NORTH CHICAGO COMMUNITY HIGH SCHOOL

Curriculum Guide

2024 - 2025

1717 17th Street
North Chicago, IL 60064

Main Office: 847.578.7400
Fax Number 847.689.7473

District 187 Mission Statement

To empower each child to write their own story of success, and to prepare each child, academically and socially, to pursue and realize their unique purpose.

NCCHS School Vision Statement

All NCCHS students will experience academic and social-emotional success beginning freshman year and graduate with an individualized post-secondary plan.

Directory

PRINCIPAL	**Joseph Parker**
ASSISTANT PRINCIPALS	**Katie Cunningham McDonald** **Andrew Jones** **Vickie Ream**
DEAN OF CULTURE & CLIMATE	**Colin Gaughan**
COUNSELING and COLLEGE AND CAREER NAVIGATORS	**Allissa McCarter (Counselor, Freshman Academy)**
	Mary Kenney (Counselor, Class of 2025)
	Randi Pauly (Counselor, Class of 2026)
	Kim Forystek (Counselor, Class of 2027)
	Elizabeth Melendez (College Navigator)
	Trendelle Vaughn (College Navigator)
	Araceli Mena (CLC Navigator)
	Tammy Thompson (Counseling Admin Asst)

This curriculum guide is designed to provide students and their parents with information about the academic program at North Chicago Community High School. Included is specific information about the program of studies, course offerings, graduation requirements, school procedures, and support services.

NCCHS Graduation Requirements

SUBJECT AREA	Credits Required Class of 2026 and beyond	Credits Required Class of 2025 and earlier	Note
English	4 years	4 years	
Math	3 years	3 years	*1 year Algebra and 1 year Geometry required; Consumer Ed is embedded in Integrated Math 3B*
Science	3 years	3 years	*1 year Biology required 1 year additional lab required for students entering in 24 - 25*
Social Studies	3 years	3 years	*1 year US History required; Civics is embedded in US History*
Physical Education	2 years	2 years	*Must be in schedule every semester of attendance, unless enrolled in AP, dual credit, Schuler or other college-prep program OR enrolled in NJROTC or Marching Band / Marching Drumline*
Health	1 semester	1 semester	
Music/Art/FL/Voc Tech	2 years	2 years	
Additional Electives	2.5 years	3.5 years	*Consumer Ed requirement embedded in Q4 of IM3, Intro to Business, Business Finance, Consumer Math, Economics, etc.*
Total	**21 credits**	**21 credits**	
ADDITIONAL GRADUATION REQUIREMENTS			
Community Service Hours	**100**	**100**	
Must take a School Day SAT	**Y**	**Y**	
Must complete FAFSA/Alternative Application/waiver	**Y**	**Y**	

Awarding of Credits

Unit of Credit

NCCHS awards credit on the basis of the "Carnegie Unit." The Carnegie Unit is the amount of credit given for successful completion of a course that meets for a minimum of 40 minutes daily, 5 days per week, for at least 36 weeks or the equivalent amount (120 clock hours) of time within a school year. All regularly scheduled courses at NCCHS, both academic and vocational, meet for a minimum of 44 minutes per day, 5 days a week for at least 36 weeks. The instructional staff of the respective disciplines defines successful completion performance. Students are awarded .5 credits (½ credits) for each course completed during a semester.

Grade Level Credit Requirements

Freshman	**0 - 5 credits**
Sophomore	**5.5 - 11 credits**
Junior	**11.5 - 15.5 credits**
Senior	**16 credits and above**

Student IDs reflect the grade level of a student, based on their credits.

To be promoted, a student must obtain the required number of credits yearly as shown above.It is the responsibility of each student to earn the necessary credits for advanced standing. If there are questions concerning your classification, check with your counselor.

Transfer Students

Students transferring into NCCHS will have their transcript evaluated by the school's registrar, and credits will be converted to our system. Transfer students must have transferred grades from a previous school in order to earn semester credit. If a student has not been enrolled in a previous school and misses twenty five percent of the current semester, they will be enrolled in online courses for the remainder for the semester in order to have an opportunity to earn credit by completing online courses. Transfer students must meet all graduation requirements (at least seven semesters of high school attendance, 21 credits, and all required courses) before these students are eligible for an NCCHS diploma. Also, all transfer students must attend NCCHS during the regular school year for at least one full semester of their senior year to receive a diploma

from NCCHS. (There may be some military exceptions).

Grading System

Report cards

The academic year is divided into two semesters, each consisting of two 9-week grading periods (quarters). The semester grades determine whether or not students earn credit and are the only grades included on an official transcript. Parent / Teacher conferences are held once in the fall (1st quarter) and once in the spring (3rd quarter). Semester report cards are mailed home to the address of record.

Progress Reports

Five-week progress reports will be mailed to the homes of all students mid-quarter for each grading period.

Grading and Marking System

The following grade system was approved by the Board and is used to rank student performance:

Grade	Description	Percentage	GPA Points	Weighted GPA Points
A	Excellent or Superior Work	90 - 100%	4	5
B	Above Average Work	80 - 89%	3	4
C	Average Work	70 - 79%	2	3
D	Below Average Work	60 - 69%	1	2
F	Failing	50 - 59%	0	0
I	Incomplete Work	n/a	deferred	deferred
M	Medical	n/a	n/a	n/a
P	Pass	n/a	n/a	n/a
NC	No Credit	n/a	n/a	n/a

District 187 has a minimum grading policy. On the next page, please see more details about grading.

24-25 GRADING POLICY

CATEGORY	DETAILS
Attendance Policy	• Students who miss more than 18 class periods in a semester (excused or unexcused) may receive a No Credit or F for the course • Exceptions will be made for student absences due to documented family emergencies and approved health-related absences • Two tardies of 20 minutes or more to class equal one (1) unexcused absence • Students may recover up to five days by attending teacher Office Hours on Fridays • Students may recover up to 5 days by attending tutoring in the Student Success Center
Minimum Grading	• Lowest grade a student may receive: 50. (Remember that 50-59 is an F, 60-69 is a D, 70-79 is a C, 80-89 is a B, and 90-100 is an A) • Teachers may assign a 55 to students who have attempted a task but have not been successful
Weighting More Recent Performance	• End of unit / project should be worth more points • End of semester student improvement should be considered / factored into grade
Late Work	• Late work is accepted without penalty until the end of a unit or semester. Please note that this is up to each individual teacher • Teachers are encouraged to allow formative assignments up to the end of each unit and all summatives until the end of the semester; however, it is the teacher's right to choose whether to accept all late work until finals week each semester OR only accept late work until the end of a unit
Participation & Effort	• No behavior is to be graded, but if participation is part of the state standards (for example, in art, music and PE), then participation may be used as a grade
Extra Credit	• Extra credit can be offered ONLY as enrichment / extension of current learning and not to replace missing assignments
Homework	• No homework is allowed to be graded. Teachers may issue separate homework assignments but may not include them in grades. Teachers should embed time for in-class practice
Retakes / Redos	• Unlimited retakes / redos of summatives until the end of the semester are allowed
Total points	• Students will receive a semester grade based on total points earned out of total points possible

Student Services

School Counseling

Counseling is an integral part of the school. While at NCCHS, a student will have many opportunities to see their counselor. Counseling information will be presented to students as part of a School Counseling Curriculum. Services provided by the counseling staff include: individual counseling, group counseling, course selection, career planning, standardized test result interpretation, and consultation for post-secondary education transition.

Every student is assigned a counselor based on their year of graduation. Counselors assist students in their education and career planning. They are trained to listen and to assist students in better understanding themselves. Some reasons to see your counselor might be:

- To get acquainted
- To help make course decisions considering abilities, past performance, and career plans during the registration process
- To discuss academic difficulties a student may have in a class
- To obtain information about college, career and the military
- To assist in the college decision process
- To assist in developing an educational plan after high school
- To discuss test information whenever standardized tests are given
- To discuss problems with a student's academic schedule
- To assist with any personal or social/emotional circumstances a student may be experiencing

Social Work

Social Work service provides consultation and/or direct intervention to the students and families of NCCHS. Concerns regarding a student's social emotional or behavioral health can be referred for social work intervention. The school social workers can be contacted in the Special Education Office.

Special Education Services

All students who have a Special Education Individualized Education Program follow the same sequence and are required to meet the outlined graduation requirements. Students will receive instruction, support, and accommodations that are included in their IEP. The student's special education team meets annually to map out and implement the student's plan.

Transcripts

Upon request by the student, transcripts will be sent to colleges and prospective employers. A minimum of five (5) days notice is required for the processing of transcripts. Students can have transcripts sent directly to colleges or universities through Xello by informing their School Counselor or College Navigator. Alumni should use this link to order transcripts: https://ncchs.d187.org/o/ncchs/page/order-your-transcript

Student Records

Notification of Rights of Parents and Students:

- The student's permanent record consists of basic identifying information, academic transcripts, attendance records, accident reports, a health record, record of release of permanent information, and other basic information. The permanent record shall be kept for 60 years after graduation or permanent withdrawal.
- The student's temporary record consists of all information not required to be in the student's permanent record including family background information, test scores, special education files, psychological evaluations, teacher anecdotal records, and disciplinary information. The temporary record will be reviewed every four years for destruction of out-of-date information and will be destroyed entirely within five (5) years after graduation or permanent withdrawal.
- Parents have the right to:
    - Inspect and copy any and all information contained in the student record. There may be a small charge for copies not to exceed $0.35 per page. This fee will be waived for those unable to afford such costs.
    - Challenge the contents of the records by notifying the Principal or records custodian of an objection to information contained in the record. An informal conference will then be scheduled to discuss the matter. If matters are not resolved during the informal conference, a formal hearing will be scheduled that will be conducted by an impartial hearing officer.
    - Inspect and challenge information proposed to be transferred to another school district in the event of a move outside of District 187.
- Local, state, and federal educational officials have access to student records for educational and administrative purposes without parental consent. Student records shall also be released without parental consent pursuant to a court order or subpoena, or in connection with an emergency where the records are needed by law enforcement or medical officials to meet a threat to the health or safety of the student or other persons. All other releases of information require the informed written consent of the parent or eligible student.
- A parent or student may not be forced by any person or agency to release information from the temporary record in order to secure any right, privilege or benefit including employment, credit, or insurance.

