

Bremen Community High School District 228

- ◆ *BREMEN HIGH SCHOOL*
- ◆ *HILLCREST HIGH SCHOOL*
- ◆ *OAK FOREST HIGH SCHOOL*
- ◆ *TINLEY PARK HIGH SCHOOL*



Curriculum Handbook 2025-2026

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◆ BREMEN DISTRICT 228 PHILOSOPHY OF EDUCATION

The role of education is to foster the intellectual, personal and social development of the individual student. Since students in District 228 represent a variety of ethnic, cultural, socioeconomic and educational backgrounds, the district believes that the total school community has a shared responsibility in this role.

The Board of Education will establish written policies designed to achieve the purpose of education.

The administration, through effective educational leadership, will administer the board's policies, and establish a positive district/school climate to facilitate the achievement of district goals.

The professional and support staff will maintain a high level of commitment to the district's educational program and also maintain a high level of expectation for student achievement.

The parents and the community will participate in a partnership with the schools to support district policies and goals.

The students will be responsible to take advantage of the opportunities provided to them in the total school program.

Based on this philosophy, ***our mission is to provide each student with core values, knowledge, and skills in order to thrive academically, socially, emotionally, and physically in our diverse world; to develop character; and to achieve full potential in one's personal and professional life.*** Through high academic standards, accountability, and a safe, caring environment, we will challenge our students to become self-directed learners and global citizens with the ability to utilize literacy skills and competencies to enrich their lives within the workplace, community, and family.

◆ BREMEN DISTRICT 228 LEARNER EXIT OUTCOMES

Effective Communicator

- Effectively sends and receives written, spoken and symbolic information and ideas through a variety of methods.
- Adapts messages to various audiences and purposes.
- Interprets and evaluates all forms of communication.
- Uses technology to enhance communication.

Responsible Citizen

- Understands and respects the diversity and the interdependence of people in local and global communities.
- Demonstrates respect for life and the environment.
- Works to improve the welfare of others.
- Makes informed decision, takes appropriate action and assumes responsibility for his/her actions.

Self-Directed Learner

- Sets goals, priorities and methods of achievement based on changing needs.
- Pursues personal, academic, and career growth.
- Applies technology to enhance lifelong learning.
- Acquires, organizes, and applies information appropriately.
- Develops and maintains a physically and mentally healthy lifestyle.

Effective Worker

- Works independently, is self-motivated and self-directed.
- Contributes as a team member in the pursuit of goals and the production of products.
- Works efficiently to produce quality products and services while taking pride and satisfaction in doing so.
- Uses appropriate resources and technology.
- Demonstrates reliability, dependability and adaptability.

Complex Thinker

- Analyzes problems and applies a variety of problem-solving techniques.
- Demonstrates flexibility, persistence, creativity and objectivity in the thinking process.
- Applies and evaluates strategies of creative and critical thinking.
- Uses technology to enhance thinking.

BREMEN COMMUNITY HIGH SCHOOL DISTRICT 228 BOARD OF EDUCATION

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Mr. T.J. Whitcomb, Vice President
Mrs. Mary List, Secretary
Mrs. Evelyn Gleason
Ms. Tiffany Lott
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Ms. Debi Stearns

◆ BREMEN COMMUNITY HIGH SCHOOL DISTRICT 228 ADMINISTRATION

Dr. Brad Sikora, Superintendent
Dr. Corinne Williams, Assistant Superintendent – Teaching and Learning
Mr. Ron Towner, Assistant Superintendent – Personnel/Student Services
Mr. Kevin Baffoe Facilities Manager
Dr. Jim Boswell, Director of Operations and Technology
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◆ GENERAL INFORMATION

This handbook contains a description of the curricular program of Bremen Community High School District 228 for the 2025-2026 school year. Each school provides a comprehensive, varied curricular program with teachers who are specialists in their respective fields. In selecting your courses for the school year, you need to think about your high school objectives and your career goals (further education and/or work). In making your decisions, involve your parents, counselors, teachers and administrators.

The school year consists of two semesters. Each semester is divided into two terms for reporting grades to parents. In addition, there is an alternative Delta Academy, Evening High School Program and a summer term. A credit is earned by the satisfactory completion of two semesters of work in a course, which meets daily for one period and requires outside study. The credit value of each course is indicated in the course descriptions included in this handbook. A prerequisite is a course and/or other criteria, which must be completed before certain other courses may be taken.

◆ GRADUATION REQUIREMENTS

It is important for any student to understand and visualize a path to success. The ultimate goal for any student of Bremen High School District 228 is to be college and career ready when you leave us. The Regular Curriculum fulfills all state course requirements for graduation. Successful completion leads to the regular diploma.

If your goal is to be college and career ready, then you need to know what it means. Below are two examples of what it means to be college and career ready. Successful completion leads to the challenge diploma. Please know that when you achieve this designation, you will be able to share it with your perspective college or employer.

Each student must successfully complete the following courses in order to graduate from high school. In addition, a student must take the ACT examination as a condition for graduation as stipulated by the Illinois State Board of Education.

Regular Curriculum	
English	4 credits
Mathematics	3 credits
Science	3 credits
Social Studies	2.5 credits (1 must be in American History, 0.5 in Civics and pass the Constitution exam)
Physical Education/Health	4 credits (Pass Health, and a course with a Personal Wellness Plan component)
Personal Finance	½ credit
Electives/Career Electives	<u>5 credits</u> (one credit must come from Art, Music, CTE or World Language)
Total credits needed for graduation	22 credits

Challenge Curriculum	Beginning with the Class of 2024 <i>Students must still earn 22 credits</i>
Distinguished Scholar	GPA 3.75/4.0 (unweighted)
	ACT Composite: 30
	95% attendance rate junior and senior year (average of the two years must be 95% or higher)
	At least one academic indicator in ELA <u>and</u> math during or before high school junior or senior year unless otherwise specified
	Identify a career area of interest by the end of the sophomore year
	Three career ready indicators
College and Career Ready	GPA: 2.8+/4.0 (unweighted)
	95% attendance rate junior and senior year (average of the two years must be 95% or higher)
	At least one academic indicator in ELA <u>and</u> math during or before high school junior or senior year unless otherwise specified
	Identify a career area of interest by the end of sophomore year

Academic Indicators	
ELA	Math
ELA AP Exam (3+)	Math AP Exam (3+)
ELA AP Course* Dual Credit ELA Course*	Math AP Course* Dual Credit Math Course*
College & Career Ready Composition*	College & Career Ready Math*
	Math III*
Min. ACT Subject Scores: English -18; Reading-22	Min. ACT Subject Scores: Math - 22 + Math in Senior Year
Min. SAT Subject Scores: Evidence-Based Reading & Writing - 540	Min. SAT Subject Scores: Math - 540 + Math in Senior Year

*Completed with a grade of A, B, or C

Career Ready Indicators	
Career Development Experience (60 hours)	Attaining and maintaining consistent employment for a minimum of 12 months (480 hours)
Industry Credential	Consecutive summer employment (120 hours)
Military service or an ASVAB score of 31 or higher	25 hours of community service
Dual Credit Career Pathway Course*	Two or more organized co-curricular activities (only count one sport or general interest club)

*Completed with a grade of A, B, or C

◆ COURSE SELECTION

Students meet with their Counselors on a yearly basis to discuss course selection for the next school year. Counselors will ensure attainment of graduation requirements, as well as discuss specific college entrance requirements and/or post-secondary requirements with students. Parents are asked to participate in this process by reviewing the paperwork their child brings home and signing the student course requests each year.

The general rules for course selection are:

1. Students must register for five courses plus physical education for a total of six courses and must be in attendance for a minimum of 300 minutes, excluding lunch.
2. Students must have a "C" average (3.0 GPA) for a seventh course request in addition to parent permission. Participation in band and chorus will not be limited by grade point average.
3. Once courses are selected, these courses will not be changed unless the course is inappropriate for the student. After the first two weeks, any withdrawal requires the authorization of the principal. Course changes will not be made to accommodate choice of teacher or to allow early dismissals, which are not required by career cooperative programs.
4. To achieve sophomore standing, a student must have earned six credits; a junior must have earned 12 credits (this does not include the credit earned for attending Summer Academy); and a senior must have earned 18 credits. For purposes of the SAT, a junior is identified as having earned 12 credits prior to the first day of the student's third year of high school. If a student does not meet the credit benchmark, he or she will take the SAT the following school year. As of August 2016, Illinois requires all students to take the SAT in order to graduate from high school.
5. For some courses, like advanced levels of mathematics, science, world languages, industrial technology, fine arts, family and consumer science and English, enrollment in one of our four high schools may be insufficient to offer the course. In order to allow students to take this course, students from two, three, or even four schools may be combined to form a section. Often this course is offered as a first period course at 7:00 a.m. or an eighth period course at 2:00 p.m. to allow maximum enrollment. Your counselor will tell you if you are enrolled in such a course. Transportation will NOT be provided for district courses running at 2:00 pm.

◆ GUIDELINES FOR INCOMING FRESHMAN PLACEMENT

The following incoming freshman placement information is based on the fall MAP test given in 8th-grade. Based on MAP performance, students will automatically be enrolled in the most rigorous course available. These test scores, in conjunction with junior high teacher recommendations and additional departmental placement tests, will provide students, parents, counselors and teachers with the information needed to place students in the appropriate freshman classes based on their current aptitude, abilities and learning needs.

English Courses:	MAP Reading RIT Score:	Percentile Rank:
English Skills, Extended	200 and below	15 and below
Introduction to English and Lab	201-209	30-16
Introduction to English	210-226	69-31
Studies of English (Honors)	227 and above	70 and up
Math Courses:	MAP Math RIT Score:	Percentile Rank:
Math 1 Prep	201 and below	10 and below
Math 1 and Lab	202 - 214	11 - 29
Math 1	215 - 229	30 - 69
Honors Math 1	230 - 239	61 - 77
Honors Math 2	240 - 269	78 - 99
Honors Math 3	270 and above	100
Science Courses:	MAP Math RIT Score:	Percentile Rank:
Integrated Physics	229 and below	69 and below
Honors Physics First	230 - 239	61 - 77
Social Studies Courses:	MAP Reading RIT Score:	Percentile Rank:
Geography	224 and below	68 and below
AP® Geography	227 and above	69 and up

ADDITIONAL CRITERIA

Honors French 2, Honors Spanish 2 and Honors Heritage Spanish 2: Placement is based on the following criteria: An “A” or “B” average in two years of junior high language, which equals Level 1 of the language, an appropriate score on the language proficiency test, and teacher recommendation.

