



CURRICULUM GUIDE

2024-2025

**COMMUNITY
HIGH SCHOOL
DISTRICT 117**

ANTIOCH HIGH SCHOOL | LAKES HIGH SCHOOL



PORTRAIT OF A GRADUATE



COLLABORATES

Inspires and motivates others through the sharing of ideas toward a common purpose

Takes responsibility for self and team through shared, focused leadership

Actively listens to discover mutual understanding by providing and receiving feedback



EMBRACES DIVERSITY

Finds opportunities to embrace and affirm one's authentic self

Actively works to develop empathy for others

Identifies own biases and reflects to reduce impact on others



COMMUNICATES

Articulates ideas effectively using clear and concise oral and written communication

Initiates and sustains meaningful conversation acting with empathy and respect in a variety of settings

Consistently works toward developing an understanding of audience and self



IS EMOTIONALLY INTELLIGENT

Practices responsible decision-making and considers impact on others

Builds and sustains strong, healthy relationships with peers and adults

Employs a growth mindset that includes self-regulation, motivation, and resiliency



IS COURAGEOUS

Creates, monitors and reflects upon ambitious goals

Advocates for self and others in a socially responsible and empathetic manner



THINKS CRITICALLY

Leverages curiosity to identify and solve problems while taking intellectual risks

Examines and challenges assumptions in making decisions based on a thorough understanding of authentic evidence

Consistently improves the quality of one's own thinking by skillfully analyzing, assessing, and reconstructing

MISSION

STATEMENT

*Ignite passion
and discovery in
every student*



CURRICULUM AND ACTIVITY GUIDE 2024-2025

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CHSD 117 2024-2025 CONTACTS

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Curriculum & Instruction
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Assistant Superintendent
CSBO
847-838-7268

Assistant Superintendent
Student Services
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Chief Technology Officer
847-395-9399

Antioch Community High School

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Antioch, IL 60002

Main Office
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Fax: 847-395-2435

Attendance
847-838-7187

Student Services
847-838-7762

Curriculum and Instruction
847-395-9183

Tech Campus
Coordinator
847-838-7624

Deans Office
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Special Education
847-838-9249

Athletics
847-838-9366

Principal
847-838-7179

Lakes Community High School

1600 Eagle Way
Lake Villa, IL 60046

Main Office
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Attendance
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Student Services
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Curriculum and Instruction
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Tech Campus
Coordinator
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Deans Office
847-838-7265

Special Education
847-838-9882

Athletics
847-838-7277

Principal
847-838-7260



ACADEMIC & STUDENT SERVICES

The Student Services Department assists students to find success in school and to formulate post high school plans. Each student is assigned a counselor who serves as a link between the home and school. Counselors work with students to ensure appropriate course placement, help with study skills and organization, monitor progress in classes, encourage involvement in school activities, and provide communication with parents and guardians. The Student Services department also assists with post high school planning with a variety of events and direct student engagement related to college and career exploration and preparation.

EXPECTED PROGRESSION FOR ACCUMULATION OF CREDITS

Credits are awarded at the end of each semester. One-half credit is awarded for each semester-long course that is successfully completed.

GRADUATION REQUIREMENTS AND CREDITS

22.5 Total Credits

- 4 credits English
- 3 credits Mathematics
- 2 credits Science (1 life science, 1 physical science)
- 3 credits Social Studies (1 credit Global Studies or AP Human Geography, 1 credit U.S. History, 0.5 credit Government, and 0.5 credit Social Studies elective)
- 0.5 credit Consumer Education (Personal Finance, Intro to Business, Life Resource Management, or Advanced Placement Economics)
- 0.5 credit Fine Arts
- 1 credit Illinois Elective (CTE, Fine Arts, or World Languages)
- 0.5 credit Health
- 3.5 credits Physical Education
- 0.5 credit Safety/Driver Education or record of satisfactory completion of an accredited private course

NON-CREDIT BEARING

- Completion of a required Illinois School Day SAT
- Completion of the Free Application for Federal Student Aid (FAFSA) or complete and submit to school the ISBE waiver form

Students will be evaluated at the beginning of each academic year for the purpose of determining if they are on track to graduate.

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

ADDITIONAL CREDIT BEARING EXPERIENCES

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

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

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

DUAL CREDITS

A student who successfully completes a dual credit course may receive credit at both the accredited college and high school level. The family assumes all responsibility for tuition and fees, some students must provide their own transportation to the institution where the course is taking place, and the student may be required to complete a secondary education reference form signed by designated school officials.

DUAL CREDITS | UW-OSHKOSH SPECIFIC DUAL CREDIT COURSES

The University of Wisconsin Oshkosh, in cooperation with Community High School District 117, provides the Cooperative Academic Partnership Program (CAPP) for qualified secondary students who may elect to earn college credits (\$105 per credit hour) and required high school Carnegie units, simultaneously. It is intended that academically able students have the opportunity to realize college level expectations in the familiar and supportive setting of their CHSD117 high school.

UW-Oshkosh Prerequisites for Dual Credit Enrollment:

- GPA of 2.75 or above on a 4.0 scale

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

INDEPENDENT RESEARCH STUDY *Elective 11-12, 1 semester, .5 credit*

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

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

ACADEMIC SERVICES

FULL TIME STUDENT

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

TRANSFER GRADES

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

CLASS SCHEDULING

The school's schedule of classes is based on students' enrollment requests. Students will meet individually with their counselors to plan and select courses for the following year. Course selections are based on course sequence, graduation requirements, and post high school plans. Students' individualized schedules are available in August via the Infinite Campus portal for the upcoming school year.

REQUEST FOR COURSE CHANGES

Course changes are primarily limited to: 1) student needs a course to meet graduation requirements, 2) student did not meet the prerequisite for the course, 3) student needs a minimum of six courses or three potential credits each semester, or 4) student took a course during summer school.

WITHDRAWING FROM A SCHEDULED CLASS

Students are expected to remain in the courses for which they have registered for the entire school year. The school cautions all students to carefully consider any withdrawals. District 117 students are not considered full-time students unless they are enrolled in a minimum of six credit classes. A student may not be allowed to drop a course, if, in doing so, the student would fall below the 6-credit class minimum requirement. The withdrawal procedure involves input from the student, counselor, teacher, department chair, parent, and administrator.

GRADE POINT AVERAGE

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

- A: 4.0
- B: 3.0
- C: 2.0
- D: 1.0
- F: 0.0

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

- A: 5.0
- B: 4.0
- C: 3.0
- D: 1.0
- F: 0.0

TRANSCRIPT IMPLICATIONS FOR DROPPING A COURSE

1. If a student withdraws from a class before the first checkpoint of each semester, no grade is recorded on the transcript.
2. If the student withdraws from a class after the first checkpoint of each semester, the student will receive a “W” if the student is passing at the time of the drop or a “WF” if the student is failing at the time of the drop. The withdrawal will be recorded on the student’s transcript.

PROGRESS AND GRADE REPORTS

Student academic progress can be monitored via the Infinite Campus Portal. Parents and guardians can access grade reports on the Infinite Campus app or web portal at the conclusion of each semester.

SCHOOL YEAR/SUMMER SCHOOL

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

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

TRANSCRIPT DESIGNATION FOR REPEATING A FAILED COURSE

If a student repeats and passes a previously failed course, the GPA weight designation of the failing grade will be changed to zero, effectively removing its impact on the student’s GPA. If the course is repeated during the fall or spring semester, the new grade will be recorded in the term that the course is repeated and passed, and the student will receive the appropriate

credit and grade points. If the course is completed in Summer School, via the Credit Recovery program, it will be designated with a “P” (Pass) which does not impact the student’s GPA but reflects an earned credit.

GRADUATION DISTINCTIONS

CLASS RANK

District 117 does not report class rank.

HONOR ROLL

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

HONOR GRADUATES

Community High School District 117 schools do not recognize valedictorian or salutatorian designations. At graduation, designations for honor and high honor graduate status are conferred according to the following school board policy: honor graduate status will require a minimum cumulative GPA of 3.6 with no grade lower than a “C.” For high honors status, students must have a minimum cumulative 4.0 GPA with no grade lower than a “C.”

CUM LAUDE

The Cum Laude program is a rigorous educational, service, and social experience that provides students with an opportunity to excel and show exceptional growth for the post-secondary world. Visit the Cum Laude [website](#) for more information.

DEPARTMENT DISTINCTIONS

Departments offer opportunities to recognize outstanding achievements through a variety of distinctions.

ELIGIBILITY FOR GRADUATION

Seniors may participate in the graduation ceremony upon completion of all graduation requirements.

EARLY GRADUATION

Seniors who plan to meet graduation requirements at the end of seven semesters should notify their counselor prior to senior year course selection and must file a completed application with their counselor before the end of Checkpoint 1 of their senior year.

COLLEGE & CAREER EXPLORATION

One of the primary roles of the Student Services department is to support students with post-secondary planning. School counselors are central to the process of planning for students' next steps after high school. Counselors use a tool called Maia that can be accessed at maialearning.com. Within Maia are several college and career search tools. Counselors make visits to academic classes to work with students throughout the year to take advantage of several of those tools and help steer their college and career planning. All of the Maia tools are accessible to students at any time and tied directly to their school chsd117 account log-in.

ARMED FORCES

District 117 supports students who are interested in learning about service in the United States Armed Forces. Military representatives are given the same opportunity as college representatives to provide information to interested students. Announcements are made to student email with upcoming military visits and those representatives can most often be close to the cafeteria in the buildings.