Academic Regulations

Final Examination Policy

At the end of each semester, final examination days are scheduled to provide time for written or oral examination or the equivalent, i.e., an individual interview or research projects. Extenuating circumstances should be brought to the attention of the Assistant Principal of Teaching & Learning for approval of a change in the final exam schedule.

Early Graduation

Students who will have successfully completed graduation requirements after seven (7) semesters may petition to graduate. Applications must be submitted to the student's counselor prior to February 1st of the student's seventh semester (February of the Junior Year). Early graduates must make arrangements with the high school office for anything pertaining to the graduation ceremony (i.e. announcements, cap and gown purchase, graduation practices, etc.). Any student enrolled in an off-campus course to fulfill graduation requirements must show documentation of such course(s) by the last day of the seventh semester. Failure to produce this documentation will result in denial of the early graduation petition.

The student and the student's parent/guardian will schedule a conference with the Principal or designee and the senior counselor prior to June 1st of the student's seventh semester. At the conference, the student should be prepared to justify their request to graduate early. *****College-bound students are <u>not</u> encouraged to graduate early since this may impact scholarship opportunities and admission to four-year schools*****

Schedule Changes

Students have ten school days at the beginning of each semester to request schedule changes with their counselor. As a general rule, schedule change requests are **NOT** guaranteed. Some changes may require parental consent (i.e. level changes, waiving of services).

Counselors work consistently to balance class sizes and may make unrequested changes to student schedules at any time. Every effort is made to ensure that students will remain with their same teachers in the event of an unrequested change. Counselors are not required to notify parents of schedule changes due to the balancing of class sizes.

Plagiarism / Academic Honesty

Belief Statement: We believe that learning best occurs in an atmosphere of academic honesty in which students have developed a high sense of responsibility and exhibit a high standard of integrity. This is accomplished through the cooperative efforts of students, parents, and teachers. North Chicago Community High School will not tolerate nor condone academic dishonesty.

Students: It is expected that students will conduct themselves according to the school rules prohibiting cheating and will perform in a manner which reflects their knowledge and acceptance of these rules.

Parents/Guardians: As partners in the educational process, parents must support the ethical value of honesty and the enforcement of the school's policies on cheating so that an honest school environment is maintained.

Teachers: Teachers are expected to perform their instructional responsibilities in such a manner as to minimize the potential for dishonesty and by being fair and consistent in the implementation of consequences for cheating.

Definition of Cheating/Academic Dishonesty: Cheating occurs when a student attempts to obtain, or assist others in obtaining, credit for work that is not his/her own. This can occur verbally, in writing, graphically, or electronically. Examples of cheating/academic dishonesty include, but are not limited to, the following:

- Copying from another student's test or helping another student during a test, or providing other students information regarding a test.
- Submitting another student's work as one's own or providing work for another student's use.
- Stealing copies of tests or answer keys.
- Copying, or allowing another student to copy, a homework assignment, test, quiz, project, book report, or take-home test.
- Plagiarizing or presenting material taken from another source, including the Internet or computer files, and translation programs without appropriate documentation. Plagiarism is defined as the practice of taking someone else's work or ideas and passing them off as one's own.
- Changing answers on a test, assignment, project, etc. after grading.
- Changing grades in a grade book or altering a computer grading program.
- Using an electronic device in a manner not specified by the teacher (e.g., storing answers in a phone, looking up answers on a computer, etc.)
- Misrepresenting records for hands-on activities such as physical fitness testing.

CONSEQUENCES OF CHEATING / ACADEMIC DISHONESTY

First Offense: Teacher discretion
Second Offense: No credit and immediate parent/guardian conference

The consequences for offenses may increase depending on the method and extent of cheating.

Withdrawal from School

Before a student may be officially released from school, a withdrawal slip must be obtained from the front office by a parent or guardian only. Students must obtain signatures of clearance from various teachers/departments/NJROTC program before any refund of fees may be made or any records forwarded to another school. In addition to this, all fees must be paid for records to be forwarded. Twenty-four (24) hour notice is required for processing withdrawals.

Programs of Study
2024 - 2025

***YOU MAY ALSO CLICK ON THE LINK BELOW FOR AN ADDITIONAL PROGRAMMING REFERENCE:**

NCCHS PROGRAMMING MAP

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2024 - 2025

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NCCHS PROGRAMMING MAP

ART

The activities in the art classes are designed to develop attitudes of perception, curiosity, understanding, and sensitivity through a variety of experiences. For the majority of the students, the aim of the art curriculum is to give students an understanding of and appreciation for the results of the artistic efforts that surround us every day.

The unique character of the art curriculum provides students an opportunity to express and nurture their creative instincts while developing a high sense of appreciation for humans and nature in an atmosphere where individual expression is encouraged. These courses are offered to meet the varied interests and diverse levels of ability among high school students.

Scope and Sequence for Art				
Courses Offered	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Art Appreciation	X	X	X	X
Art 2		X	X	X
Drawing		X	X	X
Painting and Design		X	X	X
Advanced Placement Studio Art			X	X
Advanced Placement 2D Art			X	X

Art Course Descriptions

Art Appreciation
Prerequisite: None
Credits: 1
Grades: 9 - 12
Length: 2 Semesters

Students will develop visual communication and expression. Students will study the elements and principles of design through a sequential arrangement of artistic problems. Coursework includes drawing, color theory, painting, printmaking, and two and three-dimensional design. Art Appreciation also provides a context in which students may see the relationship of their work in the continuum of history to contemporary art.

Art 2
Prerequisite: Art Appreciation
Credits: 1
Grades: 10 - 12
Length: 2 Semesters

Students will concentrate on developing more complex and individual solutions to artistic problems. Students will explore drawing, painting, ceramics, sculpture, and printmaking. Research and writing skills will be developed through art history and art criticism.

Drawing

Prerequisite: Art Appreciation
Credits: 1
Grades: 10-12
Length: 2 Semesters

Students will deepen their ability to visually communicate and express themselves. Students will learn to define what art means to them and what they consider art to be. Students will do this through exploring and creating in different styles of drawing, looking at artwork and using a multitude of different art materials. Lastly, students will collaborate and support each other in the art making process through group critiques and feedback.

Painting and Design

Prerequisite: Art Appreciation
Credits: 1
Grades: 10-12
Length: 2 Semesters

In semester one, students will explore the fundamentals of design using: Typography, Color, Layout, Photos and Illustration. Students will apply this knowledge to creating logo, poster, t-shirt and advertising design. Students will learn how to use digital online tools to help construct their ideas. students will learn a brief history of how design has been used historically and in the modern world.

In semester two, students will explore the various types of painting such as: Watercolor, Acrylic, Oil and Mixed Media. Students will learn how to also learn the best practices of the painting tools and surfaces. Students may apply their knowledge to canvas, paper, fabric and mural painting. Students will learn the history of painting from the time of cave painting to modern times. In addition, students will learn how to evaluate and appreciate different types of styles.

Advanced Placement 2D Drawing

Prerequisite: Teacher Recommendation
Credits: 1
Grades: 11-12
Length: 2 Semesters

AP 2D Drawing is an entry-level college art course. It is intended for students who are seriously interested in art. Students will be required to create a portfolio of work that represents a consistent theme/concept in their own preferred style. Additionally, students will practice high-level art-making skills and habits. At the end of the year, students will submit their portfolios to be assessed by the AP College Board.

Advanced Placement Studio Drawing

Prerequisite: Teacher Recommendation
Credits: 1

Grades: 11-12
Length: 2 Semesters

AP Drawing is an entry-level college art course. It is intended for students who are seriously interested in art. Students will be required to create a portfolio of work that represents a consistent theme/concept in their own preferred style. Additionally, students will practice high-level art-making skills and habits. At the end of the year, students will submit their portfolios to be assessed by the AP College Board.

BUSINESS/CTE

Business Education elective courses may be considered either as vocational or as general background courses for college. From the vocational standpoint, a course or sequence of courses can lead to initial job competence, developing supplemental job skills, or providing a basic skill for part-time work. Business courses offer the college bound student an opportunity to explore vocational fields or to expand the basic high school educational program.

Scope and Sequence for Business Education				
Courses Offered	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Intro to Computer Science/Foundations of IT	X			
Computer Science Applications		X	X	X
Cybersecurity		X	X	X
Introduction to Business		X	X	X
Consumer Economics		X	X	X
Products and Branding		X	X	X
Business Finance		X	X	X
Consumer Mathematics			X	X

Business Course Descriptions

Intro to Computer Science/Foundations of IT
Prerequisite: None
Credits: 1
Length: 2 semesters

Students will dive into a variety of essential skills necessary for workplace technology, online etiquette, and some brief introductory experience to things like coding and building websites. Coding is limited to block based, HTML coding, and an introductory experience to the Python language.

Computer Science Applications
Prerequisite: One year of coding experience
Credits: 1
Length: 2 Semesters

Students will focus on coding in the Java Programming language. Because there is a prerequisite for students

to have taken a course in programming before this, they should have a good foundation to build off of when it comes to learning this new language. Java is essential for building apps on phones (hence the name of this course).

Cybersecurity

Prerequisite: None
Credits: 1
Length: 2 Semesters

Students will explore a variety of topics in Cybersecurity. This includes things like how to better protect their computer by setting up firewalls, how to detect malware, analyze network traffic, work with "Cross Site Scripting" (XSS) and more. Students will use a virtual machine to practice using real world cybersecurity tools like Wireshark and Filezilla.