◆ WEIGHTED GRADES AND GRADE POINT AVERAGE

District 228 has moved towards recognizing student achievement through the implementation of the Challenge Curriculum. Distinguished Scholar, College and Career Ready Scholar and CCR Pathway Endorsement Scholars are awarded based on an unweighted grade point average and obtainment of a variety of indicators as outlined on pages 4 – 6 of this handbook. Therefore, beginning with the Class of

2028 and beyond, the District will no longer calculate class rank. In addition, for the Class of 2028 and beyond, the District is eliminating the Pass/Grade course option, and all courses must be taken for credit.

We do recognize, however, that more rigorous courses, such as honors and AP courses, require extra effort. Advanced Placement® and honors courses will receive a higher number of grade points (5.0 instead of 4.0 points) than those subjects classified as regular or essential.

◆ **ADVANCED PLACEMENT®**

Students who have done well academically should consider enrolling in the Advanced Placement® program. The AP program gives you a chance to experience college-level classes in high school and opens the door to earning college credit before you ever set foot on campus. You will get to dig deeper into subjects you love while building the skills and confidence you need to succeed in college.

Our school offers AP courses in 21 subjects, each of which culminates in an optional exam in May. If you score a 3 or higher (on a scale of 1-5), you could earn college credit, skip intro-level courses, or both at thousands of U.S. colleges and universities. Earning credit in high school means paying for fewer credits in college. It also opens up your schedule, allowing you to take more electives, pursue a second major, or study abroad.

Regardless of your AP Exam score, taking AP courses can have a positive impact on your college applications. Admissions officers know college faculty play a big role in developing AP courses, so they know students who took AP pushed themselves to take challenging, college-level courses. This is something colleges like to see.

Take some time to look through the AP courses we offer. See if any are of interest to you. By taking these courses, you can find out what college work is like while you have the support of teachers you trust in an environment you know.

In the fall, you will be asked to register for AP Exams. The exams will still take place in May. Each exam costs \$99 and will be collected at the time of registration. Financial assistance is provided, for those who qualify, to help offset the cost.

◆ **PHYSICAL EDUCATION EXEMPTION**

Students, on an individual basis, may be excused from physical education for the reasons listed below:

Each request for exemption from physical education instruction is to be verified and eligibility determined on a case-by-case basis. Every student excused from physical education course requirements will be provided with a schedule, which meets minimum school day requirements (300 minutes). Approval of exemptions will be for one semester only but may be renewed for additional semesters if circumstances warrant. All exemptions must be approved by the student, parent, Athletic Director, Assistant Principal for Student Services and/or band director. In all cases, if the student drops the course, sport or marching band, the student must return to physical education.

Exemption for Marching Band

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- For the first semester, the student must be enrolled in Concert Band, Intermediate Band or Symphonic Band.
- For the first semester, the student will be exempted from P.E. and enrolled in the Marching Band course.
- During the second semester, the student must return to Health and Driver Education/P.E.
- To qualify for the tenth grade, the student must have attained six credits and passed health and band.

11-12

- Students must be enrolled in Concert Band, Intermediate Band or Symphonic Band.
- Students must be enrolled both semesters in Concert Band, Intermediate Band or Symphonic Band. With this exemption, the student may take another course as their sixth course.
- To qualify for the eleventh grade, the student must have attained 12 credits and passed all physical education and band classes.
- To qualify for the twelfth grade, the student must have attained 18 credits and passed all physical education classes and band classes.

Exemption for Sports – 11-12

One Sport – 11-12

- Students must have been involved in the sport during the previous school year.
- Students must have attained 12 credits by the eleventh grade and passed all physical education courses taken.
- Students must have attained 18 credits by the twelfth grade and passed all physical education courses taken.
- Students must enroll in a semester course.

Two Sports – 11-12

- Students must have been involved in the sport during the previous school year.
- Students must have attained 12 credits by the eleventh grade and passed all physical education courses taken.
- Students must have attained 18 credits by the twelfth grade and passed all physical education courses taken.
- Students must enroll in a full year course or two semester courses.

Exemption for Academics – 11-12

- Students must have attained 12 credits by the eleventh grade and passed all physical education courses taken.
- Students must have attained 18 credits by the twelfth grade and passed all physical education courses taken.
- Students must enroll in a full-year course.
- A course designed to prepare the student to meet the entrance requirements of an institution of higher learning may be taken. An institution of higher learning is defined to mean: any accredited school which provides bona fide programs for educational and/or career preparation beyond high school. The physical education requirement may be waived for other coursework.
- For trade schools and other institutions, the student should have completed and passed orientation courses for his/her specific career interest. Articulated courses between the post-secondary institutions and District 228 should also be strongly considered.

Exemption for Courses Required for Graduation – 11-12

- Students must enroll in a semester or full-year course. If the student enrolls in a semester course, the student will return to P.E. for the other semester.
- The course “required for graduation” is a required course previously failed, one which could not be built into the student’s schedule previously or one needed by a student new to the district.
- Counselors should encourage students to repeat required courses in summer school or evening high school.

During course registration, a student may request to be excused from engaging in physical education for the above reasons by filling out a Physical Education Exemption Request Form. The Physical Education Exemption Request Form can be acquired in the PPS/Guidance Office of your school.

◆ COLLEGE ADMISSION REQUIREMENTS

Among American colleges, there are great variations in admissions requirements and in the academic demand made on students. Published information about these variations is readily available in the counselors’ offices. The counselors are prepared to discuss these differences with students and parents.

The principle factors about a candidate considered by college admissions officers are the following:

1. High school grades because they are used to compute grade point average and class rank, both of which are extremely important predictors of post-secondary success.
2. Test results administered by the American College Testing (ACT) Program and the College Entrance Examination Board (SAT).
3. Personal factors, such as motivation, enthusiasm for learning, social adjustment, emotional maturity, sense of integrity and responsibility, special aptitudes and skills, achievement and leadership (not mere membership) in school and community activities, attendance record, work experience, and accurate self-assessment of aptitudes and abilities.
4. Subjects studied in high school.

◆ NCAA Eligibility

College-bound student-athletes who are interested in competing at the collegiate level, should reference the National Collegiate Athletic Association (NCAA) website for eligibility requirements. The requirements that need to be met are: graduation from high school, completion of core courses in high school, minimum grade point average in core courses, a qualifying test score on the ACT or SAT, and a request for final amateurism certification from NCAA. Students should consult the website www.ncaa.org for more specific information related to these guidelines. Student athletes should meet with their counselor early in their high school career to track their progress toward meeting NCAA requirements.

◆ ACADEMIC SUPPORT SERVICES

Students who attend schools within District 228 are expected to take the most rigorous coursework possible. Because the District expects students engage with the most rigorous courses as possible, the District provides students with a number of academic supports to ensure academic success.

Parents and students need to be aware of and take advantage of these additional services. These supports are outlined below:

Teaching Staff

A student's teacher is the primary and most important academic support. Students are encouraged to seek out the teacher before or after school to get additional academic assistance. Parents are encouraged to contact the teacher to determine an appropriate time for additional support.

Peer Tutoring

Students can choose to be tutored by peers who have been identified as high-quality tutors in one or more subject areas. Peer tutoring takes places during the student's' study hall periods, so normal instructional time is not impacted. Students must sign up for peer tutoring with their counselors in the Student Services office. Parents are encouraged to talk with their student about using peer tutors.

Freshmen Learning Center (FLC)

Most freshmen students will be assigned to the FLC during the lunch/study period. A certified tutor staff is available during the FLC period in English, math and science and is available to help all students during this period. In addition, the FLC coordinator monitors all freshmen students' grades and will mandate tutoring for students who are struggling. Parents should talk with their student about the FLC program, and parents are encouraged to call the student's counselor for additional information about the FLC.

Academic Assistance Center (AAC)

Schools will provide an Academic Assistance Center for sophomore, junior and senior students. Students at risk academically can be assigned during their study hall/lunch period. Additional students who would like tutoring support in math and English can access tutors during all lunch periods. Students in the AAC are required to work either with a tutor or on academic assignments for the entire study hall period.

◆ STUDENT SERVICES DEPARTMENT

The mission of the Student Services Department is to promote student success in the learning process, and to guide and encourage adolescents to set and achieve academic, personal, and career goals as part of a process that will enable them to live a productive, fulfilling life in which they make positive contributions to a diverse society. Our goals in Student Services are to support students' 1) academic achievement, 2) career development, and 3) social/emotional development. Certified Student Services staff includes psychologists, social workers, speech pathologists, nurses, deans, and counselors.

SCHOOL PSYCHOLOGIST: The psychologist is responsible for diagnostic testing and evaluation for appropriate academic placement of students referred for special services. The psychologist also serves as a consultant to the student services staff and is involved in Response to Intervention Processes.

SOCIAL WORKER: The social worker teams with other student services staff members to help solve a variety of concerns. Among the issues social workers address are family problems, social and emotional adjustments, referral to other social agencies, and crisis intervention. The social worker can be contacted through the student services office.

SPEECH THERAPIST: The speech therapist screens students to identify those who need therapy for speech disorders. Parents are notified when speech therapy is recommended for their child.

SCHOOL NURSE: The school nurse is available on a full-time basis to assist students with their health problems. If students have questions concerning their health, they should make arrangements to see the nurse.

DEANS: The deans have dual responsibilities, attendance and discipline and support students' social-emotional development. A Dean will monitor attendance and discipline issues in order to implement appropriate interventions with students. Students with severe behavior and attendance problems will be referred to the dean by teachers, counselors or administrators. The referral is discussed with the student, and the evaluation and disposition are made by the dean utilizing all pertinent information

COUNSELORS: The Counselors will serve the students from freshman year through graduation. This makes it possible for each student to have a close, continuing relationship with their counselor. The counselors are available to work with students and parents to address educational, vocational, behavioral and personal issues. In addition to providing day-to-day counseling services, counselors are responsible for delivering College, Career and Life Planning (CCLP), Freshman Learning Center, and College and Career Center lessons to students throughout the school year. Counselors also make the Parent Programming presentations during the fall parent-teacher conferences.

COLLEGE, CAREER AND LIFE PLANNING CURRICULUM (CCLP)

Depending on their year in school, students will have the opportunity to receive the following CCLP lessons:

- Freshman
 - Things You Need to Know
 - My Career Clusters
 - Choosing Course Curriculum Information/GPA/Attendance Overview
- Sophomore
 - Strengths Explorer/Achieveworks Personality
 - Connecting My Courses & Careers
 - What's Your Road?
- Junior
 - College SuperMatch
 - Connecting My Courses & Careers
 - My Senior Year – Final Launch

- Senior
 - Information Meeting
 - The Why in Your Career
 - Senior Interviews
 - Informational Interviewing
 - Final Plans

FRESHMAN LEARNING CENTER (FLC) CURRICULUM

Counselors meet with the freshman students on their caseload on a monthly basis throughout the school year. The FLC lessons delivered through Naviance may include:

- My Foundation
- My Life's Work
- Mastering Homework
- Setting Goals
- Working with My Teachers
- Teamwork

COLLEGE and CAREER CENTER (CCC)

The CCC is a designated area in the school with the resources necessary for the students to access information on careers, colleges, universities and financial aid. Illinois Student Assistance Commission (ISAC) representatives are in the CCC periodically to make college and career related presentations, help students complete college applications, and assist students on navigating the financial aid process. College representatives and career speaker presentations also take place in the CCC. Dates for these visits are posted in Naviance. Students must sign up for these presentations in advance via Naviance.