ASVAB

The ASVAB Test is intended for students in the 10th, 11th, and 12th grades. The program provides tools, including the test battery and interest inventory developed by the Department of Defense to help high school and postsecondary students across the nation learn more about career exploration and planning. Results of the aptitude test and the interest inventory enable students to evaluate their skills,

estimate performance in academic and vocational endeavors, and identify potentially satisfying careers. This test is given by the military in cooperation with the Student Services Department each year.

COLLEGE FINANCIAL ASSISTANCE

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

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

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

COLLEGE STUDENT ATHLETES

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

ASSESSMENTS

We believe quality instruction must always be based on accurate data in order to systematically meet all students at their respective levels of development and encourage consistent growth. Testing is an integral aspect of this process. Our goal at CHSD117 is to strike an ideal balance between accurate assessment and quality instruction. It is our sincere hope that we strategically and intentionally use assessment for learning while at the same time, we have looked to make calculated decisions on what assessments will provide us with the most crucial information in identifying and meeting the needs of all our students. The most current assessment calendar for the 2023-24 school year can be viewed [here](#).

STAR ASSESSMENT

Freshmen students will take the math and reading STAR assessments in the fall. This universal screener will support our work in meeting the educational needs of all students.

ACT

The ACT, a fee-based college entrance examination, is recommended during the junior year for those considering colleges or universities. Registration is completed

online at www.act.org.

PSAT/NMSQT

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

PSAT 9, PSAT 10, AND SAT

The Preliminary Scholastic Aptitude Test and Scholastic Aptitude Tests are administered to all freshmen, sophomores, and juniors in April. These are state mandated and funded assessments. The school day SAT is a state required graduation requirement. Students can register for additional SAT tests online at <https://collegereadiness.collegeboard.org/sat/register>.

INTERVENTION SERVICES

MULTI-TIERED SYSTEM OF SUPPORT

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

STUDENT GROUPS

Student support groups are formed based upon the needs and interests of students. A support group brings together students attempting to cope with similar concerns. These groups meet under the direction of one or more counselors, social workers, and psychologists. Support groups are designed to educate students about how to cope best with specific issues and concerns, while providing students with appropriate levels of support in their

efforts for academic success. Support groups are not therapeutic and should not be viewed as a replacement for therapeutic counseling that a student may be participating in through a community agency or mental health facility. Students are limited to participation in one support group program at any given time.

DRUG TESTING

District 117 provides mandatory and random drug testing utilizing hair analysis. Students choosing to participate in a competitive, co-curricular activity, enrolled in drivers education, or utilize the school's parking facilities, are subject to random drug testing.

STRATEGIC LEARNING

Elective 9-12, 1 semester, .5 credit

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

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

DEPARTMENT-SPECIFIC INTERVENTIONS

See the Math Department section of the Curriculum Guide for more information about:

- Math Improvement
- Math 2 Support
- Math 3 Support

See the English Department section of the Curriculum Guide for more information about:

- Reading Improvement
- English As a Second Language

SUPPORTED STUDY HALL

Prerequisite: Recommendation by a District 117 faculty member

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

SPECIAL EDUCATION SERVICES AND PROGRAMS

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

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

CONSULTATION SERVICES

The consultation service is designed to meet the needs of individual students who require minimal services. These students self-advocate and can independently seek academic assistance on a majority of coursework. Students who receive consultation services are fully mainstreamed in District 117 courses and electives.

CO-TEACHING MODEL

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

RESOURCE SERVICES

The resource service is designed to meet the needs of students who may

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

INSTRUCTIONAL SERVICES

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

LEARNING OPPORTUNITIES PROGRAM

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

EMOTIONAL DISABILITIES PROGRAM

The ED self-contained program is intended for students who have difficulty developing and maintaining interpersonal relationships with peers and adults. The focus of the program is to increase student's self-control, to form positive relationships, and to foster academic success. The program has a behavioral management/level system, classroom aide, and counseling services. Students may participate in classes outside of the program based on behavioral and academic progress as determined by the IEP team.

EDUCATIONAL LIFE SKILLS PROGRAM

The Educational Life Skills (ELS) program serves students with a range of cognitive, developmental, physical and /or other disability categories. Students receive training in independent living including personal health, hygiene, daily living, and problem solving. The curriculum includes functional academics including but not limited to telling time, using money and adaptive behaviors. Students practice these skills during community outings and real-world experiences. The focus of this program is to build independence and provide students with the skills to live and work in the community. Skills are targeted for the explicit purpose of empowering students to reach their greatest level of independence, access their communities and live fulfilled lives as contributing, responsible and equal members of society.

RELATED SERVICES

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



ADVANCED PLACEMENT PROGRAM

Advanced Placement testing is offered at District 117 for all Advanced Placement classes taught in the district; District 117 will pay 90% of each exam taken by a student in a District 117 AP course. Students are strongly encouraged to take these exams. Additional Advanced Placement tests are available upon request. The College Board schedule of Advanced Placement testing dates is available at www.collegeboard.com.

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

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

AP CAPSTONE DIPLOMA

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

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

AP SEMINAR AND RESEARCH CERTIFICATE

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

BENEFITS FOR DISTRICT 117 STUDENTS

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

- Provides a setting to build on the knowledge and rigorous coursework of AP in an interdisciplinary format.
- Offers a unique opportunity to distinguish oneself to colleges and universities.

AP CAPSTONE COURSES

AP SEMINAR

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

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

AP RESEARCH

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

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



LAKE COUNTY HIGH SCHOOL TECHNOLOGY CAMPUS (LCTC)

11-12, 1 year, 3-4 credits

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

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

Prospective students and their families can explore Tech Campus using the 360 Virtual Tour available here: www.techcampus.org/#virtualltour

Go to www.techcampus.org to find

full course and program descriptions.

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

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

PROGRAMS

COMMUNICATIONS

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

HUMAN SERVICES

BIOMEDICAL I - PRINCIPLES OF BIOMEDICAL SCIENCE/HUMAN BODY SYSTEMS
BIOMEDICAL II - MEDICAL INTERVENTIONS/BIOMEDICAL INNOVATION
CERTIFIED NURSE ASSISTING (must be 16 years of age)
COSMETOLOGY I AND II
CULINARY ARTS I AND II
EARLY EDUCATION AND TEACHING I AND II
EMERGENCY MEDICAL SERVICES
FIREFIGHTING I
CRIMINAL JUSTICE
LAW ENFORCEMENT AND CRIME SCENE INVESTIGATION
MEDICAL ASSISTING (Seniors only)
ROBOTICS AND AUTOMATION (1st session only)

MANUFACTURING AND INDUSTRIAL

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

TRANSPORTATION

AUTOMOTIVE COLLISION REPAIR I AND II
AUTOMOTIVE SERVICE I AND II



CUM LAUDE PROGRAM

At Community High School District 117, we encourage all learners to develop to their fullest potential, engage in lifelong learning, and be responsible members of society.

The Cum Laude program is a rigorous educational, service, and social experience that provides students with an opportunity to excel and show exceptional growth for the post-secondary world.

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

SCHOLARSHIP	26 credit
CHARACTER	0 suspensions
VOLUNTEERISM	40 hours
EXCELLENCE	3 capstone credits
PRIDE	4 extracurricular activities

CAPSTONE COURSES



MATHEMATICS

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



SCIENCE

AP CHEMISTRY
AP ENVIRONMENTAL
AP PHYSICS C



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



SPECIAL EDUCATION
READING 100
READING 101

* Students must obtain three credits from different capstone courses.



SOCIAL STUDIES

AP ECONOMICS
AP EUROPEAN HIST.
AP GOVERNMENT
INTERNATIONAL
RELATIONS HONORS



AP CAPSTONE
AP SEMINAR
AP RESEARCH



CAREER AND TECH ED

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



ENGLISH

AP LANGUAGE
AP LITERATURE
BROADCAST^o
LITERARY MAGAZINE^o
PRINT & DIGITAL^o
SPORTS MEDIA^o
YEARBOOK^o
(^o MUST HOLD LEADERSHIP POSITION)



FINE ARTS

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



WORLD LANGUAGES

GERMAN 4 HONORS
SPANISH 4 HONORS
AP SPANISH
AP GERMAN



CAREER AND TECH EDUCATION BUSINESS

ACCOUNTING 1

10-12, 1 year, 1 credit, dual credit option

This course is highly recommended for students planning to major or minor in business at the college level. Accounting 1 is designed to give students an introduction to accounting and provide an understanding of how financial decisions are made. Basic principles and practices of double entry accounting are developed with an emphasis on the financial records of sole proprietorships and corporations. Daily transactions, financial statements, and statement analysis are included. Students will assume the role of an accountant by completing business simulations. This course serves as a good foundation for those students planning to enter the business world after high school or one day operate their own business. Students may receive 3 hours of college credit through the College of Lake County (Accounting 112) with successful completion of this course with a grade of B or higher.

ACCOUNTING 2 HONORS

CAPSTONE

11-12, 1 year, 1 credit, weighted

Prerequisite: *Earn a C or higher in Accounting 1*

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

COMPUTER APPLICATIONS

9-12, 1 semester, .5 credit

Digital Literacy is a necessity for everyone in today's world. Students will receive hands-on experience in Google Apps for Education and Microsoft Office applications, and other software as available. Students progress through various modules at their own pace. Integrated projects and digital tools are utilized. Internet safety and a discussion of ethical considerations that arise in information processing are also included. Google and MOS certifications available.

COOPERATIVE WORK TRAINING (CWT)

11-12, full year, 2.0 credit (1.0 Classroom, 1.0 Work)

Cooperative Work Training (CWT) is a unique academic program that provides an opportunity for students to explore the world of work in a hands-on manner, while also earning an income. In the classroom component, students will learn about career planning, resume writing, interviewing, communication skills, human relations, ethics, leadership, time management and attitudes conducive

to workplace success. Students will explore a broad range of careers in a variety of fields. Guest speakers and job shadowing (as possible) allow students the opportunity to obtain a firsthand look at local career possibilities. In the work component, students will work a minimum 15 hours per week in an approved job. They will complete weekly work reports, be evaluated by their employment supervisor, and discuss on-the-job problems in class. Early release from school may be available.