Introduction to Business

Prerequisite: None
Credits: .5 or 1
Grades: 10 - 12
Length: 1 or 2 Semesters

This course helps students discover the basic functions of the business world. Topics include economics, business ethics, and social responsibility, entrepreneurship, ownership, organization, management and leadership. The class is project-based and stresses teamwork and collaboration.

Consumer Economics

Prerequisite: None
Credits: .5
Grades: 10 - 12
Length: 1 Semester

This is an introduction to the financial responsibilities of the adult world within the American economy. Course content is similar to the field of Economics; however, emphasis is placed on everyday personal economic involvement. Economic theory is explored at a basic level while stressing the practical applications within consumer economics.

Products and Branding

Prerequisite: None
Credits: .5
Grades: 10 - 12
Length: 1 Semester

Students will learn what it takes to market a product or service, and develop a brand in today's fast-paced business environment. They will focus on activities related to developing, launching, and promoting products. Students will learn concepts and complete projects related to new product development, product management, customer segmentation, packaging, and advertising.

Business Finance

Prerequisite: None

Credits: .5
Grades: 10 - 12
Length: 1 Semester

This course introduces students to business ethics, investing strategies, and business accounting processes. Students will study famous cases of fraud, stock market terminology, stock market investment strategies, accounting terminology, financial record-keeping, and development of financial reports.

Consumer Math
Prerequisite: None
Credits: 1
Grades: 11 - 12
Length: 2 Semesters

This course examines the applications of mathematics in various consumer related activities, as well as the information necessary to make well-informed consumer decisions. It is designed to give students the basic math skills necessary to function in society. Topics covered include: earning and spending money, taxes, buying a car, living expenses, and travel expenses.
*This course may be taken for math credit or consumer education credit.

English Language Learners (ELL) / Bilingual

English language learner and bilingual classes are designed to assist students with a first language other than English. In addition to ELL 1, 2, 3, and 4, eligible students may also enroll in bilingual classes in algebra, geometry, biology, chemistry, health education, physical science, world history, United States History, and American Government.

English Language Learner (ELL)/Bilingual Scope and Sequence				
Courses Offered	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
ELL 1	**X**	**X**	**X**	**X**
ELL 2	**X**	**X**	**X**	**X**
ELL 3	**X**	**X**	**X**	**X**
ELL 4	**X**	**X**	**X**	**X**
ELL 5		**X**	**X**	**X**

English Language Learners (ELL) / Bilingual Course Descriptions

ELL 1

Prerequisite: Placement based on language acquisition
Credits: 1
Grades: 9 - 12
Length: 2 Semesters

Students in ELL I will learn the basics of English grammar. Students will learn the present, past, and future tenses. Students will use Azar's Guide to Grammar for the basics of all English grammar. Students will expand their vocabulary through literature as well.

ELL 2

Prerequisite: Placement based on language acquisition
Credits: 1
Grades: 9 - 12
Length: 2 Semesters

Students will be able to form paragraphs and write expository essays. Students will expand their tense knowledge with the present perfect, past perfect and future perfect tenses. Students will expand their ability to write clearly and concisely. Students will expand their vocabulary through literature. Students will be able to utilize speaking skills in class discussions.

ELL 3

Prerequisite: Placement based on language acquisition
Credits: 1
Grades: 9 - 12
Length: 2 Semesters

Students will perfect their command of tenses. They will be able to utilize the present perfect continuous tenses, the present perfect continuous, and the future perfect continuous tenses. Idioms and expressions will be stressed along with vocabulary. Vocabulary and reading will be stressed through literature. Class discussion will become more complex.

ELL 4

Prerequisite: Placement based on language acquisition
Credits: 1
Grades: 9 - 12
Length: 2 Semesters

Literature will be the catalyst for learning vocabulary, grammar, writing and speaking. Students will be preparing for mainstream or collegiate levels through literature. Class discussions will reach their apex of the four levels. Students will be able to write paragraphs and essays using proper grammar. Students will be able to analyze literature at a level approaching mainstream level. Students will be able to have accumulated a large vocabulary, approaching mainstream level by level 4.

ELL 5

Prerequisite: Passing grade in ELL 4 (cannot test into ELL 5)
Credits: 1
Grades: 10 - 12
Length: 2 Semesters

Students in ELL I will learn the basics of English grammar. Students will learn the present, past, and future tenses. Students will use Azar's Guide to Grammar for the basics of all English grammar. Students will expand their vocabulary through literature as well.

ENGLISH

The English Department provides courses that will prepare the student with the reading and writing skills needed for college and the world of work. *The state of Illinois requires 4 years of English. One course must have a writing component.*

English Scope and Sequence				
Courses Offered	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
English 1	X			
English 1 Honors	X			
English 2		X		
English 2 Honors		X		
English 3			X	
English 3 Honors			X	
Advanced Placement Language and Composition			X	X
English 4				X
English 4 Honors				X
Advanced Placement English Literature				X
Journalism and Media			X	X
Multicultural Literature			X	X

English Course Descriptions

English I
Prerequisites: None
Credits: 1
Grade: 9
Length: 2 Semesters

English I focuses on reading, writing, speaking, and listening skills which are integrated and developed through a study of short fiction, non-fiction essays and articles, poetry, and drama. Students will compose, edit, and revise original paragraphs, letters, and essays to strengthen written communication skills and respond appropriately to literature. Students also will identify and correctly apply the parts of speech, parts of sentence, phrases, and clauses to reinforce grammatical proficiency. Students are expected to work individually and cooperatively in class through a variety of learning styles. Students will show mastery of the topics covered through quizzes, formal essays, projects, and exams.

Honors English I
Prerequisites: Teacher recommendation
Credits: 1
Grade: 9
Length: 2 Semesters

All Honors English courses explore the same skills as that of the regular courses. In addition to the prescribed curriculum, there are additional assignments, projects and reading requirements. The evaluations and assessments are more stringent as well as more comprehensive and in-depth.

English II
Prerequisites: English 1
Credits: 1
Grade: 10
Length: 2 Semesters

This course is designed to help students improve their reading and writing skills through a study of literature and through emphasis on mastering skills necessary to succeed on the SAT. Students will write essays following a given rubric. They will be able to revise by eliminating unnecessary words, phrases, or sentences, and by selecting the most logical place to add a sentence in paragraphs. Students will revise sentences to provide more specific detail. (Special emphasis will be placed on students using the correct forms for adjectives and adverbs). Students will be able to draw conclusions about uncomplicated literary narratives, locate simple factual information, and infer meaning. Students will develop an enriched vocabulary based on context clues in a literary passage.

Honors English II
Prerequisites: English 1 and teacher recommendation.
Credits: 1
Grade: 10
Length: 2 Semesters

All Honors English courses explore the same curriculum as that of the regular courses. In addition to the prescribed curriculum, there are additional assignments, projects and reading requirements. The evaluations and assessments are more stringent as well as more comprehensive and in-depth.

English III
Prerequisites: English I, English II
Credits: 1
Grade: 11
Length: 2 Semesters

This two semester sequence integrates the study of American literature and its foundational texts with the development of reading, oral communication, composition, vocabulary, and research skills. Persuasion and argumentation are taught through both public speaking and composition. SAT Prep is infused throughout the curriculum.

Honors English III
Prerequisites: English I, English II with teacher recommendation
Grade: 11
Credits: 1
Length: 2 Semesters

This honors course integrates the study of American literature with the development of reading, oral communication, composition, vocabulary, and research skills. Close reading skills and analytical analysis are used with persuasive and argumentation. Public speaking and composition are a major part of this course. SAT Prep is provided throughout the year.

AP Language and Composition (may not be available 21-22)
Prerequisites: English I, English II with teacher recommendation
Grade: 11-12
Credits: 1
Length: 2 Semesters

This AP Language and Composition course is designed to challenge each student in analysis and writing skills as they explore the art of persuasion and its effects on the human condition and our society through American literature, both fiction and nonfiction. While preparing for the Advanced Placement exam for college credit, the students will develop in-depth reading skills required to analyze and evaluate rhetorical devices in novels, articles, letters, interviews, art works, cartoons, and advertisements from books, newspapers, journals, and magazines. Using research skills, students will discover distinct author styles and techniques, historical facts and events that influenced our nation's development, and professional analysis and application that will enhance their reading and writing skills.

English IV
Prerequisites: English I, English II, and English III
Grade: 12
Credits: 1
Duration: 2 Semesters

English IV is a two semester course designed to strengthen students' writing and reading skills in order to prepare students for college and career success. Over the course of the year, students will study and write narrative, argumentative, and expository texts. Students will also closely read and closely analyze a variety of texts throughout the world, representing the diversity of world literature.

Honors English 4
Prerequisites: English 1, English 2 and English III with teacher recommendation
Grade: 12
Credits: 1
Length: 2 Semesters

AP Literature and Composition
Prerequisites: AP English Language or English III
Grade: 12
Credits: 1
Length: 2 Semesters

Advanced Placement (AP) English Literature and Composition is a rigorous, college-level course designed to engage students in the careful reading and critical analysis of imaginative literature through poetry, drama, short stories, and novels. Through close reading of selected texts, students will deepen their understanding of the way writers use language to provide both meaning and pleasure for their readers. Throughout the course, students will prepare for the AP English Literature and Composition exam.

Journalism and Media
Prerequisites: English I
Grade: 10, 11, or 12
Credits: 1
Length: 2 Semesters

Journalism and Media is a course designed for students interested in newspaper, announcements, and yearbook production. The course explores media ethical responsibility issues, detailed informative writing processes, the art of a media yearbook design, broadcast and media techniques, as well as daily announcement, Hawkeye Newspaper, and NCCHS Digital Yearbook production. Students will learn the fundamentals of news, advertisement, editorial, and digital design as they conduct interviews, research, write, and design their own school media publications.