◆ CAREER EXPLORATION

Through the College, Career and Life Planning Curriculum, district counselors provide students with a four-year guidance curriculum, which addresses the personal/social, academic and career domains of development. Students develop their career decision-making skills through self-knowledge, educational and occupational exploration, and career planning. Activities include identification of work values, interests and abilities. Students receive course selection information and learn how to connect their career choices to **Programs of Study**. In addition, based on their **Career Exploration** results, students are asked to identify their top career interests in Naviance by the end of sophomore year.

Programs of Study

A program of study serves as a guide along with other career planning materials, as students continue along a career path. It provides students with a strong experience in and comprehensive understanding of all aspects of an industry. The courses listed below should be individualized to meet each student's educational and career goals.

District 228 currently offers four (4) Career Clusters with eleven (11) Programs of Study. These Clusters and Programs of Study include:

- Finance & Business Services
 - Accounting
 - Marketing
- Human & Public Services
 - Culinary Arts
 - Child Care Provider
 - Education
 - Work & Family Studies

- Information Technology
 - Computer Programming
- Manufacturing, Engineering, Technology & Trades
 - Manufacturing & Engineering
 - Building Maintenance
 - Auto Technician
 - Welding Technology

Students should consider completing 2 or more courses in an approved program of study that is aligned to their career area of interest, meets industry needs, incorporates technical, academic and employability skills, and offers a recognized industry credential. A student, who successfully completes a program of study in a career cluster, will have earned one of the three College & Career Ready Indicators required for District 228's Challenge Curriculum.

Programs of Study			
Culinary Arts	Child Care Provider	Accounting	Education
Intro to Culinary Arts Culinary Arts American & World Cuisine Baking Basics Culinary Mgmt WPE	Parenting Intro to Human Development Child Care I Child Care II WPE	Intro to Business Personal Finance Accounting I Accounting II BPA Class BPA Internship	Child Development and Parenting Teaching 1 Teaching WPE
Marketing	Manufacturing & Engineering	Building Maintenance	Auto Technician
Career Practicum Intro to Business Entrepreneurship Sports & Enter Marketing DECA Class DECA Internship	Intro to Manufacturing Material Processing Intro to Engineering Principles of Engineering METT WPE	Intro to Manufacturing Material Processing Intro to Building Trades Building Trades Building Trades WPE	Intro to Manufacturing Material Processing Auto Mechanics Auto Technology Automotive WPE
Computer Programming	Welding Technology	Work & Family Studies	
Computer Science I Computer Science II Computer Science III Computer Science IV	Welding 1 Welding 2 Welding 3 Welding 4 Welding WPE	Intro to Human Development Parenting FCCLA Class FCCLA Internship	

◆ DUAL CREDIT

The Dual Credit Program is a partnership between Bremen High School District #228 and local community colleges. This program allows students to earn high school and college credit upon successful completion of a dual credit course with a grade of A, B or C. Dual Credit courses prepare students for the transition to college by earning college credit in high school.

Students are issued a transcript from the college awarding the dual credit. There is no cost to the student, and the transcript is a fully recognizable and transferable document. Students wishing to apply these credits to an educational institution other than the local community college should check with the designated institution as to their policies on transfer credits. Each instructor of a dual credit class is a Bremen High School District 228 teacher who issues and explains all documents related to the dual credit process.

2025-2026 Dual Credit Course Guide

High School Course	College Course Name and Code	College Credits	Pre-Requisites Needed
South Suburban College			
Advanced Comp	Comp and Rhetoric - ENG 101	3	ACT 19 + ENGLISH
Advanced Digital Design	Computer Art 130	3	Digital Photography & Graphic Design (OR) teacher recommendation
Anatomy (H & R)	Foun. Med Terminology-HIT 102	1	None
BPA	Business Communications - OAT 172	3	None
Building Trades	Construction Materials & Methods-BLD 101 & Print Reading for Building Const- BLD 105	7	ACT 19 + Math
Calculus 3	Calculus and Analytic Geometry- MTH204	5	Calculus BC AP 3+
Child Care II	Intro to Early Childhood Education- CHD 105	3	None
College Physics	Mechanics and Heat- PHY 101	4	61 + Aleks Placement
College Spanish	Intermediate Spanish 1-SPN 203	4	4+ AP Spanish Language/Culture (or) 6+ in SPAM;
Computer Science 1	Computer Logic- MIS 102	3	None
Computer Science 2	Python-MIS 218	3	Computer Science 1 (Grade C or better)
Procedural Law	Constitutional Law-CJS 212	3	None
Criminal Law	Criminal Law-CJS 105	3	None
DECA	Direct Marketing Methods - BUS 206	3	Sports & Entertainment Marketing (Grade C or better)
Entrepreneurship	Starting your own Business - BUS 130	4	None
Health	Health & Wellness- HLT 101	2	None
Intro to Building Trades	Construction Materials & Methods- BLD 100	2	None
Intro to Business	Intro to Business - BUS 108	3	None
Intro to Engineering-PLTW	Intro to CAD100 & Basic Draw & Design CAD 101	3.5	None
Intro to Manufacturing	Production in Manufacturing -MFG 104	3	None
Literature Studies	Introduction to Literature- ENG 111	3	ACT 19 + ENGLISH & Adv. Comp (Grade C or better)
Material Processing	Manufacturing Safety -MFG 101	3	None
Sports & Entertainment Marketing	Principles of Marketing - BUS 203	3	None
Teach 1	Foundations of American Education -EDU 110	3	None
Welding II	Welding 100 - WLD 100	5	Welding 1 (Grade C or better)
Moraine Valley Community College			
Automotive Technology	Introductory Automotive Technology- AUT112	4	None
Culinary Arts	Intro to Hospitality Industry RTM-101	3	None
Intro to Culinary Arts	Food Service Sanitation RTM-100	2	None

◆ ENGLISH LEARNER (EL) PROGRAM

Bremen High School District 228 offers a full program of study to serve the needs of English Learners. At all levels and in all content areas, the emphasis for these students is on increasing listening, speaking, reading and writing proficiency in English, as well as mastery of the content. A sheltered English instructional approach (SIOP) is used in all courses, with the exception of Heritage Spanish, which is taught in Spanish.

EL English levels 1, 2, 3	EL Chemistry
EL Math 1 Prep	EL Foundations of Algebra
EL Math 1	EL Biology
EL Math 2	EL Intro to Science & Engineering Practices
EL Math 3	EL American History
EL Health	EL Civics
EL Driver Education	EL World History
EL Personal Finance	Heritage Spanish 1, 2 Honors Heritage 2
EL Intro to Science & Engineering Practices EL Integrated Physics	

Registration: Home Language Survey and EL Screener

Upon registering students, families will be asked about languages other than English which are spoken in the home and will fill out the Home Language Survey. This survey does not commit a family to EL services but allows the school to know whom to offer EL services. If a student needs EL services, the district will first verify if a student has taken the ACCESS test, if they have not, then we will administer an EL WIDA Screener which includes speaking, reading, writing and listening in English.

Supports: Bilingual aide, bilingual tutor, ESL endorsed and Bilingual certified teachers

To assist students in fulfilling their educational needs, the Bilingual Aides and Tutors will:

- Assist in maintaining high quality services for staff, students, parents, and community members who utilize the services assigned to this position.
- Strive for positive and collegial public relations with the staff, students, parents and community members and to maintain confidentiality in all areas assigned to this position.
- Assist with communication so that the teacher may devote maximum attention to teaching.
- Assist with classroom management, such as organizing instructional and other materials.
- Provide assistance in a computer laboratory or IMC.
- Provide instructional services, while under the direct supervision of a teacher.

To assist students in fulfilling their educational needs, the ESL and Bilingual teachers, and AIT will:

- Promote open dialogue with students, other teachers, and families regarding students' progress and grades.
- Utilize the best practices for instruction. (SIOP, Differentiation)
- Attend district-sponsored and statewide conferences and professional development.
- Promote digital literacy through instruction and use of iPads, research databases, and other district technology.

To assist students in fulfilling their educational needs, the PPS office and Counselors will:

- Promote open dialogue with students, teachers, and families regarding students' progress and grades.
- Work with students to maximize their potential in choosing appropriate classes.
- Communicate with the teachers and ELL Supervisor to ensure continued correct placement when a student reaches English Proficiency.

Program Models

The state of Illinois uses the following program models for EL services:

Examples of Program Models • Two-way Dual Language • One-way Dual Language • Transitional Bilingual Program (Self-contained) • Transitional Bilingual Program (Pull-out/Push-in) • Sheltered-instruction + ESL (Self-contained) • Sheltered-instruction + ESL (Differentiation/Pull-out/Push-in) • ESL only

More information can be found on their websites: <https://www.isbe.net/Documents/2-program-models-2014.pdf>

Bilingual Parent Committee

BPAC is a group of bilingual parents with EL students. The purpose of the group is to form a collaborative union between school district parents, teachers, and administrators. In addition, parents can learn how to support their children's progress in school. Also, BPAC participates in the review of spending of grant funds. All district families are encouraged to take part in our BPAC.

Seal of Biliteracy

Bremen High School District 228 has established a program to recognize high school graduates who have attained a high level of proficiency in one or more languages in addition to English. Two honors are available: The Seal of Biliteracy and the Commendation toward Biliteracy. The Seal of Biliteracy is awarded to those who demonstrate proficiency in English and whose second language proficiency level is equivalent to Intermediate-High, as determined by the American Council on the Teaching of Foreign Languages. The Commendation toward Biliteracy is awarded to students whose second language proficiency level is rated at Intermediate-Low or Intermediate-Mid. Language proficiency testing will take place in the spring, and there is no cost for students. A student meeting the requirements for the Seal of Biliteracy or Commendation toward Biliteracy will receive this designation on his/her transcript as well as the diploma. Students who earn the Seal of Biliteracy can earn up to two years of college credit at a State University.