This course meets the Consumer Education requirement for graduation.

PERSONAL FINANCE

11-12, 1 semester, .5 credit

Personal Finance helps prepare students for life on their own. Students will gain the knowledge necessary to make wise financial decisions that will benefit their personal and professional lives.

The major areas of study will focus on banking, budgeting, obtaining and using credit, renting an apartment, comparison shopping, insurance, financial management, and sources of consumer information. Projects and hands on activities are a vital part of this course, including the Virtual Business—Personal Finance simulation.

This course fulfills the Consumer Education requirement for graduation.

ENTREPRENEURSHIP

10-12, 1 semester, .5 credit

In this course, students will learn the basics needed to launch a business while developing the core skills needed to become successful in the business world. Entrepreneurship is a course designed to introduce students to different levels of business and business management. The course focuses on the operation of an actual in-school small business; requiring students to learn and apply the skills necessary to its successful operation. Students will learn concepts and skills

related to units of study including, but not limited to Marketing, Management, Business Communication, Accounting, and Economics.

This course may be repeated.

INTRODUCTION TO BUSINESS

9-10, 1 year, 1 credit

In this hands-on, project-based course, students discover the role of business in their everyday lives as consumers, citizens, and wage earners. Students explore the functions of business, learn leadership techniques, and examine the changing economy. Topics include banking, budgeting, credit, and investing. Students participate in a business community simulation where each will assume the role of manager of a company.

This course fulfills the Consumer Education graduation requirement.

MULTIMEDIA DESIGN

CAPSTONE

9-12, 1 semester, .5 credit

Students will create multimedia projects using a variety of sound, graphics, and animation software, while exploring concepts of computer graphics, animation, web page design, commercial art, digital photography manipulation, and desktop publishing to produce business-oriented and personal projects. Evaluation for this class is a portfolio of student work; students will have tangible evidence of their achievements to share with employers or colleges.

This course may be repeated for independent study with a B or better and instructor approval.

CODING IN PYTHON 1

9-12, 1 year, 1 credit

This course begins the progression of the Coding in Python sequence, introducing the early fundamentals of coding. It blends detailed technical knowledge with engaging coursework, allowing students free-range creativity without sacrificing academic rigor. The course emphasizes logical thinking and problem-solving, critical thinking, and real-world coding application. Students taking this course will receive the basic tools and building-blocks to code not only the assigned programs, but also to design and develop their own unique games and interactive experiences.

FAMILY AND CONSUMER SCIENCES

APPAREL DESIGN AND CONSTRUCTION 1

9-12, 1 semester, .5 credit

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

APPAREL DESIGN & CONSTRUCTION 2

9-12, 1 semester, .5 credit

Prerequisite: Earn a C or higher in Apparel Design and Construction 1

This course will increase the knowledge and skills of students as they construct, purchase, care for, and work with clothing, accessories, and textiles. Students who choose more expensive options may be required to purchase materials for projects. This course may be repeated.

LIFE RESOURCE MANAGEMENT

11-12, 1 semester, .5 credit

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

This course fulfills the Consumer Education graduation requirement.

INTRODUCTION TO FOODS

9-12, 1 semester, .5 credit

This course offers classroom and laboratory experiences that develop knowledge and understanding of basic cooking principles and nutrition. Students will practice food safety guidelines and sanitation, correct use of equipment, culinary skills, and teamwork, all while preparing a variety of recipes.

CREATIVE FOODS

9-12, 1 semester, .5 credit

Prerequisite: Earn a C or higher in Introduction to Foods

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

SPECIALTY FOODS

CAPSTONE

9-12, 1 semester, .5 credit

Prerequisite: Earn a C or higher in Introduction to Foods

This course is designed to continue developing the culinary skills acquired in Introduction to Foods. Students will advance their knowledge of food

preparation techniques and principles of cooking through various laboratory experiences, including the use of herbs and spices to develop flavor, sauces, soups, pasta dough, sugar syrups, and pastries. An emphasis will be placed on building confidence in food preparation and techniques.

INTRODUCTION TO PRESCHOOL **9-12, 1 semester, .5 credit**

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

ADVANCED PRESCHOOL **CAPSTONE**

9-12, 1 semester, .5 credit

Prerequisite: Earn a C or higher in Introduction to Preschool

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

TECHNOLOGY **EDUCATION**

ELECTRONICS 1

9-12, 1 semester, .5 credit

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

COMPUTER AIDED DRAFTING & DESIGN (CADD)

9-12, 1 semester, .5 credit, dual credit option

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

All students in this course are eligible to receive dual credit through the College of Lake County free of charge. Registration will take place during the first few weeks of the semester for those interested.

COMPUTER AIDED DRAFTING & DESIGN (CADD) ADV.

CAPSTONE

10-12, 1 year, 1 credit

Prerequisite: Earn a C or higher in CADD

This course will take the student to a more advanced level of computer aided design, 3D design, dimensioning, and the tricks of computer aided design (CAD). Along

with CAD, many phases of mechanical drafting will be learned, such as multi view, sections, auxiliary, dimensioning, geometry, cams and gears, and pattern development.

SMALL ENGINES

9-12, 1 semester, .5 credit

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

WOOD TECHNOLOGY

9-12, 1 semester, .5 credit

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

WOOD TECHNOLOGY ADVANCED

10-12, 1 semester, .5 credit

Prerequisite: Earn a C or higher in Wood Technology

Wood Technology Advanced will enhance students' understanding of machine operation and strengthen their individual

skills. Students will develop cost estimates, research options and plan a larger project; Students will be assessed on daily productivity, as well as the final project. **This course may be repeated.**

ARCHITECTURAL DRAWING & DESIGN

10-12, 1 year, 1 credit

Prerequisite: Earn a C or higher in CADD

Architectural Drawing and Design provides students with design fundamentals and procedures used to represent building design ideas by incorporating state of the art technology. Students will gain an understanding of design, drafting, and residential construction practices; they also will design and construct a scale home. Due to the remote learning constraints in the 20-21 school year, this course may be repeated for credit in 21-22.

ARCHITECTURAL DRAWING & DESIGN HONORS

10-12, 1 year, 1 credit, weighted

Prerequisite: Earn a C or higher in CADD

Architectural Drawing & Design Honors will study the same topics as regular Architectural Drawing & Design in addition to the following: architecture of the United States and its inception, background, and changes; Illinois and Chicago architecture and their influence; the tributary area and the influence of the weight on the bearing points; fiber stress and the ability of certain materials to bear loads; and the place of living space in the life of our fellow man. Some of the above topics will be addressed through the form of a written report. Students will also design and construct a scale home. Due to the remote learning constraints in the 20-21 school year, this course may be repeated for credit in 21-22.



ENGLISH

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

ENGLISH 1 *

9, 1 year, 1 credit

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

* Writing Intensive Course

ENGLISH 1 HONORS *

9, 1 year, 1 credit, weighted

Prerequisite: *Teacher recommendation*

This course is designed for students who read skillfully, express themselves clearly through both written and oral material, and work independently and cooperatively. Students will be required to complete a thorough analysis of six major works throughout the year, as well as a sampling of nonfiction, poetry, and short stories.

Additionally, students will strengthen their writing abilities through the creation of formal papers, essays, and journal responses. Oral communication will be demonstrated through speeches, group activities, and presentations.

* Writing Intensive Course

READING IMPROVEMENT

9-12, 1 year, 1 elective credit

Prerequisite: *Teacher recommendation*

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

ENGLISH AS A SECOND LANGUAGE

9-12, 1 year, 1 credit

English as a Second Language (ESL) is a course designed to develop proficiency in the English language by focusing on reading, writing, speaking, and listening skills. This course provides an explanation of basic structures of the English language, enabling students to progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles. ESL classes may also include an orientation to the customs and culture of the diverse population in the United States. Eligible students will be assessed for English proficiency through the annual Access Test. Identified students will be screened for English proficiency.

This course may be repeated.

ENGLISH 2 *

10, 1 year, 1 credit

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

* Writing Intensive Course

ENGLISH 2 HONORS *

10, 1 year, 1 credit, weighted

This course is designed for students who read skillfully, express themselves clearly through both written and oral material, and work independently and cooperatively. Students will continue to strengthen their writing skills by completing an analysis of five to seven major works throughout the year, as well as a sampling of nonfiction, poetry, and short stories. Oral communication will be demonstrated through speeches, group activities, and presentations.

* Writing Intensive Course

ENGLISH 3 *

11, 1 year, 1 credit

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

through formal speeches and group activities and presentations.

* Writing Intensive Course

AMERICAN STUDIES *

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

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

* Writing Intensive Course

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION *

CAPSTONE

11, 1 year, 1 credit, weighted

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

ADVANCED PLACEMENT LITERATURE AND COMPOSITION *

CAPSTONE

12, 1 year, 1 credit, weighted

This senior-level course is second in the English department's advanced placement sequence, strengthening students' ability to read critically and to write interpretively and analytically. Students will intensely study poetry and prose. Active

participation in classroom discussions is a vital component to being successful in this course. Students will complete several independent reading projects and do a major research project related to themes in literature throughout the course of the year. This course prepares students to take the AP Literature and Composition test to earn college credit.

* Writing Intensive Course

ENGLISH 4 - COMPOSITION *

12, 1 semester, .5 credit

This course is a study and application of effective writing strategies of research, narration, description, exposition, and persuasion. Using the writing process, students will demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. This course reads short contemporary works of nonfiction as models for writing. Students are required to complete the I-Search project in this class.