Multicultural Literature
Prerequisites: None
Grade: 11 or 12
Credits: 1
Duration: 2 Semesters

This literature course is designed for students who wish to broaden their understanding of Native American, Asian, Aboriginal, African, African American, and Hispanic cultures through literature. Students will analyze literature, research cultures and historical events, compose poetry and prose, and learn the different aspects of history and culture that influenced writers from around the world.

WORLD LANGUAGE

The study of world languages brings an awareness of a different culture and helps to improve international understanding through the means of direct communications. Study of a foreign language also expands the mind and helps it to operate in new patterns. Listening, speaking, reading, and writing all combine to help the student develop effective study habits.

Scope and Sequence for Foreign Language				
Courses Offered	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Spanish 1		X	X	X
Spanish 2		X	X	X
Spanish 3		X	X	X
Spanish 4		X	X	X
Native Spanish 1		X	X	X
Native Spanish 2		X	X	X
Native Spanish 3		X	X	X
Native Spanish 4		X	X	X
Advanced Placement Spanish Language and Culture			X	X

World Language Course Descriptions

Spanish 1
Prerequisite: None
Credits: 1
Grades: 10 - 12
Length: 2 Semesters

An introduction to the Spanish language and culture with an emphasis on understanding and speaking the language in controlled situations. Listening, speaking, reading, and writing skills are developed. The acquisition of vocabulary and elementary grammar are included. Insight of various LatinX / Hispanic cultures through the study of geography and cross-cultural differences is gained. A variety of supplementary activities, as well as a relevant text, provides an enjoyable and valuable learning experience.

Spanish 2
Prerequisite: Spanish 1

Credits: 1
Grades: 10 - 12
Length: 2 Semesters

This course continues the development and expansion of the listening, speaking, reading and writing skills that were introduced in Spanish 1. Writing, reading for comprehension, vocabulary acquisition, and cultural awareness, are given increased emphasis. A relevant text and workbook, and a variety of supplementary activities are utilized.

Spanish 3

Prerequisite: Spanish 1 & 2 or teacher recommendation
Credits: 1
Grades: 10 - 12
Length: 2 Semesters

This course is designed for those students who wish to expand their knowledge of grammatical concepts essential to mastery of the Spanish language, and to those who wish to reinforce oral and written communication skills introduced in Spanish 1 and 2. Added emphasis is placed on developing composition skills and speaking the language in non-structured situations. Literature, the arts, and history of Spanish speaking countries are introduced.

Spanish 4

Prerequisite: Spanish 1, 2, & 3 or teacher recommendation
Credits: 1
Grades: 11-12
Length: 2 Semesters

The primary objective of the fourth year of Spanish is to attain excellence in all the language skills. The student will read short stories, novels, plays, and poetry at this level.

Native Spanish 1, 2, 3, 4

Prerequisite: Competency test & teacher recommendation
Credits: 1
Grades: 10 - 12
Length: 2 Semesters

These courses are for native speakers of the Spanish language who desire improvement in their reading and writing skills. The courses will enhance the student's cultural studies and traditions while providing a better understanding of their home language.

Advanced Placement Spanish Language and Culture

Prerequisite: None
Credits: 1
Grades: 10 - 12
Length: 2 Semesters

FRESHMAN ACADEMY

The goal of Freshman Academy at NCCHS is to strengthen student connectivity during this transitional experience, with an intent to decrease student absenteeism and increase student achievement. The NCCHS Freshman Academy will also help students develop essential social-emotional and executive functioning skills, which will support their success inside and outside of the school environment.

Scope and Sequence for the Freshman Academy		
Courses Offered	**MAP Placement Scores**	**Explore Placement Score**
English		
Honors English 1	223+	14+
English 1	217-222	12-13
Math		
Honors Integrated Math 1	238+	16+
Integrated Math 1	227-237	n14-15
Science		
Honors Biology	223+ in Reading AND 238+ in Math	17+
Biology		
Social Studies		
Honors World Geography	223+	15+
World Geography		
Advanced Placement Human Geography		

Freshman Academy Course Descriptions

For core course descriptions, see each department's curriculum page.

Connections
Prerequisite: None
Credits: 0
Grades: 9
Length: 2 Semesters

The purpose of Connections is to strengthen relationships between students and positive adult role models, develop critical social and emotional skills, and connect students to the school, the community and post-secondary opportunities.

Freshman Seminar
Prerequisite: None
Credits: 1
Grades: 9
Length: 2 Semesters

Freshman Seminar (FS) is designed to help students effectively transition into high school poised to succeed both academically and interpersonally. By emphasizing a growth mindset, the FS strives to engage students in a deep sense of responsibility for their own behavior and choices. Both academic skills and behaviors, as well as social emotional skills related to problem solving, community building, developing and leveraging supports are critical components of the course. FS includes five units titled: How to Do School, College and Career, Winning Behaviors, Healthy Choices, Social Justice And Service Learning. In addition to the regular demonstration and application of new learning through each unit, students complete each unit with a final performance task where they work individually and in groups to further internalize and apply their learning to real life.

MATHEMATICS

The goal of the Mathematics Department is to develop each student's mathematical skills and problem solving ability. These are important life skills applicable to areas outside of the classroom. In addition, the goal is to provide each student with an understanding of the conceptual basis and structure of mathematical knowledge: to be able to perform mathematical procedures and understand why a particular procedure works.

All mathematics courses emphasize: understanding of concepts, problem-solving, fundamental numerical and algebraic skills, logical reasoning, estimation, and communication of mathematical concepts by writing, application of math to real world and practical situations, and appropriate use of technology as a mathematical tool. Courses include common assessment instruments and are aligned with the Illinois Learning Standards for Mathematics (Goals 6 through 10).

Unless otherwise noted, all Mathematics courses are year-long courses and earn one credit.

The state of Illinois requires 1 year of Algebra content (IM1) and 1 year must be a course with geometric content (IM2) as part of the math sequence.

Scope and Sequence of Mathematics				
Courses Offered	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Integrated Math 1	X			
Integrated Math 1 Honors	X			
Integrated Math 2		X		
Integrated Math 2 Honors		X		
Integrated Math 3			X	X
Integrated Math 3 Honors		X	X	
Pre-Calculus Honors			X	X
Statistics				X
Transitional Math				X
Calculus Honors				X

Math Course Descriptions

Integrated Math 1

Prerequisite: None
Credits: 1
Grades: 9
Length: 2 Semesters

Integrated Math 1 is designed to formalize and extend the mathematics that the students learned in the middle grades by deepening and extending the understanding of linear and exponential relationships, exploring statistical data that fits linear models, formalizing geometric knowledge, and tying those algebraic and geometric ideas together. Problem solving techniques and abilities are emphasized.

Integrated Math 1 Honors

Prerequisite: 8th grade teacher recommendation & test scores
Credits: 1
Grades: 9
Length: 2 Semesters

Integrated Math 1 Honors is designed to formalize and extend the mathematics that the students learned in the middle grades by deepening and extending the understanding of linear and exponential relationships, exploring statistical data that fits linear models, formalizing geometric knowledge, and tying those algebraic and geometric ideas together. The depth of topics explored is expanded in Integrated Math 1 Honors when compared to Integrated Math 1. Problem solving techniques and abilities are emphasized.

Integrated Math 2

Prerequisite: Integrated Math 1
Credits: 1
Grades: 10
Length: 2 Semesters

Integrated Math 2 examines the concepts of two and three-dimensional Euclidean geometry. Topics include: definitions and postulates, congruence, similarity, perpendicularity, parallelism, space geometry, polygons, right triangles, circles, area and volume, coordinate geometry, and the writing of deductive proofs.

Integrated Math 2 Honors

Prerequisite: Integrated Math 1 Honors and teacher recommendation
Credits: 1
Grades: 10
Length: 2 Semesters

Integrated Math 2 examines the concepts of two and three-dimensional Euclidean geometry. Topics covered include: definitions and postulates, congruence, similarity, perpendicularity, parallelism, space geometry, polygons, right triangles, circles, area and volume, coordinate geometry, and the writing of deductive proofs. The depth of topics explored in Integrated Math 2 Honors is expanded when compared to Integrated Math 2.

Integrated Math 3

Prerequisite: Integrated Math 1 and Integrated Math 2
Credits: 1
Grades: 11 - 12
Length: 2 Semesters

This course is the third course in a sequence of Mathematics courses for the college-bound student. Topics will include: operations with real numbers, polynomials and rational expressions, linear and quadratic equations and inequalities, complex fractions, functions and inverse functions, exponents, radicals, logarithms, complex numbers, systems of linear and quadratic equations, roots of polynomial equations, and trigonometry. Integrated Math 3 prepares the student for Pre-Calculus.

Integrated Math 3 Honors

Prerequisite: Integrated Math 1, Integrated Math 2, and teacher recommendation
Credits: 1
Grades: 10
Length: 2 Semesters

This course is the third course in a sequence of Mathematics courses for the college-bound student. The topics covered in this course largely mirror that of Integrated Math 3, but are explored at a faster pace and in greater depth. Topics will include: operations with real numbers, polynomials and rational expressions, linear and quadratic equations and inequalities, complex fractions, functions and inverse functions, exponents, radicals, logarithms, complex numbers, systems of linear and quadratic equations, roots of polynomial equations, and trigonometry. Integrated Math 3 prepares the student for Pre-calculus.

Pre-Calculus Honors

Prerequisite: Integrated Math 3 Honors and teacher recommendation
Credits: 1
Grades: 12
Length: 2 Semesters

Pre-Calculus Honors examines the techniques and concepts of pre-calculus mathematics. Topics include: functions of the following types: polynomial, power, rational, exponential, logarithmic, and trigonometric; analytic trigonometry, vectors, polar coordinates and complex numbers, inverse functions, algebraic systems and matrices, conic sections, two and three dimensional analytic geometry, probability, sequences and series, limits, and derivatives of polynomial functions.