EL DEPARTMENT FLOWCHART

EL English Courses (placement based on ACCESS Proficiency)

1.0-1.9 Entering	2.0-2.9 Emerging	3.0 and Above Developing	4.0-5.0 Expanding
Developing English A	Developing English B	EL Intro to English	Language Arts American Literature

EL Social Studies courses

	World History	American History	Civics
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EL Math Courses

EL Foundations of Algebra	EL Math 1 Prep	Math 1	Math 2	Math 3
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EL Science courses

Intro to Science & Engineering Practices	Integrated Physics	Chemistry	Biology
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EL World Language courses

Heritage Spanish 1 Heritage Spanish 2 Honors Heritage Spanish 2	Heritage Spanish 1 Heritage Spanish 2 Honors Heritage Spanish 2	Heritage Spanish 1 Heritage Spanish 2 Honors Heritage Spanish 2	Heritage Spanish 1 Heritage Spanish 2 Hon Heritage Spanish 2
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EL Career & Technical Education

Personal Finance	Personal Finance
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EL Physical Education courses

Health	Drivers Ed
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506/556 EL LANGUAGE LAB A & B

This course provides academic & language support to English Language Learners to enable them to be successful in their core academic classes. Students receive support with the development of cognitive academic language, reading /writing/organizational skills done in cultural & language inclusive environment. EL Resource teachers collaborates with content area teachers in order to support students in areas in need.

*Students receive elective credit for successful completion of this class.

*Students enrolled in this class must often also enroll also in Developing English A or B

After successfully completing this course, the student is expected to:

1. use word parts and origins to understand content area vocabulary, analyze personal, academic and career reading materials and interpret special text features such as tables, graphs, maps and charts;
2. follow complex oral directions and apply listening skills as an individual and group member in personal, academic and career contexts;
3. write narrative, persuasive and expository compositions incorporating personal experience and research; and
4. use standard English grammar and usage in written and oral communication with emphasis on spelling, punctuation, sentence parts, agreement and pronoun case.

Credit: 1 – Regular, Elective

Level: 9, 10, 11, 12

Prerequisite: English language proficiency test result and/or recommendation

505 DEVELOPING ENGLISH A

This is an English class for students who are new to the United States and for whom English is a new language. The focus of this class is on listening, speaking, reading, and writing. Vocabulary and grammar development, as well as basic reading and writing skills, are emphasized. Students also learn about the history and culture of the United States. Students enrolled in this class must also enroll in EL Resource.

Credit: 1 – Regular

Level: 9, 10, 11, 12

Prerequisite: English language proficiency test result and/or recommendation

555 DEVELOPING ENGLISH B

This is an English class for students who have completed Developing English B or who have a comparable level of English language proficiency. It focuses on further development of vocabulary and grammar along with reading and writing skills. Students enrolled in this class must also enroll in EL Resource.

Credit: 1 – Regular

Level: 9, 10, 11, 12

Prerequisite: English language proficiency test result and/or recommendation

113 EL INTRODUCTION TO ENGLISH

This course is intended for students with average reading and writing abilities and is designed to prepare students for college and career level work. This course will require daily use of the district issued iPad as the textbook is in digital format. The course focuses directly on reading for information and reading literature, including key components of novel, drama and epic poems/mythology. In addition, there will be an emphasis on grammar/conventions, vocabulary, author's style, craft and structure. With the increased focus on literature, students will focus on persuasive writing, including taking a side and supporting an argument based on research. Students will learn key research strategies to support writing informative, narrative, expository, and argumentative essays. The goal of this course is to improve students' ability to read and write in all curricular areas as well as to communicate effectively. Students will be assessed in a variety of formats and asked to complete class assignments and homework; this will include essays, presentations, and individual projects, as well as in collaboration with peers.

After successfully completing this course, the student will understand that:

1. word analysis and vocabulary skills are needed to comprehend selections;
2. conventions of language help readers understand what is being communicated;
3. knowledge of a word's function gives clues to its meaning;
4. prefixes and suffixes give clues to a word's meaning;
5. writing in response to literature enables the reader to develop critical thinking skills necessary for mastery;
6. the impact of a text on a reader is influenced by the reader's experience.

Credit: 1 – Regular

Level: 9

Prerequisite: Reading achievement within two years below and one and one-half years above actual grade placement; average writing skills.

122 EL LANGUAGE ARTS

This course is intended for students with average reading and writing skills and is designed to emphasize skills needed to prepare for college level work. This course will require the use of the district issued iPad as the textbook is in digital format. The course focuses directly on reading for information and reading literature, including key components of novel, drama, and short fiction. In addition, there will be an emphasis on grammar/conventions, vocabulary, author's style, craft and structure. Formal and informal speech presentations will be integrated throughout the year. With the increased focus on literature, students will focus on persuasive writing, including taking a side and supporting an argument based on research. Students will learn key research strategies to support writing informative, narrative, expository, and argumentative essays. The goal of this course is to improve students' ability to read and write in all curricular areas as well as to communicate effectively. Students will be assessed in a variety of formats and asked to complete class assignments and homework; this will include essays, presentations, and individual projects, as well as collaboration with peers.

After successfully completing this course, the student will understand that:

1. readers use various strategies to construct meaning and gain a deeper understanding of the text;
2. reading fluency impacts comprehension;
3. people communicate through words to send messages to the receiver; and
4. effective communication relies on the usage of proper form.

Credit: 1 – Regular

Level: 10

Prerequisite: Reading achievement within two years below and one and one-half years above actual grade placement, average writing skills and successful completion of Introduction to English or an equivalent course.

132 EL AMERICAN LITERATURE

This course is intended for students with average reading and writing skills. It is designed to help students apply language arts skills to personal and academic purposes as well as discover how historical context shapes literature. Students will use knowledge of word parts and origins, analyze various genres and make generalizations from the study of American Literature. Students will also write a variety of compositions using Standard English grammar, participate in planned and impromptu oral presentations, and evaluate verbal and non-verbal communication in practical listening situations. Finally, students will utilize

technology and develop research skills. Students will receive direct instruction for SAT/PSAE test taking strategies and skills.

After successfully completing this course, the student will understand that:

1. using word parts and origins can assist in understanding vocabulary, analyzing various genres, and making generalizations;
2. strong writing skills can be helpful in a variety of personal and academic contexts;
3. strong non-verbal communication and listening skills can be useful in a variety of personal and academic contexts;
4. strong speaking skills are necessary in planned and impromptu oral presentations;
5. standard English grammar should be utilized in all written and oral communication;
6. literature may be directly influenced by the events of its time period;
7. research requires one to assess materials, choose relevant information and sources, and analyze and synthesize the information; and
8. technology can be used for research, communication, and to produce projects.

Credit: 1 – Regular

Level: 11

Prerequisite: Reading achievement up to one and one-half years above or below actual grade placement; average writing skills; and successful completion of Language Arts Skills, Language Arts or an equivalent course.

222 EL WORLD HISTORY

An understanding of the roots and development of the major cultures and societies in today's world is essential to prepare for the 21st century. This course studies chronological eras of World History with an emphasis on the topics of Geography, Economic Systems, Foreign Policy/Wars, Science/Technology, Governmental Systems and Humanities. It also emphasizes the applications of learning: communicating, problem solving and thinking skills, teaming, technology, researching and the interpretation of graphs, charts, maps and other data sources. This course is designed for students reading at or above grade level. Instruction in the history, culture, and geography of Europe, Latin America, and the Middle East is included in this course.

After successfully completing this course, the student will understand that:

1. geographic location plays an important role in the development and history of civilization;
2. the need to answer the basic economic questions has resulted in the development of different economics systems that oftentimes have caused conflict in the world;
3. there has been a constant struggle throughout history between more democratic and less democratic philosophies of government;
4. historical trends will often repeat themselves revealing similarities between historical events;
5. the human search for answers has led to conflict between established ideas and new beliefs;
6. many of the ideas that provide the foundations of American society are rooted in previous civilizations; and
7. historical events can be viewed differently based on the perceptions of the people involved and the person doing the analysis.

Credit: 1 – Regular

Level: 10

Prerequisite: Reading at grade level

232 EL AMERICAN HISTORY

Responsible citizenship requires knowledge of and appreciation for the basic principles and traditions of the society in which one lives. This course is designed to prepare students to assume the role of active participants in a democratic society through the study of their nation's history. The course covers the major chronological periods of American History and stresses the topics of Geography, Government, Economics, Expansion/Immigration, Wars/Foreign Policy, Social Changes and Reform, and Humanities. It also emphasizes the applications of learning: communicating, problem solving and thinking skills, teaming, technology, researching and the interpretation of graphs, charts, maps and other data sources. This course is designed for students reading at grade level.

After successfully completing this course, the student will understand that:

1. geography has influenced the development of America;
2. American democracy is a work in progress;
3. conflicting political philosophies have shaped the course of American history;
4. American capitalism has evolved over time;
5. America's role in the world has changed as we have evolved economically and politically; and
6. America's diversity, both ethnically and socially, has helped to shape American History.

Credit: 1 – Regular
Level: 11
Prerequisite: World History

240 EL CIVICS

This course is designed to help students understand the operations of the federal, state and local governments. It will help students understand their rights in a representative democracy and will emphasize the responsibilities that citizens have in this system. The study of the U.S. and Illinois Constitutions will be integral parts of this course.

After successfully completing this course, the student will understand that:

1. governments are necessary to serve the people;
2. knowledge of the political spectrum will help students determine who best represents their views;
3. the media has bias;
4. active political participation in the governmental process is needed to make democracy work;
5. all branches and levels of government are needed for the American governmental system to work; and
6. you have rights that are designed to protect you from the government.

Credit: 1/2 – Regular
Level: 12
Prerequisite: American History

501 EL FOUNDATIONS OF ALGEBRA

This course is designed to introduce algebraic and geometric concepts to students. Areas of study will include basic operations with whole numbers, fractions and decimals, the practical application of basic math concepts, percent, ratios, customary and metric measurement, and the reading of charts, graphs and tables. They will also be introduced to algebraic expressions and variables, which can lead to the solution of real-life problems. Students will also use measurement techniques to find areas and volumes of various geometric figures, such as angles, triangles and polygons.

Credit: 1 – Essential
Level: 9
Prerequisite: Placement will be determined by the D228 high school placement exam, MAP score and/or teacher recommendation.

310P EL MATH 1 PREP

This course is designed for students who enter high school one year below grade level. It will provide high school students with the foundation necessary for success in future courses in Math 1 and Math 2. Units of study include pre-requisite skills such as; translating, evaluating and identifying expressions, linear equations, ratios, rational numbers, slope and inequalities. It will also focus on problem solving, critical thinking, technical reading, persevering in solving problems and building successful habits.

Credit: 1 – Essential
Level: 9
Prerequisite: Placement will be determined by the D228 high school placement exam, MAP score and/or teacher recommendation.

310 EL MATH 1

This is the first course in a college preparatory mathematics sequence for freshmen. Units of study include relationships between quantities, linear and exponential relationships, mathematical reasoning, statistics,

congruence, proof, construction and connecting Algebra and Geometry through coordinates. It will also focus on problem solving, critical thinking, technical reading, persevering in solving problems and building successful habits.