* Writing Intensive Course

ENGLISH 4 - FANTASY, SCIENCE FICTION, AND HORROR LITERATURE

12, 1 semester, .5 credit

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

ENGLISH 4 - WORLD LITERATURE

12, 1 semester, .5 credit

This course explores literature beyond the traditions of both the American and British canons using common themes

students encountered previously in the English curriculum. The goal of the class is to demonstrate how human beings and society are defined across multicultural texts, all in an effort to build tolerance and understanding in a diverse society. Students will have some choice in the literature selection in this course.

ENGLISH 4 - MODERN LITERATURE

12, 1 semester, .5 credit

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

ENGLISH 4 - WOMEN AND LITERATURE

12, 1 semester, .5 credit

This course focuses on women writers and women's perspectives. In both fiction and nonfiction, women's voices will be studied to answer the question, what does it mean to be a woman? Students will develop reading and research skills, analyze texts for meaning, and determine themes and central ideas relevant to women: family, employment, women's health, relationships, and media. Students will more fully appreciate the potential positive impact on society by developing a heightened awareness of gender issues. Students will have some choice in the literature selection in this course.

ENGLISH 4 - TRUE CRIME IN LITERATURE

12, 1 semester, .5 credit

In this class, we explore the entirety of

true crime stories. We will look at the information that we don't get from news stories that reveals all the nitty gritty of the human criminal story. Whole group and personal choice novels are offered.

ENGLISH 4 – SPORTS IN LITERATURE (ACHS ONLY)

12, 1 semester, .5 credit

In this class, we explore how experiences on and off the field can be just as important and exciting when they're written in the pages of a novel, short story, essay, or article. Whole group and personal choice novels are offered.

CONTEMPORARY ENGLISH 4

12, 1 year, 1 credit

This year-long course is a college and career preparatory course that develops student skills in reading, critical thinking and analysis, and writing to support student success across majors and career pathways while aligning with the Illinois Learning Standards. English 4 addresses at minimum, the following domains and competencies: reading, writing, and critical thinking and analysis. The course is organized around themes, critical issues, or concepts that foster critical thinking, reading and writing skills.

ENGLISH 4 – COMPOSITION DUAL CREDIT/UW-Oshkosh Writing 101*

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

Prerequisite: Students must pass UW-Oshkosh placement test.

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

* Writing Intensive Course

ENGLISH 4 - LITERATURE DUAL CREDIT: TRUE CRIME/ UW-Oshkosh English 226 Modern American Literature

12, 1 semester, .5 credit, 3 university credits with UW-Oshkosh (optional) - \$105 per credit hour

Prerequisite: Successful completion of English 4 - Composition Dual Credit (UW Oshkosh English 101) or an AP Language and Composition score of 3 or higher.

In this class, we explore the entirety of true crime stories. We will look at the information that we don't get from news stories that reveals all the nitty gritty of the human criminal story. Whole group and personal choice novels are offered.

ENGLISH 4 - SPORTS IN LITERATURE DUAL CREDIT/ UW-Oshkosh English 226 Modern American Literature (ACHS)

12, 1 semester, .5 credit, 3 university credits with UW-Oshkosh (optional) - \$105 per credit hour

Prerequisite: Successful completion of English 4 - Composition Dual Credit (UW Oshkosh English 101) or an AP Language and Composition score of 3 or higher.

Students will study the development of contemporary literature through a survey of post-19th century poetry, drama, fiction, and/or non-fiction. Students will develop reading and research skills and interests, analyze texts for meaning, determine themes and central ideas relevant to our contemporary world, and explore and respond to contemporary, high-interest texts from various genres. Students will choose from a variety of topics as determined by student interest.

In this class, we explore how experiences on and off the field can be just as important and exciting when they're written in the pages of a novel, short story, essay, or article. Whole group and personal choice novels are offered.

ENGLISH 4 - PSYCHOLOGY IN LITERATURE DUAL CREDIT/ UW-Oshkosh English 226 Modern American Literature (ACHS)

12, 1 semester, .5 credit, 3 university credits with UW-Oshkosh (optional) - \$105 per credit hour

Prerequisite: Successful completion of English 4 - Composition Dual Credit (UW Oshkosh English 101) or an AP Language and Composition score of 3 or higher. Students will study the development of contemporary literature through a survey of post-19th century poetry, drama, fiction, and/or non-fiction. Students will develop reading and research skills and interests, analyze texts for meaning, determine themes and central ideas relevant to our contemporary world, and explore and respond to contemporary, high-interest texts from various genres. Students will choose from a variety of topics as determined by student interest.

ENGLISH 4 - LITERATURE DUAL CREDIT: FANTASY, SCIENCE FICTION, AND HORROR/UW-Oshkosh English 226 Modern American Literature(ACHS)

12, 1 semester, .5 credit, 3 university credits with UW-Oshkosh (optional) - \$105per credit hour

Prerequisite: Successful completion of English 4 - Composition Dual Credit (UW Oshkosh English 101) or an AP Language and Composition score of 3 or higher. This course is an examination of the legitimacy and value of genre fiction. This course will explore classic authors of fantasy, science fiction, and horror. Students will understand common literary ideas and apply that knowledge in reading, writing, and speaking about those genres and how they are able to reflect or shape the world in which students live. Students will have some choice in the literature selection in this course.

INTRODUCTION TO PRINT AND DIGITAL JOURNALISM *

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

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

* Writing Intensive Course

PRINT AND DIGITAL JOURNALISM CAPSTONE

10-12, 1 year, 1 credit

Prerequisite: *Introduction to Print and Digital Journalism*

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

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

SPORTS MEDIA

CAPSTONE

10-12, 1 year, 1 credit

Prerequisite: *Introduction to Print and Digital Journalism*

Students in Sports Media will learn the art of sports storytelling: how to go behind the players' stats and game scores to report compelling stories; how to break news across multiple platforms; and what sports and media mean to our society. This

production-centric course will provide students with a front-row seat to school athletics in two capacities: a journalist and a public relations professional. Students will produce both print and digital journalism publications, as well as work in unison with the school's athletic department on advertising and public relations projects.

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

YEARBOOK JOURNALISM

CAPSTONE

10-12, 1 year, 1 credit

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

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

LITERARY MAGAZINE *

CAPSTONE

10-12, 1 semester, .5 credit

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

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

* Writing Intensive Course

SPEECH COMMUNICATION

10-12, 1 semester, .5 credit

This course focuses on practices in public speaking. Students will research and deliver speeches on topics that include persuasion, special occasion, information, and other topics of student interest. Speech communication teaches students to understand and practice verbal and nonverbal communication.

This class will provide a dynamic learning environment through the use of technology. Students will be expected to participate in impromptu, group, formal, and multi-modal speeches and activities. A communication analysis paper will also be a requirement of this course.

SPEECH COMMUNICATION DUAL CREDIT/ UW-Oshkosh Comm 111

Intro to Public Speaking (ACHS)

11-12, 1 semester, .5 ACHS credit, 3 university credits with UW-Oshkosh (optional) - \$105per credit hour

Introduction to Public Speaking will introduce students to the skills necessary to successfully construct and communicate ideas and positions throughout the college experience, in future professions, and in civic interactions. Upon completing this course, professors will assume that students are able to write and deliver a presentation that is organized, audience centered, researched, and logical. This course will fulfill the public speaking degree requirement at UW Oshkosh and aligns with the university essential learning outcomes for written and communication skills.

BROADCAST JOURNALISM

CAPSTONE

10-12, 1 year, 1 credit

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

This course focuses on advanced skills in broadcast journalism. Students will learn the components of assembling broadcasts,

which will include script writing, interviewing, audio production, video camera operations, sports commentating, and video editing. Students may also produce their own short videos. This course emphasizes staffing, organization, teamwork and team building, leadership, and motivation.

Leadership position required for Cum Laude

CREATIVE WRITING *

10-12, 1 semester, .5 credit

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

* Writing Intensive Course

CREATIVE WRITING ADVANCED *

10-12, 1 semester, .5 credit

Prerequisite: Successful completion of *Creative Writing*

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

* Writing Intensive Course



FINE ARTS

Course Sequence

Fine Arts Appreciation
Music Theory 1
*AP Music Theory
Music Production
Music Production Advanced

VISUAL ARTS

2D Intro
2D Art and Design
2D Art and Design Adv.
*AP 2D Art and Design
*AP Drawing

3D Intro
3D Art and Design
3D Art and Design Adv.
AP 3D Art and Design

Digital Photography
Digital Photography Adv.

THEATRE

Intro to Improv
Beginning Theatre
Studio Theatre
*Studio Theatre Advanced

Stagecraft
Stagecraft Advanced

MUSIC

Concert Orchestra
*Chamber Orchestra

Percussion Ensemble 1
Percussion Ensemble 2

Concert Band
Symphonic Band
Wind Ensemble
*Wind Ensemble Advanced

Treble Choir
Concert Choir
Advanced Treble Choir
*A Capella Choir

FINE ARTS APPRECIATION

9-12, 1 semester .5 credit

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

VISUAL ARTS

2D INTRO

9-12, 1 semester, .5 credit

Students in 2D Intro will be taught to think critically, be courageous, and collaborate in the art making process. They will be introduced to how artists collaborate, embrace diverse perspectives, and use self-reflection to develop their artistic voice. Students will be introduced to a variety of 2D mediums and techniques.

2D ART AND DESIGN

9-12, 1 semester, .5 credit

Prerequisite: Successful completion of 2D Intro

2D Art and Design expands upon the materials and techniques covered in 2D Intro. Students will continue to explore a variety of art making processes to investigate, create, and present two dimensional works of art and design. Units may include working in a variety of painting, drawing and digital media.