Statistics

Prerequisite: Integrated Math 2 - With C or better
Credits: 1
Grades: 12
Length: 2 Semesters

Students learn counting methods, probability, descriptive statistics, graphs of data, the normal curve, statistical inference, and linear regression. Proficiency is measured through frequent online and offline assessments, as well as asynchronous discussions. Problem-solving activities provide an opportunity for students to demonstrate their skills in real-world situations.

Transitional Math

Prerequisite: 3 years of Math
Credits: 1
Grades: 12
Length: 2 Semesters
NOTE: ***Cannot count as a 3rd year of math toward graduation***

Transitional math 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. Course to be delivered through authentic application, problem-based instruction designed to build mathematical conceptual understanding and critical thinking skills. *This course replaces MTH105 at the College of Lake County (CLC). Students who earn a C or better in both semesters will be eligible to take MTH 140/141/142, without a placement test, if they attend CLC after high school graduation.*

Calculus Honors

Prerequisite: Pre-Calculus (a grade of C or higher is recommended)
Credits: 1
Grades: 12
Length: 2 Semesters

The primary emphasis is on developing the student's understanding of the concepts of Calculus and providing experience in its methods and applications. The course is organized under four broad topics: Functions, Graphs and Limits, Derivatives, and Integrals. It is expected that students take the Advanced Placement Examination, which is given in May. In addition to meeting the prerequisite for this course, the student must understand that the nature of this course requires a level of effort and dedication necessary for college level Mathematics.

Calculus topics include prior knowledge from previous courses including Integrated Math I, II, and III as well as Pre-Calculus. The primary emphasis is put on developing the student's understanding of the concepts of Calculus and providing experience in its methods and applications. Calculus is designed to give students an overview of Calculus topics such as limits and continuity, derivatives, anti-derivatives, integrals and differential equations.

MUSIC

"Music for everyone, everyone for music" is the philosophy of the music department. Music is for everyone, and each student is afforded a musical experience that is best suited to his or her individual talents. There are two areas that offer the student an opportunity for artistic expression in music education: vocal and instrumental musical organizations. Though many objectives for music education can be met in the classroom, it is necessary that students who are developing music skills display their accomplishments through concerts, parades, festivals, musical stage shows, and other such expressions. These are a direct outgrowth of the nature of the art which is being studied.

Scope and Sequence for Music				
Courses Offered	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Beginner Marching Band	X	X	X	X
Advanced Marching Band	X	X	X	X
Beginner Marching Drumline	X	X	X	X
Advanced Marching Drumline	X	X	X	X
Concert Choir	X	X	X	X
Music Appreciation		X	X	X

Music Course Descriptions

Advanced Marching Band

Prerequisite: Middle School Band completion or Beginner Marching Band completion with recommendation from instructors.
Credits: 1
Grades: 9-12
Length: 2 Semesters

This course is performance-based and requires fluency on one's instrument. Members join with the knowledge that they will be performing not only as a concert band, but also as a marching band and pep band. **Performing at all home football games, basketball games, and concerts is required**. Extra practice time, participation in solo/ensemble contests, and attendance at other extra concerts in the community is encouraged. All students enrolled in this course may be required to **rent or purchase** an instrument depending on availability. Students are responsible for supplying their own equipment such as reeds, oil, grease, and sticks. Students joining this ensemble must be approved by the director.
*This course may be repeated for credit.

Beginner Marching Band
Prerequisite: None
Credits: 1
Grades: 9-12
Length: 2 Semesters

This course is performance-based and works on fluency on one's instrument. Members join with the knowledge that they will be learning a musical instrument in preparation to join the advanced group after 2 semesters. **Practicing outside of school hours is required for this course.** Extra in school practice time will be offered before and after school depending on the availability of the directors. There will be one concert at the very end of the school year. All students enrolled in this course may be required to **rent or purchase an instrument** depending on availability. Students receive a set of equipment to get them started for free, but must refill their supplies when needed (reeds, oil, grease, etc). Students joining this ensemble must be approved by the director. An assessment will be given at the end of the 2nd semester to determine placement into the advanced group.
*This course may be repeated for credit.

Concert Choir
Prerequisite: None
Credits: 1
Grades: 9-12
Length: 2 Semesters

Students must be able to sing a major and minor scale, sing a prepared song, pass a sight-reading examination and exhibit proper attitude for a choral setting. The Concert Choir sings a variety of choral music from standard concert literature, contemporary literature, and competitive selections. The Concert Choir performs at school concerts and events. Solo opportunities are available through the IHSA Solo and Ensemble Contest. While prior choral singing experience is recommended, it is not required to join this course.* This course may be repeated for credit.

Music Appreciation
Prerequisite: None
Credits: .5
Grades: 10-12
Length: 1 Semester

Students will learn about various types of music including music history, music theory, and music technology. Music history involves learning about all musical genres ranging from renaissance to current day music. Music theory and music technology intertwine with each other. Students will learn about the components of music writing and apply it through technology music making softwares. There will be several class presentations on various subjects. **Each unit in this class builds towards the next unit, so attendance is extremely important!** Musical instruments such as marching percussion, concert percussion, woodwinds, and brass will NOT be played in this class. Required materials include a pencil, folder, and computer.

Beginner Marching Drumline

Prerequisite: None
Credits: 1
Grades: 9-12
Length: 2 Semesters

Students will develop a great understanding and knowledge of music theory through percussion performance. Students will be required to learn a variety of marching drumline instruments in preparation to move up to the Advanced Marching Drumline after 2 semesters. Students will be provided a pair of sticks to start, but are **responsible for replacing the sticks if lost or broken. Major grades include playing assessments, performances, and participation!** An assessment will be given at the end of the 2nd semester to determine placement into the advanced group.

Advanced Marching Drumline

Prerequisite: Beginner Marching Drumline or Audition with the instructors.
Credits: 1
Grades: 9-12
Length: 2 Semesters

Students will develop a great understanding and knowledge of music theory through percussion performance. **Students in this ensemble will be required to perform at all home football games, basketball games, and concerts.** Students in this ensemble should already have a pair of sticks from previous seasons. Students are responsible for supplying replacement sticks if necessary. **Major grades include performances, participation, and playing assessments.** Playing assessments will be given at the end of the school year to determine drum positions for next year.
*This course may be repeated for credit.

NAVAL SCIENCE (NJROTC)

The North Chicago Community High School NJROTC program offers an elective course of instruction for students in grades 9-12. The naval science curriculum counts as PE credit, which also allows students in Drivers Education, and health, to continue in the NJROTC program if they so desire. Students in NJROTC are called cadets and will earn various ranks and awards within the Unit based on their participation and performance. NJROTC is a citizenship development program that teaches life skills that will benefit students regardless of what path they choose after high school.

In addition to instilling the values of citizenship, NJROTC also focuses on community service, responsibility, and a sense of accomplishment. Throughout the school year, cadets have the opportunity to participate in community service projects and events; compete on our award-winning competition drill teams; perform on the air rifle marksmanship, physical fitness, and orienteering teams; and enjoy making friends with their fellow cadets during Unit field meets, the annual military ball, and other Unit social events.

Cadets may also compete for ROTC academic scholarships, military academy appointments, as well as other monetary educational awards made available to cadets. Those cadets who choose to enter the military after high school will earn service credit for rank (up to E-3 for those who complete 3 years of NJROTC). Although the focus of NJROTC is citizenship, cadets are provided opportunities to learn about the various military branches and participate in orientation field trips arranged through the local Naval base. Ultimately, cadet 'citizenship' is accomplished through Unit promotion of the Navy's Core Values: Honor, Courage and Commitment, and by practicing the three R's: Respect for self, Respect for others, and being Responsible for one's own actions.

Course Objectives:

- To develop informed and responsible citizens
- To promote habits of orderliness
- To develop a high degree of personal respect, self-reliance, individual discipline & leadership
- To promote a basic understanding of the need for national security
- To develop an understanding and respect for our constitutional democracy
- To promote community service
- To promote an understanding of our military services and in particular, the United States Navy

All cadets will be expected to learn and demonstrate respect for the Unit's structure and chain of command. They will also be expected to conform to uniform and grooming standards outlined in the Cadet Field Manual. Those who choose to participate in drill, marksmanship, orienteering, physical fitness, or any other teams outside of school hours will be required to provide a current (no more than a year-old) copy of their sports physical.

NAVAL SCIENCE TIME ALLOCATION

- **Classroom**: 3 days per week– adjusted for first year cadets as required to provide instruction in basic military courtesies and military drill
- **Drill/Physical Fitness**: 2 days per week
- **Uniform Day**: 1 day a week (Uniform must be worn all day).
- **Materials**: Books and Uniforms are provided.

Scope and Sequence for Naval Science (NJROTC)				
Courses Offered	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Naval Science I	X	X	X	X
Naval Science II		X	X	
Naval Science III		X	X	
Naval Science IV				X

Naval Science Course Descriptions

Naval Science I
Prerequisites: None
Credits: 1
Grades: 9, 10, 11, 12
Length: 2 Semesters
This course provides the foundation for Unit organization, drill, military bearing, regulations and customs through training and demonstration for first-year cadets.

Naval Science II
Prerequisites: Naval Science I
Credits: 1
Grades: 10, 11
Length: 2 Semesters
In addition to the skills learned in Naval Science I, second-year cadets develop an understanding of United States sea power from a maritime history and geographical perspective.

Naval Science III
Prerequisites: Naval Science I and II
Credits: 1
Grades: 10, 11
Length: 2 Semesters
Third-year cadets assist or support the Unit in various levels of leadership while developing an understanding of United States sea power from a strategic and operational perspective.

