3

C357

|       |     |        |          |        |          |
|-------|-----|--------|----------|--------|----------|
| Level | 1-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|

**Prerequisite** Audition or consent of the director

This course is designed to provide advancing students understanding of musical skills, rehearsal procedure, and general musicianship through the rehearsal and performance of intermediate and advanced band literature. Individual skills are developed in daily rehearsals and weekly sectionals/technique classes, which are an integral part of the band curriculum. Participation at all scheduled formal concerts is a requirement of this class. At the discretion of the director, performances at festivals, home football games, basketball games, and other events also may be required. Students enrolling in C357 Band 3 must have previous training on a band instrument and be able to meet minimum objectives set by the department.

## Music Production Studio

C362

|       |     |        |          |        |          |
|-------|-----|--------|----------|--------|----------|
| Level | 2-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|

**Prerequisite** C162 Music Production 1 and C262 Music Production or approval of instructor

Students enrolled in Music Production Studio will focus on creating EP or full-length album throughout the school year. Students will work in a studio like setting to develop their songwriting abilities and experience what it is like to be a music producer. They will utilize pro-grade music making software, MIDI keyboard controllers, microphones, and instruments to produce their own music. Any student who is interested in creating their own music, should sign up for C362 Music Production Studio.

## Music Appreciation

C364

|       |     |        |               |        |               |
|-------|-----|--------|---------------|--------|---------------|
| Level | 2-4 | Length | One-half year | Credit | One-half unit |
|-------|-----|--------|---------------|--------|---------------|

Music Appreciation recognizes the need to educate students to be intellectual consumers of music. Emphasis is placed on the development of aural skills and the role of music in society. A prior musical background is helpful, but not necessary for enrollment.

## Music Theory

C365

|       |       |        |               |        |               |
|-------|-------|--------|---------------|--------|---------------|
| Level | 3 & 4 | Length | One-half year | Credit | One-half unit |
|-------|-------|--------|---------------|--------|---------------|

**Prerequisite** Department Chair approval

Music Theory is an advanced course for those who want to increase their knowledge of the elements of music and/or to prepare for entrance into a college/university Level music program. Emphasis is placed on rhythmic, harmonic, and melodic analysis along with development of aural skills. Academic ability and prior participation in high school music (or formal private instruction) are strongly suggested.

## Chorus 4

C436

|       |     |        |          |        |          |
|-------|-----|--------|----------|--------|----------|
| Level | 1-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|

**Prerequisite** Audition or consent of the director

Membership in this highly selective group must also be based on the maintenance of proper choral balance. This course is designed to provide intermediate/advanced Level students a deeper understanding of musical skills, rehearsal procedure, and general musicianship through the rehearsal and performance of advanced choral literature. Individual talent is developed by private and/or class instruction which is an integral part of the choral program. Participation at all scheduled formal concerts is a requirement of this class. At the discretion of the director, performances at festivals and other events also may be required. Students enrolling in C436 Chorus 4 must have previous training and be able to meet minimum objectives set by the department.

## Orchestra 4

C436

|       |     |        |          |        |          |
|-------|-----|--------|----------|--------|----------|
| Level | 1-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|

**Prerequisite** Audition or consent of the director

Orchestra 4 is open to all advanced string players. Rehearsals will provide technical studies, concert preparation, chamber music, repertoire expansion, and basic fundamentals of music theory and history. Students are given a variety of performance opportunities to increase musical maturity, nurture personal growth, and refine technical abilities. Individual skills are developed in daily rehearsals and weekly technique classes, which are an integral part of the orchestra program. In addition, advanced string students will be auditioned for membership in the District 211 Honors Symphony Orchestra. The Honors Orchestra represents the highest Level of musicianship and presents an annual concert at one of the five District high schools on a rotating basis.

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## Band 4

C457

|       |     |        |          |        |          |
|-------|-----|--------|----------|--------|----------|
| Level | 1-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|

**Prerequisite** Department Chair approval

Since a fairly rigid instrumental balance must be maintained, new members are admitted only when vacancies occur. Emphasis will be placed on advanced band literature, and intellectual and cultural growth. Individual skills are developed in daily rehearsals and weekly sectionals/technique classes, which are an integral part of the band curriculum. Participation at all scheduled formal concerts is a requirement of this class. At the discretion of the director, performances at festivals, home football games, basketball games, and other events also may be required. Students enrolling in C457 Band 4 must have previous training on a band instrument and be able to meet minimum objectives set by the department.

## AP Music Theory

C469

|       |     |        |          |        |          |
|-------|-----|--------|----------|--------|----------|
| Level | 1-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|

**Prerequisite** Students must be concurrently enrolled in a 300-Level or 400-Level music course or department chair approval for students with music experience outside of school

The primary objective of this course is to develop a student's ability to recognize, understand, describe, and analyze basic materials and processes of tonal music that are heard or presented in a music score. Coursework is designed to integrate the student's development of aural, compositional, and analytical skills. Emphasis is placed on rhythmic, melodic and harmonic analysis along with the development of aural skills.

## Music Independent Study

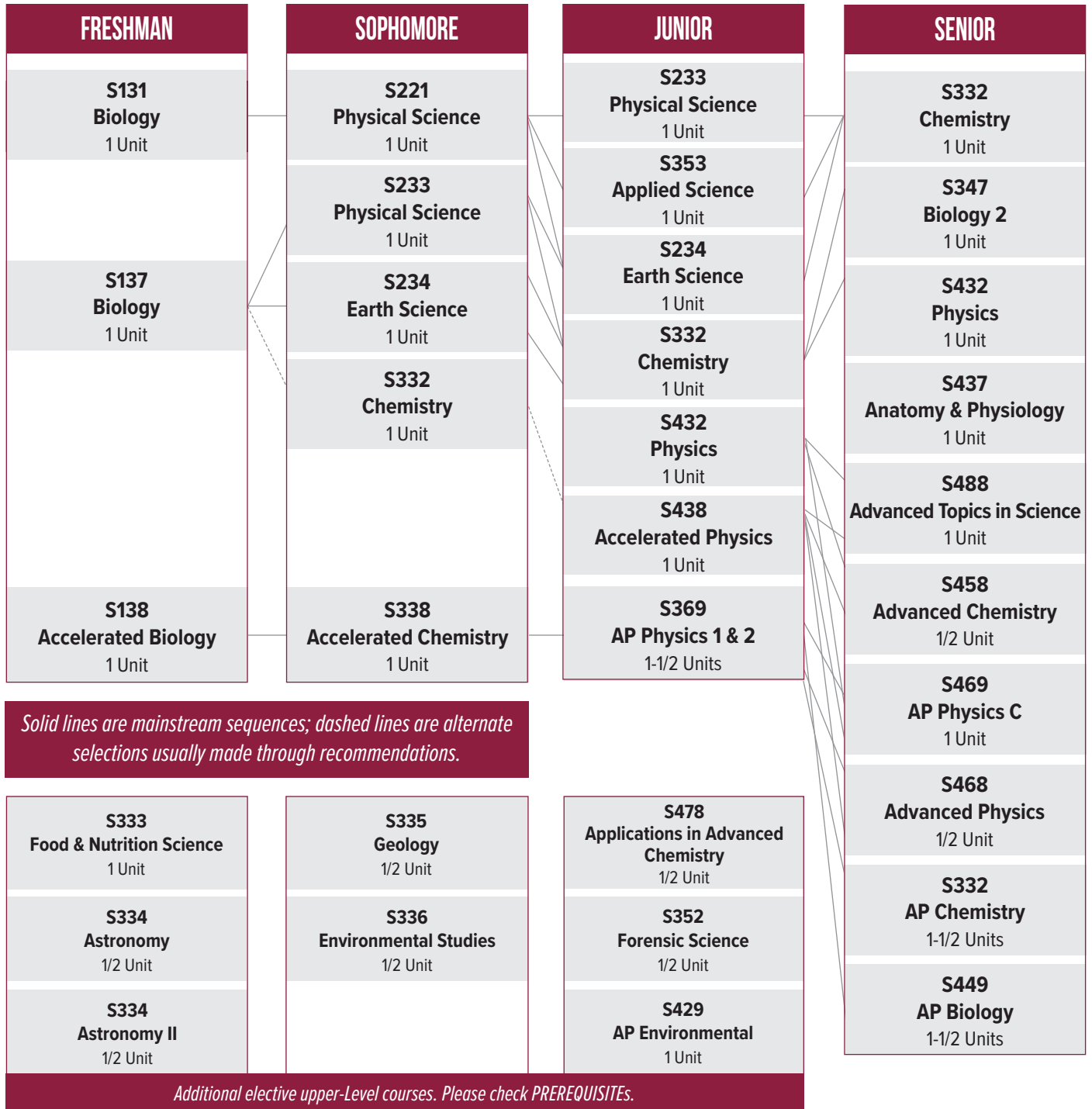
C472

|       |       |        |          |        |          |
|-------|-------|--------|----------|--------|----------|
| Level | 3 & 4 | Length | One year | Credit | One unit |
|-------|-------|--------|----------|--------|----------|

**Prerequisite** Concurrent enrollment in a 300 or 400 Level music course or Department Chair approval

This course allows students who are interested in pursuing a career in music to gain additional knowledge and experience in an area of particular interest. With the help and supervision of the instructor, students explore in-depth topics in such areas as composition, conducting, music production and technology, recording, or other related areas. Students working on independent study projects must show personal initiative and self-direction in developing goals and carrying out plans. Research experimentation, project construction, and report writing are among appropriate student activities.

# Curriculum Guide SCIENCE



# SCIENCE

Our mission is two-fold. We are preparing some students for further study in science and engineering. We also accept the responsibility to educate all of tomorrow's citizens for a world that demands increasing familiarity with science and technology.

All students must complete two years of science, which shall consist of one year of biology and one year of a non-biology course. In addition, college-bound students should take chemistry and physics. Students are advised not to specialize in a particular science discipline until they have taken basic courses in several of the major fields.

## Biology S131

|       |     |        |          |        |          |
|-------|-----|--------|----------|--------|----------|
| Level | 1-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|

|              |   |  |  |  |  |
|--------------|---|--|--|--|--|
| Prerequisite | Placement test and junior high teacher recommendation |  |  |  |  |
|--------------|---|--|--|--|--|

NCAA Core Course

This course is designed for student learning through the investigative approach. Areas studied in this laboratory course include the unifying concepts of the cell; the organism and its relationship to its environment; and reproduction, growth, and development of humans in their environment.

## Biology S137

|       |     |        |          |        |          |
|-------|-----|--------|----------|--------|----------|
| Level | 1-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|

|              |   |  |  |  |  |
|--------------|---|--|--|--|--|
| Prerequisite | Placement test and junior high teacher recommendation |  |  |  |  |
|--------------|---|--|--|--|--|

NCAA Core Course

The investigative approach is used in this laboratory course. The unified cellular approach to biology has the following major themes: science as investigation and inquiry; the relationship of structure and function; diversity of type and unity of pattern; genetic continuity; and the relationship of organism and environment.

## Accelerated Biology S138

|       |     |        |          |        |          |
|-------|-----|--------|----------|--------|----------|
| Level | 1-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|

|              |   |  |  |  |  |
|--------------|---|--|--|--|--|
| Prerequisite | Placement test and junior high teacher recommendation |  |  |  |  |
|--------------|---|--|--|--|--|

NCAA Core Course

This is an accelerated course with content similar to S137 Biology; however, areas of study are more thoroughly investigated. A greater emphasis is placed on student-directed laboratory activities. The use of critical thinking and problem-solving skills is stressed.

## General Science S170

|       |     |        |          |        |          |
|-------|-----|--------|----------|--------|----------|
| Level | 1-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|

|              |   |  |  |  |  |
|--------------|---|--|--|--|--|
| Prerequisite | Placement through staff conference recommendation |  |  |  |  |
|--------------|---|--|--|--|--|

Basic divisions of science are covered including the fundamentals of electricity, weather, earth structure and dynamics, astronomy, chemistry, biology, plant science, and geography. Improving organizational skills and reading comprehension also are course goals.

## Physical Science S200

|       |       |        |          |        |          |
|-------|-------|--------|----------|--------|----------|
| Level | 2 & 3 | Length | One year | Credit | One unit |
|-------|-------|--------|----------|--------|----------|

|              |   |  |  |  |  |
|--------------|---|--|--|--|--|
| Prerequisite | Placement through staff conference recommendation |  |  |  |  |
|--------------|---|--|--|--|--|

Students learn about the basic divisions of science including the fundamentals of geology, ecology, life processes, astronomy, weather, and electricity.

## Physical Science S221

|       |     |        |          |        |          |
|-------|-----|--------|----------|--------|----------|
| Level | 2-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|

|              |              |  |  |  |  |
|--------------|--------------|--|--|--|--|
| Prerequisite | S131 Biology |  |  |  |  |
|--------------|--------------|--|--|--|--|

NCAA Core Course

This course is designed for student study of the principles of measurement, kinetics, mechanics, optics, electricity, magnetism, and chemistry. Class work emphasizes the learning of science through laboratory experiences.

## Physical Science S233

|       |     |        |          |        |          |
|-------|-----|--------|----------|--------|----------|
| Level | 2-4 | Length | One year | Credit | One unit |
|-------|-----|--------|----------|--------|----------|

|              |   |  |  |  |  |
|--------------|---|--|--|--|--|
| Prerequisite | S137 Biology or department recommendation |  |  |  |  |
|--------------|---|--|--|--|--|

NCAA Core Course

This introductory laboratory course combines the study of physics and chemistry, focusing on theory as well as many practical aspects of both sciences. Topics may include heat, energy, mechanics, motion, waves, sound, classification of matter, chemical formulas, and chemical reactions.

## Earth Science S234

|                  |   |        |          |        |          |
|------------------|---|--------|----------|--------|----------|
| Level            | 2-4                                       | Length | One year | Credit | One unit |
| Prerequisite     | S137 Biology or department recommendation |        |          |        |          |
| NCAA Core Course |   |        |          |        |          |

Lessons in this laboratory course are designed to survey earth processes. Topics studied include the changing earth, earth materials, earth motions, energy flow, meteorology, oceans, climatic patterns, mountain formation, the earth's history, and astronomy.

## Health Science S270

|              |   |        |          |        |          |
|--------------|---|--------|----------|--------|----------|
| Level        | 2   | Length | One year | Credit | One unit |
| Prerequisite | Placement through staff department recommendation |        |          |        |          |

This course is designed to explore our physical, psychological, and emotional needs. Emphasis is given to learning activities which stress the development of healthy lifestyles that will enable students to achieve their full potential as human beings.

## Science/Health S300

|              |   |        |          |        |          |
|--------------|---|--------|----------|--------|----------|
| Level        | 2 & 3   | Length | One year | Credit | One unit |
| Prerequisite | Placement through staff conference recommendation |        |          |        |          |

Students learn the basics of good health and how to assume increased responsibility for their own health. Units of study include birth and early development, psychological systems, disease prevention, environmental health, family living, mental health, and responsible human relations.