Credit: 1 – Regular

Level: 9

Prerequisite: Placement will be determined by the D228 high school placement exam, MAP score and/or teacher recommendation.

333 EL MATH 2

This is the second course in a college preparatory mathematics sequence. Units of study include extending the number system, quadratic functions and modeling, expressions and equations, similarity, right triangle trigonometry, proof, and circles with and without coordinates. Students enrolled in this course will learn additional topics beyond those discussed in Math 2A.

Credit: 1 – Regular

Level: 10-12

Prerequisite: Passed both semesters of Math 1

334 EL MATH 3

This is the third course in a college preparatory mathematics sequence. Units of study include applications of probability, inferences and conclusions from data, polynomial/rational/radical relationships, trigonometry, and mathematical modeling. Students enrolled in this course will learn additional topics beyond those discussed in Math 3A.

Credit: 1 – Regular

Level: 11, 12

Prerequisite: Passed both semesters of Math 2

427 EL INTEGRATED PHYSICS

This regular class involves an introduction and exploration of science skills throughout all areas of science. Topics include scientific inquiry, metrics, lab safety, graphing, physical and chemical properties of matter, atomic structure, elements and the periodic table, motion, forces, energy, and Earth and space science.

After successfully completing this course, the student will understand that:

1. the scientific method provides a systematic way to investigate questions, acquire valid and useful information in order to solve problems in science and everyday life;
2. application of chemical knowledge will foster a greater understanding of societal, ethical, and technological issues;
3. forces originate from various sources and influence the motion of microscopic particles and large bodies – Energy is conserved and takes many interchangeable forms including gravitational, kinetic, electrical, and electromagnetic;
4. Earth events, theories, processes and systems are observable and predictable and can be integrated with prior knowledge creating a deeper understanding of how the Earth has evolved and continues to change; and science applies to everyday life through the emphasis of connections between science theory, skills, laws of physical, chemical, and earth sciences.

Credit: 1 – Regular

Level: 9

422 EL CHEMISTRY

Chemistry is the study of matter and its changes. The topics covered include measurement, metrics, graphing, lab safety, atomic structure and theory, chemical and physical changes, states of matter, periodicity, chemical bonding, equations stoichiometry and acids and bases. A scientific calculator (TI-30X IIS or equivalent) is required.

After successfully completing this course, the student will understand that:

1. the scientific method provides a systematic way to investigate questions and acquire valid and useful information;

2. matter and energy's behavior on the microscopic level will explain how matter behaves in the macroscopic world;
3. application of chemical knowledge will foster a greater understanding of societal, ethical, and technological issues such as alternative energy sources, chemical weaponry, etc.;
4. science is the foundation of a process that produces innovation for the progress of humankind; and
5. science is not just a body of knowledge; It is a process by which many people continuously develop and refine our knowledge of the world around us.

Credit: 1 – Regular
 Level: 10

412 EL BIOLOGY

Biology is the study of life and life processes. Students will be exposed to scientific inquiry and data collection, which will help them to understand the natural world. Units covered in this course include, fundamentals of ecology, cellular dynamics, principles of genetics and evolutionary theory.

After successfully completing this course, the student will understand that:

1. the inquiry process provides the framework of scientific discovery, learning and understanding and the importance of communicating ideas in order to understand the natural world;
2. data can be analyzed to support, consider or alter existing concepts or ideas;
3. the relationships among living things are ongoing and interconnected by biological principles; and
4. the changing relationships among science, technology and society affect his/her life.

Credit: 1 – Regular
 Level: 11

414 EL INTRODUCTION TO SCIENCE & ENGINEERING PRACTICES

The Introduction to Science and Engineering Practices course is designed for emerging EL students. This course is concept and skills based taught with a primary focus on how science is conducted through the Science and Engineering Practices. Physical and Biological Sciences will be addressed with the goal of introducing students to vocabulary within these disciplines and to develop ELs language acquisition. Topics will include states of matter, energy, motion, solutions, and ecology. Students will be engaged in physical and virtual labs.

Credit: 1-Regular
 Level: 9-12

523 EL HERITAGE SPANISH 1

The focus of the Heritage Spanish 1 course is to improve written and oral communication in Spanish, to enhance Spanish reading comprehension and analytical skills, to build on students' historical and literary knowledge of the Hispanic cultures and traditions around the world, and to prepare students to use their bilingual ability in professional settings. Readings will include selections from the Advanced Placement® Spanish Literature list. Grammar studies will include work on accents, punctuation, spelling, tense usage and sentence structure in Spanish, in early preparation for the Advanced Placement® Spanish language exam.

After successfully completing this course, the student will understand that:

1. there is a lot of Mexican influence in the United States;
2. language is composed of a variety of basic elements;
3. the Aztecs have a large influence on Mexican culture and history;
4. to reflect what happens now the present tense is used;
5. Spanish is spoken in many other countries;
6. there are various linguistic elements to the language; and
7. poetry is a form of literary expression.

Credit: 1 – Regular
 Entry Level: 9, 10, 11, 12
 Prerequisite: Students must successfully complete the “Spanish Placement Test” and demonstrate a mastery of Spanish 2 grammar at the native-speaker level. Student must come from a setting where Spanish is used as the primary language at home.

524 EL HERITAGE SPANISH 2

The focus of the Heritage Spanish 2 course is to build upon Heritage Spanish 1: to improve written and oral communication in Spanish, to enhance Spanish reading comprehension and analytical skills, to build on students' historical and literary knowledge of the Hispanic cultures and traditions around the world, and to prepare students to use their bilingual ability in professional settings. Reading will include selections from the Advanced Placement® Spanish Literature list. Grammar studies will include work on accents, punctuation, spelling, tense usage and sentence structure in Spanish, in preparation for the Advanced Placement® Spanish language exam.

After successfully completing this course, the student will understand that:

1. there is Hispanic influence in the United States;
2. language is composed of a variety of basic elements;
3. to reflect what happened in the past, the preterit and imperfect tenses are used;
4. Spanish is spoken in many other countries; and
5. there are various linguistic elements to the language.

Credit: 1 – Regular

Entry Level: 9, 10, 11, 12

Prerequisite: Students must successfully complete Heritage Spanish 1.

525 EL HONORS HERITAGE SPANISH 2

This course is designed for freshmen who are 'Heritage' or 'Native' speakers of Spanish and have studied two or more years of Spanish in the junior high and have received an above average score on a World Language proficiency test. It may also be taken by second level students who have maintained at least a "B+" average in the Level 1 course of study. The course builds on achievement and proficiency objectives of Heritage 1. Class activities integrate the four skills of listening, speaking, reading, and writing, with a focus on reading and writing, and expand on the culture and connections introduced in Heritage 1.

Completion of this course will provide the student with an extended knowledge of Spanish in preparation for the Advanced Placement® Spanish Language and Advanced Placement® Spanish Literature exam.

Credit: 1 – Honors

Level: 9, 10, 11, 12

Prerequisite: 1. Successful completion of Heritage 1 OR Proficient score on the Heritage Placement Exam.
2. Recommendation of the Spanish teacher.

612 EL PERSONAL FINANCE

Personal Finance is a class designed to guide students to make the most beneficial and effective use of their financial resources. Key topics that will be covered in this class are: Sustainably financing education, investing for your future, managing your income, balancing wants and needs, investment vehicles, legal obligations (taxes and FAFSA), budgeting, and financial resources (banks, credit unions, life insurance companies, etc.). Upon completion of the course students will have earned a Financial Literacy certification through Everfi Financial Education Network.

Credit: ½ - Regular

Level: 9, 10

Prerequisite: Graduation Requirement

913A EL HEALTH

During this one semester course students will be introduced to wellness concepts, effects of behaviors on the human body and health enhancing behaviors. Students will develop the skills necessary to achieve wellness and make healthy choices. The topics that will be discussed are as followed: mental/emotional health, body systems, nutrition, alcohol, tobacco, drugs, human growth and development, sexually transmitted diseases, infectious diseases and chronic diseases. This class meets the health graduation requirement. Students are required to pass one semester of health to meet State mandated and District graduation requirements.

Topics include but are not limited to:

- Introduction to wellness concepts

- Effects of behaviors on the human body
- Health enhancing behaviors
- Focused topics

Credit: 1/2 - Regular
 Level: 9
 Prerequisite: None

◆ SCHOOLINKS COURSE PLANNER

Selecting courses without consideration for future education and/or career goals can often lead to frustration and wasted time. Our goal is to promote future thinking and planning with the end in mind. Students will complete a series of college, career and life planning lessons within our college and career readiness platform, called SchoolLinks, that will help identify potential future careers. Through career exploration, students will identify specific course work, both in high school and beyond, that is required for the field. By combining future career goals with the course selection process, students can maximize their high school experience.

Students can access their course planner by logging into their SchoolLinks account. Click on the School icon in the left navigation panel then select course planner. From here, the student can select a college and career pathway endorsement plan, if applicable, and then identify or review courses for each content area. The final icon, which looks like a table, will show a summary of all courses selected as well as courses completed/grades earned at each grade level. Counselors will assist students with the course selection process and classroom teachers will also provide guidance and make recommendations for students' future courses. Parents are encouraged to review their student's college/career goals and high school course planner each year to ensure that their student is on the right path.

◆ INSTRUCTIONAL MATERIALS CENTER DEPARTMENT (IMC)

The primary responsibility of the Instructional Materials Centers in Bremen Community High School District 228 is to provide maximum access to resources which foster the intellectual and cultural development of the individual and which support the curriculum. The primary goal of curricular support is achieved by providing innovative technology infusions and teaching inquiry methods to meet the demands of 21st Century teaching and learning.

Instructional Materials Center Department Outcome

Provide leadership, instruction and expertise for students that encourages the use of information and technology in a creative and responsible manner. Also, ensure that students are effective users and producers of ideas and information.

To assist students in fulfilling their informational needs, the Media Specialists will:

- select and promote the use of online resources appropriate to the curriculum, including the creation of citations
- maintain a website, which provides easy access to IMC online resources from any Internet connection
- encourage multiple access points to resources by linking the IMC web site to each school's home page and also providing off-campus access
- collaborate with individual teachers to develop and reinforce concepts in interdisciplinary units of instruction
- collaborate with teachers to teach inquiry methods to meet the demands of 21st Century teaching and learning
- assist groups of students with their class activities and assignments
- help individual students with their research assignments and research strategy development
- select materials and encourage students to become lifelong learners and readers

- provide and assist students with the appropriate resources for completing assignments
- present lessons on cyber safety, database training, citing resources, infusing innovative technology into lessons, and evaluating resources
- promote safe practices while students are on various forms of Internet resources, including social media tools; therefore, providing mini lessons centered around digital literacy
- fulfill the Illinois I-Sail and core standards
- teach all students to inquire about the world around them in a thoughtful and critical way
- promote digital literacy through instruction and use of iPads, research databases, and other district technology
- manage district iPads to support every curriculum
- develop print and non-print collection (including eBooks) to support various curriculum concepts and support students reading for pleasure

◆ FINE ARTS DEPARTMENT

The Fine Arts curriculum consists of art and music courses that are designed to meet the artistic and creative needs of all students, at all levels. Individual courses develop aesthetic and technical skills used in both art methods and in musical performance. The courses that are included in this curriculum provide the opportunity for students to establish foundational skills as well as advanced techniques and abilities.