Naval Science IV
Prerequisites: Naval Science I, II, and III
Credits: 1
Grades: 12
Length: 2 Semesters
During their fourth year in the program, cadets are expected to provide Unit leadership and will develop their understanding of leadership through a series of articles written on the topic by senior figures.

PHYSICAL EDUCATION

The Physical Education Department, as well as North Chicago District 187, has made a commitment to prepare students to live healthy, productive, active lives for the 21st Century. The objective of physical education is to contribute to physical, social, emotional, and mental development through participation in a variety of physical activities. Each level of the physical education program is committed to instilling lifelong skills to be beneficial members of society.

- Students will self-discover, self-advocate and boost self-esteem by participating in a variety of daily physical activities to improve physical and mental health.
- Students will participate in daily, regular activity, which helps their physical and academic performance. Students who participate in daily activities have shown to have increased brain function, doing better on overall academic achievement.
- Students will be provided with the foundation for making informed decisions that will empower them to achieve and maintain a healthy lifestyle.
- Physical Education is a lifelong process, which is the primary responsibility of the student, shared by home, district and community. Students will learn self discipline and responsibility for health, fitness and preparedness.
- P.E. influences moral development, leadership, communication and cooperation with others, while also strengthening peer relationships.
- Students also learn leadership, communication, decision making, and goal setting skills which can help them succeed throughout life.

*Daily physical education is a requirement for all students, all four years of high school.
**The NCCHS Curriculum meets or exceeds The Illinois State Standards in Physical Education and Health.
***The physical education grade is included in the student grade point average.

Scope and Sequence of Physical, Health & Drivers Education				
Course Offering	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Freshman P.E.	X			
Health		X	X	X
General P.E.		X	X	X
Drivers Ed.		X	X	X
Physical Best		X	X	X

Physical Education Course Descriptions

Freshman Physical Education

Prerequisite: None
Credits: 1
Grades: 9
Length: 2 Semesters

Freshmen Physical Education will allow students to work on the development of skill and motor skills, while discovering new ways in which they can be active and take care of their bodies. Students will learn leadership, communication, decision making, and goal setting skills which can help them succeed throughout life, through a variety of team and individual sports, fitness activities and team building activities.

Health Education

Prerequisite: None
Credits: .5
Grades: 10-12
Length: 1 Semester

This course is designed for Sophomores through Seniors. Included is a survey of the following topics: Mental health, Social health, Nutrition, Physical fitness, Substance abuse, Preventing disease, and Human development/Sex education.
This course meets the State of Illinois health education requirement. This class is required of all students and is usually taken during one of the semesters of the Sophomore year. This course is required for graduation.

General Physical Education

Prerequisite: None
Credits: .5
Grades: 10-12
Length: 1 Semester

This course is designed to introduce students to individual, team and recreational sports.
Throughout each unit, students will work on their physical fitness, motor skills and knowledge of sports/fitness, while achieving their daily fitness requirements.

Driver Education

Classroom Driver Education and Behind the Wheel
Prerequisite: 15 years of age and minimum of 4 credits earned
Credits: .5
Grades: 10 - 12
Length: 1 Semester

The goal of the Driver Education Department at North Chicago Community High School is to prepare students to “think” like an expert driver and to prepare students for actual behind-the-wheel practice with their parents/guardians. This is accomplished through the presentation of traffic knowledge and rules in the classroom, basic procedures and skills, and actual behind-the-wheel practice in the driver-training car.

Driver Education/Training is a State of Illinois approved course and offers students thirty plus hours of

classroom instruction, and behind the wheel practice. NCCHS is a participant in the State of Illinois Cooperative Driver Testing Program (CDTP). Information on the CDTP can be found in the Illinois "Rules of the Road" book or you may contact the Driver's Education Department at the high school.

Illinois House Bill 418 must be referred to for those students wishing to take driving education. Illinois House Bill 418 requires that all students who participate in Driver Education must have passed at least 8 core classes during the previous two semesters of school prior to enrollment in Driver Education.

The classroom phase consists of textbook work only and must be successfully completed before enrollment in Behind-the-Wheel Driver Education. The emphasis of this course is to prepare and encourage students to think like an expert driver. Classroom Driver Education is offered first & third quarter of each year.

The behind-the-wheel phase of Driver Education consists of observation, and behind-the-wheel practice driving. Behind the wheel driver education will reinforce concepts learned in the classroom and introduce basic skills and procedures necessary for safe driving.

Physical Best
Prerequisite: None
Credits: .5
Grades: 10 - 12
Length: 1 Semester

Physical Best is geared towards students who want to enhance their physical performance within their sports and/or daily lives. This class will focus on being in the weight room throughout the entire semester. Weight room days will be broken up throughout the week breaking up with individual fitness activities (yoga, pilates, etc.) and team and individual sports to work on skill related fitness techniques.

SCIENCE

The science graduation requirement is three years in laboratory science. This includes a physical science, a biological science, and one year of an elective science. These are to be taken sequentially starting freshman year. Students preparing to enter an Illinois public college or university should plan to complete four years of laboratory science as required for admission.

"The important thing in Science is not so much to obtain new facts as to discover new ways of thinking about them." ~ Sir. William Bragg, Physicist

Scope and Sequence of Science				
Courses Offered	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Biology	X			
Honors Biology	X			
Chemistry		X		
Honors Chemistry		X		
Astronomy			X	X
Environmental Science			X	X
Forensic Science			X	X
Physics			X	X
Advanced Placement Biology			X	X
Advanced Placement Environmental Science			X	X

Science Course Descriptions

Biology
Prerequisite: None
Credits: 1
Grades: 9
Length: 2 Semesters

This introductory level course which focuses on the scientific study of life. The classical approach to biology includes the following principles: cellular organization, biochemistry, homeostasis, genetics, evolution and ecology. This is a lab-oriented course with an emphasis on inquiry and experimentation. Integrated into this course are many general skills.

Honors Biology
Prerequisite: Teacher recommendation
Credits: 1
Grades: 9
Length: 2 Semesters

This introductory course is for the academically motivated, college bound student. The content of this course includes biochemistry, cellular structure and function, genetics and development, evolution, and taxonomic classification. The course content parallels the regular biology course but is presented at an accelerated pace and/or in greater depth. This is a lab-oriented course with an emphasis on inquiry and experimentation.

Chemistry
Prerequisite: Biology & Integrated Math 1
Credit: 1
Grades: 10
Length: 2 Semesters

This chemistry course explores the fundamental topics of chemistry in depth. This is a lab-oriented, in-depth study of the fundamental concepts of chemistry. This course includes the study of measurement, classification of matter, stoichiometry, gas laws, kinetic theory, atomic structure, bonding, periodic table, reaction rate/equilibrium, acids/bases, and solutions. Laboratory work is an essential component.

Honors Chemistry
Prerequisite: Teacher recommendation, Biology & Integrated Math 1
Credits: 1
Grades: 10
Length: 2 Semesters

This is a fast-paced, highly mathematical course which studies properties of matter, chemical formulas and symbols, writing and balancing equations, stoichiometry, the atomic structure, periodic table, solutions, thermodynamics, reaction rates, and acids/bases. The laboratory work is more comprehensive and more attention is paid to data analysis. When appropriate, computers are used for data collection and analysis. This course is recommended for students who plan on entering college and majoring in a science or math-related field.

Astronomy

Prerequisite: Biology and chemistry
Credits: 1
Grades: 11 - 12
Length: 2 Semesters

Students are introduced to the history of astronomy and the development of modern astronomy. There will be study of the basic orientation of space, formation of the earth, moon and our solar system. Additional topics will include star classification, exoplanets and black holes. Students will use online tools, videos and astronomy career exploration .

Environmental Science

Prerequisite: Biology & chemistry
Credits: 1
Grades: 11-12
Length: 2 semesters

The main objective of this course is to approach environmental science from the perspective of how we as humans impact our planet. Each unit throughout the semester will be based around a specific environmental issue/topic that will include: human impacts, ecology, water resources, atmosphere, energy resources, climate change, and waste management. We will focus on current/modern examples of how humans have changed various properties of the Earth, such as biodiversity, in an attempt to help you to become more environmentally conscious citizens.

Forensic Science

Prerequisite: Biology (C or higher) and chemistry (C or higher)
Credits: 1
Grades: 11 - 12
Length: 2 Semesters

Students will use their knowledge of biology, chemistry and physics to investigate the collection and processing of evidence. Students will be introduced to civil and criminal laws, case studies and laboratory use. Hands-on experiences will investigate fingerprinting, fiber analysis, ballistics, arson, trace evidence analysis, poisons, drugs, blood splatters and blood samples.

Physics

Prerequisite: Chemistry, Integrated Math 2
Credits: 1
Grades: 11 - 12
Length: 2 Semesters

This sequence includes the study of mechanics of motion, the relationship of light, sound, heat, quantum theory, nuclear physics, and electromagnetic waves. Students will gain knowledge and understanding of measurement, graphical analysis of motion, the Law of Conservation of Momentum, the application of work, and power to energy. Data collection and quantitative analysis problems using appropriate formulae through laboratory and classroom work will be emphasized.

Advanced Placement Biology

Prerequisite: Teacher recommendation, Biology Hons, Chemistry Hons & Integrated Math 3 preferred
Credits: 1
Grades: 11 - 12
Length: 2 Semesters

AP biology is a high school based course in college level biology. Students will study the core scientific principles, theories and processes that govern living organisms and biological systems. There is an increased emphasis on hands-on labs to investigate natural phenomena and the application of knowledge.
This course is intended to prepare students to take and succeed at the Biology Advanced Placement examination, published by the College Entrance Examination Board. Completion of this course (accompanied by a high AP exam score) may enable students to receive credit for or exemption from an introductory biology course at some colleges and universities.