2D ART AND DESIGN ADVANCED

10-12, 1 semester, .5 credit

Prerequisite: Successful completion of 2D Art and Design

Students in 2D Art & Design Advanced will be challenged to think critically, take risks, and collaborate in the art making

process. They will investigate, create and present work that embraces the vast diversity of our world and communicate their ideas with emotional intelligence. This course will emphasize the curation of a portfolio and development of self directed art practices. Students will expand upon their drawing, painting and digital media skills.

This course may be repeated.

3D INTRO

9-12, 1 semester, .5 credit

Students in 3D Intro will be taught to think critically, take risks, and collaborate in the three-dimensional art making process. They will investigate, create and present work that embraces the vast diversity of our world and communicate their ideas with emotional intelligence. Students will work in a variety of materials, processes, and techniques to produce three-dimensional ceramic and sculptural works of art and design. Units may include, but are not limited to, hand building in clay, carving, sculpting, and metalsmithing.

3D ART AND DESIGN

9-12, 1 semester, .5 credit

Prerequisite: Successful completion of 3D Intro

Students in 3D Art & Design will be challenged to think critically, take risks, and collaborate in the three-dimensional art making process. They will investigate, create, and present work that embraces the vast diversity of our world and communicate their ideas with emotional intelligence and build the courage to present three-dimensional art and design with an emphasis on creative problem solving and portfolio development. Through experimentation of materials and techniques, students will continue to develop their ceramic and sculpting skills and explore their individual artistic voice.

This course may be repeated with instructor approval.

3D ART AND DESIGN ADVANCED

10-12, 1 semester, .5 credit

Prerequisite: Successful completion of 3D Art and Design

Students in 3D Art & Design Advanced will be challenged to think critically, take risks, and collaborate in the three-dimensional art making process. They will investigate, create and present work that embraces the vast diversity of our world and communicate their ideas with emotional intelligence. Through experimentation of materials and techniques, students will continue to develop their ceramic and sculpting skills and explore their individual artistic voice.

This course may be repeated with instructor approval.

ADVANCED PLACEMENT 2D ART AND DESIGN

CAPSTONE

11-12, 1 year, 1 credit, weighted

Prerequisite: Successful completion of 2D Art and Design Advanced or teacher recommendation

AP 2D Art and Design is an introductory college-level two-dimensional design course. Students will refine and apply skills and ideas they develop throughout the course to produce two-dimensional art and design. AP outlines distinct skills that students should practice throughout the year -skills that will help them learn to think and act like artists. Students will investigate materials, processes, and ideas. In addition they will make works of art and design by practicing, experimenting, and revising as well as communicate ideas about art and design. There is a component of work to do in the summer to assure the entire portfolio is ready for submission. Visit the College Board website for more details: [https:// ap.collegeboard.org/](https://ap.collegeboard.org/).

ADVANCED PLACEMENT 3D ART AND DESIGN

CAPSTONE

11-12, 1 year, 1 credit, weighted

Prerequisite: Successful completion of 3D Art and Design Advanced or teacher recommendation

AP 3D Art and Design is an introductory college-level three-dimensional design course. Students will refine and apply skills and ideas they develop throughout the course to produce three-dimensional art and design. AP outlines distinct skills that students should practice throughout the year -skills that will help them learn to think and act like artists. Students will investigate materials, processes, and ideas. In addition, they will make works of art and design by practicing, experimenting, and revising as well as communicate ideas about art and design. There is a component of work to do in the summer to assure the entire portfolio is ready for submission. Visit the College Board website for more details: [https:// ap.collegeboard.org/](https://ap.collegeboard.org/)

ADVANCED PLACEMENT DRAWING

CAPSTONE

11-12, 1 year, 1 credit, weighted

Prerequisite: Successful completion of 2D Art and Design Advanced or teacher recommendation

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

Although a written test is not part of this AP exam, AP Drawing sets a national standard for performance in the visual arts and gives students the option to submit portfolios for evaluation by The College Board, giving students the opportunity to earn college credit or advanced placement based on their portfolio exam. As part of the AP portfolio exam, students will need to submit 24 works in a digital slide format and choose from those works their five best quality works to send in a real portfolio to be examined by The College Board. Students will be given mandatory summer assignments which will include research, references, reading, sketchbook and projects. These projects will be due on the first day of school.

DIGITAL PHOTOGRAPHY

9-12, 1 semester, .5 credit

This course will introduce students to the fundamentals of digital photography. Students will learn to think critically, deciding how and when to use various features of digital cameras in order to have creative control over their photographs. Through individual assignments and collaborative group projects, students will learn about composition, lighting, and photo development using Adobe Lightroom and Photoshop. Students will need to have their own SD cards.

DIGITAL PHOTOGRAPHY ADVANCED

9-12, 1 semester, .5 credit

Prerequisite: *Digital Photography*

Digital Photography advanced, a continuation of Digital Photography, will develop students' emotional intelligence through independent personal projects as they refine fundamental skills and apply increasingly advanced techniques to create meaningful art. Students will create imagery beyond that covered in Digital Photography as they are exposed to a more advanced study of photography and photo manipulation. As students courageously begin to develop more personalized

portfolios, they will explore different forms of photography and begin to develop a series of work that communicates ideas or emotion with a common theme or style.

THEATRE

BEGINNING THEATER

9-12, 1 year, 1 credit

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

STUDIO THEATER

10-12, 1 year, 1 credit

Prerequisite: *Beginning Theater*

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

STUDIO THEATER ADVANCED

CAPSTONE

11-12, 1 year, 1 credit

Prerequisite: *Studio Theater*

This course is designed to further develop the problem-solving skills through critical thinking necessary to produce, perform, write, and direct in both independent project and classroom productions. In order to accomplish this, students will be encouraged to communicate effectively: articulate and defend their ideas, listen to solutions from peers and instructors; meaningfully collaborate: motivate self and peers to meet goals, establish a ensemble they can trust; be courageous and emotionally intelligent: cultivate a space of acceptable risk by knowing the limitations and liberations of emotional

development in themselves and fellow theater artists; and doing so with a diverse catalogue of plays and musicals. This course will require attendance at live theater performances outside the school day, which will be tied to curricular assignments.

This course may be repeated.

STAGECRAFT

9-12, 1 year, 1 credit

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

STAGECRAFT ADVANCED

CAPSTONE

10-12, 1 year, 1 credit

Prerequisite: *Stagecraft or consent of instructor*

This course is designed for students to practice and develop the mastery of the skills established in Stagecraft or equivalent experience. Additionally, students will be critically thinking and analyzing the work of peers and professionals to develop a portfolio of their own design work. This will require students to effectively communicate the purpose and process of their concepts, courageously collaborate by motivating self and others to set and achieve goals, and know and affirm one's authentic self by embracing diversity across all design areas. The practice of making decisions in the design process and defending them in a way to inspire lasting working relationships will foster an emotionally

intelligent theatre artist. Research, implementation, and analysis of new methods and technologies in drama production will be a major focus of this course. Leadership through theatrical development will be another focus. This course will require attendance at live theatre performances outside the school day as well as participation in extracurricular technical work which will be tied to curricular assignments.

This course may be repeated.

INTRODUCTION TO IMPROVISATION

11-12, 1 semester, .5 credit

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

MUSIC

MUSIC THEORY 1

9-12, 1 year, 1 credit

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

ADVANCED PLACEMENT MUSIC THEORY

CAPSTONE

10-12, 1 year, 1 credit, weighted

Prerequisite: *Successful completion of Music Theory I or teacher recommendation*

This course is designed to meet the needs of serious music students. Students will engage with a diverse set of music, and work toward developing an understanding of music through the lens of composers, song-writers, and analysts. Students will develop critical thinking skills in music theory through analyzing, assessing, and creating authentic musical examples, as heard or presented in a score. Students will be expected to take the AP Music Theory exam as an outcome of their course work.

MUSIC PRODUCTION

9-12, 1 semester, .5 credit

The purpose of the Music Production class is to introduce and foster the study and practice of where the technology and music worlds intersect. This program can serve all of the following: the student with no prior musical experience, students who already study an instrument in the school system, students who take private lessons or students who have learned about music or an instrument in a less formal fashion. Students will be provided hands-on experience with the technology in order to gain a first hand understanding of the cutting-edge innovations that exist in the Music Technology realm. They will be able to demonstrate how technology can be used to aid in the recording and presentation of acoustic instruments as well as how electronic music can be produced or recorded. Such music creation will be explored for the variety of purposes in which it can be heard today: live performance, recorded. This course will explore the fundamentals of creating and organizing music with computers. This is a project-based class in which students will use different software applications to

create and arrange music. Keyboard skills are helpful but not necessary.

MUSIC PRODUCTION ADVANCED

9-12, 1 semester, .5 credit

Music Production Advanced offers an enriching opportunity for students who have successfully completed Music Production I and are now prepared to delve into the realm of advanced techniques in recording software, digital audio workstations, MIDI music production, and composition. This course encourages students to engage in critical thinking as they embark on this creative journey, challenging them to set clear and attainable goals and rigorously assess their progress throughout the learning process. Moreover, students are encouraged to embrace a diverse array of musical styles and composers, allowing them to draw inspiration from a wide spectrum of artistic influences. One of the standout features of this course is the collaborative aspect, where students come together with other songwriting students to collectively produce music. This collaborative effort not only enhances their creative abilities but also fosters a sense of community within the school's musical ecosystem. Within the course, students will have the unique opportunity to utilize a professional recording studio, gaining hands-on experience in all phases of music production, from composition and demoing to recording, mixing, and mastering. By the conclusion of the semester, students will be challenged not only to create outstanding musical projects but also to release their work on various digital platforms. This holistic approach to music production empowers students to become well-rounded musicians, capable of applying their critical thinking skills, achieving their set objectives, embracing diverse musical influences, and thriving in collaborative songwriting endeavors.