ART COURSES BY GRADE LEVEL

Freshman	Sophomore	Junior	Senior
Drawing & Painting I Ceramics & Sculpture I	Drawing & Painting I Ceramics & Sculpture I	Drawing & Painting I Ceramics & Sculpture I	Drawing & Painting I Ceramics & Sculpture I
Drawing & Painting II Ceramics & Sculpture II	Drawing & Painting II Ceramics & Sculpture II	Drawing & Painting II Ceramics & Sculpture II	Drawing & Painting II Ceramics & Sculpture II
Digital Photography Graphic Design	Digital Photography Graphic Design Advanced Digital Design	Digital Photography Graphic Design Advanced Digital Design Studio Art and Design	Digital Photography Graphic Design Advanced Digital Design Studio Art and Design AP Art and Design

INSTRUMENTAL MUSIC

Freshman	Sophomore	Junior	Senior
Band 1 Beginner Band 2 Intermediate Band 3 Concert Symphonic Band-R Symphonic Band-H Jazz Ensemble-R Jazz Ensemble-H	Band 1 Beginner Band 2 Intermediate Band 3 Concert Symphonic Band-R Symphonic Band-H Jazz Ensemble-R Jazz Ensemble-H	Band 1 Beginner Band 2 Intermediate Band 3 Concert Symphonic Band-R Symphonic Band-H Jazz Ensemble-R Jazz Ensemble-H	Band 1 Beginner Band 2 Intermediate Band 3 Concert Symphonic Band-R Symphonic Band-H Jazz Ensemble-R Jazz Ensemble-H

VOCAL MUSIC COURSES BY GRADE LEVEL

Freshman	Sophomore	Junior	Senior
Mixed Chorus I	Mixed Chorus I	Mixed Chorus I	Mixed Chorus I
Mixed Chorus 2	Mixed Chorus 2	Mixed Chorus 2	Mixed Chorus 2
Concert Choir-R	Concert Choir-R	Concert Choir-R	Concert Choir-R
Concert Choir-H	Concert Choir-H	Concert Choir-H	Concert Choir-H
Vocal Show Ensemble-R	Vocal Show Ensemble-R	Vocal Show Ensemble-R	Vocal Show Ensemble-R
Vocal Show Ensemble-H	Vocal Show Ensemble-H	Vocal Show Ensemble-H	Vocal Show Ensemble-H

OTHER COURSES

Freshman	Sophomore	Junior	Senior
Music Production & Sound Editing	Music Production & Sound Editing	Music Production & Sound Editing	Music Production & Sound Editing

ART COURSES

014A DRAWING AND PAINTING I

Drawing and Painting I is a one-semester fine arts elective offered to students in grades 9 through 12 who have had any experience in 2-D art. This is a hands-on course that will teach basic drawing, painting skills,

and techniques with various drawing and painting materials while allowing students an opportunity to explore personal creative expression. A student lab fee will be assessed at registration.

Credit: ½ - Regular
Level: 9 – 12
Prerequisite: None

014B CERAMICS AND SCULPTURE I

Ceramics and Sculpture I is a one-semester fine arts elective offered to students in grades 9 through 12 who have any experience in 3-D art. This is a hands-on course that will teach basic artistic hand-building skills and techniques with various clay and sculptural materials while allowing students an opportunity to explore personal creative expression. A student lab fee will be assessed at registration.

Credit: ½ - Regular
Level: 9 – 12
Prerequisite: None

015A DRAWING AND PAINTING II

Drawing and Painting II is a one- semester fine arts elective offered to students in grades 9 through 12 who have completed the prerequisite course Drawing and Painting 1 and wish to continue developing their technique and understanding of two dimensional (2-D) art. This is a hands-on course that will teach advanced drawing and painting skills and techniques by building on what has been learned in the previous course. A student lab fee will be assessed at registration.

Credit: ½ - Regular
Level: 9 – 12
Prerequisite: Drawing and Painting I

015B CERAMICS AND SCULPTURE II

Ceramics and Sculpture II is a one- semester fine arts elective offered to students in grades 9 through 12 who have completed the prerequisite course Ceramics and Sculpture I and wish to continue developing their technique and understanding of three dimensional (3-D) art. This is a hands-on course that will teach advanced artistic hand-building skills and techniques. A student lab fee will be assessed at registration.

Credit: ½ - Regular
Level: 9 – 12
Prerequisite: Ceramics and Sculpture I

021A DIGITAL PHOTOGRAPHY

Digital Photography is a one- semester fine arts elective offered to students in grades 9 through 12. The course introduces the use of digital processing for the purposes of enhancing photographic imagery both as a corrective device and as a means of creative expression. Students will utilize industry standard software and have on-campus access to the Adobe Creative Cloud. Students will create a variety of projects utilizing digital cameras, and iPads. A student lab fee will be assessed at registration.

Credit: ½ - Regular
Level: 9 – 12
Prerequisite: None

021B GRAPHIC DESIGN

Graphic Design is a one- semester fine arts elective offered to students in grades 9 through 12. The course is designed to provide students with knowledge and skills of design, advertising, illustration, and digital and multimedia preparation of printed and electronic promotional materials. Students will utilize industry standard software and have on-campus access to the Adobe Creative Cloud. A student lab fee will be assessed at registration.

Credit: ½ - Regular
Level: 9 – 12
Prerequisite: None

024 ADVANCED DIGITAL DESIGN

Advanced Digital Design is a one-semester fine arts elective offered to students in grades 10 through 12. This course builds on skills and concepts introduced in Digital Photography (021A) and Graphic Design (021B). Eligible students will secure their art instructor's permission as per the prerequisites below. This course offers advanced techniques in both Adobe Photoshop and Adobe Illustrator. Advanced concepts and topics in digital illustration, layouts, typography and product design, as well as a brief introduction to animation, will be explored. An opportunity for an Adobe Certified Professional industry certification is available to the student at the end of the course.

This is a **DISTRICT** course offered at Hillcrest High School. Students from Bremen, Oak Forest, and Tinley Park will attend this class VIRTUALLY from their home school. Hillcrest High School students will report in-person to lab #009. Virtual students will report to their home school's IMC and log onto designated computers with the addition of their iPads and earbuds. A student lab fee will be assessed at registration.

Note: *This course offers students the opportunity to earn Free College Credit through our dual credit program with South Suburban College. Please see pages 13-14 for specific dual credit information.*

Credit: ½ - Honors
Grade Levels: 10-12
Prerequisite: Completion of both Digital Photography and Graphic Design and/or visual art instructor recommendation

030A STUDIO ART AND DESIGN

Studio Art is an advanced level course for students who have attained at least a "B" average in all previous art courses, and who have displayed the ability and self-discipline to succeed in an independent-study oriented course structure. The focus of the Studio Art instruction will be on independent 2-D and/or 3-D art projects, investigation into new approaches in art production, and portfolio preparation. Students will explore the history of art development and will produce projects from at least four different art mediums for portfolio completion. In addition to portfolio preparation, students will also review and analyze major works of art and present both oral and written critiques. Students will also explore college and career opportunities related to this field-and understand art's place in civilizations, past and present.

Credit: 1 – Regular
Level: 11, 12
Prerequisites: Completion of any combination of two (2) one-semester art courses with a minimum grade of C in each course, and/or visual art teacher recommendation.

041 ADVANCED PLACEMENT ART AND DESIGN

Advanced Placement Studio Art and Design may be taken by students who have completed the Studio Art course and who have secured the instructor's permission as per the prerequisites below. To be approved, it must be determined that the student can independently create original visual art at least equal to college entry-level work. Students enrolled in Advanced Placement Studio Art are required to prepare a portfolio for evaluation and assessment which directly relates to college and career opportunities. Most colleges will accept portfolio scores of 3 or higher and grant three credit hours of college art credit.

Credit: 1-Honors (without Exam)
1 – Advanced Placement® (with participation in College Board Examination)
Level: 12
Prerequisites: 1. Successful completion of Studio Art with a grade average of "B" or better.
2. Recommendation of the art teacher in the course prior to the A.P. course.
3. Submission of an acceptable art portfolio (done before registration).
4. Approval of the current A.P. teacher who will consider the above prerequisites along with other criteria such as overall G.P.A. and other pertinent information.

Students may take the Advanced Placement Examination for possible college credit.

INSTRUMENTAL COURSES

Performing instrumental classes include, as part of the course of study, performances and practice sessions which occur outside of the regularly scheduled school day. Student attendance at these performances and rehearsals is considered a part of the course requirements and is a grade component.

011 BAND 1 - BEGINNING INSTRUMENTAL ENSEMBLE

Beginning instrumental ensemble is an introductory level class, which is designed for the student with little or no previous musical experience. Basic instruction in reading, music terminology, and musical performance on selected band instruments is provided for students electing the class. Instruments selected for study may be available from the band inventory or may be student-owned.

Credit: 1 – Regular
Level: 9, 10, 11, 12
Prerequisite: None

022A EXPLORING PERCUSSION

Band 2 is an intermediate level ensemble that is designed for students with moderate experience. Placement in Band 2 will be determined by testing and recommendation of the director. This course may explore world/cultural influences and can incorporate various percussion instruments. All students enrolled in Band 2 will participate in combined marching band practice/performance activities in the fall. The course offers a pass/grade option.

Credit: 1 – Regular
Level: (9), 10, 11, 12
Prerequisite: Completion of Band 1 and/or director recommendation

022B HONORS EXPLORING PERCUSSION

Honors Exploring Percussion curriculum option offers students expanded opportunities for the development of performance and performance-related capabilities. Students enrolled in the honors credit course option will be expected to complete all requirements for the regular course as well as the following special course components: 1) the student will be enrolled in an ongoing program of private instruction for a minimum of two lessons per month or the completion of a major performance-based term project. 2) Students are required to audition for the ILMEA District I Ensembles and participate if selected 3) Students are required to participate in the Solo and Ensemble contest.

Credit: 1 – Honors
Level: (9) 10, 11, 12
Prerequisite: Successful completion of previous instrumental music courses with a grade average of "B" and teacher recommendation.