Advanced Placement Physics

Prerequisite: Teacher recommendation, Integrated Math 2 (Hons), Chemistry (Hons)
Credits: 1
Grades: 11 - 12
Length: 2 Semesters

AP Physics 1 is an accelerated course in college level, non-calculus based physics. This course is intended to prepare students to take and succeed at the Physics 1 Advanced Placement examination, published by the College Entrance Examination Board. Completion of this course (accompanied by a high AP exam score) may enable students to receive credit for or exemption from an introductory non-calculus-based Physics course at some colleges and universities.
This course is intended for students who have already completed and passed lab chemistry (Hons), and who has taken and passed Integrated Math 2 (Hons). This course does not require previous or concurrent experience with calculus and is not intended as preparation for the AP Physics C exam.

AP Environmental Science

Prerequisite: Teacher recommendation, Biology Hons, Chemistry Hons & Integrated Math 3 preferred
Credits: 1
Grades: 11 - 12
Length: 2 Semesters

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

SEMINAR COURSES

Scope and Sequence for Seminar Courses				
Courses Offered	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Freshman Seminar	**X**			
Sophomore Seminar		**X**		
Junior Seminar			**X**	
One Goal Seminar			**X**	**X**
Senior Seminar				**X**

Seminar Course Descriptions

Freshman Seminar
Prerequisite: None
Credits: 1
Grades: 9
Length: 2 Semesters

Freshman Seminar (FS) is designed to help students effectively transition into high school poised to succeed both academically and interpersonally. By emphasizing a growth mindset, the FS strives to engage students in a deep sense of responsibility for their own behavior and choices. Both academic skills and behaviors, as well as social emotional skills related to problem solving, community building, developing and leveraging supports are critical components of the course. FS includes five units titled: How to Do School, College and Career, Winning Behaviors, Healthy Choices, Social Justice And Service Learning. In addition to the regular demonstration and application of new learning through each unit, students complete each unit with a final performance task where they work individually and in groups to further internalize and apply their learning to real life.

Sophomore Seminar
Prerequisite: None
Credits: 1
Grades: 10
Length: 2 Semesters

Sophomore Seminar (SoS) is designed to help students stay effectively engaged in high school and poised to succeed both academically and interpersonally. By emphasizing a growth mindset, the SoS strives to engage students in a deep sense of community within their school and the skills to build strong, healthy relationships

with peers. Both academic skills and behaviors, as well as social emotional skills related to problem solving, community building, developing and leveraging supports are critical components of the course.

SoS includes five units titled: How to Do School, College and Career, Winning Behaviors, Healthy Choices, Social Justice and Service Learning. In addition to the regular demonstration and application of new learning through each unit, students complete each unit with a final performance task where they work individually and in groups to further internalize and apply their learning to real life.

Junior Seminar
Prerequisite: None
Credits: 1
Grades: 11
Length: 2 Semesters

Junior Seminar is designed to build a creative and collaborative learning community where students improve their academic and social emotional skills, further refine their post-secondary aspirations, and prepare to achieve their personal best in terms of both their GPA and their standardized test performance as they get ready for Senior Year. Junior Seminar serves as a home base for juniors. It is the place where they: set, monitor and receive support around their key academic goals for the year develop an “expert mindset” and test-taking strategies envision what college could look like for them and how to look for the right college options for themselves further develop their communication, written, presentation, and collaboration skills

Junior seminar includes five units titled: How to Do School, College and Career, Winning Behaviors, Healthy Choices, Social Justice and Service Learning. In addition to the regular demonstration and application of new learning through each unit, students complete each unit with a final performance task where they work individually and in groups to further internalize and apply their learning to real life. By the completion of Junior Seminar, students have identified their passion and purpose that drives them to succeed in high school, considered a variety of post-secondary options so they are prepared to be informed consumers of their continued education and training and make critical connections between continued education and long term career success, and prepare for the winning behaviors behind the SAT. Ultimately, Juniors will be given opportunities to envision a future for themselves through multiple modalities in order to achieve their personal best in Junior year and work towards healthy, well-informed decisions in senior year.

One Goal Seminar
Prerequisite: None
Credits: 1
Grades: 11, 12
Length: 2 Semesters

Senior Seminar
Prerequisite: None
Credits: 1
Grades: 10
Length: 2 Semesters

Senior Seminar is designed to build a creative and collaborative learning community where students improve their academic and social emotional skills, further refine their post secondary aspirations, and prepare to make an effective post secondary transition. SS serves as a home base for seniors. It is the place where they:set, monitor and receive support around their key academic goals for the year. Develop and implement a supported post secondary plan. Learn the college retention and career transition skills and strategies that lead to long-term success. Further develop their communication, written, presentation, and collaboration skills.
SS includes five units titled: How to Do School, College and Career, Winning Behaviors, Healthy Choices, Social Justice and Service Learning.

In addition to the regular demonstration and application of new learning through each unit, students complete each unit with a final performance task where they work individually and in groups to further internalize and apply their learning to real life. By the completion of the Senior Seminar, students have identified fit and match schools and applied to them, considered a variety of post-secondary options so they are prepared to be informed consumers of their continued education and training and make critical connections between continued education and long term career success. Finally, they have considered and planned around the legacy they leave behind for their younger peers and how to fully live into their responsibilities as a senior leader.

SOCIAL STUDIES

Social Studies may be defined as those areas that attempt to investigate human beings and their relationships with others. Included are several academic disciplines: political science, sociology, geography, economics and history.

Scope and Sequence for Social Studies				
Courses Offered	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
World Geography	X			
World Geography Honors	X			
Advanced Placement Human Geography	X			
Modern World History		X		
Modern World History Honors		X		
Advanced Placement European History		X		
US History/Civics			X	
Advanced Placement US History			X	
AP Government and Politics				X
Psychology			X	X
AP Psychology				X
Sociology			X	X

Social Studies Course Descriptions

World Geography
Prerequisite: None
Credits: 1
Grade: 9
Length: 2 Semesters

World Geography is a one-year course required for all freshman students. The course begins with an introduction to geography with all the tools and basic information for the course. It will be followed by the exploration of regions throughout the world. The primary content emphasis for this course pertains to the study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, land use, and economic activity. Content includes the use of geographic tools and skills to gather and interpret data and to draw conclusions about physical and human patterns, the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity, patterns of population growth and settlement in different cultures and environments, the interaction between culture and technology in the use, alteration and conservation of the physical environment, and the interrelationships and interdependence of world cultures. The development and improvement of reading, writing, and research skills will be emphasized as well. Each unit revolves around a central or essential question that will serve to guide the students using problem solving skills.

Honors World Geography
Prerequisite: Test scores, Teacher recommendation
Credits: 1
Grade: 9
Length: 2 Semesters

This course has the same description as World Geography with a more intensive focus on students developing authentic solutions of current issues surrounding physical and human geography.

Advanced Placement Human Geography
Prerequisite: Teacher Recommendation, MAP Scores
Credits: 1
Grade: 9
Length: 2 semesters

AP Human Geography is an introductory college-level human geography course. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes.

Modern World History
Prerequisite: None
Credits: 1
Grade: 10
Length: 2 Semesters

World History: Ancient to Modern will examine history of the world through different historical frames each quarter—geographic/environmental, philosophical/theological, socio/economic, and political/ideological. Within these frames, students will study a selection of ancient, medieval, and modern civilizations and cultures. It will also focus on major historical topics such as: the History of Food, Disease, and Environmental Collapse, Greek and Asian Thought, Religions around the World, Medieval South America, Africa, Asia, and Europe, Early Modern Revolutions in Art, Religion, Science, and Government, and the Growth of Modern Political Ideology and World War. There is an expectation of independent reading, writing, and analysis skills.

Honors Modern World History
Prerequisite: None
Credits: 1
Grade: 10
Length: 2 Semesters

Advanced Placement European History
Prerequisite: Honors World Geography - Renaissance or AP European History
Credits: 1
Grade: 10
Length: 2 Semesters

This course in European history from the Renaissance to the present approximates a college-level introductory history course. Students should anticipate a multi-media seminar environment focused on the discussion of materials including traditional texts, primary source documents, artwork, music, film, literature, and historiography. The course will emphasize argumentation, analytical writing, and historical perspective-taking. This course is ideal for those interested in a historical and intellectual tour of Europe and in possession of strong reading skills. Students who register for this course take the A.P. exam given in May.

U.S. History
Prerequisite: None
Credits: 1
Grades: 11 & 12
Length: 2 Semesters

This course is a thematic survey of United States history from the exploration of the Americas through the present day. Each unit of study helps students understand the relevance of history by showing them how people and events of the past connect to the present. This course focuses on critical thinking skills and strategies and will also include the state required Civics content and project.

Advanced Placement U.S. History
Prerequisite: AP European History, Teacher recommendation
Credits: 1
Grades: 11
Length: 2 Semesters

This course is an intensive study into the development of American Historical tradition from early colonization to the present. At the end of the course of study, students are eligible to take the AP exam. Students who register for this course take the A.P. exam given in May.

AP Government and Politics:
Prerequisite: AP US History, Teacher Recommendation
Credits: 1
Grade: 12
Length: 2 semesters

AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis. Students who register for this course take the A.P. exam given in May.

Psychology
Prerequisite: None
Credit: .5
Grade: 11-12
Length: 1 semester

Students are introduced to the scientific methods and the core ideas and theories of psychology. As a result, students gain an understanding of the complexities and diversity of human thought and behavior through discussion, projects and debate.

AP Psychology
Prerequisite: None
Credit: 1
Grade: 11-12
Length: 2 semesters
The Advanced Placement Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. This course will prepare students to successfully conquer the AP Psychology Exam. Students who register for this course take the A.P. exam given in May.

Sociology
Prerequisite: None
Credit: .5
Grade: 11- 12
Length: 1 semester

Sociology is designed to familiarize students with various cultures and the problems resulting from people living in groups. This course covers such topics as culture, subcultures, social institutions, collective behavior,

social change, social deviation, the family, religion, racial and ethnic minorities, poverty, and crime.