CONCERT BAND

9-12, 1 year, 1 credit

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

This first step in the instrumental sequence builds on previous band experience to work, often in collaborative groups, toward an age appropriate band style. Woodwind & Brass students in Concert Band will continue to develop their abilities to self-assess, think critically while collaborating with their classmates, and embrace diversity. Concert Band students are also expected to show motivation and courage by seeking continual improvement and displaying that through performance. Study of band literature from a variety of time periods and composers will be emphasized. Students will be expected to participate in five to seven performances outside of class time during the year, in addition to an organizational contest. Students are encouraged to participate in extracurricular bands such as jazz band, marching band, pep band and musical pit band.

SYMPHONIC BAND

10-12, 1 year, 1 credit

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

This second step in the instrumental sequence builds on previous band experience to work, often in collaborative groups, toward an age appropriate band style. Woodwind & Brass students in Symphonic Band will continue to develop their abilities to self-assess, think critically while collaborating with their classmates, and embrace diversity. Symphonic Band students are also expected to show motivation and courage by seeking continual improvement and displaying that through performance. Study of band literature from a variety of time periods and composers will be emphasized. Students will be expected to participate in five to seven performances outside of

class time during the year, in addition to an organizational contest. Students are encouraged to participate in extracurricular bands such as jazz band, marching band, pep band and musical pit band.

WIND ENSEMBLE

10-12, 1 year, 1 credit

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

This select instrumental group uses its previous band experience to work, often in collaborative groups, toward an excellent band style. Woodwind & Brass students in Wind Ensemble will continue to develop their abilities to self-assess, think critically while collaborating with their classmates, and embrace diversity. Wind Ensemble students are also expected to show a high degree of motivation and courage. Advanced study of band literature from the Renaissance to the 20th Century and the performance of this literature will be emphasized. Students will be expected to participate in five to seven performances outside of class time during the year, in addition to an organizational contest. Students are encouraged to participate in extracurricular bands such as jazz band, marching band, pep band and musical pit band.

WIND ENSEMBLE ADVANCED

CAPSTONE

10-12, 1 year, 1 credit

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

This capstone instrumental group uses its previous band experience to work, often in collaborative groups, toward an excellent band style. Woodwind & Brass students in Wind Ensemble will continue to develop their abilities to self-assess, think critically while collaborating with their classmates, and embrace diversity. Wind Ensemble students are also expected to show a

high degree of motivation and courage. Advanced study of band literature from the Renaissance to the 20th Century and the performance of this literature will be emphasized. Students will be expected to participate in five to seven performances outside of class time during the year, in addition to an organizational contest. Students are encouraged to participate in extracurricular bands such as jazz band, marching band, pep band and musical pit band.

CHAMBER ORCHESTRA

CAPSTONE

9-12, 1 year, 1 credit

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

This ensemble provides experiences for advanced players of string instruments (violin, viola, cello, bass). Students will refine and extend the skills that they developed in Concert Orchestra. Students in Chamber Orchestra will continue to develop their abilities to self-assess and think critically while collaborating with their classmates. Chamber Orchestra students are also expected to show a high degree of motivation and ambition to reach the goals of the group. Advanced study of a diverse range of string and full orchestra literature from the Baroque to the 20th Century, instrument technique, and performances will be emphasized. The course requires a number of rehearsals and performances outside the school day. Check with individual directors for exact details.

CONCERT ORCHESTRA

9-12, 1 year, 1 credit

This ensemble provides formative experiences in developing comprehensive musicianship through performance of stringed instruments. Students will play, sing, compose, improvise, evaluate, and listen to a varied repertoire of music. Proficiency will be measured through periodic playing tests, rehearsal and performance decorum, and performance

projects. This course requires a number of rehearsals and performances outside the school day. Check with individual directors for exact details.

CONCERT CHOIR

9-12, 1 year, 1 credit

This non-auditioned co-ed group emphasizes developing the voice, teaching elementary theory, and vocal techniques. Students in Concert Choir will begin to develop their skills in self-assessment and collaboration. In addition, they will begin to build their skills in embracing diversity through a wide range of repertoire study and beginning composition projects. This course requires four performances outside of class time during the year.

TREBLE CHOIR

9-12, 1 year, 1 credit

This group is open to all students with treble voices who are interested in vocal music. This is a training group and its purpose is to teach proper use of the voice, elementary theory, and vocal literature. Students in treble choir will begin to develop their skills in self-assessment and collaboration. In addition, they will begin to build their skills in embracing diversity through a wide range of repertoire study and beginning composition projects. This course requires four performances outside of class time during the year.

ADVANCED TREBLE CHOIR

10-12, 1 year, 1 credit

Prerequisite: *Audition with the director*

This auditioned ensemble continues to develop vocal technique and style for the treble voice. Students in the Advanced Treble Choir will continue to develop their abilities to self-assess, think critically while collaborating with their classmates, and embrace diversity. Advanced Treble students are also expected to show a high degree of motivation and courage. Students will be expected to participate in five to seven performances outside of

class time during the year, in addition to an organizational contest.

A CAPPELLA CHOIR

CAPSTONE

9-12, 1 year, 1 credit

Prerequisite: Audition with the director

This select vocal group uses its previous vocal experience to work, often in collaborative groups, toward an excellent choral style. Students in a Cappella Choir will continue to develop their abilities to self-assess, think critically while collaborating with their classmates, and embrace diversity. A Cappella students are also expected to show a high degree of motivation and courage. Advanced study of vocal literature from the Renaissance to the 20th Century, vocal production, and performances will be stressed. Students will be expected to participate in five to seven performances outside of class time during the year, in addition to an organizational contest.

PERCUSSION ENSEMBLE 1

9-12, 1 year, 1 credit

Prerequisite: Audition/Conference with the director

This first step in the instrumental sequence builds on previous band experience to work, often in collaborative groups, toward an age appropriate band style. Percussion students in Percussion Ensemble 1 will continue to develop their abilities to self-assess, think critically while collaborating with their classmates, and embrace diversity. Percussion students are also expected to show motivation and courage by seeking continual improvement and displaying that through performance. Study of band and percussion literature from a variety of time periods and composers will be emphasized. Students will be expected to participate in five to seven performances outside of class time during the year, in addition to an organizational contest. Students are encouraged to participate in extracurricular bands such as jazz band, marching band,

pep band and musical pit band.

PERCUSSION ENSEMBLE 2

10-12, 1 year, 1 credit

Prerequisite: Successful completion of Percussion Ensemble 1 and audition

This upperclassman level group uses previous band experience to work, often in collaborative groups, toward an excellent band style. Percussion students in Percussion Ensemble 2 will continue to develop their abilities to self-assess, think critically while collaborating with their classmates, and embrace diversity. Percussion Ensemble students are also expected to show a high degree of motivation and courage. Advanced study of band literature from the Renaissance to the 20th Century and the performance of this literature will be emphasized. Students will be expected to participate in five to seven performances outside of class time during the year, in addition to an organizational contest. Students are encouraged to participate in extracurricular bands such as jazz band, marching band, pep band and musical pit band.



MATHEMATICS

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

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

INTEGRATED MATH 1

1 year, 1 credit

Prerequisite: Standardized test scores

This course is designed to pave the way for a progressive mastery of skills necessary for understanding algebraic and geometric concepts and is intended for those students who plan on four years of college prep math. As the first course in an integrated high school sequence, this

course will afford the student opportunities for engaging in activities that will facilitate the transition to more abstract ways of thinking. Units include: linear equations, introduction to functions, linear modeling, exponential functions, geometry and rigid motion, triangle properties, logic, linear systems, and descriptive and two-variable statistics.

INTEGRATED MATH 1 HONORS

1 year, 1 credit, weighted

Prerequisite: Standardized test scores

This course is designed for students who exhibit a desire and knowledge of handling an accelerated and intensified curriculum. This course will expand the current knowledge of algebraic and geometric concepts. As the first course in an integrated high school sequence, this course will afford the student in-depth opportunities for engaging in activities that will facilitate the transition to more abstract ways of thinking. Units include: linear equations, introduction to functions, linear modeling, exponential functions, geometry and rigid motion, triangle properties, logic, linear systems, and descriptive and two-variable statistics.

MATH IMPROVEMENT

1 year, 1 elective credit/1 period

Prerequisite: Standardized test scores

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

INTEGRATED MATH 2

1 year, 1 credit

Prerequisite: *Successful completion of Integrated Math 1*

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

INTEGRATED MATH 2 HONORS

1 year, 1 credit, weighted

Prerequisite: *Successful completion of Integrated Math 1 or Integrated Math 1 Honors*

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

INTEGRATED MATH 2 SUPPORT

1 year, .5 elective credit / .5 period

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

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

INTEGRATED MATH 3

1 year, 1 credit

Prerequisite: *Successful completion of Integrated Math 2*

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

INTEGRATED MATH 3 HONORS

1 year, 1 credit, weighted

Prerequisite: *Successful completion of Integrated Math 2 or Integrated Math 2 Honors*

This course is designed for students who exhibit a desire and ability to handle an accelerated and intensified program. Students will develop a deeper understanding of the underlying concepts of algebra, geometry, and statistics and is intended for those students who plan

on four years of college prep math. As the third course in an integrated high school sequence, this course will afford the student opportunities for engaging in activities that will facilitate the transition to more abstract ways of thinking. Units include: coordinate geometry, modeling with 3D solids, conics, function analysis, trigonometry representations, graphing and modeling trigonometric equations, radical functions, polynomial functions, modeling rational representations, logarithmic and exponential functions, inferential statistics and matrices.