## Chemistry S332

|                  |  |        |          |        |          |
|------------------|--|--------|----------|--------|----------|
| Level            | 2-4  | Length | One year | Credit | One unit |
| Prerequisite     | Completion of one year of a science class and concurrent enrollment or completion of M248 Advanced Geometry and Trigonometry, M308 Advanced Algebra 2 or M317 Algebra 2<br><b>OR</b> department recommendation |        |          |        |          |
| NCAA Core Course |  |        |          |        |          |

Standard topics of the mole concept, periodicity, chemical energy, reaction rates, acids, and bases are introduced. The application of the concepts of chemistry to societal needs and problems is a very important aspect of the course. Heavy emphasis is placed on laboratory work.

## Food & Nutrition Science S333

|                  |   |  |        |                            |
|------------------|---|--|--------|----------------------------|
| Level            | 3 & 4   |  | Credit | One unit<br>(double class) |
| Prerequisite     | 2 years of Science, and 1 year of Foods (H266 Culinary Arts 1 or H267 Culinary Arts 2), concurrent enrollment in H333 Food and Nutrition Science or department recommendation |  |        |                            |
| NCAA Core Course |   |  |        |                            |

Chemistry of Foods provides students the opportunity to participate in food preparation while learning the scientific basis of the chemical and biological processes involved in the culinary arts. Students completing this course will attain Food Safety Certification status by building on and applying to the concepts of food preparation and bacteriology. This course will provide guided practice and certification for the student who is choosing the profession while providing an overview of the restaurant industry for the student who is still expanding their horizons. Students will apply what they learn through participation in an in-house restaurant/catering component. The class meets two consecutive periods and is team taught by teachers from the Family and Consumer Sciences and Science departments. Students enrolled in the course will have a common lunch period to allow for flexibility on production days.

## Astronomy S334

|                  |  |        |               |        |               |
|------------------|--|--------|---------------|--------|---------------|
| Level            | 3 & 4  | Length | One-half year | Credit | One-half unit |
| Prerequisite     | "C" or higher in S233 Physical Science or S234 Earth Science |        |               |        |               |
| NCAA Core Course |  |        |               |        |               |

Astronomy presents a study of both the solar and stellar systems. Topics studied include examination of the properties of the planets, the moon, the sun, comets, meteors, stars, and galaxies. Theories on the origin of the universe and development of the field of astronomy also are examined

## Geology S335

|                  |                                     |        |               |        |               |
|------------------|-------------------------------------|--------|---------------|--------|---------------|
| Level            | 3 & 4                               | Length | One-half year | Credit | One-half unit |
| Prerequisite     | "C" or higher in S234 Earth Science |        |               |        |               |
| NCAA Core Course |                                     |        |               |        |               |

In this course, students build on knowledge learned in S234 Earth Science. They learn to analyze a specific landscape area, looking for both constructive and destructive forces which have shaped the land. Students will reconstruct a geological history of an area.

## Environmental Studies S336

|                  |                              |        |               |        |               |
|------------------|------------------------------|--------|---------------|--------|---------------|
| Level            | 3 & 4                        | Length | One-half year | Credit | One-half unit |
| Prerequisite     | S137 Biology or S138 Biology |        |               |        |               |
| NCAA Core Course |                              |        |               |        |               |

This course explores environmental issues with a global perspective. Individual continents are studied to see the conflicts created when man manipulates natural cycles and processes. Examples of some topics covered in this course include: pollution, global warming, endangered species, overpopulation, land usage, and conservation. The course also educates students on environmental conservation projects being used within their own communities.

## Accelerated Chemistry S338

|                  |  |        |          |        |          |
|------------------|--|--------|----------|--------|----------|
| Level            | 2-4  | Length | One year | Credit | One unit |
| Prerequisite     | Completion of one year of a science class and concurrent enrollment or completion of M308 Advanced Algebra 2 or M328 Accelerated Algebra 2/Pre-Calculus or department recommendation |        |          |        |          |
| NCAA Core Course |  |        |          |        |          |

This is an accelerated course with topics similar to S332 Chemistry, but covered in more depth with greater emphasis on mathematical concepts and their application to these topics. Laboratory work is emphasized.

## Astronomy 2 S344

|                  |   |        |               |        |               |
|------------------|---|--------|---------------|--------|---------------|
| Level            | 3 & 4   | Length | One-half year | Credit | One-half unit |
| Prerequisite     | "C" or higher in S233 Physical Science or S234 Earth Science. "C" or higher in S334 Astronomy I |        |               |        |               |
| NCAA Core Course |   |        |               |        |               |

In this course, students build on knowledge learned in S334 Astronomy. Topics studied include examination of the properties of the planets, moon, sun, comets, meteors, stars, and galaxies.

## Biology 2 S347/S64702

|                      |  |        |          |        |                  |
|----------------------|--|--------|----------|--------|------------------|
| Level                | 3 & 4  | Length | One year | Credit | One unit         |
| Prerequisite         | "C" or higher in S137 Biology or S138 Biology            |        |          |        |                  |
| Harper Credit Course | S64702: B10101 Biology Survey, 3 credit hours, IAI L1900 |        |          |        | NCAA Core Course |

The course allows students to pursue a second year of biology. Major areas of study are cells and systems, ecological relationships, genetics, and biotechnology. The course utilizes a laboratory approach and is taught at a Level consistent with student abilities and course PREREQUISITES. This is a course for college-bound students, but it is not an accelerated course.

## Forensic Science S352

|                  |   |        |              |        |               |
|------------------|---|--------|--------------|--------|---------------|
| Level            | 3 & 4   | Length | One semester | Credit | One-half unit |
| Prerequisite     | S432 Physics or taking S432 Physics concurrently with department approval |        |              |        |               |
| NCAA Core Course |   |        |              |        |               |

Forensic Science is a one semester course designed for students who have an interest in applying their background of science to the field of forensics. This lab-based course will focus on topics such as: crime scene photography, DNA, ballistics, blood splatter, and fingerprint analysis.

## Applied Science S353

|              |  |        |          |        |          |
|--------------|--|--------|----------|--------|----------|
| Level        | 3 & 4  | Length | One year | Credit | One unit |
| Prerequisite | S221 Physical Science or department recommendation |        |          |        |          |

Applied Science is a topics-based science course exploring the connections between real world issues and classroom science. The emphasis will be on applying the processes of science, interpreting data and research and advancing scientific literacy to understand the role of science in our everyday lives. Forensics, roller coaster design, and sports equipment design are representative topics. Career connections are highlighted.

## Advanced Placement Physics 1 & 2 S369

|                  |   |        |          |        |                       |
|------------------|---|--------|----------|--------|-----------------------|
| Level            | 3 & 4   | Length | One year | Credit | One and one-half unit |
| Prerequisite     | Completion of a 300-Level science class and concurrent enrollment<br><br><b>OR</b> completion of M348 Advanced Algebra 2/ Pre-Calculus, M408 Advanced Trigonometry and Pre-Calculus, M438 Trigonometry/Calculus A with department recommendation<br><br><b>OR</b> department recommendation |        |          |        |                       |
| NCAA Core Course |   |        |          |        |                       |

Advanced Placement Physics allows students to pursue college-level study while in high school. The course places emphasis upon the principal topics covered in introductory college physics courses. The course covers mechanics; heat, fluids, kinetic theory and thermodynamics; electricity and magnetism; waves and optics; and atomic and nuclear physics. Students are encouraged to take both the Advanced Placement Physics 1 and Physics 2 exams in May. The class meets 1.5 periods per day and cannot be taken pass/fail.



## Advanced Placement Environmental Science

S429

| Level               | 3 & 4  | Length | One year | Credit | One unit |
|---------------------|--|--------|----------|--------|----------|
| <b>Prerequisite</b> | Completion of S137 or S138 Biology and S338 Chemistry or S332 Chemistry with department recommendation; or department recommendation |        |          |        |          |
| NCAA Core Course    |  |        |          |        |          |

Advanced Placement Environmental Science allows students to pursue college-Level study while still in high school. The course places emphasis upon the principal topics covered in introductory college environmental science courses. The topics covered include earth systems and resources, the living world, population, land and water use, energy resources and consumption, pollution and global change. Students are encouraged to take the Advanced Placement exam in May.

## Physics

S432

| Level               | 3 & 4                  | Length | One year | Credit | One unit |
|---------------------|------------------------|--------|----------|--------|----------|
| <b>Prerequisite</b> | S332 or S338 Chemistry |        |          |        |          |
| NCAA Core Course    |                        |        |          |        |          |

This course emphasizes the following major topics: concepts of time, space and matter; motion and forces; optics and light; electricity and magnetism; and atomic physics. A heavy emphasis is placed on laboratory work.

## Anatomy and Physiology

S437/  
S63702

| Level                       | 3 & 4  | Length | One year | Credit           | One unit |
|-----------------------------|--|--------|----------|------------------|----------|
| <b>Prerequisite</b>         | "C" or higher in S137 or S138 Biology and S332 or S338 Chemistry |        |          |                  |          |
| <b>Harper Credit Course</b> | S63702: B10135 Intro to Anatomy and Physiology, 4 credit hours   |        |          | NCAA Core Course |          |

This course focuses on the human body and its complexity. While this class will benefit students who are interested in the healthcare field, all students will have the opportunity to take part in exposure to anatomy and physiology. This will benefit careers such as biotechnology, pharmaceutical, and psychology. This class supports the STEM initiative which encourages high school students to venture into science and engineering professions. This course would earn one credit in science.

## Accelerated Physics

S438

| Level               | 3 & 4   | Length | One year | Credit | One unit |
|---------------------|---|--------|----------|--------|----------|
| <b>Prerequisite</b> | This course would follow completion of a 300 level non-elective lab science class. Students would be concurrently enrolled in Trigonometry/Pre-Calculus or higher |        |          |        |          |
| NCAA Core Course    |   |        |          |        |          |

This course is an algebra-based accelerated physics course where students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion & gravitation, energy, momentum, simple harmonic motion, mechanical waves, electric charge & force, DC circuits, and magnetic forces & fields. The class meets for one period per day and there is heavy emphasis placed on laboratory work.

## Advanced Placement Chemistry

S439

| Level               | 3 & 4  | Length | One year | Credit | One and one-half unit |
|---------------------|--|--------|----------|--------|-----------------------|
| <b>Prerequisite</b> | Completion of S338 or S332 Chemistry with department recommendation, and concurrent enrollment or completion of M348 Advanced Algebra 2/Pre-Calculus, M408 Advanced Trigonometry and Pre-Calculus, M417, M438 Trigonometry/Calculus A<br><br><b>OR</b> department recommendation |        |          |        |                       |
| NCAA Core Course    |  |        |          |        |                       |

Advanced Placement Chemistry allows students to pursue college-Level study while in high school. The course places emphasis upon the principal topics covered in introductory college chemistry courses. The topics covered include atomic theory, chemical bonding, equilibrium, gas laws, acid-base reactions, stoichiometry, kinetics, thermodynamics, and organic chemistry. A heavy emphasis is placed on laboratory work. Students are encouraged to take the Advanced Placement exam in May. The class meets 1.5 periods per day and cannot be taken pass/fail.

## Advanced Placement Biology

S449

| Level            | 3 & 4   | Length | One year | Credit | One and one-half unit |
|------------------|---|--------|----------|--------|-----------------------|
| Prerequisite     | Completion of S137 or S138 Biology, and S338 or S332 Chemistry with department recommendation; or department recommendation |        |          |        |                       |
| NCAA Core Course |   |        |          |        |                       |

Advanced Placement Biology allows students to pursue college-Level study while still in high school. The Advanced Placement course places emphasis upon the principal topics covered in college introductory biology courses. The course is divided into three major areas: molecules and cells, genetics and evolution, and organisms and populations. Students are encouraged to take the Advanced Placement exam in May. The class meets for 1.5 periods per day and cannot be taken pass/fail.

## Advanced Chemistry

S458

| Level            | 4  | Length | One-half year | Credit | One-half unit |
|------------------|--|--------|---------------|--------|---------------|
| Prerequisite     | "B" or higher in S332 Chemistry or S338 Chemistry and S432 Physics or S369 Advanced Placement Physics<br><b>OR</b> department recommendation |        |               |        |               |
| NCAA Core Course |  |        |               |        |               |

Basic chemistry topics are reviewed and explored in greater depth than in S332 Chemistry and S338 Chemistry. Heavy emphasis is on laboratory work.

## Advanced Physics

S468

| Level            | 4  | Length | One-half year | Credit | One-half unit |
|------------------|--|--------|---------------|--------|---------------|
| Prerequisite     | "B" or higher in S332 Chemistry or S338 Chemistry and S432 Physics or S369 Advanced Placement Physics<br><b>OR</b> department recommendation |        |               |        |               |
| NCAA Core Course |  |        |               |        |               |

Basic physics topics are reviewed and explored in greater depth than in S432 Physics and S369 AP Physics. A heavy emphasis is placed on laboratory work.

## Advanced Placement Physics Calculus C

S469

| Level            | 3 & 4  | Length | One year | Credit | One unit |
|------------------|--|--------|----------|--------|----------|
| Prerequisite     | Completion of S369 AP Physics 1 & 2 or S438 Accelerated Physics; students must also have completed or be concurrently enrolled in calculus course; or with department recommendation |        |          |        |          |
| NCAA Core Course |  |        |          |        |          |

Advanced Placement Physics C allows students to pursue calculus-based college-Level study while in high school. The course places emphasis upon the principal topics not covered in S432 or S369. This course also looks at the material covered in the students' introductory-Level physics and uses Calculus to solve problems. The course emphasizes the following components: mechanics and electricity and magnetism. Students will study Newtonian Mechanics, Conservation Laws, including Energy and momentum, circular and angular motion, and a broad spectrum of Electricity and Magnetism topics. Students are encouraged to take both of the Advanced Placement Physics C exams in May, Mechanics and E and M. The class meets 1 period per day and cannot be taken pass/fail.

## Advanced Topics in Science

S488

| Level            | 3 & 4   | Length | One year | Credit | One unit |
|------------------|---|--------|----------|--------|----------|
| Prerequisite     | Completion of S369 AP Physics 1 & 2 or S359 AP Physics 1; students must also have completed or be concurrently enrolled in calculus course; or with department recommendation |        |          |        |          |
| NCAA Core Course |   |        |          |        |          |

Advanced Topics in Science is a course designed to study the connections among the sciences. Students will gain a better understanding of the nature of science and how to interpret and analyze scientific information. There will be a focus on the scientific method in extensive laboratory investigations, as well as on complex phenomena to drive the learning experience. The course will also foster the development of a scientific understanding of the world through student engagement in the scientific process. Emphasis will be placed on experimental, research, and technology skills.