Career Pathways and Special Programs

Healthcare Careers Pathway (HCP)

Scope and Sequence for Health Careers Pathway				
Courses Offered	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Introduction to Health Careers I		**X**	**X**	**X**
Introduction to Health Careers II			**X**	**X**
Honors Anatomy and Physiology				**X**

Healthcare Careers Pathway (HCP) Course Descriptions

Introduction to Health Careers I
Prerequisite: Sophomore standing, approval of Career Pathways Lead Teacher
Credits: 1
Grades: 10-12
Length: 2 Semesters

This course includes topics such as: Introduction to Health Careers, Careers in the Medical Field, Teamwork, Healthcare Systems, Medical Math, and Communication. Additionally, students will explore the following human body Units: The Integumentary System, Musculoskeletal System, Cardiovascular System, and Cells, Tissues, and Cancer. Students also learn basic medical skills including blood pressure, heart and lung sounds, CPR, AED and basic patient care.

Introduction to Health Careers II

Prerequisite: Junior standing, approval of Career Pathways Lead Teacher
Credits: 1
Grades: 11-12
Length: 2 Semesters

Career exploration and systems-based medical terminology with a basic introduction to anatomy and physiology will be continued from the previous course. There will be an emphasis on leadership and diversity, through teamwork activities, reading, writing, and technology strategies. Human Body Systems topics to be covered include the Respiratory System, Digestive System & Nutrition, Nervous System & Mental Health, Urinary System, and Reproductive System. Students also continue to build basic medical skills.

Honors Anatomy-Physiology
Note: *Course is cross-listed under Science*
Prerequisite: Senior standing, approval of Career Pathways Lead Teacher
Credits: 1
Grades: 12
Length: 2 Semesters

This is a course that provides students an opportunity to explore the intricate and sophisticated relationship between structure and function in the human body. The course offers students an environment in which they may probe topics such as homeostasis, anatomical and physiological disorders, medical diagnosis and treatment, modern and past imaging techniques, biochemistry, cytology, histology, and survey of the remarkable array of body systems that comprise the human body. Laboratory activities reinforce concepts and principles presented in the course.

INFORMATION TECHNOLOGY PATHWAY

The Information Technology Pathway is designed to offer STEM classes to train students how to code in several different computer programming languages and various other skills when using software on a computer. Each class is infused with curriculum and resources provided by PLTW, who are known for offering students with lessons that incorporate Project Based Learning and helpful embedded videos and coding terminals that allow students to complete assignments in class or on their chromebook at home. Students will also take part in the annual ISTI STEM challenge where they will work with professionals at AbbVie to develop a technological solution to a medical problem. Each class has their own set of coding languages, allowing students who miss an earlier class the ability to start fresh with one that works best for their grade level. Joining the IT Pathway is a great choice as a Career Pathways class with a variety of jobs available out of high school with knowledge in any of the coding languages and skills listed below.

Scope and Sequence for Information Technology				
Courses Offered	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Computer Science Principles		X	X	X
Computer Science Applications			X	X
Cybersecurity			X	X

Information Technology Careers Pathway (ITCP) Course Descriptions

Computer Science Principles
Prerequisite: None
Credits: 1
Grades: 10-12
Length: 2 Semesters

Students will learn how to code in Python, HTML, and CSS. With knowledge in coding with Python, students will be able to create software, analyze data, text based video gaming, and more. HTML and CSS are two of the primary languages that are used in website development. Students will also experience a unit on computer hardware which will teach students about all of the important parts involved in building a computer and doing so on a budget.

Whether seeking a career in the growing field of computer science or learning how computer science is transforming all careers, students in Computer Science Principles learn the fundamentals of coding, data processing, data security, and automating tasks while learning to contribute to an inclusive, safe, and ethical computing culture.

Computer Science Applications

Prerequisite: None
Credits: 1
Grades: 11-12
Length: 2 Semesters

Students will learn how to code in Java. With knowledge in coding with Java, students will be able to create computer and mobile apps. With simple apps like Flappy Bird earning $50,000 a week, when students have the ability to make apps, they will immediately have the ability to translate their skills into a career.

Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

Cybersecurity

Prerequisite: None
Credits: 1
Grades: 11 - 12
Length: 2 Semesters

Cybersecurity gives students a broad exposure to the many aspects of digital and information security, while encouraging socially responsible choices and ethical behavior. It inspires algorithmic thinking, computational thinking, and especially, “outside-the-box” thinking. Students explore the many educational and career paths available to cybersecurity experts, as well as other careers that comprise the field of information security. The course contains the following units of study.

Students will gain experience with using programs like wireshark, the cmd prompt, and linux. Students will also learn how to configure computer firewall settings, among other things, to optimize their computer privacy and diagnose when there is a problem.

WORK-STUDY PROGRAM

The Work-Study Program is designed to give seniors a headstart into understanding the demands of the modern workforce. Students will understand the qualities and attributes that people who are successful in the workplace possess. In addition, special attention will be given to the hiring process. Students will develop skills and knowledge that will help them prepare for entry into a quality job in today's modern world. There are numerous opportunities in the program for students to interact with professionals across several high-demand industries. Students also have opportunities for career exploration and regional job market analysis. Joining the Work-Study Program is a great choice for seniors who are interested in entering the workforce right after high school.

Scope and Sequence for Work-Study Program				
Courses Offered	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Work-Study Classroom				X
Work-Study Experience				X

Work Study Program Course Descriptions

Work-Study Classroom (CWT-Job)
Prerequisite: Senior standing and application
Credits: .5
Grades: 12
Length: 1 Semester

Throughout the Work-Study Classroom course, the students will have the opportunity to participate in various work-based learning activities. These experiences will be provided by various industry partners. Activities will include job application preparation, resume writing, mock interviews, job shadows, and company tours. Students will also complete leadership and entrepreneurial training as well as some basic Microsoft training. In addition, students will participate in career exploration as part of the company tours from high-demand industries in Lake County. Students will also be introduced to the College of Lake County's apprenticeship program.

Work-Study Experience (Work Ex Prat)
Prerequisite: Completion of the Work-Study Classroom Course
Credits: 1 credit
Grades: 12
Length: 1 Semester

Throughout the 2nd semester Work-Study Experience course, students will have the opportunity to research and explore a company related to their career interest. This will be done either through both a work-based

learning assignment and a virtual internship. Virtual internships will consist of a project-based learning experience related to a career field and aligned to the work of a collaborating company. Students will interact with a mentor from the company as they complete various milestones of the project.

Lake County Technology Campus

The Lake County High School Technology Campus is located adjacent to the College of Lake County in Grayslake, Illinois, and in CLC's Advanced Technology Building (former Gurnee Lowe's Building). The Vocational Center, which encompasses 203,000 square feet, is equipped with the latest equipment and machinery in order to provide students with valuable hands-on experience. Students who choose to attend earn high school credits as they receive training in the program of their choice. The traditional vocational concept of "Learn by Doing" is the underlying theme of instructional experience at the Technology Campus. Emphasis is placed on students participating in actual or simulated job and production situations.

A Tech Campus application(found on the Tech Campus website) must be completed and approved by the student's counselor and then approved by Tech Campus before the course will be put into a student's schedule. These programs are first come first serve, so early application is encouraged. Busing is provided by NCCHS to and from the program.

Most of these programs provide dual credit with the College of Lake County and additional professional certifications which students can use to find employment during and after high school.

Students must maintain a "C" or better to continue in the program. Student attendance and behavior will be monitored throughout the program for continuing enrollment in the program. Students **may not** drop these courses after the first 15 days of the **first semester**.

**Students who participate in this program may be exempt from P.E.*

Program Options for Lake County Technology Campus				
Programs Offered	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Project Lead The Way Engineering		X	X	X
3D Gaming & Cyber Security			X	X
Automotive Collision Repair			X	X
Automotive Service			X	X
Biomedical Science			X	X
Certified Nurse Assisting			X	X

Computer Support Services			X	X
Construction Skills Management			X	X
Cosmetology			X	X
Criminal Justice			X	X
Culinary Arts			X	X
Early Education & Teaching			X	X
Fire Fighting			X	X
Game Programming & Virtualization			X	X
Laser Technology			X	X
Law Enforcement & CSI			X	X
Machining Technology			X	X
Medical Assisting			X	X
Multimedia Design			X	X
Robotics & Automation			X	X
Welding/Fabrication			X	X
Emergency Medical Services				X

Please visit the Lake County Tech Campus website to learn more about the program options available: Lake County Tech Campus Course Catalog

****If you are interested in attending Lake County Tech Campus, speak to your Counselor and complete the Lake County Tech Campus application: Lake County Tech Campus Application**

Dual Credit with College of Lake County (CLC)

Junior and Senior students who plan to pursue college after high school can qualify to take college level classes with the College of Lake County. The credits earned will count toward your high school graduation requirements and also count as college credit.

Academic Requirements for Dual Credit

- Meet CLC's College Reading and Writing Readiness (CRWR) requirement
    - Have a 3.0 high school GPA at the end of 4 or 6 semesters.
    - Be in the top ⅓ of your class at the end of 4 or 6 semesters
    - Score of 470 or higher on the Evidence Based Reading and Writing (EBRW) section of the SAT or PSAT
    - Take the English placement assessment at CLC and earn appropriate score
- Must be on track to graduate
- Must meet high school attendance requirement
- Must be in good standing with the Dean's Office

Class options change yearly. These courses are provided at the College of Lake County Lakeshore Campus in Waukegan. Busing is provided to and from NCCHS. Dual credit courses are slowly being added at the high school as well.

Interested students must complete the CLC Enrollment application. Additional forms will also need to be completed prior to enrollment in these courses. See your counselor for assistance and more information.