012 BAND 3 – CONCERT BAND

Band 3 is a performance ensemble designed for the student having previously developed musical performance skills. The course represents level three of five levels of instrumental music classes. Placement in Band 3 will be determined by testing and the recommendation of the director. All students enrolled in Band 3 will participate in combined marching band practice/ performance activities in the fall. The course offers a pass/grade option.

Credit: 1 – Regular
Level: 9, (10, 11, 12)
Prerequisite: Completion of Band 2 and/or director recommendation

031 SYMPHONIC BAND

Symphonic Band is a select (by audition), performance-oriented instrumental ensemble. Symphonic Band represents the highest level of instrumental music classes. Placement in Symphonic Band will be determined by testing and the recommendation of the director. Symphonic Band course content emphasizes the development of group performance techniques, and advanced individual performance skills. Review/analysis of performance(s) and/or performance literature is also required. Students will be expected to complete a major performance-based term project. All students enrolled in Symphonic Band

will participate in combined marching band practice/performance activities in the fall. The course offers a pass/grade option. If selected, a student may enroll in Symphonic Band each of his/her four years of high school attendance.

Credit: 1 – Regular
Level: (9, 10), 11, 12
Prerequisite: Completion of Band 3 and/or director recommendation

037 HONORS SYMPHONIC BAND

Honors Symphonic Band curriculum option offers students expanded opportunities for the development of performance and performance-related capabilities. Students enrolled in the honors credit course option will be expected to complete all requirements for the regular course as well as the following special course components: 1) the student will be enrolled in an ongoing program of private instruction for a minimum of two lessons per or the completion of a major performance-based term project; 2) Students are required to audition for the ILMEA District I Ensembles and participate if selected; and 3) Students are required to participate in the Solo and Ensemble contest.

Credit: 1 – Honors
Level: 9, 10, 11, 12
Prerequisite: Successful completion of previous instrumental music courses with a grade average of "B" and teacher recommendation.

033 JAZZ ENSEMBLE

Jazz Ensemble is a select (by audition), performance-based ensemble of vocalists and/or instrumentalists. Traditional and contemporary scores including swing, blues, rock and Latin are researched, studied and performed with emphasis placed upon stylistic treatment, advanced instrumental techniques, and advanced musicianship. Composition, form and analysis, advanced research and music theory are required and presented in an instrumental music perspective. Review/analysis of performance(s) and/or performance literature is also required. Students will be expected to complete a major term project. Public performances are utilized as an outgrowth and culmination of the classroom learning situation. Placement in Jazz Ensemble will be determined by performance audition and offers a pass/grade option.

Credit: 1 – Regular
Level: 9, 10, 11, 12
Prerequisite: None, but no student may enroll in the course without prior testing and the recommendation of the director.

039 HONORS JAZZ ENSEMBLE

The Honors Jazz Ensemble curriculum option offers student expanded opportunities for the development of performance and performance-related capabilities. Students enrolled in the honors credit course option will be expected to complete all requirements for the regular course as well as the following special course components: 1) the student will be enrolled in an ongoing program of private instruction for a minimum of two lessons per or the completion of a major performance-based term project; 2) completion of performance proficiency level four of the Jazz Ensemble curriculum; and 3) completion of the advanced level cognitive skills unit of the Jazz Ensemble curriculum. Students are required to audition for the ILMEA District I Ensembles and solo and ensemble contest.

Credit: 1 – Honors
Level: 9, 10, 11, 12
Prerequisite: Successful completion of previous instrumental music courses with a grade average of "B", audition and/or music theory test, and teacher recommendation.

VOCAL COURSES

Performing vocal classes include, as part of the course of study, performances and practice sessions which occur outside of the regularly scheduled day. Student attendance at these performances and rehearsals is considered a part of the course requirements and is a grade component.

013 MIXED CHORUS 1

Mixed Chorus is an entry-level choral ensemble for male and female students. Although Mixed Chorus is primarily intended as a freshman training ensemble, any sophomore, junior, or senior may enroll in the course. Mixed Chorus course content will include preparatory voice training and ensemble experience leading to participation in Concert Choir. Students will be required to perform in several public performances each semester. A student may enroll in Mixed Chorus in any two years of his/her high school attendance.

Credit: 1 – Regular
Level: 9, 10, 11, 12
Prerequisite: None

023 MIXED CHORUS 2

Mixed Chorus 2 is an intermediate to advanced level performing ensemble. The course represents level two of three levels of vocal music classes. Placement in Mixed Chorus 2 will be determined by testing and recommendation of the director. Mixed Chorus 2 course content will include extended preparatory voice training including both ensemble and solo experiences leading to participation in Concert Choir. Students will be required to perform in several public performances each semester. Students will be expected to complete sight singing activities, form and analysis, basic research and music theory. A student may enroll in Mixed Chorus 2 in any two years of his/her high school attendance.

Credit: 1 – Regular
Level: 9, 10, (11, 12)
Prerequisite: Completion of Mixed Chorus 1 and/or recommendation of the director.

032 CONCERT CHOIR

Concert Choir is a select (by audition), performance-oriented choral ensemble for male and female students. Placement in Concert Choir will be determined by testing and the recommendation of the director. Concert Choir course content emphasizes the development of group performance techniques and advanced individual performance skills. Students will be expected to complete sight singing activities, form and analysis, basic research and music theory. Review/analysis of performance(s) and/or performance literature is also required. Students will sing several public performances each semester. The course offers a pass/grade option. If selected, a student may enroll in Concert Choir each of his/her four years of high school attendance.

Credit: 1 – Regular
Level: (9, 10), 11, 12
Prerequisite: Completion of Mixed Chorus and/or recommendation of the director.

038 HONORS CONCERT CHOIR

The Honors Concert Choir curriculum option offers students expanded opportunities for the development of performance and/or performance-related capabilities. Students enrolled in the honors credit course option will be expected to complete all requirements for the regular course as well as the following special course requirements: 1) the student will be enrolled in an ongoing program of private instruction for a minimum of three lessons per month (Alternatives: music theory programmed instruction, college level course work, etc.); 2) completion of a major term project: a research paper, a musical composition, a review/analysis of performance(s) and/or performance literature; 3) completion of a performance proficiency level four of the Concert Choir curriculum, and 4) completion of the advanced level cognitive skills unit – of the Concert Choir curriculum. Students are required to audition for the ILMEA District I Ensembles and perform a solo or small group recital.

Credit: 1 – Honors
Level: 9, 10, 11, 12
Prerequisite: Successful completion of previous instrumental music courses with a grade average of "B", audition and/or music theory test, and teacher recommendation.

043 VOCAL SHOW ENSEMBLE

Vocal Show Ensemble is a select (by audition), performance-based music ensemble of male and female students. Traditional and contemporary literature including swing, jazz, pop, blues, gospel, and urban are

researched, studied and performed with emphasis placed upon stylistic treatment, advanced vocal techniques and advanced musicianship. Movement, dance, drama and choreography are essential components of this course. Composition, form and analysis and music theory are required and presented from a vocal perspective. Review/analysis of performance and/or performance literature is also required. Students will review and analyze contemporary literature and complete both oral and written critiques of performances. Public performances are utilized as an outgrowth and culmination of the classroom learning experience. Placement in Vocal Show Ensemble will be determined by performance audition.

Credit: 1 – Regular
Level: (9) 10, 11, 12
Prerequisite: Audition/Recommendation of Director

044 HONORS VOCAL SHOW ENSEMBLE

Honors Vocal Show Ensemble is a select (by audition), performance-based music ensemble of male and female students. Traditional and contemporary literature including swing, jazz, pop, blues, gospel, and urban are researched, studied and performed with emphasis placed upon stylistic treatment, advanced vocal techniques and advanced musicianship. Movement, dance, drama and choreography are essential components of this course. The Honors Vocal Show Ensemble curriculum option offers students expanded opportunities for the development of performance and/or performance-related capabilities. Students enrolled in the honors credit course option will be expected to complete all requirements for the regular course as well as the following special course requirements: 1) the student will be scheduled in an after school program of private instruction (Alternative: private lessons with outside instructor, music theory programmed instruction, college level course work); 2) completion of a major term project; a research paper, a musical composition, a solo recital, and/or an analysis of performance(s) and/or performance literature; 3) completion of a performance proficiency level four of the vocal music curriculum, and 4) completion of the advanced level cognitive skills unit of the music curriculum. Students are required to audition for ILMEA District I Ensembles and perform a solo or small group recital.

Credit: 1 – Honors
Level: 9, 10, 11, 12
Prerequisite: Audition/Recommendation of Director

OTHER INSTRUMENTAL COURSES

0045 MUSIC PRODUCTION AND SOUND EDITING

This creative one-year course will explore digitally generated music and sound files that can be utilized in a wide variety of applications and multimedia formats. Music production is the process of creating a recorded music project either solely by a Digital Audio Workstation (DAW) or mixing/editing from an existing track. Sound editing is a creative career that selects and assembles sound recordings in preparation for a final mix and mastering of a variety of productions. Students will learn how to utilize “smart” instruments while decoding musical notation, how to edit tracks for television/YouTube programs, motion pictures, video games, or any production involving recorded or synthetic sound. Additionally, students will understand and gain experience in composing, recording and mixing music and learn how musical elements such as tempo, dynamics, chord progressions, and musical form affect the mood and feel for the composers. Students will be shown how to share their work via iTunes, YouTube, and Sound Cloud and other applicable formats.

NOTE: This is a **DISTRICT** course, which is taught at Hillcrest High School. Transportation will be provided when the course is offered in the morning.

After successfully completing this course, the student can be expected to:

1. create music of challenging complexity and length with expression.
2. demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem-solving.
3. analyze ways in which musical sounds are produced and how they are used in composing, conducting and performing.
4. demonstrate the ability to read basic written notation for a vocal or instrumental part.
5. analyze and evaluate how tools/technologies and processes combine to convey meaning for music production and sound editing.

6. identify and describe various musical genres, classifications and its important iconic figures.
7. be able to describe the importance of musical styles and genres and the implications it has on individuals and popular culture.
8. easily identify a number of specific pieces of American music and musical styles.
9. understand the qualifications and experience required in the careers of both music production and sound editing
10. visit a professional recording studio and experience knowledge from professional recording/audio engineers in these industries

Credit: 1 – Regular
Level: 9, 10, 11, 12
Prerequisite: None
Site of Course: Hillcrest High School

◆ ENGLISH DEPARTMENT

The English Department recognizes that each student enters high school with unique abilities and interests in language arts. Therefore, the department offers courses at various levels of difficulty addressing the Common Core College and Career Readiness Standards. These courses are designed to develop the student's skills, concepts, and appreciations in each of five language arts areas: reading, writing, listening, speaking, and research. In addition, the content of the courses reflects the sequential development of language arts skills. The student may follow one of three course sequences and may also enroll in elective courses for additional work in language arts. The student may change course sequence if the prerequisites of courses are met.