# SOCIAL STUDIES



| FRESHMAN   |
|--|
| <b>G143</b><br><b>World Geography</b><br>1 Unit    |
| <b>G146</b><br><b>World History</b><br>1 Unit      |
| <b>G339</b><br><b>AP World History</b><br>1 Unit   |
| <b>G349</b><br><b>AP Human Geography</b><br>1 Unit |

| SOPHOMORE  |
|--|
| <b>G216</b><br><b>Multi-Cultural Perspective</b><br>1/2 Unit |
| <i>or</i>  |
| <b>G236</b><br><b>Women's Studies</b><br>1/2 Unit            |
| <b>G262</b><br><b>World Affairs</b><br>1/2 Unit              |
| <b>G359</b><br><b>AP European History</b><br>1 Unit          |
| <b>G365</b><br><b>Law and the Individual</b><br>1/2 Unit     |

| JUNIOR  |
|---|
| <b>G316</b><br><b>Intro to Criminal Justice</b><br>1/2 Unit |
| <b>G331</b><br><b>American Studies</b><br>1 Unit            |
| <b>G336</b><br><b>American Studies</b><br>1 Unit            |
| <i>or</i>   |
| <b>G342</b><br><b>U.S. History</b><br>1 Unit                |
| <b>G341</b><br><b>U.S. History</b><br>1 Unit                |
| <b>G343</b><br><b>Psychology 1</b><br>1/2 Unit              |
| <b>G353</b><br><b>Psychology 2</b><br>1/2 Unit              |
| <b>G369</b><br><b>AP U.S. History</b><br>1 Unit             |
| <b>G379</b><br><b>AP Psychology</b><br>1 Unit               |

| SENIOR   |
|--|
| <b>G441</b><br><b>Civics</b><br>1 Unit   |
| <b>G442</b><br><b>Civics</b><br>1 Unit   |
| <b>G459</b><br><b>AP Microeconomics</b><br>1/2 Unit  |
| <b>G469</b><br><b>Advanced Placement<br/>Macroeconomics</b><br>1/2 Unit Each                         |
| <b>G479</b><br><b>Advanced Placement<br/>American Government &amp;<br/>Politics</b><br>1/2 Unit Each |

# SOCIAL STUDIES

The goals of the Social Studies Department in High School District 211 are:

1. To give students an understanding of our institutions and social environments so they can better work and cooperate in a global world;
2. To prepare students for their opportunities and responsibilities in society by fostering an appreciation of contemporary problems through discussion of current issues and historical perspective;
3. To foster attitudes of critical and impartial judgment, tolerance, and an open-mind through the development of sound discussion, presentation, and writing skills;
4. To develop skill in obtaining, analyzing, and organizing information;
5. To develop civically engaged citizens that can contribute to a democratic society.

A major in social studies is recommended for a student who is preparing for a career in law, government service, diplomatic service, social work, teaching, journalism, psychology, international trade, or business. Students may also choose a minor in social studies areas to develop perspective and improve credentials when attempting to enter any profession.

The State of Illinois requires two credits in the discipline of Social Studies. One of those credits must be in United States History, Advanced Placement United States History, or American Studies. The other must be in a course that includes a state mandated civics curriculum. These courses include either Civics or Advanced Placement American Government and Politics (paired with Advanced Placement Macroeconomics). However, most universities and colleges require three to four credits for admission.

## World Geography

**G143**

| Level            | 1-4 | Length | One year | Credit | One unit |
|------------------|-----|--------|----------|--------|----------|
| NCAA Core Course |     |        |          |        |          |

World Geography provides a global survey of world cultures, that presents the different ways in which human beings have interacted with their environment and other cultures. This course assists students in developing a spatial perspective of the world. Additionally, college-level strategies and activities that strengthen both reading and writing skills are utilized to enhance student understanding of course content. Students will be assessed using a variety of techniques (i.e., objective assessments, writing samples, presentations, projects, etc.). The course provides SAT Test preparation and skill development that will help students prepare more effectively for the rigor of additional courses in Social Studies as well as their college and career opportunities.

## World History

**G146**

| Level            | 1-4 | Length | One year | Credit | One unit |
|------------------|-----|--------|----------|--------|----------|
| NCAA Core Course |     |        |          |        |          |

World History is a survey of civilization, from its beginnings to the modern era, that explores the ways in which human beings have interacted with their environment, other cultures, and each other. This course guides students to expand their thoughts to a more global perspective. It helps them begin to understand their world and the many different cultures and groups that exist/existed over time within it. World History also helps students develop strong reading and writing skills in non-fiction as we explore the political, economic, intellectual and social advances of humanity. Students will analyze academic writing which will improve their own writing, communication, and academic skills throughout the year. These skills will help students prepare more effectively for the rigor of future courses in Social Studies as well as their future college and career opportunities.

## Multicultural Perspectives

**G216**

| Level            | 2-4 | Length | One-half year | Credit | One-half unit |
|------------------|-----|--------|---------------|--------|---------------|
| NCAA Core Course |     |        |               |        |               |

Multicultural Perspectives is designed to increase cultural awareness and to prepare students to thrive in a diverse society. Through the examination of prejudice, self-esteem, cultural similarities and differences, students will be more prepared to function constructively in multicultural settings.

## Women's Studies

G236

|                  |     |        |               |        |               |
|------------------|-----|--------|---------------|--------|---------------|
| Level            | 2-4 | Length | One-half year | Credit | One-half unit |
| NCAA Core Course |     |        |               |        |               |

Women Studies provides a historical perspective and current analysis of women in society through project based learning in a non-traditional classroom environment. Students pursuing all careers will benefit from this course by understanding the diverse perspective that gender plays in society. The course examines the role of women in American History, family, media, sports, labor force, education, politics & law, and health with a focus on establishing positive relationships and a collaborative work environment. The course emphasizes communication skills by focusing on discussion, critical thinking, and presentation of ideas. Various approaches to activism will be investigated and will provide perspectives and solutions to challenges facing women in today's society.

## World Affairs

G262

|                  |     |        |               |        |               |
|------------------|-----|--------|---------------|--------|---------------|
| Level            | 2-4 | Length | One-half year | Credit | One-half unit |
| NCAA Core Course |     |        |               |        |               |

This current events course will promote a better understanding and investigate possible solutions to challenges facing the modern world. Topics such as health care, the environment, human rights, terrorism, global politics, and economic globalization are presented with multiple points of view and allow space for students to dissect information and draw conclusions on their own.

## United States History

G300

|              |   |        |          |        |          |
|--------------|---|--------|----------|--------|----------|
| Level        | 3 & 4   | Length | One year | Credit | One unit |
| Prerequisite | Placement through staff conference recommendation |        |          |        |          |

In this course, students gain an understanding of our country's history. Federal, state, and local government interrelationships and their impact on daily life are examined. In addition, the role and responsibilities of U.S. citizenship are stressed.

Palatine and Hoffman Estates High Schools Only

## American Studies History

G331

|                  |              |        |          |        |          |
|------------------|--------------|--------|----------|--------|----------|
| Level            | 3            | Length | One year | Credit | One unit |
| Prerequisite     | E201 English |        |          |        |          |
| NCAA Core Course |              |        |          |        |          |

This course combines the study of United States History and American Literature and fulfills the requirements for the third-year United States History. This class is team taught by teachers from the Social Studies Department and English Department. Students should be enrolled concurrently in E331 and G331.

## American Studies – History

G336

|                  |                                  |        |          |        |          |
|------------------|----------------------------------|--------|----------|--------|----------|
| Level            | 3                                | Length | One year | Credit | One unit |
| Prerequisite     | E202 English 2 or E208 English 2 |        |          |        |          |
| NCAA Core Course |                                  |        |          |        |          |

This course offers the student an opportunity to examine the question, "What is an American?" By studying America's history, literature, music, art, and architecture, the student can discover what makes him or her special as an American. Students will experience a multidisciplinary approach that explores the history and literature of the United States. Students will better understand the American identity through the study of American social, economic, and political changes and the literature that responded to or prompted such change. The course satisfies both the Junior year English and United States History graduation requirements.

## Advanced Placement World History: Modern

G339

|                  |     |        |          |        |          |
|------------------|-----|--------|----------|--------|----------|
| Level            | 1-4 | Length | One year | Credit | One unit |
| NCAA Core Course |     |        |          |        |          |

AP World History: Modern is an introductory college-Level global history from the 1200 CE to the present, with balanced coverage offered to Asia, Africa, the Americas, and Europe. Broad themes of history are explored such as "humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation." (*College Board 2020*) Other outcomes of the class are AP skill development including argumentation and source analysis, discussion skills, and critical thinking in regards to historical and cultural issues. This course results in the AP examination at the end of the year, administered by the College Board.

## United States History **G341**

|                  |              |        |          |        |          |
|------------------|--------------|--------|----------|--------|----------|
| Level            | 3            | Length | One year | Credit | One unit |
| Prerequisite     | E201 English |        |          |        |          |
| NCAA Core Course |              |        |          |        |          |

This survey course covers the history of our nation from the American Revolution to present day. Particular focus is on the political, economic and social development of our nation. Content ranges from foundational documents such as the Declaration of Independence to turning point speeches such as the Gettysburg Address as well as Ronald Reagan's Tear Down this Wall. Furthermore, particular attention is paid to skill development in the areas of reading and writing to better prepare them for both the SAT and post-secondary education.

## United States History **G342**

|                  |                            |        |          |        |          |
|------------------|----------------------------|--------|----------|--------|----------|
| Level            | 3                          | Length | One year | Credit | One unit |
| Prerequisite     | G341 United States History |        |          |        |          |
| NCAA Core Course |                            |        |          |        |          |

This survey course covers the history of our nation from the American Revolution to present day. Particular focus is place on the political, economic and social development of our nation. Content ranges from foundational documents such as the Declaration of Independence to turning point speeches such as the Gettysburg Address as well as Ronald Reagan's Tear Down this Wall. Furthermore, students will learn to dissect history with reading and writing skills that will prepare them for both the SAT and post-secondary education.

## Psychology 1 **G343**

|                  |                            |        |               |        |               |
|------------------|----------------------------|--------|---------------|--------|---------------|
| Level            | 3 & 4                      | Length | One-half year | Credit | One-half unit |
| Prerequisite     | G341 United States History |        |               |        |               |
| NCAA Core Course |                            |        |               |        |               |

Psychology is the scientific study of human and animal behavior and mental processes. Not only will students learn how to scientifically process what they experience in their lives or hear in the media, but they will also have a deeper appreciation for how people think, feel, and act. Topics include the history of psychology, learning and memory, the brain, sensation and perception, personality, consciousness-sleep, dreams, hypnosis, human development, and methods of research.

## Advanced Placement Human Geography **G349**

|                  |                            |        |          |        |          |
|------------------|----------------------------|--------|----------|--------|----------|
| Level            | 1-4                        | Length | One year | Credit | One unit |
| Prerequisite     | G341 United States History |        |          |        |          |
| NCAA Core Course |                            |        |          |        |          |

Human Geography is designed to further enhance the understanding of issues and concerns that exist between human beings and their environment. The course provides a more interconnected, globalized framework that focuses on multiculturalism, ethnic-racial-religious conflict, the impact of population on resources, global economics, land-use and the politics of a global community.

The course results in the AP Examination at the end of the year, administered by the College Board

## Psychology 2 **G353**

|                  |                           |        |               |        |               |
|------------------|---------------------------|--------|---------------|--------|---------------|
| Level            | 3 & 4                     | Length | One-half year | Credit | One-half unit |
| Prerequisite     | G343 Psychology 1 (A,B,C) |        |               |        |               |
| NCAA Core Course |                           |        |               |        |               |

This course is similar in design to G343 Psychology 1, but offers students additional topics to explore. What makes an individual engage in an ongoing pattern of behaviors, thoughts, and feelings that may be deviant, stressful, or dysfunctional? Psychology 2 explores this question by focusing on social psychology (person perception, conformity, attraction, and obedience), stress, drugs, abnormal psychology, treatment and therapy.

## Advanced Placement European History **G359**

|              |   |        |          |        |          |
|--------------|---|--------|----------|--------|----------|
| Level        | 2-4   | Length | One year | Credit | One unit |
| Prerequisite | Previous Social Studies course or department recommendation |        |          |        |          |

In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use skills including analyzing historical evidence; contextualization; comparison; causation; change and continuity over time; and argument development.

The course results in the AP Examination at the end of the year, administered by the College Board

## Law and the Individual

G365

|                  |     |        |               |        |               |
|------------------|-----|--------|---------------|--------|---------------|
| Level            | 2-4 | Length | One-half year | Credit | One-half unit |
| NCAA Core Course |     |        |               |        |               |

Students in this class learn about the rights and obligations of citizenship, the historical development of our system of law, our court structure and procedure, and substantive criminal law. A primary purpose of class exercises is for each student to develop the ability to think critically by recognizing the value conflicts present in the law.

## Advanced Placement United States History

G369

|                  |  |        |          |        |          |
|------------------|--|--------|----------|--------|----------|
| Level            | 2 & 3  | Length | One year | Credit | One unit |
| Prerequisite     | Previous AP Social Studies course or Honors English with department recommendation |        |          |        |          |
| NCAA Core Course |  |        |          |        |          |

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society. (College Board 2017). This is a survey course offered for students of above-average ability and interest. The breadth of the course stretches from Pre-Columbian societies on the North and South American Continents to modern day. Materials include items used and teaching style employed are at the college Level where emphasis is placed on primary source documents. The course results in the AP Examination at the end of the year, administered by the College Board.

## United States History

G370

|              |   |        |          |        |          |
|--------------|---|--------|----------|--------|----------|
| Level        | 3   | Length | One year | Credit | One unit |
| Prerequisite | Placement through staff conference recommendation |        |          |        |          |

This is a general survey course in United States History. It combines an overview of colonial development, westward expansion, urban development, and foreign affairs. Attention also is given to building skills in geography.

## Advanced Placement Psychology

G379

|                  |  |        |          |        |          |
|------------------|--|--------|----------|--------|----------|
| Level            | 3 & 4  | Length | One year | Credit | One unit |
| Prerequisite     | Previous successful AP experience, Accelerated English enrollment with department recommendation |        |          |        |          |
| NCAA Core Course |  |        |          |        |          |

Designed for students with above average ability and interest in Psychology, Advanced Placement Psychology will offer students an interpersonal and in-depth look at the scientific study of human behavior and mental processes. Through this course, students will gain a deeper appreciation for how people think, feel, and act as they are exposed to empirically supported psychological facts and research findings. It also explores factors that make an individual engage in an ongoing pattern of behaviors, thoughts, and feelings that may be deviant, stressful, or dysfunctional. Topics include social psychology, consciousness (sleep, dreams, drugs), sensation & perception, the brain, motivation & emotion, learning & memory, human development, personality, stress, abnormal psychology, and treatment & therapy. The course results in the AP Examination at the end of the year, administered by the College Board.