INTEGRATED MATH 3 SUPPORT

1 year, .5 elective credit / .5 period

Prerequisite: Teacher recommendation and successful completion of Integrated Math 2

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

MODELING WITH MATHEMATICS

1 year, 1 credit

Prerequisite: Seniors only; successful completion of Integrated Math 3

This course is designed to prepare and transition students directly into college and career pathways requiring general education college level math competencies in quantitative literacy and statistics. The competencies within each domain should include but are not limited to: numeracy (operation sense, estimation, measurement, quantitative reasoning, basic statistics, and mathematical summaries), application based algebraic topics, and functions and modeling. Upon completion students should be able to: demonstrate proficiency and understanding in basic numeracy competencies in whole numbers, integers, fractions, and decimals, use

estimation and explain/justify estimates, apply quantitative reasoning to solve problems involving quantities or rates, use mathematical summaries of data such as mean, median, and mode, use and apply algebraic reasoning as one of multiple problem-solving tools, and use functions and modeling processes. This course is to be delivered through authentic application, problem-based instruction designed to build mathematical conceptual understanding and critical thinking skills. Seniors who earn a C or better both semesters will have a code on their transcripts that automatically places them into a college, credit-bearing math course at an Illinois community college.

PROBABILITY

1 semester, .5 credit

Prerequisite: Successful completion of Integrated Math 3 or Integrated Math 3 Honors

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

STATISTICS

1 semester, .5 credit

Prerequisite: Successful completion of Integrated Math 3 or Integrated Math 3 Honors

This course is designed to help students work with data collection, descriptive and inferential statistics, and technological tools to analyze statistics. This course will afford students the opportunity to explore data, plan a study, produce models using probability theory, and make statistical inferences. Units include: the nature of statistics, organizing data, descriptive

measures, sample distribution and sample mean, intervals for one population mean, and linear regression. This course is an effective preparation for students interested in the fields of social sciences, health sciences, business, engineering, and mathematics.

GAME THEORY

1 semester, .5 credit

Prerequisite: Successful completion of Integrated Math 3 or Integrated Math 3 Honors

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

PRE-CALCULUS HONORS DUAL CREDIT/ UW-Oshkosh Math108

9-12, 1 year, 1 credit, weighted, 5 university credits with UW-Oshkosh (optional) - \$105 per credit hour

The content of this course is equivalent to Pre-Calculus Honors.

Prerequisite: Students need to pass the UW-Oshkosh placement test.

A functional approach to college algebra and trigonometry. Polynomial, exponential, logarithmic, circular and trigonometric functions. Recommended for all students who place at this level and who expect to take the UW-Oshkosh Mathematics 171 - Mathematics 172 calculus sequence.

PRE-CALCULUS

1 year, 1 credit

Prerequisite: Successful completion of Integrated Math 3 or Integrated Math 3 Honors

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

PRE-CALCULUS HONORS

1 year, 1 credit, weighted

Prerequisite: Successful completion of Integrated Math 3 or Integrated Math 3 Honors

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

ADVANCED PLACEMENT CALCULUS AB

CAPSTONE

1 year, 1 credit, weighted

Prerequisite: Successful completion of Pre-Calculus or Pre-Calculus Honors

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

ADVANCED PLACEMENT CALCULUS BC

CAPSTONE

1 year, 1 credit, weighted

Prerequisite: Successful completion of Pre-Calculus Honors or AP Calculus AB

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

ADVANCED PLACEMENT STATISTICS

CAPSTONE

1 year, 1 credit, weighted

Prerequisite: Successful completion of Integrated Math 3, Integrated Math 3 Honors, Pre Calculus or Pre-Calculus Honors

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

AP COMPUTER SCIENCE PRINCIPLES

1 year, 1 credit, weighted

Prerequisite: Successful completion of Integrated Math 1

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

science. This course prepares students to take the AP Computer Science Principles test to earn college credit. Doing well on the AP exam can earn students college credit depending on the AP policies of individual colleges.

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

AP COMPUTER SCIENCE A

CAPSTONE

1 year, 1 credit, weighted

Prerequisite: *Successful completion of Integrated Math 2*

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

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



PHYSICAL EDUCATION, HEALTH, & DRIVER EDUCATION

DRIVER EDUCATION

9-12, 1 semester, .5 credit

This course is intended for students who are interested in obtaining their driver's license within the next year. Students must be at least 15 years old and have adult/guardian permission. Students must pass eight courses within the past two semesters, including courses from eighth grade. This course is a two-phase program that requires a minimum of 30 classroom hours and a minimum of 6 hours of behind the wheel instruction. Seats will be filled based on age, with the oldest students receiving first priority. Prior to the beginning of the course, students will need to pass the Rules of the Road test to be able to receive an Illinois driver's permit.

This course has a \$300 Behind the Wheel fee and \$20 permit fee to the Secretary of State of Illinois. Freshman students may register if they are 15 years of age by the first day of the semester.

Driver Education Classroom is a half

credit graduation safety required course.

HEALTH

9, 1 semester, .5 credit

This course will have students acquire functional health knowledge, and strengthen attitudes, beliefs, and practice skills needed to adopt and maintain healthy behaviors throughout their lives. Skills that will be taught and practiced include analyzing influences, healthy decision making, advocacy, interpersonal communication skills, and use of technology. The health education curriculum will include wellness, stress management, mental health, suicide prevention, nutrition, CPR, male and female reproductive anatomy and physiology, abstinence, contraception, sexually transmitted infections, prevention and control of disease, addiction, and prevention of drug/alcohol use.

PHYSICAL EDUCATION 1

9, 1 semester, .5 credit

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

PHYSICAL EDUCATION INDIVIDUAL

10-12, 1 year, 1 credit

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

PHYSICAL EDUCATION TEAM

10-12, 1 year, 1 credit

This class is designed for students to participate in organized and highly competitive team sports. This course will enhance students' knowledge of game tactics, skill development, and teamwork. Health related components of fitness will be developed through various workouts.

DANCE AND FITNESS

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

This course is designed for students interested in learning the fundamentals of dance. Students will explore various styles of dance including, but not limited to, jazz, modern, ballet, and hip hop. Students will learn and perform beginner and intermediate skills and techniques of dance. No dance experience needed.

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

FIT FOR LIFE

10-12, 1 year, 1 credit

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

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

FIT FOR LIFE ADVANCED

CAPSTONE

11-12, 1 year, 1 credit

Prerequisite: Successful completion of *Fit for Life*

This course is designed for highly motivated students who have the desire to take their fitness to the next level. Students will build upon their knowledge from their time in Fit for Life through intense workouts that focus on total

body conditioning, including muscular strength and endurance. With an emphasis on cardiovascular fitness, students will complete a 5K race second semester.

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

PHYSICAL BEST

10-12, 1 year, 1 credit

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

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

PHYSICAL BEST ADVANCED

CAPSTONE

11-12, 1 year, 1 credit

Prerequisite: Successful completion of Physical Best

This class is designed for highly motivated students who want to enhance their overall physical performance through a weight training program. Students will improve their overall strength not only using the four core lifts developed in Physical Best, but also the addition of other advanced lifts and various workout methods.

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

ADVENTURE EDUCATION

11-12, 1 year, 1 credit

This course is designed for students who want outdoor experiences that will challenge the physical self, as well as the mind. Students will explore a variety of concepts to strengthen their understanding of self and how to work in a cohesive fashion with others. The experiences include cross country skiing, four season camping, rock climbing, kayaking, canoeing, sailing, fishing,

archery, orienteering, and survival skills.

The students will be expected to properly prepare for environmental challenges with their attire in all weather conditions on a daily basis.

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

ADVENTURE EDUCATION

ADVANCED

CAPSTONE

12, 1 year, 1 credit

Prerequisite: Successful completion of Adventure Education

This class is designed for senior students that want to enhance and develop leadership skills and create positive working relationships with peers while challenging themselves and others. Students will be at Camp Peacock participating in outdoor activities with an emphasis on the low elements, high ropes, and climbing tower at Camp Peacock.

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

P.E. ASSISTANT (ACHS)

11-12, 1 semester, .5 credit

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

PHYSICAL EDUCATION EXEMPTIONS

Junior or senior students involved in interscholastic varsity athletics may be exempt from Physical Education during their scheduled competition season. This also applies to students of any grade level in marching band. Students must complete the exemption paperwork

within five school days of the beginning of their season. Students' scheduled Physical Education class will be replaced with a study hall during the length of their competitive season. All students must report back to Physical Education immediately following the conclusion of their competition season. Students can only be exempt out of general PE classes: PE 1, PE Team, or PE Individual. Students cannot be exempt from a.m. PE classes.