## Civics

G400

|              |   |        |          |        |          |
|--------------|---|--------|----------|--------|----------|
| Level        | 3 & 4   | Length | One year | Credit | One unit |
| Prerequisite | Placement through staff conference recommendation |        |          |        |          |

Students examine issues that affect their daily lives. Topics covered include family, peer groups, dating, marriage, prejudice, law, and personal decision-making. In addition, students gain an understanding of the responsibilities demanded by the school, the community, and state and federal governments

Palatine and Hoffman Estates High Schools Only

**Civics****G441**

|                  |   |        |          |        |          |
|------------------|---|--------|----------|--------|----------|
| Level            | 4 | Length | One year | Credit | One unit |
| NCAA Core Course |   |        |          |        |          |

This Civics course investigates the intricate relationship between economic systems, government policies, cultural diversity, and individual identity, and how these elements collectively shape a societal framework. By tackling critical questions, students will explore the mechanisms through which these facets influence societal norms and mold the civic environment. The curriculum promotes a comprehensive understanding of civic participation, urging students to examine the convergence of economic theories, government decisions, and cultural beliefs in determining individual experiences and societal outcomes.

*Central to this course is the Civic Engagement Project, which merges service learning with scholarly research. Students are charged with identifying a societal challenge, investigating its underlying causes, and formulating practical solutions. This assignment aims to connect academic research with real-world application, prompting students to consider the economic aspects of social issues alongside cultural, government, and personal viewpoints. Through this approach, students will not only be able to make a tangible impact on their community but also gain an in depth understanding of their role in effecting change.*

**Civics****G442**

|                  |   |        |          |        |          |
|------------------|---|--------|----------|--------|----------|
| Level            | 4 | Length | One year | Credit | One unit |
| NCAA Core Course |   |        |          |        |          |

This Civics course investigates the intricate relationship between economic systems, government policies, cultural diversity, and individual identity, and how these elements collectively shape a societal framework. By tackling critical questions, students will explore the mechanisms through which these facets influence societal norms and mold the civic environment. The curriculum promotes a comprehensive understanding of civic participation, urging students to examine the convergence of economic theories, government decisions, and cultural beliefs in determining individual experiences and societal outcomes.

*Central to this course is the Civic Engagement Project, which merges service learning with scholarly research. Students are charged with identifying a societal challenge, investigating its underlying causes, and formulating practical solutions. This assignment aims to connect academic research with real-world application, prompting students to consider the economic aspects of social issues alongside cultural, government, and personal viewpoints. Through this approach, students will not only be able to make a tangible impact on their community but also gain an in depth understanding of their role in effecting change.*

**Advanced Placement Microeconomics****G459**

|                  |                        |        |               |        |               |
|------------------|------------------------|--------|---------------|--------|---------------|
| Level            | 3 & 4                  | Length | One-half year | Credit | One-half unit |
| Prerequisite     | G469 AP Macroeconomics |        |               |        |               |
| NCAA Core Course |                        |        |               |        |               |

The purpose of the AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. Students will be expected, but not required, to take the College Board Advanced Placement test in Microeconomics in the spring. This second semester course does not meet social studies graduation requirements, but is an elective option.

**Advanced Placement Macroeconomics****G469**

|                  |   |        |          |        |          |
|------------------|---|--------|----------|--------|----------|
| Level            | 4   | Length | One year | Credit | One unit |
| Prerequisite     | Placement through staff conference recommendation |        |          |        |          |
| NCAA Core Course |   |        |          |        |          |

This course includes units that examine the various social studies disciplines: anthropology, sociology, political science (civics), and economics. An understanding of our American culture and its political, economic, and social systems is developed. Other cultures and their value systems also are explored. Communication and critical thinking skills are emphasized.

**Advanced Placement American Government and Politics****G479**

|                  |   |        |               |        |               |
|------------------|---|--------|---------------|--------|---------------|
| Level            | 4   | Length | One-half year | Credit | One-half unit |
| Prerequisite     | G369 United States History (A,B) or department recommendation |        |               |        |               |
| NCAA Core Course |   |        |               |        |               |

This course is one semester in length, and is offered to students of above average ability. AP Government provides a nonpartisan introduction to key political concepts, institutions, policies and behaviors that characterize the political system and culture of the United States. Students will read and interpret data, make comparisons and applications and develop evidence-based arguments using foundational documents and Supreme Court decisions. Students take G469 Advanced Placement Macroeconomics are recommended to take this course as well. The course in the AP Examination at the end of the year, administered by the College Board.



**FRESHMAN/SOPHOMORE WELLNESS P144/P244**

Wellness is a multi-dimensional discipline that promotes lifelong learning in the cognitive (intellect/literacy) and psychomotor (physical) and affective (social/emotional) domains. Philosophically, we look to encourage students to engage in opportunities that promote self-improvement, bolster self-esteem, communicate effectively, and learn to cooperate with others by valuing differences among their peers.

Freshman Wellness is a co-educational structured program that aims to inform and inspire students to develop in the following areas:

- **Fitness:** Students will know, apply and perform the principals and components of health-related fitness and regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness.
- **Decision Making:** Students will demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts and understand the impact of making healthy decisions over the course of their lifetime.
- **Nutrition:** Students will comprehend the relationship between optimal nutrition and human performance on how personal food choices can impact the quality of their lives through diet.
- **Mental Health:** Students acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, show empathy for others, establish and maintain positive relationships while learning to communicate effectively with others.

- **Comprehensive Sexual Health Education:** Students will understand and apply functional knowledge related to sexuality and the specific skills necessary to adopt health behaviors.

Freshman/Sophomore Wellness courses include a unit of study on comprehensive sexual health education. This unit, which takes place during the 1st semester of the school year, covers topics required by the Illinois School Code (105 ILCS 5/27-9.1) and include the following critical learning standards: consent and healthy relationships, anatomy & physiology, puberty & adolescent sexual development, identity, sexual health, and interpersonal relationships. We encourage parents to review information about this unit, including the scope and sequence covered in our curriculum. District 211 has created a website with additional information regarding comprehensive sexual health education. It can be accessed here: [District 211 Comprehensive Sexual Health Education Information](#).

This course integrates the Wellness graduation requirements for the freshman year into one course. The curriculum integrates fitness, group dynamics, swimming, decision-making, nutrition and social/emotional learning in both classroom and active settings. Beginning with the Class of 2022, Freshman and Sophomore Wellness are a part of the grade point average and is worth 1/2 credit per semester.

**WELLNESS COURSE CODES**

Junior/Senior Level: This Level continues focus on fitness concepts with an emphasis on overall wellness. Students will develop, apply and practice concepts to improve fitness Levels. Students have a choice of the following year long courses that will enhance individual wellness.

|                         |  |                                       |                               |
|-------------------------|--|---------------------------------------|-------------------------------|
| P111 P.E. Integrated    | P456 Dance 3                               | P334 Strength & Conditioning          | P349 American Adventure       |
| P112 P.E. Adaptive      | P218 Wellness Leadership Training          | P345 Stay Fit For Life                | P344 Jr./Sr. Traditional      |
| P144 Frosh Wellness     | P318 Leadership (Training)                 | P348 Intro to Cardio Fitness          | P327 Yoga                     |
| P244 Sophomore Wellness | P418 Leadership (Practicum)                | P434 Advanced Strength & Conditioning | P427 Advanced Yoga            |
| P344 Physical Education | P251 Sophomore Wellness Lifeguard Training | P444 Specialty Weights 2              | P374 Racquet & Net Games      |
| P414 Advanced Soccer    | P351 Life Guard Training                   | P354 Advanced Basketball              | P364/P66402 Wellness for Life |
| P355 Dance 1            | P324 Advanced Aquatic Training             | P361 Adventure Education              |                               |
| P356 Dance 2            |  | P362 Advanced Adventure Education     |                               |

Curriculum Guide

# WORLD LANGUAGE



## CHINESE LANGUAGE

**L152**  
**Chinese 1**  
Full Year/1 Unit

**L252**  
**Chinese 2**  
Full Year/1 Unit

**L352**  
**Chinese 3**  
Full Year/1 Unit

**L549**  
**AP Chinese Language & Culture**  
Full Year/1 Unit

## FRENCH LANGUAGE

**L162**  
**French 1**  
Full Year/1 Unit

**L262**  
**French 2 for Freshmen**  
Full Year/1 Unit

**L362**  
**French 3**  
Full Year/1 Unit

**L462**  
**French 4**  
Full Year/1 Unit

**L559**  
**AP French Language & Culture**  
Full Year/1 Unit

## GERMAN LANGUAGE

**L163**  
**German 1**  
Full Year/1 Unit

**L263**  
**German 2**  
Full Year/1 Unit

**L363**  
**German 3**  
Full Year/1 Unit

**L569**  
**AP German Language & Culture**  
Full Year/1 Unit

Curriculum Guide

# WORLD LANGUAGE



## SPANISH LANGUAGE PROGRAM

**L166**  
**Spanish 1**  
Full Year/1 Unit

**L266**  
**Spanish 2**  
Full Year/1 Unit

**L366**  
**Spanish 3**  
Full Year/1 Unit

**L466/L666**  
Harper Dual Credit (SPA202)  
**Spanish 4**  
Full Year/1 Unit

**L579**  
**AP Spanish Language & Culture**  
Full Year/1 Unit

**L476/L676**  
**Advanced Topics**  
\*Harper College Dual Credit (SPA205)  
Spanish Advanced Topics  
& Conversation  
Full Year/1 Unit

**L589**  
**AP Spanish Literature & Culture**  
Full Year/1 Unit

## SPANISH FOR HERITAGE LEARNERS

**L276**  
**Spanish for Heritage Learners - Intermediate I**  
1 Unit

**L376/L675**  
\*Harper College Dual Credit (SPA112)  
**Spanish for Heritage Learners - Intermediate II**  
1 Unit

**L579**  
**AP Spanish Language & Culture**  
1 Unit

**L589**  
**AP Spanish Literature & Culture**  
1 Unit

## JAPANESE LANGUAGE PROGRAM

**W62303**  
\*Harper College Dual Credit (JPN201)  
**Intermediate Japanese I**  
One-half year/One-half Unit

**W62403**  
\*Harper College Dual Credit (JPN202)  
**Intermediate Japanese II**  
One-half year/One-half Unit

**W62503**  
\*Harper College Dual Credit (JPN205)  
Japanese Oral Practice  
One-half year/One-half Unit

### ONLINE DUAL CREDIT COURSES FOR JAPANESE LANGUAGE PROGRAM

This course is taught by Harper College instructors through an online format during the school day. Students must meet the Harper College prerequisite placement criteria.

# WORLD LANGUAGE

High School District 211 offers language programs in Chinese, French, German, and Spanish. The study of one language for three to four years is highly recommended for reaching an intermediate to advanced level of proficiency as well as satisfying many college requirements.

Many colleges require or recommend the study of a world language for entrance and/or graduation. Colleges may grant credit for successfully passing the Advanced Placement or college entrance exams, receiving the State of Seal Bilingual, or meeting requirements in a Dual Credit course. In addition to preparing for college, the study of a world language has become important to career readiness.

Located on the previous pages are the pathways for our World Language programs. A passing average and teacher recommendation are necessary for advancement to the next level. Students who fail the semester are not eligible to continue in that language course for the second semester.

## PREVIOUS WORLD LANGUAGE EXPERIENCE

Incoming freshmen who studied the same world language in junior high for two full years and have an on-level command of the language should choose level 2 of this same high school language course. Students who identify as Heritage Learners of Spanish should choose L276: Spanish for Heritage Learners Intermediate I. Students currently enrolled in their junior high's dual language or immersion program should choose a language course based on their level of proficiency (and track preference if applicable), however final placement will be designated by the high dual language teacher recommendation.

## NONE OR OUTSIDE SCHOOL WORLD LANGUAGE EXPERIENCE

Students who have not studied the same language in junior high for two full years or want to change their language of study, should choose level 1 of the high school language course they would like to study. Additionally, students who may be studying a language outside of school, but were not enrolled in this language study at their junior high, should also choose level 1 for their high school language course, but then contact the school's World Language Department Chair for a potential diagnostic exam. Diagnostic exams can be scheduled for unique situations in which a student's proficiency may be higher than where they are placed. **Contact the school's World Language Department Chair with any questions.**

### Spanish 1

L166

| Level               | 1-4  | Length | One year | Credit | One unit |
|---------------------|--|--------|----------|--------|----------|
| <b>Prerequisite</b> | Incoming Freshmen-satisfactory entrance test score |        |          |        |          |
| NCAA Core Course    |  |        |          |        |          |

This is a beginning Level course for those students with little to no experience learning Spanish. An emphasis is placed on developing communicative skills in the target language using authentic resources. Students will learn basic vocabulary and grammatical concepts in order to begin building proficiency in the language. A variety of cultural topics will be introduced throughout the year.

### Spanish for Native Speakers 1

L176

| Level               | 1-4  | Length | One year | Credit | One unit |
|---------------------|--|--------|----------|--------|----------|
| <b>Prerequisite</b> | Placement through student services and ESL department recommendation |        |          |        |          |

This course is designed to meet the needs of those who already speak and comprehend Spanish. It provides students with the opportunity to develop skills in reading, writing and conventional grammar

Palatine High School Only

### Spanish 2

L266

| Level               | 1-4  | Length | One year | Credit | One unit |
|---------------------|--|--------|----------|--------|----------|
| <b>Prerequisite</b> | L166 (A,B,C,D); Incoming Freshmen-two years of junior high Spanish and/or recommendation of the junior high school teacher |        |          |        |          |
| NCAA Core Course    |  |        |          |        |          |

This course reinforces concepts learned in Level 1 and is designed to further develop a student's communicative skills in the target language. The use of authentic resources, thematic units, and an analysis of daily life and current events will build on a student's Level of proficiency. Cultural topics will be included throughout the year in order to broaden understanding of the Spanish speaking communities.

**Spanish for Heritage Learners 2/Dual Language Students – Intermediate I** **L276**

|                     |  |               |          |               |          |
|---------------------|--|---------------|----------|---------------|----------|
| <b>Level</b>        | 1-4  | <b>Length</b> | One year | <b>Credit</b> | One unit |
| <b>Prerequisite</b> | Heritage learner/dual language student; recommendation of instructor |               |          |               |          |
| NCAA Core Course    |  |               |          |               |          |

This course is designed to meet the needs of those who already speak and comprehend Spanish. It provides students with the opportunity to develop, or improve, skills in reading, writing, and conventional grammar. Topics in Hispanic life are covered as a vehicle for expanding vocabulary and developing basic rhetorical skills.

**Spanish 3** **L366**

|                             |  |               |          |                  |          |
|-----------------------------|--|---------------|----------|------------------|----------|
| <b>Level</b>                | 2-4  | <b>Length</b> | One year | <b>Credit</b>    | One unit |
| <b>Prerequisite</b>         | L266 Spanish 2 (A,B,C) or Department Chair approval        |               |          |                  |          |
| <b>Harper Credit Course</b> | L67502: SPA112, Heritage Spanish 1, 4 college credit hours |               |          | NCAA Core Course |          |

This intermediate Level course will build on previously learned material as well as introduce more advanced grammatical concepts. Thematic units are designed to broaden vocabulary and cultural understanding while further strengthening a student’s Level of proficiency. Target language use is a key component of this Level.

**Spanish for Heritage Learners 3/Dual Language Students – Intermediate II** **L376/ L67502**

|                             |   |               |          |                  |          |
|-----------------------------|---|---------------|----------|------------------|----------|
| <b>Level</b>                | 1-4   | <b>Length</b> | One year | <b>Credit</b>    | One unit |
| <b>Prerequisite</b>         | L276 Heritage Learner/Dual language student; recommendation of instructor |               |          |                  |          |
| <b>Harper Credit Course</b> | L67502: SPA112, Heritage Spanish 4 college credit hours, IAI H1 900       |               |          | NCAA Core Course |          |

This advanced course is designed to meet the needs of those who already speak and comprehend Spanish. It provides students with the opportunity to develop, or improve, skills in reading, writing, and conventional grammar. Topics in Hispanic life are covered as a vehicle for expanding vocabulary and developing basic rhetorical skills.

**Spanish 4** **L466/66602**

|                             |  |               |          |                  |          |
|-----------------------------|--|---------------|----------|------------------|----------|
| <b>Level</b>                | 3 & 4  | <b>Length</b> | One year | <b>Credit</b>    | One unit |
| <b>Prerequisite</b>         | L366 Spanish 3 (A,B,C) or Department Chair approval                      |               |          |                  |          |
| <b>Harper Credit Course</b> | L66602: SPA202, Intermediate Spanish, 4 college credit hours, IAI M1 901 |               |          | NCAA Core Course |          |

This upper Level course, taught exclusively in the target language, focuses heavily on the refinement of a student’s composition and communicative skills as well as a more in-depth study of literature, history, geography, and culture. Attention is given to complexity, accuracy and fluency in order to achieve an intermediate high Level of proficiency. Preparation for the AP language course is incorporated throughout the year.

**Advanced Topics in Spanish** **L476**

|                             |   |               |          |                  |          |
|-----------------------------|---|---------------|----------|------------------|----------|
| <b>Level</b>                | 3 & 4   | <b>Length</b> | One year | <b>Credit</b>    | One unit |
| <b>Prerequisite</b>         | L376, L466 (A,B,C) or Department Chair approval                         |               |          |                  |          |
| <b>Harper Credit Course</b> | L67602: SPA205, Spanish Intensive Oral Practice, 3 college credit hours |               |          | NCAA Core Course |          |

This is an upper Level course designed to provide conversational practice beyond the intermediate Level. The focus of this class is to strengthen advanced grammatical concepts, broaden vocabulary, and increase overall student proficiency in all communicative skills. The study of Spanish speaking cultures and current events is also included. Preparation for the AP language course is incorporated throughout the year.

**Advanced Placement Spanish Language and Culture** **L579**

|                     |   |               |          |               |          |
|---------------------|---|---------------|----------|---------------|----------|
| <b>Level</b>        | 4   | <b>Length</b> | One year | <b>Credit</b> | One unit |
| <b>Prerequisite</b> | L466 Spanish or L476 (A,B,C) or Department Chair approval |               |          |               |          |
| NCAA Core Course    |   |               |          |               |          |

Advanced Placement Spanish Language and Culture is an advanced Level course that places an emphasis on a student’s communicative competence in reading, listening, writing and speaking. This course is for highly motivated students willing to do college Level work and is designed to prepare students for the Advanced Placement Spanish Language and Culture Exam. Attention is given to complexity, accuracy, and fluency in order to achieve an advanced Level of proficiency.

## Advanced Placement Spanish Literature and Culture

L589

| Level               | 3 & 4  | Length | One year | Credit | One unit |
|---------------------|--|--------|----------|--------|----------|
| <b>Prerequisite</b> | L579 AP Spanish Language (A, B) or score of 3 or higher on the AP Spanish Language Exam or department recommendation |        |          |        |          |

NCAA Core Course

Advanced Placement Spanish Literature and Culture is an advanced Level course conducted exclusively in the target language which focuses primarily on college-Level Spanish literature. The course introduces students to the formal study literature using a variety of pieces from Spain, Latin America and U.S. Hispanic literature. Students will demonstrate their proficiency in Spanish across the three modes of communication (interpersonal, interpretive, presentational) becoming critical readers and analytical writers. Although not required, students are encouraged to take the Advanced Placement Spanish Literature and Culture exam at the conclusion of the course.

## French 1

L162

| Level               | 1-4  | Length | One year | Credit | One unit |
|---------------------|--|--------|----------|--------|----------|
| <b>Prerequisite</b> | Incoming Freshmen-satisfactory entrance test score |        |          |        |          |

NCAA Core Course

This is a beginning Level course for those students with little to no experience learning French. And emphasis is placed on developing communicative skills in the target language using authentic resources. Students will learn basic vocabulary and grammatical concepts in order to begin building proficiency in the language. A variety of cultural topics will be introduced throughout the year.

## French 2

L262

| Level               | 1-4   | Length | One year | Credit | One unit |
|---------------------|---|--------|----------|--------|----------|
| <b>Prerequisite</b> | L162 French 1 (A,B,C,D) Incoming Freshmen-two years of junior high French and/or recommendation of the junior high school teacher |        |          |        |          |

NCAA Core Course

This course reinforces concepts learned in Level 1 and is designed to further develop a student's communicative skills in the target language. The use of authentic resources, thematic units, and an analysis of daily life and current events will build on a student's Level of proficiency. Cultural topics will be included throughout the year in order to broaden understanding of the French speaking communities.

## French 3

L362

| Level               | 2-4  | Length | One year | Credit | One unit |
|---------------------|--|--------|----------|--------|----------|
| <b>Prerequisite</b> | L262 French 2 (A,B,C) or Department Chair approval |        |          |        |          |

NCAA Core Course

This intermediate Level course will build on previously learned materials as well as introduce more advanced grammatical concepts. Thematic units are designed to broaden vocabulary and cultural understanding while further strengthening a student's Level of proficiency. Target language use is a key component of this Level.

## French 4

L462/66202

| Level               | 3 & 4  | Length | One year | Credit | One unit |
|---------------------|--|--------|----------|--------|----------|
| <b>Prerequisite</b> | L362 French 3 (A,B,C) or Department Chair approval |        |          |        |          |

|                             |   |                  |
|-----------------------------|---|------------------|
| <b>Harper Credit Course</b> | L66202: FRN202, Intermediate French, 4 college credit hours, IAI H1 900 | NCAA Core Course |
|-----------------------------|---|------------------|

This upper Level course, taught exclusively in the target language, focuses heavily on the refinement of a student's composition and communicative skills as well as a more in-depth study of literature, history, geography and culture. Attention is given to complexity, accuracy, and fluency in order to achieve an intermediate high Level of proficiency. Preparation for the AP language course is incorporated throughout the year.

## Advanced Placement French Language and Culture

L559

| Level               | 4  | Length | One year | Credit | One unit |
|---------------------|--|--------|----------|--------|----------|
| <b>Prerequisite</b> | L462 French 4 (A,B,C) or Department Chair approval |        |          |        |          |

NCAA Core Course

Advanced Placement French Language and Culture is an advanced Level course that places an emphasis on a student's communicative competence in reading, listening, writing and speaking. This course is for highly motivated students willing to do college Level work and is designed to prepare students for the Advanced Placement French Language and Culture Exam. Attention is given to complexity, accuracy and fluency in order to achieve an advanced Level of proficiency.

## German 1 L163

|                  |  |        |          |        |          |
|------------------|--|--------|----------|--------|----------|
| Level            | 1-4  | Length | One year | Credit | One unit |
| Prerequisite     | Incoming Freshmen-satisfactory entrance test score |        |          |        |          |
| NCAA Core Course |  |        |          |        |          |

This is a beginning Level course for those students with little to no experience learning German. An emphasis is placed on developing communicative skills in the target language using authentic resources. Students will learn basic vocabulary and grammatical concepts in order to begin building proficiency in the language. A variety of cultural topics will be introduced throughout the year.

## German 2 L263

|                  |  |        |          |        |          |
|------------------|--|--------|----------|--------|----------|
| Level            | 2-4  | Length | One year | Credit | One unit |
| Prerequisite     | L163 German 1 (A,B,C,D) or Department Chair approval |        |          |        |          |
| NCAA Core Course |  |        |          |        |          |

This course reinforces concepts learned in Level 1 and is designed to further develop a student's communicative skills in the target language. The use of authentic resources, thematic units, and an analysis of daily life and current events will build on a student's Level of proficiency. Cultural topics will be included throughout the year in order to broaden understanding of the German speaking communities.

## German 3 L363

|                  |  |        |          |        |          |
|------------------|--|--------|----------|--------|----------|
| Level            | 2-4  | Length | One year | Credit | One unit |
| Prerequisite     | L263 German 2 (A,B,C) or Department Chair approval |        |          |        |          |
| NCAA Core Course |  |        |          |        |          |

This intermediate Level course will build on previously learned material as well as introduce more advanced grammatical concepts. Thematic units are designed to broaden vocabulary and cultural understanding while further strengthening a student's Level of proficiency. Target language use is a key component of this Level.

## Advanced Placement German Language and Culture L569

|                  |  |        |          |        |          |
|------------------|--|--------|----------|--------|----------|
| Level            | 4  | Length | One year | Credit | One unit |
| Prerequisite     | L363 German 3 (A,B,C) or Department Chair approval |        |          |        |          |
| NCAA Core Course |  |        |          |        |          |

Advanced Placement German Language and Culture is an advanced Level course that places an emphasis on a student's communicative competence in reading, listening, writing and speaking. This course is for highly motivated students willing to do college Level work and is designed to prepare students for the Advanced Placement German Language and Culture Exam. Attention is given to complexity, accuracy and fluency in order to achieve an advanced Level of proficiency.

## Chinese 1 L152

|                  |  |        |          |        |          |
|------------------|--|--------|----------|--------|----------|
| Level            | 1-4  | Length | One year | Credit | One unit |
| Prerequisite     | Incoming Freshmen-satisfactory entrance test score |        |          |        |          |
| NCAA Core Course |  |        |          |        |          |

This is a beginning Level course for those students with little to no experience learning Chinese. An emphasis is placed on developing communicative skills in the target language using authentic resources. Students will learn basic vocabulary and grammatical concepts in order to begin building proficiency in the language. A variety of cultural topics will be introduced throughout the year.

## Chinese 2 L252

|                  |   |        |          |        |          |
|------------------|---|--------|----------|--------|----------|
| Level            | 2-4   | Length | One year | Credit | One unit |
| Prerequisite     | L152 Chinese 1 (A,B,C,D) or Department Chair approval |        |          |        |          |
| NCAA Core Course |   |        |          |        |          |

This course reinforces concepts learned in Level 1 and is designed to further develop a student's communicative skills in the target language. The use of authentic resources, thematic units, and an analysis of daily life and current events will build on a student's Level of proficiency. Cultural topics will be included throughout the year in order to broaden understanding of the Chinese speaking communities.

## Chinese 3

L352

|                  |   |        |          |        |          |
|------------------|---|--------|----------|--------|----------|
| Level            | 2-4   | Length | One year | Credit | One unit |
| Prerequisite     | L252 Chinese 2 (A,B,C) or Department Chair approval |        |          |        |          |
| NCAA Core Course |   |        |          |        |          |

This intermediate Level course will build on previously learned material as well as introduce more advanced grammatical concepts. Thematic units are designed to broaden vocabulary and cultural understanding while further strengthening a student's Level of proficiency. Target language use is a key component of this Level.

## Advanced Placement Chinese Language and Culture

L549

|                  |   |        |          |        |          |
|------------------|---|--------|----------|--------|----------|
| Level            | 4   | Length | One year | Credit | One unit |
| Prerequisite     | L352 Chinese 3 (A,B,C) or Department Chair approval |        |          |        |          |
| NCAA Core Course |   |        |          |        |          |

Advanced Placement Chinese Language and Culture is an advanced Level course that places an emphasis on a student's communicative competence in reading, listening, writing and speaking. This course is for highly motivated students willing to do college Level work and is designed to prepare students for the Advanced Placement Chinese Language and Culture Exam. Attention is given to complexity, accuracy and fluency in order to achieve an advanced Level of proficiency.

## Intermediate Japanese 1

W62303

|                      |   |        |               |                  |               |
|----------------------|---|--------|---------------|------------------|---------------|
| Level                | 1-4   | Length | One-half year | Credit           | One-half unit |
| Prerequisite         | Harper College placement criteria                       |        |               |                  |               |
| Harper Credit Course | JPN201, Intermediate Japanese I, 4 college credit hours |        |               | NCAA Core Course |               |

Harper College online course with emphasis on more complex conversation and advanced grammatical components, continued reading and writing, and advanced composition.

## Intermediate Japanese 2

W62403

|                      |   |        |               |                  |               |
|----------------------|---|--------|---------------|------------------|---------------|
| Level                | 1-4   | Length | One-half year | Credit           | One-half unit |
| Prerequisite         | W62303 Intermediate Japanese I (A, B or C) or consent of instructor |        |               |                  |               |
| Harper Credit Course | JPN202, Intermediate Japanese II, 4 college credit hours            |        |               | NCAA Core Course |               |

Harper College online course emphasizing accuracy and ease in more complex conversation, advanced study of reading and writing, and the study of more complex syntax and composition.

## Japanese Oral Practice

W62503

|                      |  |        |               |                  |               |
|----------------------|--|--------|---------------|------------------|---------------|
| Level                | 1-4  | Length | One-half year | Credit           | One-half unit |
| Prerequisite         | W62403 Intermediate Japanese II (A, B or C) or consent of instructor |        |               |                  |               |
| Harper Credit Course | JPN205, Japanese Intensive Oral Practice, 3 college credit hours.    |        |               | NCAA Core Course |               |

Develops oral facility with the Japanese language using specially designed exercises in pronunciation, stress, and rhythm. Discusses individual readings of modern Japanese works in class. Assigns written and oral compositions based on readings. Helps students to bridge the gap between the intermediate and advanced Levels. Develops the ability to use the Japanese language with fluency and accuracy of expression that is achieved by extensive oral conversation in class.



## Curriculum Guide

# NON-DEPARTMENTAL COURSES



Non-Departmental courses are those that are offered for credit and do not belong to any particular academic department within the school. These courses are taught by a variety of qualified school faculty.

### Functional Academic and Life Skills

**R110/R210/  
R310/R410/  
R450**

|              |   |        |          |        |          |
|--------------|---|--------|----------|--------|----------|
| Level        | 1-4   | Length | One year | Credit | One unit |
| Prerequisite | Placement through staff conference recommendation |        |          |        |          |

This course is designed for students who receive special education services for intellectual disabilities with accompanying physical and/or medical challenges. The curriculum emphasizes functional academics and life skills through participation in hands-on experiences. Students have the opportunity to develop communication skills through the use of assistive technology and experiences with general education peer mentors and in-building vocational opportunities. Basic objectives and skills will be met through appropriate activities designed for each student's Level of ability.