SCIENCE

PHYSICS

9, 1 year, 1 credit

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

PHYSICS HONORS

9, 1 year, 1 credit, weighted

Prerequisite: Integrated Math 1 Honors or

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

CHEMISTRY

10-12, 1 year, 1 credit

Prerequisite: Successful completion of *Physics*

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

CHEMISTRY HONORS

10-12, 1 year, 1 credit, weighted

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

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

BIOLOGY

11-12, 1 year, 1 credit

Prerequisite: *Successful completion of Chemistry*

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

ADVANCED PLACEMENT BIOLOGY

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

Prerequisite: *Successful completion of Chemistry or Chemistry Honors*

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

ANATOMY & PHYSIOLOGY

11-12, 1 year, 1 credit

Prerequisite: *Successful completion of two years of science*

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

ADVANCED PLACEMENT CHEMISTRY

CAPSTONE

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

Prerequisite: *Successful completion of AP Physics 1, Chemistry, or Honors Chemistry.*

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

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

CAPSTONE

11-12, 1 year, 1 credit, weighted

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

This course emphasizes the role of the Earth's environment in local, regional, and

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

ADVANCED PLACEMENT PHYSICS C: MECHANICS

CAPSTONE

11-12, 1 year, 1 credit, weighted

Prerequisite: *Concurrent enrollment in AP Calculus AB or higher*

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

ADVANCED PLACEMENT PHYSICS 1

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

Prerequisite: *Concurrent enrollment in Integrated Math 2 Honors (or higher)*

Students will be challenged by this advanced level algebra-based physics course dealing with matter and energy taught at a college level and pace. Students will complete a college level curriculum including classical and modern physics through laboratory investigation and

rigorous application of mathematical concepts to physical phenomena. A score of 4 or 5 on the AP Physics 1 test will often meet the college physics requirement for students who plan to pursue a degree in medicine, biology, or chemistry. Students are expected to take the Advanced Placement Exam in the spring.

ENVIRONMENTAL EARTH SCIENCE

11-12, 1 year, 1 credit

Prerequisite: *Successful completion of two years of science*

Students in this course will explore the how worlds of Earth Science and Environmental Science meld together into one all encompassing experience. First semester will have a focus upon Earth Science topics such as 7 wonders of the world, planetary processes, natural resources, water basics, and land usage. While the second semester will focus upon social justice, oceanography, climate change, and human impacts. Students can expect a hands-on experience that will help them better understand and engage with the world around them.



SOCIAL STUDIES

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

GLOBAL STUDIES

9, 1 year, 1 credit

This course is designed with a focus on the types of academic skills necessary to meet and exceed the demands of a social studies curriculum, and to facilitate better understanding of the political, economic, geographic, and societal influences that affect people. Students will be expected to be active participants in their own learning, and there will be an emphasis on communication and research skills. Instruction will be based on a wide variety

of resources and strategies. The content of this course is structured around five essential questions. The students will engage in historical and current topics through main concepts associated with the essential questions. Global Studies fulfills the freshman year social studies requirement.

ADVANCED PLACEMENT HUMAN GEOGRAPHY*

9-12, 1 year, 1 credit, weighted

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

* Writing Intensive Course

ADVANCED PLACEMENT EUROPEAN HISTORY*

CAPSTONE

10-12, 1 year, 1 credit, weighted

In this year-long college level course, students will study the major themes and developments in European history between the Renaissance and the present. Students will be expected to read the textbook and primary sources regularly. Instruction will focus on developing strong analytical and writing skills through the use of lectures, group discussions, simulations, and writing activities. This course requires well-developed reading and writing skills. It is designed to prepare students for the Advanced Placement exam in European

History where they can potentially earn college credit.

* Writing Intensive Course

SOCIOLOGY

10-12, 1 semester, .5 credit

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

PSYCHOLOGY OF LIVING

10-12, 1 semester, .5 credit

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

ADVANCED PLACEMENT PSYCHOLOGY*

10-12, 1 year, 1 credit, weighted

In this year-long college level course, students will study psychological theory and methods, biology and behavior, cognitive behavior, developmental psychology, personality theories, psychological disorders and testing, social psychology, and psychopharmacology. Students will learn the discipline through a variety of learning approaches that include group assignments, research, experimental design and evaluation, discussion, lecture, writing assignments, and supplemental readings. Students will have the opportunity to take the AP Psychology Exam at the end of the year to potentially earn college credit.

* Writing Intensive Course

UNITED STATES HISTORY

11, 1 year, 1 credit

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

AMERICAN STUDIES *

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

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

* Writing Intensive Course

ADVANCED PLACEMENT UNITED STATES HISTORY*

11, 1 year, 1 credit, weighted

In this year-long college level course, students will study all major themes and developments in US History between 1490 and the present. Students will be expected to read the textbook and primary sources regularly. Instruction will focus on developing strong analytical and writing skills through the use of lectures, group discussions, and writing activities. A major

focus of the course is the preparation for the AP exam that will be given in May. Students have the opportunity to earn college credit through their score on this exam.

* Writing Intensive Course

AMERICAN GOVERNMENT

12, 1 semester, .5 credit

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

ADVANCED PLACEMENT US GOVERNMENT AND POLITICS*

CAPSTONE

12, 1 year, 1 credit, weighted

AP United States Government and Politics is designed as a college preparatory class to prepare students to be successful on the AP United States Government exam. The primary focus is on the processes of the American government. The course will also introduce the students to the topic of comparative governments. Student activities will include simulations, debates, challenging readings, and writing activities. Students will have a better understanding of how the American system of government operates and how the various institutions create interactions between the citizens and the government. In this class, students are required to successfully pass examinations on the Illinois and United States Constitutions. Successful completion of this course

satisfies the state civics graduation requirement.

* Writing Intensive Course

LAW IN AMERICAN SOCIETY

10-12, 1 semester, .5 credit

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

INTERNATIONAL RELATIONS HONORS*

CAPSTONE

11-12, 1 semester .5 credit, weighted

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

It is recommended that the student have a strong interest in social studies and global affairs.

ADVANCED PLACEMENT ECONOMICS*

CAPSTONE

10-12, 1 year, 1 credit, weighted

In this year-long college level course, students will study both micro and

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

* Writing Intensive Course

CONTEMPORARY WORLD ISSUES

10-12, 1 semester, .5 credit

Contemporary World Issues focuses on significant contemporary topics in a global context. A major goal of the course is to encourage an understanding and evaluation of international relationships through current events while answering five essential questions housed in the Social Studies Department. These questions will be the framework for dilemma-based discussions.

Students will complete assessments including, but not limited to, reading current news publications, engaging in several issue-based reflections, and demonstrating their understanding of topics that have been discussed and the impact these issues have on the world.

MODERN AMERICA THROUGH POP CULTURE

10-12, 1 semester .5 credit

Modern America through Pop Culture explores U.S. history from the post Civil Rights Movement to current day using a

variety of mediums of U.S. entertainment. The U.S. is the largest producer of popular culture and it is manifested around the world through movies, music, television shows, newspapers, art, even fast food and clothing. The topics covered will inspire students to see the impact of popular culture in political, social, and economic movements in each decade since the 1960's. Students will be challenged to summarize and interpret readings; ultimately using their writing skills to create strong arguments with relevant and appropriate evidence. Class participation is important as the course also engages in deliberations and listening critically and respectfully to others.



WORLD LANGUAGES

It is our mission to increase students' awareness of our global and diverse society through the learning of world languages. By learning about other cultures and customs and comparing it to their own, students are able to gain a deeper understanding of how they fit in the global community. We strive for mastery in the four essential skills of communication - reading, writing, speaking, and listening. In alignment with national standards by the American Council on the Teaching of Foreign Languages, classes are conducted in a performance-oriented learning environment at a minimum of 90% of the target language. Students are encouraged to take risks with their language use and, because of this, they build confidence in their abilities.

ILLINOIS SEAL OF BILITERACY

Community High School District 117 has elected to participate in this voluntary program by awarding "the State Seal of Biliteracy to any high school graduate who attains a high level of proficiency, sufficient for meaningful use in college and career, in a language other than English as evidenced by their attainment of a composite score of 'intermediate high' or its equivalent, on a standardized assessment that addresses the four domains

of speaking, writing, listening and reading in the targeted foreign language." Students who attain the Seal of Biliteracy will have it noted on their transcript and diploma. This designation is offered to seniors or students in a Capstone World Language course.

GERMAN 1

9-12, 1 year, 1 credit

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

GERMAN 2

9-12, 1 year, 1 credit

Prerequisite: Successful completion of German 1 or teacher recommendation

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

GERMAN 3 HONORS

9-12 1 year, 1 credit, weighted

Prerequisite: Successful completion of German 2

German 3 Honors is an immersion-based course designed to broaden students' knowledge and communication skills. Students will continue to strengthen the four language skills of speaking, reading, writing, and listening comprehension in depth through the use of authentic

readings, videos, podcasts, and extended discussions in German. The main topics that students will explore in this course include consumerism, environment, technology, and history.

GERMAN 4 HONORS

CAPSTONE

9-12, 1 year, 1 credit, weighted

Prerequisite: Successful completion of German 3 Honors

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

ADVANCED PLACEMENT GERMAN LANGUAGE

CAPSTONE

10-12, 1 year, 1 credit, weighted

Prerequisite: Successful completion of German 4 Honors or teacher recommendation

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

SPANISH 1

9-12, 1 year, 1 credit

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

SPANISH 2

9-12, 1 year, 1 credit

Prerequisite: Successful completion of Spanish 1 or teacher recommendation

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

SPANISH 3 HONORS

9-12, 1 year, 1 credit, weighted

Prerequisite: Successful completion of Spanish 2

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

SPANISH 4 HONORS

CAPSTONE

9-12, 1 year, 1 credit, weighted

Prerequisite: Successful completion of Spanish 3 Honors

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

ADVANCED PLACEMENT SPANISH LANGUAGE

CAPSTONE

10-12, 1 year, 1 credit, weighted

Prerequisite: Successful completion of Spanish 4 Honors or teacher recommendation

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

SPANISH FOR HERITAGE SPEAKERS 1

9-12, 1 year, 1 credit

Prerequisite: Teacher recommendation

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

PORTRAIT OF A GRADUATE



Thinks
Critically



Embraces
Diversity



Is Emotionally
Intelligent



Is Courageous



Collaborates



Communicates

**COMMUNITY
HIGH SCHOOL
DISTRICT 117**

ANTIOCH HIGH SCHOOL | LAKES HIGH SCHOOL



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