### Life and Learning Strategies

**R151/R251/  
R351/R451**

|              |   |        |          |        |               |
|--------------|---|--------|----------|--------|---------------|
| Level        | 1-4   | Length | One year | Credit | One-half unit |
| Prerequisite | Placement through staff conference recommendation |        |          |        |               |

This course is designed for students who receive special services for autism spectrum disorders and related disabilities. Students will develop strategies to increase effective skills of self-determination. The curriculum will emphasize individualized instruction in communication and socialization strategies related to daily problem solving. Content also will include units of study to support organization and study skills to increase overall academic performance.

### Life Strategies

**R152/R252**

|              |   |        |          |        |               |
|--------------|---|--------|----------|--------|---------------|
| Level        | 1 & 2   | Length | One year | Credit | One-half unit |
| Prerequisite | Placement through staff conference recommendation |        |          |        |               |

This resource program is designed to teach students how to manage various aspects of their lives strategically. The main goal of the course is to ensure that students are able to independently analyze and successfully solve problems in social, personal, and academic situations. The curriculum includes activities and exercises in the areas of responsibility, values, problem-solving, motivation, commitment, and self-determination.

### Learning Strategies

**R153/R253/  
R353**

|              |   |        |          |        |               |
|--------------|---|--------|----------|--------|---------------|
| Level        | 1-4   | Length | One year | Credit | One-half unit |
| Prerequisite | Placement through staff conference recommendation |        |          |        |               |

This resource program is designed to teach students how to manage various aspects of their lives strategically. The main goal of the course is to ensure that students are able to independently analyze and successfully solve problems in social, personal, and academic situations. The curriculum includes activities and exercises in the areas of responsibility, values, problem-solving, motivation, commitment, and self-determination.

## Leadership and Efficacy 1 R166

|              |  |        |          |        |          |
|--------------|--|--------|----------|--------|----------|
| Level        | 1  | Length | One year | Credit | One unit |
| Prerequisite | Student Services department recommendation |        |          |        |          |

The course is meant to empower student leaders and provide them the opportunity to explore their personal history, cultivate their personal leadership philosophy, develop specific “soft skills,” and utilize academic supports within a structured environment. Students are expected to maintain high standards in regards to behavior and academics as well as be a positive representative of Hoffman Estates on campus as well as off campus when participating in school events. This is a course for self-discovery and empowerment.

## Strategies for Academic Success R167

|              |  |        |          |        |               |
|--------------|--|--------|----------|--------|---------------|
| Level        | 1-4  | Length | One year | Credit | One-half unit |
| Prerequisite | Student Services department recommendation |        |          |        |               |

This course assists students in developing the academic habits and mindsets needed for success during class and after school.

## Leadership for Life 1 R226

|       |     |        |               |        |               |
|-------|-----|--------|---------------|--------|---------------|
| Level | 1-4 | Length | One-half year | Credit | One-half unit |
|-------|-----|--------|---------------|--------|---------------|

This one semester elective course offers practical training in communication, group dynamics, planning and goal setting, conflict management, and self-evaluation. It is taught with an interdisciplinary approach offering the opportunity to improve qualities of self-respect, self-management, and goal-setting that cut across issues of personal growth and management.

## Leadership for Life 2 R236

|       |     |        |               |        |               |
|-------|-----|--------|---------------|--------|---------------|
| Level | 1-4 | Length | One-half year | Credit | One-half unit |
|-------|-----|--------|---------------|--------|---------------|

This one semester course puts into practice the skills taught in Leadership for Life including leading with a purpose, goal setting, conflict resolution and team challenges.

## Health Career Exploration and Medical Terminology R313/ R61302

|                      |   |        |          |                  |          |
|----------------------|---|--------|----------|------------------|----------|
| Level                | 3 & 4   | Length | One year | Credit           | One unit |
| Prerequisite         | Successful completion of Biology and grade Level reading scores |        |          |                  |          |
| Harper Credit Course | R61302: HSC112, Medical Terminology, 2 college credit hours     |        |          | NCAA Core Course |          |

This course familiarizes students to the health care delivery system including an introduction to the organization, structure, function, and issues related to the health care environment. Emphasis is placed on the importance of effective communication skills for health care professionals, team building, professionalism, and diversity in the health care center. This class also emphasizes the origin and the basic structure of medical words, including prefixes, suffixes, word roots, combining forms, and plurals. Emphasis is on rendering a professional vocabulary required for work in the health care field.

## Certified Nursing Assistant

**R314/  
R61401/  
R61402**

| Level                            | 4   | Length | One year | Credit | One unit |
|----------------------------------|---|--------|----------|--------|----------|
| <b>Prerequisite 1st semester</b> | R61401/R61402 (CNA111): Successful completion of R313/R613 Health Career Exploration and Medical Terminology; and SAT EBRW 480+ or ACT Reading score of 20+ or 3+ on Harper Essay administered prior to course begins at school. Recommended concurrent enrollment in S437 Anatomy and Physiology |        |          |        |          |

Provides theory and training in basic skills essential to the practice of health care workers who will assist the nurse in the care of patients in a variety of health care settings. Includes simulated practice and opportunity for clinical application. This course is approved by the Illinois Department of Public Health, Office of Health Regulations. Successful completion is required for application for the Nurse Aide Competency Exam. **NOTE:** Must have the ability to lift, move and transfer patients. Students are required to have eligibility to work in the United States, pass a criminal background check and meet health requirements for the clinical portion of the class second semester (R31402/R61402). Special fee is required for healthcare equipment and CNA state examination.

|                                  |   |  |  |  |  |
|----------------------------------|---|--|--|--|--|
| <b>Prerequisite 2nd semester</b> | R61401/R61402 (CNA111): Successful completion of R313/R613 Health Career Exploration and Medical Terminology; and SAT EBRW 480+ or ACT Reading score of 20+ or 3+ on Harper Essay administered prior to course begins at school. Recommended concurrent enrollment in S437 Anatomy and Physiology |  |  |  |  |
|----------------------------------|---|--|--|--|--|

Provides lab and clinical training in the basic skills test essential to the practice of health care workers who will assist the nurse in the care of patients in a variety of health care settings. Includes simulated practice and opportunity for clinical application. This course requires a clinical off-site experience at local health care facilities on designated weekends. Students must arrange for their own transportation for weekend clinical's. This course is approved by the Illinois Department of Public Health, Office of Health Regulations. Successful completion is required for application for the Nurse Aide Competency Exam.

## Related Occupations 1 & 2

**R332/R432**

| Level               | 3 & 4   | Length | One or two years | Credit | Two units per year |
|---------------------|---|--------|------------------|--------|--------------------|
| <b>Prerequisite</b> | Successful completion of Biology and grade Level reading scores |        |                  |        |                    |

Related Occupations is a general cooperative work program with paid work experience in any career or technology related field and the related classroom instruction. Appropriate training plans are developed and task lists are established based on prior experience and skill development. Students are supervised on-site by a qualified instructor/coordinator. It is a program that extends the realm of the classroom beyond the school setting into the world of careers. It will provide an opportunity to become acquainted with the values important to become successful in the world of work. It provides on-the-job experience in semi-skilled and service occupations in career relate and technology fields.

Students also must enroll in R362, R372, or R382 Work Experience

## Product Design and Development

**R352**

| Level               | 3 & 4  | Length | One year | Credit | One unit |
|---------------------|--|--------|----------|--------|----------|
| <b>Prerequisite</b> | Prior completion of 2 core classes from any Interactive and Informative Technology Pathway: Architecture, Animation & Engineering; Electronics & Computer Repair; Software Design; Technology Communications; Technology Engineering; or Visual Design |        |          |        |          |

This project-based course is designed to have students work collaboratively and effectively within a team. Students with various disciplines come together to engage in large scale projects. Design thinking and project management techniques will be employed as students are faced with industry challenges connected to real world problems.

## Advanced Placement Seminar

**R359**

| Level               | 2-4   | Length | One year | Credit | One unit |
|---------------------|---|--------|----------|--------|----------|
| <b>Prerequisite</b> | Freshmen may enroll in the course only through acceptance to the Gifted Program |        |          |        |          |
| NCAA Core Course    |   |        |          |        |          |

Students will investigate real-world topics of their choosing from multiple perspectives, which often are different or competing. They will learn to collect and analyze information with accuracy and precision, develop arguments based on facts and effectively communicate them. Students will examine materials like news stories, research studies, and literary works to craft arguments to support a point of view and communicate it effectively through the use of various media. Assessment includes a combination of individual and team projects and presentations as well as through a written exam.

## Advanced Placement Research

R459

|                  |  |        |          |        |          |
|------------------|--|--------|----------|--------|----------|
| Level            | 3 & 4  | Length | One year | Credit | One unit |
| Prerequisite     | R359 AP Seminar. Sophomores may enroll in the course if accepted into the Gifted Program and successfully completed AP Seminar as a freshman |        |          |        |          |
| NCAA Core Course |  |        |          |        |          |

AP Research allows students to deeply explore an academic an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4,000 - 5,000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

## Leadership and Efficacy 4

R466

|              |  |        |          |        |          |
|--------------|--|--------|----------|--------|----------|
| Level        | 4  | Length | One year | Credit | One unit |
| Prerequisite | Student Services Department recommendation |        |          |        |          |

The course is meant to empower student leaders and provide them the opportunity to explore their personal history, cultivate their personal leadership philosophy, develop specific “soft skills”, and utilize academic supports within a structured environment. Students are expected to maintain high standards in regards to behavior and academics as well as be a positive representative of their school on campus as well as when participating in school events. This is a course for self-discovery and empowerment.

## Adult Transition Program

R510/R520/  
R530/R540

|              |   |
|--------------|---|
| Prerequisite | Placement through the IEP development process |
|--------------|---|

(Students may also enroll in R500 work experience).

This program is designed for students age 18-21 who have mild to moderate intellectual disabilities, have met graduation requirements and require specific instruction and community-based experiences to facility the transition into independent adult life.

## New Endeavors Adult Transition Program R560/R570/ R580/R590

|              |   |
|--------------|---|
| Prerequisite | Placement through the IEP development process |
|--------------|---|

(Students may also enroll in R550 New Endeavors work experience).

This program is designed for students age 18-21 who have characteristics and/or behaviors along the autism spectrum, have met graduation requirements and require specific instruction and community-based experiences to facilitate the transition into independent adult life.

# COOPERATIVE EDUCATION



Cooperative education programs are planned to provide students on-the-job training not available at the school. With the assistance of their teacher-coordinator and employer, students plan many of their own learning experiences. Serious thought needs to be given to the type of occupation a student wants to explore so that appropriate training stations may be secured.

Students must work a minimum of 15 hours per week in approved training and attend a related class in school. Training arrangements are agreed upon by students, their parents, the teacher-coordinator, and the employer. Students are paid for work they perform on the job.

In each High School District 211 cooperative education program, emphasis is placed on a different occupational cluster. Detailed information on programs offered at each school is available through your counselor.

## Career Orientation T120

| Level               | 1   | Length | One year | Credit | One unit |
|---------------------|---|--------|----------|--------|----------|
| <b>Prerequisite</b> | Placement through staff conference recommendation |        |          |        |          |

Students will use the 16 career clusters to explore possible vocational choices in relationship to their own personal interests, aptitudes and abilities. Additional units of study include job market trends and the skills needed to obtain employment.

## Career Exploration T220

| Level               | 2   | Length | One year | Credit | One unit |
|---------------------|---|--------|----------|--------|----------|
| <b>Prerequisite</b> | Placement through staff conference recommendation |        |          |        |          |

This course meets the D211 Consumer Education graduation requirement, and includes units of study in financial literacy (budgeting, savings, credit, insurance), consumer rights, comparison shopping, and finding housing and transportation.

## Career Preparation T320

| Level               | 3 & 4   | Length | One year | Credit | One unit |
|---------------------|---|--------|----------|--------|----------|
| <b>Prerequisite</b> | Placement through staff conference recommendation |        |          |        |          |

The general studies vocational program offers sequential instruction and work experiences that prepare students to secure and maintain employment. Students will use the 16 career clusters to explore possible vocational choices in relationship to their own personal interests, aptitudes and abilities. This course meets the D211 Consumer Education graduation requirement, and includes topics in financial literacy (paychecks, taxes, credit, budgeting, insurance). Job placement assistance is provided as needed.

Students may also be enrolled in T560, T570 or T580 Work Experience for an additional unit of credit

## Career Preparation 2

T420

|              |   |        |          |        |          |
|--------------|---|--------|----------|--------|----------|
| Level        | 3 & 4   | Length | One year | Credit | One unit |
| Prerequisite | Placement through staff conference recommendation |        |          |        |          |

The general studies vocational program offers sequential instruction and work experiences that prepare students to secure and maintain employment. Students will use the 16 career clusters to explore possible vocational choices in relationship to their own personal interests, aptitudes and abilities. Additional units of study include topics in financial literacy (paychecks, taxes, credit, budgeting, insurance), and understanding the characteristics of a good worker. Individual vocational topics may be assigned based on the student's interest, aptitude, and need. Job placement assistance is provided as needed.

Students may also be enrolled in T560, T570 or T580 Work Experience for an additional unit of credit

## Community Based Consumer Mathematics T190/T290/ T390/T490

|              |   |        |                   |        |                    |
|--------------|---|--------|-------------------|--------|--------------------|
| Level        | 1-4   | Length | One to four years | Credit | Two units per year |
| Prerequisite | Placement through staff conference recommendation |        |                   |        |                    |

This course is designed for special needs students. The main goal is to teach students with developmental disabilities the skills necessary to begin preparation for transition to community living. The use of basic math, reading, and communication skills is emphasized in the school and the community. This course may be taken along with the work experience program which gives students specific vocational training on the job. When appropriate, a pre-vocational coordinator will assist the student in finding a job in the school or community. These courses meet the D211 Consumer Education graduation requirements.

## Cooperative Work Training

T250/T350/  
T450

|              |   |        |                     |        |                    |
|--------------|---|--------|---------------------|--------|--------------------|
| Level        | 2-4   | Length | One- to three years | Credit | Two units per year |
| Prerequisite | Placement through staff conference recommendation |        |                     |        |                    |

Cooperative Work Training is for students 16 years of age or older who are interested in developing skills that will prepare them to secure and maintain employment. Students will use the 16 career clusters to explore possible vocational choices in relationship to their own personal interests, aptitudes and abilities. Additional classroom units include topics in financial literacy (paychecks, taxes, credit, budgeting, insurance), and understanding the characteristics of a good worker. Individual vocational topics may be assigned based on the student's interest, aptitude, and need. Job placement assistance is provided as needed. The T350 Level of Cooperative Work Training meets the D211 Consumer Education graduation requirement.

Students also may enroll in T260, T270, or T280 Work Experience

## Industrial Cooperative Education 1 & 2 T355/T455

|              |  |        |                  |        |                    |
|--------------|--|--------|------------------|--------|--------------------|
| Level        | 3 & 4  | Length | One to two years | Credit | Two units per year |
| Prerequisite | Evidence of work with your counselor on career planning for the occupational area to be studied or completion of high school course work related to your occupational goal and potential training station. Also department approval; T355 is a PREREQUISITE for T455. Students must be 16 years of age or older. |        |                  |        |                    |

Industrial Cooperative Education 1 & 2 are designed to give students on-the-job training in industrial-related occupations. Students may enroll for one or two years. They may work at a job to improve existing skills or they may be trained on a job for which they have no previous experience. Acceptable occupations require considerable training and include auto mechanics, commercial art, CAD drafting, graphic arts, tool and die, auto body repair, machine operation, welding, construction work, and other industrial-related occupations.

Students meet daily with the teacher coordinator to discuss safety on the job, management of time, human relations, and information related to each student's job. Training experiences are planned by the employer, teacher, and student based on the student's occupational plans. Students must provide their own transportation to and from the community training station.

Students also may enroll in T365, T372, or T374 Work Experience

# OFF-CAMPUS AND ONLINE DUAL CREDIT COURSES



There are a variety of dual-credit off-campus courses that allow students to further explore and prepare for their career interests. Students must complete an application process for admission into these courses. To be eligible for enrollment into these courses the following is taken into consideration: Student’s grade point average, attendance, behavior and course prerequisite requirements are reviewed. Dual credit courses provide transcript credit at both the high school and post-secondary institution. There are times students will attend class at the college/university program when D211 is not in session (example – Institute Day). College and Career Counselors at each school have specific program requirements and can answer any questions regarding off-campus programming.

### Drop/Withdrawal and Financial Aid

Each college/university has a Drop Period when a student can be removed from the dual credit course without any record appearing on this or her transcript. There is also a Withdraw Period in which a student may receive a W on their college transcript. Following these deadlines, a student who withdraws from the dual credit course may earn an F on their college transcript. Receiving a grade lower than a C or a W on a college transcript may impact student’s ability to receive financial aid in college. All dual credit courses count towards financial aid standards of academic progress (SAP) whether the student receives financial aid. School counselors have the drop and withdrawal dates for each school year and students are responsible for knowing these dates and submitting the necessary paperwork to change their status in dual-credit courses.

### Transportation

Students may have to provide their own transportation to courses offered off-campus depending on the course (see below for specific transportation requirements).

### Cosmetology

**V62201/  
V62202**

| Level               | 4   | Length | One year | Credit | One unit per semester |
|---------------------|---|--------|----------|--------|-----------------------|
| <b>Prerequisite</b> | Placement through staff conference recommendation |        |          |        |                       |
| College of DuPage   | 8 different courses - 23 college credits hours    |        |          |        |                       |

Cosmetology classes are held at the Technology Center of DuPage. This program includes the first two semesters of a sequence of courses that begin to address Illinois State certification requirements, which concludes with an Illinois State certification examination. Classes run four hours daily and combine classroom and practical experience. This course also may require attendance on some Saturdays and other days of non-attendance. Students must provide their own transportation to the school. Career Counselors at each school have more information regarding specific program requirements, scheduling procedures, and details of additional post-graduate work that is required to achieve State certification. **Participation fees and student kits are the responsibility of the student/family, which is approximately \$600.** The fees are based on previous school year and are subject to change by TCD.

### American Sign Language

**W63503/  
W63603**

| Level                       | 4   | Length | One year | Credit | One unit |
|-----------------------------|---|--------|----------|--------|----------|
| <b>Prerequisite</b>         | Must have a “B” grade average or higher in 3 years of high school English |        |          |        |          |
| <b>Harper Credit Course</b> | SGN101 and SGN102, American Sign Language 1 & 2, 4 college credit hours   |        |          |        |          |

Introduces the student to American Sign Language with emphasis on comprehension and production of basic language functions, grammatical structures and level-appropriate vocabulary. Presents information about the Deaf community and culturally appropriate behaviors. Presents and integrates additional information about Deaf culture into language usage. (The course credit does not apply toward the four-year English requirement for graduation).

## LAW ENFORCEMENT AND JUSTICE ADMINISTRATION

### Introduction to Criminal Justice

**W61603**

|                      |   |        |               |        |               |
|----------------------|---|--------|---------------|--------|---------------|
| Level                | 4   | Length | One-half year | Credit | One-half unit |
| Harper Credit Course | LEJ101, Introduction to Criminal Justice, 3 credit hours, IAI CRJ 901 |        |               |        |               |

Studies the history, role, development, and constitutional aspects of law enforcement and public safety. Review of agencies and functions involved in processes of administration of criminal justice.

Bus transportation from school to Harper College is provided. Students have the option to provide their own transportation to Harper. There is no student parking fee at Harper College.

### Corrections

**W61703**

|                      |  |        |               |        |               |
|----------------------|--|--------|---------------|--------|---------------|
| Level                | 4  | Length | One-half year | Credit | One-half unit |
| Prerequisite         | Completion of W61603 Introduction to Criminal Justice with a “C” or higher |        |               |        |               |
| Harper Credit Course | LEJ104, Corrections, 3 college credit hours, IAI CRJ 911                   |        |               |        |               |

Provides the student with an integrated knowledge about the system through which the criminal offender is processed. Emphasis will be placed upon the philosophical bases of punishment and treatment techniques in institutional and community-based programs plus parole programs.

Bus transportation from school to Harper College is provided. Students have the option to provide their own transportation to Harper. There is no student parking fee at Harper College.

### Forensics

**W62603**

|                      |  |        |               |        |               |
|----------------------|--|--------|---------------|--------|---------------|
| Level                | 4  | Length | One-half year | Credit | One-half unit |
| Prerequisite         | Completion of W61603 Introduction to Criminal Justice with a “C” or higher |        |               |        |               |
| Harper Credit Course | LEJ116, Forensics, 3 college credit hours                                  |        |               |        |               |

Introduces student to the use of scientific disciplines in crime investigation. Identifies the variety of sources of evidence and the means by which comparative analysis can be made. Introduces student to probability theory. Develops skills in crime scene technology, fingerprinting, photography and recording.

Bus transportation from school to Harper College is provided. Students have the option to provide their own transportation to Harper. There is no student parking fee at Harper College.

## FIRE SCIENCE

### Introduction to Fire Science

**W66303**

|                      |   |        |               |        |               |
|----------------------|---|--------|---------------|--------|---------------|
| Level                | 4   | Length | One-half year | Credit | One-half unit |
| Harper Credit Course | FIS100, Fundamentals of Fire Protection, 3 college credit hours |        |               |        |               |

Provides an overview of fire protection; career opportunities in fire protection and related fields; philosophy and history of fire protection/service; fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; fire protection systems; introduction to fire strategy and tactics.

Bus transportation from school to Harper College is provided. Students have the option to provide their own transportation to Harper. There is no student parking fee at Harper College.

### Fire Behavior and Combustion

**W66403**

|                      |  |        |               |        |               |
|----------------------|--|--------|---------------|--------|---------------|
| Level                | 4  | Length | One-half year | Credit | One-half unit |
| Prerequisite         | Completion of W66303 Introduction to Fire Science with a “C” or higher |        |               |        |               |
| Harper Credit Course | FIS121, Fire Behavior & Combustion, 3 college credit hours             |        |               |        |               |

Provides an overview of fire protection; career opportunities in fire protection and related fields; philosophy and history of fire protection/service; fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; fire protection systems; introduction to fire strategy and tactics.

Bus transportation from school to Harper College is provided. Students have the option to provide their own transportation to Harper. There is no student parking fee at Harper College.



## HEATING, VENTILATION, A/C REFRIGERATION

### Heating Principles

**W68403**

|                      |   |        |               |        |               |
|----------------------|---|--------|---------------|--------|---------------|
| Level                | 4   | Length | One-half year | Credit | One-half unit |
| Prerequisite         | Prior or concurrent enrollment in ELT110 (Introductory Electronics) with a grade of "C" or better |        |               |        |               |
| Harper Credit Course | HVA103, Heating Principles, 3 college credit hours.   |        |               |        |               |

Introduces vocabulary, concepts and scientific principles used in the heating industry. Studies heat laws, heat transfer and examines fundamentals of the combustion process. Covers gas, oil and electric forced-air systems for residential comfort heating. Emphasizes practical application for testing and adjusting system performance, troubleshooting electrical systems and control, working with gas pipe, preventative maintenance, service and repair.

Student must provide their own transportation to Harper College for this course. This course typically meets in late afternoon/early evening – as early as 3:00 p.m. Check with your college and career counselor for specific times.

This class is taught in an open laboratory forum. Students must accumulate five laboratory hours each week.

### Refrigeration Fundamentals

**W68303**

|                      |  |        |               |        |               |
|----------------------|--|--------|---------------|--------|---------------|
| Level                | 4  | Length | One-half year | Credit | One-half unit |
| Prerequisite         | Completion of W68403 (HVA103) with a "C" or higher         |        |               |        |               |
| Harper Credit Course | HVA101, Refrigeration Fundamentals, 3 college credit hours |        |               |        |               |

Introduces vocabulary, concepts and scientific principles used in the refrigeration and air conditioning industry. Studies theories on heat laws, pressures, matter, and energy; examines refrigerant chemistry and the refrigeration cycle. Covers proper refrigerant management techniques and safe practices. Emphasizes practical application, troubleshooting techniques, measuring and testing the operation of the basic refrigeration cycle; including working with ACR copper tubing, tools, and instruments.

Student must provide their own transportation to Harper College for this course. This course typically meets in late afternoon/early evening – as early as 3:00 p.m. Check with your college and career counselor for specific times.

This class is taught in an open laboratory forum. Students must accumulate five laboratory hours each week

### Heating and Cooling Controls

**W68503**

|                      |   |        |          |        |               |
|----------------------|---|--------|----------|--------|---------------|
| Level                | 4   | Length | One year | Credit | One-half unit |
| Prerequisite         | ELT110 (Introductory Electronics) with a grade of "C" or higher |        |          |        |               |
| Harper Credit Course | HVA105, Heating and Cooling Controls, 3 college credit hours    |        |          |        |               |

Introduces electrical principals and concepts, electrical safety, electrical controls and electrical wiring diagrams utilized in residential and light commercial HVAC systems. Cover electrical symbols, Ohms' Law, series and parallel circuits, power distribution, magnetism, transformers, switches, relays, contractors, AC motors, motor starters and capacitors. Emphasizes the practical application for electrical system diagnosing; measuring volts, ohms and amps; troubleshooting, testing and adjusting electrical controls; interpreting wiring schematics and wiring electrical circuits.

Student must provide their own transportation to Harper College for this course. This course typically meets in late afternoon/early evening – as early as 3:00 p.m. Check with your college and career counselor for specific times.

### Refrigeration Systems

**W68603**

|                      |  |        |          |        |               |
|----------------------|--|--------|----------|--------|---------------|
| Level                | 4  | Length | One year | Credit | One-half unit |
| Prerequisite         | Completion of W68303 (HVA101) with a "C" or higher         |        |          |        |               |
| Harper Credit Course | HVA101, Refrigeration Fundamentals, 3 college credit hours |        |          |        |               |

Builds on concepts learned in W68303 (HVA 101). Introduces specialized system controls and accessories found in commercial refrigeration systems. Covers pressure and temperature controls, water cooled condensers, commercial defrosting, and piping practices. Emphasizes practical application to develop diagnostic and troubleshooting techniques, interpret wiring diagrams, service, and repair; including working with zero ODP refrigerants used in commercial systems application.

Student must provide their own transportation to Harper College for this course. This course typically meets in late afternoon/early evening – as early as 3:00 p.m. Check with your college and career counselor for specific times.

This class is taught in an open laboratory forum. Students must accumulate five laboratory hours each week

## NETWORKING

### Intro to Computer Networking

**W65403**

|                      |   |        |               |        |               |
|----------------------|---|--------|---------------|--------|---------------|
| Level                | 3 & 4   | Length | One-half year | Credit | One-half unit |
| Prerequisite         | T67203 (NET105) with a grade of “C” or higher       |        |               |        |               |
| Harper Credit Course | NET121, Intro to Networking, 3 college credit hours |        |               |        |               |

Provides students with hands-on experience implementing and maintaining computer networks. Includes networking standards, architecture, operations, security and troubleshooting using current network operating systems.

**Student must provide their own transportation to this course and/or this course may be available as an asynchronous online course.**

### Internet Protocols

**W65403**

|                      |  |        |               |        |               |
|----------------------|--|--------|---------------|--------|---------------|
| Level                | 34   | Length | One-half year | Credit | One-half unit |
| Prerequisite         | T67203 (NET105) with a grade of “C” or higher      |        |               |        |               |
| Harper Credit Course | NET122, Internet Protocols, 3 college credit hours |        |               |        |               |

Provides students with a detailed examination of Internet addressing and protocols. Includes IP addressing, routing, IP, ICMP, ARP, TCP, UDP, DHCP, DNS, HTTP, FTP, and SMTP. Uses protocol analyzers to monitor and examine network traffic.

**Student must provide their own transportation to this course and/or this course may be available as an asynchronous online course.**

# CAREER CLUSTERS



## ABOUT COLLEGE MAJORS & CAREER CLUSTERS

The current employment outlook for the United States indicates that most jobs will require postsecondary education and training beyond high school. Whether a student is preparing to attend a four-year university, a two-year college or the work force, the exploration of possible careers and college majors is vital. Though many students may continue to change their minds about their career or college major selections, it is valuable for students to explore multiple areas while still in high school to assist in decisions about where their skills and passions exist.

The development of career pathways around the 16 career clusters will facilitate career and college major conversations.

The 16 career clusters include:

Pathways within the 16 clusters represent a specific series of courses to be taken during high school. Students are encouraged to explore different clusters and pathways continually seeking connections to areas of passion and skill.

-  Agriculture, Food and Natural Resources
-  Architecture and Construction
-  Arts, Audio/Video Technology and Communications
-  Business Management and Administration
-  Education and Training
-  Finance
-  Government and Public Administration
-  Health Science
-  Hospitality and Tourism
-  Human Services
-  Information Technology
-  Law, Public Safety, Corrections and Security
-  Manufacturing
-  Marketing
-  Science, Engineering and Mathematics (STEM/Energy)
-  Transportation, Distribution and Logistics

# 211 Find Your Pathway

Figuring out what you enjoy can lead you to a job you'll love!

## What are Pathways and Clusters?

In Illinois, there are **7 career pathways** that are connected to **16 national career clusters**. These pathways and clusters group together jobs that share similar skills and interests.

To see which career pathway fits you best, complete the Interest Profiler in *MaiaLearning* (found in the Character section) to see a list of matching careers.

**District 211 offers many courses in each of the pathways to help you explore more.** Taking classes that match your interests can help you make decisions about your future and get ready for life after high school.

The following pages suggest D211 courses to explore that align to pathways/clusters.

### ILLINOIS CAREER PATHWAYS



### NATIONAL CAREER CLUSTERS

- Agriculture, Food and Natural Resources
- Arts (Performing and Visual), Audio/Video Technology and Communications
- Business Management and Administration
- Finance
- Marketing
- Hospitality and Tourism
- Health Sciences
- Education and Training
- Government and Public Administration
- Law, Public Safety, Corrections, and Security
- Human Services
- Information Technology
- Architecture and Construction
- Manufacturing
- STEM
- Transportation, Distribution and Logistics
- Energy

# DUAL CREDIT COURSES



## HARPER DUAL CREDIT

| D211 Course       | D211 Course Name                          | Harper Course | Hours | Harper Course Name                                | Prerequisite  |
|-------------------|---|---------------|-------|---|---|
| T67402            | Electronics Technology I                  | ELT110        | 4     | <a href="#">Introductory Electronics</a>          | None  |
| T67203            | Networking: IT Fundamentals               | NET105        | 3     | <a href="#">IT Fundamentals</a>                   | None  |
| T67301/<br>T67302 | Computer Repair                           | NET111        | 3     | <a href="#">A+ Hardware</a>                       | M117 Algebra or equivalent; and T67301 completion of T27203 (NET105) IT Fundamentals summer school course recommended with "C-" or higher OR passing Harper competency exam while enrolled in T273/T673 (NET111) by September 30. |
| T67302            | Computer Repair                           | NET112        | 3     | <a href="#">A+ Operating Systems Technologies</a> | Completion of T67301 (NET111) with a grade of "C-" or higher.   |
| T63401            | Computer Aided Manufacturing              | MFT210        | 3     | <a href="#">Computer Integrated Manufacturing</a> | None  |
| T63402            | Computer Aided Manufacturing              | MFT220        | 3     | <a href="#">Computer Aided Manufacturing</a>      | None  |
| T64201            | Advanced Manufacturing Technology Level 1 | MFT105        | 3     | <a href="#">Machining Processes I</a>             | None  |
| T64202            | Advanced Manufacturing Technology Level 1 | MFT120        | 3     | <a href="#">Machining Processes II</a>            | Completion of T64201 with a grade of "C-" or higher.  |
| T64301            | Advanced Manufacturing Technology Level 2 | MFT 121       | 3     | <a href="#">Machining Processes III</a>           | None  |
| T64302            | Advanced Manufacturing Technology Level 2 | MFT123        | 3     | <a href="#">Introduction to CNC Machining</a>     | Completion of T34601 with C- or better.   |
| T60802            | PLTW Digital Electronics                  | ELT203        | 4     | <a href="#">Digital Electronics</a>               | T60802: Completion of T174 (ELT110) with "C-" or higher or Harper Coordinator approval with PLTW coursework with "C-" or higher.  |
| T6262             | Welding and Metal Fabrication             | WLD110        | 3     | <a href="#">Welding and Metal Fabrication</a>     | None  |

## HARPER DUAL CREDIT (continued)

| D211 Course | D211 Course Name                        | Harper Course | Hours | Harper Course Name                                    | Prerequisite  |
|-------------|---|---------------|-------|---|---|
| A65603      | Art in Contemporary Society             | ART105        | 3     | <a href="#">Intro to Visual Art</a>                   | None  |
| A65503      | Photography 2                           | ART250        | 3     | <a href="#">Introduction to Photographic Art</a>      | None  |
| A63303      | Graphic Design & Digital Illustration 1 | GRA103        | 3     | <a href="#">Digital Imaging I</a>                     | A192 or Department Chair Approval.  |
| A63403      | Graphic Design & Digital Illustration 2 | GRA112        | 3     | <a href="#">Digital Illustration I</a>                | A233 or Department Chair Approval.  |
| B66402      | Technology Apps I & II                  | CAS160        | 3     | <a href="#">Intro to Business Software Packages</a>   | None  |
| B68403      | Business Management                     | MGT111        | 3     | <a href="#">Introduction to Business Organization</a> | None  |
| B69702      | Business Incubator                      | ENT154        | 3     | <a href="#">Entrepreneurship</a>                      | None  |
| B68602      | Accounting I Financial                  | ACC100        | 3     | <a href="#">Introductory Accounting</a>               | None  |
| B69603      | Quickbooks                              | ACC112        | 2     | <a href="#">Quickbooks</a>                            | B386 with a grade "C" or higher. B69602 (ACC112) - B68602 (ACC100) with a grade of "C" or higher. |
| E60303      | Speech 1                                | SPE101        | 3     | <a href="#">Fundamentals of Speech Communication</a>  | Concurrent enrollment or completion of E202 or higher or department chair approval.               |
| E62503      | College Composition                     | ENG101        | 3     | <a href="#">Composition</a>                           | Minimum SAT EBRW480 or 7th semester unweighted GPA 3.0 for 2nd semester enrollment.               |
| H66502      | Culinary Food Prep/ Production          | FSM109        | 4     | <a href="#">Introduction to Food Prep/Production</a>  | Must pass Food Handlers Certificate during 1st semester of H26701 and have taken H266.            |
| H66702      | Food Standards and Sanitation           | FSM114        | 2     | <a href="#">Food Standards and Sanitation</a>         | Must pass Food Safety Certification Examination during 1st semester H22501.                       |
| H67702      | Fashion Construction IS 2               | FAS100        | 3     | <a href="#">Industrial Sewing Methods</a>             | None  |
| H68302      | Design IS 2                             | FAS112        | 3     | <a href="#">Fashion Basics</a>                        | None  |
| H65302      | Introduction to Education               | EDU201        | 3     | <a href="#">Introduction to Education</a>             | Department approval; application process.   |
| H65702      | Advanced ECE IS 2                       | ECE101        | 3     | <a href="#">Intro to Early Childhood Education</a>    | None  |
| M63502      | Quantitative Literacy                   | MTH101        | 4     | <a href="#">Quantitative Literacy</a>                 | SAT Math 530+ or ACT Math 22+ or MTH080 70%+, ALEKS 46+ or M64702 "C-" or above.                  |

## HARPER DUAL CREDIT (continued)

| D211 Course  | D211 Course Name                                | Harper Course | Hours | Harper Course Name  | Prerequisite  |
|--|---|---------------|-------|---|---|
| M64702   | College Algebra                                 | MTH103        | 3     | <a href="#">College Algebra</a>                                 | SAT Math 530+ or ACT 22+ or ALEKS 46+ or M63502 “C-” or above or MTH080 70%+, AND 2 semesters of Geometry with “C-” or above. |
| M63702   | Calculus for Business and Social Sciences       | MTH134        | 4     | <a href="#">Calculus for Business and Social Sciences</a>       | SAT Math 660+ or ACT Math 28+ or ALEKS 61+ or M64702 (MTH103) w/ “C” or higher.   |
| M69802   | Differential Equations                          | MTH212        | 3     | <a href="#">Differential Equations</a>                          | None  |
| S64702   | Biology 2                                       | BIO101        | 3     | <a href="#">Biology Survey</a>                                  | “C” or higher in S137 Biology or S138 Biology.  |
| S63702   | Anatomy and Physiology                          | BIO135        | 4     | <a href="#">Introduction to Human Anatomy and Physiology</a>    | “C” or higher in S137 or S138 Biology and S332 or S338 Chemistry.   |
| R61302   | Health Career Exploration & Medical Terminology | HSC112        | 2     | <a href="#">Medical Terminology</a>                             | Successful completion of Biology and grade Level reading scores.  |
| R61401   | Certified Nursing Assistant                     | CNA111        | 3     | <a href="#">Nursing Asst. Training</a>                          |   |
| R61402   | Certified Nursing Assistant                     | CNA112        | 3     | <a href="#">Nursing Assistant Training: Clinical Experience</a> |   |
| <b>Prerequisite 1st Semester</b>   |   |               |       |   |   |
| R61401/R61402 (CNA111): Successful completion of R313/R613 Health Career Exploration and Medical Terminology; and SAT EBRW 480+ or ACT Reading score of 20+ or 3+ on Harper Essay administered prior to course begins at school. Recommended concurrent enrollment in S437 Anatomy and Physiology. |   |               |       |   |   |
| <b>Prerequisite 2nd Semester</b>   |   |               |       |   |   |
| Successful completion of R313/R613 Health Career Exploration and Medical Terminology; and SAT EBRW 480+ or ACT Reading score of 20+ or 3+ on Harper Essay administered prior to course begins at school. Recommended concurrent enrollment in S437 Anatomy and Physiology.                         |   |               |       |   |   |

## HARPER DUAL CREDIT (continued)

| D211 Course | D211 Course Name              | Harper Course | Hours | Harper Course Name                              | Prerequisite  |
|-------------|-------------------------------|---------------|-------|---|---|
| P66402      | Wellness for Life             | KIN203        | 3     | <a href="#">Wellness for Life</a>               | None  |
| L66202      | French 4                      | FRN202        | 4     | <a href="#">Intermediate French</a>             | L362 French 3 (A,B,C) or department approval.                               |
| L66602      | Spanish 4                     | SPA202        | 4     | <a href="#">Intermediate Spanish</a>            | L366 Spanish 3 (A,B,C) or department approval.                              |
| L67602      | Advanced Topics in Spanish    | SPA205        | 3     | <a href="#">Spanish Intensive Oral Practice</a> | L376, L466 (A,B,C) or department approval.                                  |
| L67502      | Spanish for Heritage Speakers | SPA112        | 4     | <a href="#">Heritage Spanish I</a>              | L276 Heritage Learner/ Dual language student; recommendation of instructor. |

## HARPER DUAL CREDIT (continued)

| D211 Course | D211 Course Name                 | Harper Course | Hours | Harper Course Name                               | Prerequisite   |
|-------------|----------------------------------|---------------|-------|--|--|
| W61603      | Introduction to Criminal Justice | LEJ101        | 3     | <a href="#">Intro to Criminal Justice</a>        | None   |
| W61703      | Corrections                      | LEJ104        | 3     | <a href="#">Corrections</a>                      | Completion of W61603 Introduction to Criminal Justice with a "C" or higher.                        |
| W62603      | Forensics                        | LEJ116        | 3     | <a href="#">Forensics</a>                        | Completion of W61603 Introduction to Criminal Justice with a "C" or higher.                        |
| W66303      | Introduction to Fire Science     | FIS100        | 3     | <a href="#">Fundamentals of Fire Protection</a>  | None   |
| W66403      | Fire Behavior and Combustion     | FIS121        | 3     | <a href="#">Fire Behavior and Combustion</a>     | Completion of W66303 Introduction to Fire Science with a "C" or higher.                            |
| W63503      | American Sign Language           | SGN101        | 4     | <a href="#">American Sign Language I</a>         | Must have a "B" grade average or higher in 3 years of high school English.                         |
| W63603      | American Sign Language           | SGN102        | 4     | <a href="#">American Sign Language II</a>        | Must have a "B" grade average or higher in 3 years of high school English.                         |
| W62303      | Intermediate Japanese I          | JPN201        | 4     | <a href="#">Intermediate Japanese I</a>          | Harper College placement criteria.   |
| W62403      | Intermediate Japanese II         | JPN202        | 4     | <a href="#">Intermediate Japanese II</a>         | W62303 Intermediate Japanese I (A,B or C) or consent of instructor.                                |
| W62503      | Japanese Oral Practice           | JPN205        | 3     | <a href="#">Japanese Intensive Oral Practice</a> | W62403 Intermediate Japanese II (A,B or C) or consent of instructor.                               |
| W68403      | Heating Principles               | HVA103        | 3     | <a href="#">Heating Principles</a>               | Prior or concurrent enrollment in ELT110 (Introductory Electronics) with a grade of "C" or better. |
| W68303      | Refrigeration Fundamentals       | HVA101        | 3     | <a href="#">Refrigeration Fundamentals</a>       | Completion of W68403 (HVA103) with a "C" or higher.  |
| W68603      | Refrigeration Systems            | HVA102        | 3     | <a href="#">Refrigeration Systems</a>            | Completion of W68303 (HVA101) with a "C" or higher.  |
| W68503      | Heating and Cooling Controls     | HVA105        | 3     | <a href="#">Heating and Cooling Controls</a>     | ELT110 (Introductory Electronics) with a grade of "C" or higher.                                   |
| W65403      | CISCO Networking Basics          | NET121        | 3     | <a href="#">Computer Networking</a>              | T67203 (NET105) with a grade of "C" or higher.   |
| W65503      | CISCO Routers & Routing Basics   | NET122        | 3     | <a href="#">Internet Protocols</a>               | None   |
| W69703      | Entrepreneurship Internship      | ENT211        | 1     | <a href="#">Entrepreneurship Internship</a>      | None   |



## TRITON DUAL CREDIT

| D211 Course | D211 Course Name                        | Triton Course | Hours | Triton Course Name                            | Prerequisite   |
|-------------|---|---------------|-------|---|--|
| T63602      | Automotive Tech 2                       | AUT112        | 3     | <a href="#">Intro to Automotive Tech</a>      | Completion of T33601 with C- or better.  |
| T64602      | Building Construction                   | COT106        | 3     | <a href="#">Carpentry: Rough Carpentry</a>    | None   |
| T64702      | Building Construction Independent Study | COT206        | 3     | <a href="#">Carpentry: Finished Carpentry</a> | Instructor approval and completion of T64602 with C- better <b>AND</b> T34701 with C- or better. |

## UNIVERSITY OF ILLINOIS DUAL CREDIT

| D211 Course | D211 Course Name       | U of I Course | Hours  | U of I Course Name           | Prerequisite                             |
|-------------|------------------------|---------------|--------|------------------------------|--|
| M67802      | Multivariable Calculus | Math241       | 4      | <a href="#">Calculus III</a> | M479 AP Calculus score of 4 or 5.        |
| M68802      | Independent Study Math | Varies        | Varies | <a href="#">Varies</a>       | M579 (A,B) and department chair approval |

## COLLEGE OF DUPAGE DUAL CREDIT

| D211 Course | D211 Course Name | COD Course                 | Hours | COD Course Name | Prerequisite                                      |
|-------------|------------------|----------------------------|-------|-----------------|---|
| V62201/02   | Cosmetology      | Cosme 1101 -<br>Cosme 1117 | 23    |                 | Placement through staff conference recommendation |



**High School District 211**

1750 South Roselle Road  
Palatine, IL 60067  
847-755-6600 | [adc.d211.org](http://adc.d211.org)

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**Palatine High School**

1111 North Rohlwing Road  
Palatine, IL 60074  
847-755-1600 | [pshs.d211.org](http://pshs.d211.org)

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**William Fremd High School**

1000 South Quentin Road  
Palatine, IL 60067  
847-755-2600 | [fhs.d211.org](http://fhs.d211.org)

**James B. Conant High School**

700 East Cougar Trail  
Hoffman Estates, IL 60169  
847-755-3600 | [chs.d211.org](http://chs.d211.org)

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**Schaumburg High School**

1100 West Schaumburg Road  
Schaumburg, IL 60194  
847-755-4600 | [shs.d211.org](http://shs.d211.org)

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**Hoffman Estates High School**

1100 West Higgins Road  
Hoffman Estates, IL 60169  
847-755-5600 | [hehs.d211.org](http://hehs.d211.org)

**Higgins Education Center**

1030 West Higgins Road  
Hoffman Estates, IL 60169  
847-755-6640 | [cntr.d211.org](http://cntr.d211.org)

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**District 211 North Campus**

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