Students who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language:

Demonstrate independence.

Independent students become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

Build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance.

Respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline.

Comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners.

Value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text.

Use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening and language use.

Come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together.

Students will be required to take four years of English; however, additional English courses can also aid students who need help with language arts skills as well as enrich students who desire a more extensive background in language arts.

Guidelines for Placement in Entry Level English Courses

Entering freshmen, who are deficient in reading skills (reading achievement scores two years or more below actual grade placement), should be placed in 112E English Skills, Extended or 113 Introduction to English. Students assigned to 113 Introduction to English may be assigned to a Lab class for an additional half period to receive targeted instructional support.

Entering freshmen, who have average reading skills (reading achievement scores between two years below actual grade placement and one and one-half years above actual grade placement) and average writing skills, should be placed in 113 Introduction to English and may be assigned to a Lab class for an additional half period to receive targeted instructional support.

Entering freshmen, who have above average reading skills (reading achievement scores one and one-half years or more above actual grade placement) and above average writing skills, should be placed in 114 Studies in English.

ENGLISH DEPARTMENT FLOWCHART

Freshman	Sophomore	Junior	Senior
English Skills, Extended + Lab	Introduction to English Language Arts	American Literature	CCR: Composition
Introduction to English	Language Arts	Studies in American Literature	ELA Communications
Studies in English	Studies in British Literature	AP English Language & Composition	Literature Studies (non-Dual Credit) Studies in Contemporary Literature Advanced Composition (Dual Credit) Literature Studies (Dual Credit) AP English Literature & Composition

Electives
Performing Arts Media (10, 11, 12) Digital Media Production (10, 11, 12) Communication Arts & Technology/TV Pro (12)

ESSENTIAL COURSE SEQUENCE

This course **will not satisfy** requirements for admission into a state university in Illinois.

112E ENGLISH SKILLS - EXTENDED

This course is intended for students with below average reading and writing skills. It will require daily use of the district issued iPad. It is designed to improve students' basic reading skills and to develop high school writing skills. The course will include English classroom activities and implementation of a reading intervention program to guide instruction and to improve student reading skills. Students will analyze and interpret a variety of reading materials, including young adult literature representing various countries, cultures and eras. Students will write informational, argumentative, and expository compositions using Standard English grammar. Students will be concurrently enrolled in the 112LAB English Skills Lab Course.

After successfully completing this course, students will be able to

1. read and comprehend literature, including stories, dramas, and poems.
2. determine a theme or central idea of a text and analyze in detail its development.
3. analyze how characters develop over the course of a text.
4. cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
5. write arguments to support claims using valid reasoning and relevant and sufficient evidence.
6. evaluate an argument by assessing whether the reasoning is valid and the evidence is relevant and sufficient.
7. write informative/explanatory texts that examine and present information clearly and accurately.
8. use standard English grammar and usage in written and oral communication with emphasis on spelling, punctuation, sentence parts, agreement and pronoun case.

Credit: 1 -- Essential

Level: 9

Prerequisite: This is a freshman only class. Reading achievement two years or more below actual grade placement; adequate to minimal writing skills.

0112LAB ENGLISH SKILLS LAB

This lab section is assigned to students concurrently enrolled in the 112 Extended English Skills Course. This course will require daily use of the district issued iPad. Students will develop and solidify skills to support their Language Arts coursework. Time will be provided during the lab for students to receive additional support, practice, and opportunity focused assistance. Additional reading support will be provided through the use of a reading intervention program. Students will receive instruction that addresses areas of concern while providing support for English Skills Extended coursework.

Credit: ½ – Essential

Level: 9

Prerequisite: Concurrent enrollment in English Skills, Extended

REGULAR COURSE SEQUENCE

Students entering high school at or above grade level in Reading will begin their Language Arts program at this level. These courses satisfy college entrance requirements.

113 INTRODUCTION TO ENGLISH

This course is intended for students with average reading and writing abilities and is designed to prepare students for college and career level work. It will require daily use of the district issued iPad. The course focuses directly on reading for information and reading literature, including key components of novel, drama and epic poems/mythology. In addition, there will be an emphasis on grammar/conventions, vocabulary, author's style, craft and structure. With the increased focus on literature, students will focus on argumentative writing, including taking a side and supporting a claim based on research. Students will learn key research strategies to support writing informative, narrative, expository, and argumentative essays. The goal of this course is to improve students' ability to read and write in all curricular areas as well as to communicate effectively. Students will be assessed in a variety of formats and asked to complete class assignments and homework; this will include essays, presentations, and individual projects, as well as in collaboration with peers.

After successfully completing this course, students will be able to

1. read and comprehend literature, including stories, dramas, and poems.
2. determine a theme or central idea of a text and analyze in detail its development.
3. analyze how characters develop over the course of a text.
4. cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
5. write arguments to support claims using valid reasoning and relevant and sufficient evidence.
6. evaluate an argument by assessing whether the reasoning is valid and the evidence is relevant and sufficient.
7. write informative/explanatory texts that examine and present information clearly and accurately.
8. use standard English grammar and usage in written and oral communication with emphasis on spelling, punctuation, sentence parts, agreement and pronoun case.

Credit: 1 – Regular

Level: 9, 10

Prerequisite: Reading achievement within two years below and one and one-half years above actual grade placement; average writing skills.

0113LAB ENGLISH LAB

This lab section is assigned to students concurrently enrolled in the 113 Introduction to English Course. Students will develop and solidify skills to support their Introduction to English coursework. Time will be provided during the lab for students to receive additional support, practice, and opportunity for focused assistance. Students will receive instruction that addresses areas of concern while providing parallel support for topics being discussed in the Introduction to English Course.

Credit: ½ – Regular

Level: 9, 10

Prerequisite: Concurrent enrollment in Introduction to English

122 LANGUAGE ARTS

This course is intended for students with average reading and writing skills and is designed to emphasize skills needed to prepare for college level work. It will require use of the district issued iPad. The course focuses directly on reading for information and reading literature, including key components of novel, drama, and short fiction. In addition, there will be an emphasis on grammar/conventions, vocabulary, author's style, craft and structure. Formal and informal speech presentations will be integrated throughout the year. With the increased focus on literature, students will focus on argumentative writing, including taking a side and supporting claims based on research. Students will learn key research strategies to support writing informative, narrative, expository, and argumentative essays. The goal of this course is to improve students' ability to read and write in all curricular areas as well as to communicate effectively. Students will be assessed in a variety of formats and asked to complete class assignments and homework; this will include essays, presentations, and individual projects, as well as collaboration with peers.

After successfully completing this course, the student will understand that

1. readers use various strategies to construct meaning and gain a deeper understanding of the text.
2. reading fluency impacts comprehension.
3. people communicate through words to send messages to the receiver; and
4. effective communication relies on the usage of proper form.

Credit: 1 – Regular

Level: 10

Prerequisite: Reading achievement within two years below and one and one-half years above actual grade placement, average writing skills and successful completion of Introduction to English or an equivalent course

132 AMERICAN LITERATURE

American Literature is intended for students with average reading and writing skills. Daily use of the district issued iPad is required. The course is designed to help students apply language arts skills to personal and academic purposes as well as discover how historical context shapes literature. Students will use knowledge of word parts and origins, analyze various genres and make generalizations from the study of

American Literature. Students will also write a variety of compositions using Standard English grammar, participate in planned and impromptu oral presentations, and evaluate verbal and non-verbal communication in practical listening situations. Finally, students will utilize technology and develop research skills. Each semester has a specific emphasis on Common Core Reading, Writing, Language and Speaking and Listening skills driven by key works in American Literature.

After successfully completing this course, the student will understand that:

1. using word parts and origins can assist in understanding vocabulary, analyzing various genres, and making generalizations;
2. strong writing skills can be helpful in a variety of personal and academic contexts;
3. strong non-verbal communication and listening skills can be useful in a variety of personal and academic contexts;
4. strong speaking skills are necessary in planned and impromptu oral presentations;
5. standard English grammar should be utilized in all written and oral communication;
6. literature may be directly influenced by the events of its time period;
7. research requires one to assess materials, choose relevant information and sources, and analyze and synthesize the information; and
8. technology can be used for research, communication, and to produce projects.

Credit: 1 – Regular

Level: 11

Prerequisite: Reading achievement up to one and one-half years above or below actual grade placement; average writing skills; and successful completion of Language Arts Skills, Language Arts or an equivalent course.

140 COLLEGE AND CAREER READY: COMPOSITION (CCR: COMPOSITION)

This course is designed to prepare and transition students directly into college and career pathways requiring general education college writing skills. It will require daily use of the district issued iPad. Most seniors will be recommended to take this course in addition to another senior English Elective. The students will work to develop mastery of the following writing styles: cause/effect, informational, descriptive narration and critical analysis. This course is project based and focuses on student writing with an emphasis on the students' chosen career path. Students will be encouraged to use college and career pathways as a focus for their research to complete projects using the four styles of writing. Students will focus on developing skills including the use of Standard English to develop coherent sentences using a variety of structures as well as the use of punctuation, verb tense and word choice to produce well-developed academic essays. Any student that completes this course with a grade of "C" or higher will receive guaranteed placement in a college level English Course at South Suburban College within 18 months of successful course completion.

Credit: ½ -Regular

Level: 12

Prerequisite: None

141 ADVANCED COMPOSITION (DUAL CREDIT)

This semester course is designed to focus on the theory and practice of narrative, descriptive, expository, and argumentative writing. Emphasis will be placed on sentence structure and paragraph development to craft a variety of compositions. Students will be given opportunities to explore a variety of research sources and genres of writing. Instruction will be tailored to analysis of critical issues with a focus on writing to assumed audiences, and in appropriate styles and tones. In addition to major writing projects, formative assignments will consist of analytic reading responses or pieces of writing that contribute to larger writing projects-in-progress. Research topics will be chosen from real life issues faced by modern society and be discussed using both fiction and nonfiction as supportive evidence. Students will also evaluate and provide feedback on one another's writing as part of peer response groups.

Note: *This course offers students the opportunity to earn Free College Credit through our dual credit program with South Suburban College. Please see pages 13-14 for specific dual credit information.*

Credit: 1/2 – Honors

Level: 12

Prerequisite: ACT English score of 19 or above or previous completion of CCR Composition with a 'C' or higher is required.

151 ELA COMMUNICATIONS

This semester course combines communication theory with the practice of face-to-face and group interaction through experience and skills application. It will require daily use of the district issued iPad. In development of formal speech and presentations there will be an emphasis on critical skills in listening, reading, thinking, and writing. The presentation of both an informative and argumentative speech are required along with presentations in a group setting including participation in a Socratic Seminar and debate. This course focuses on the fundamental principles of selecting, analyzing evidence, to support various points of view. Formative course assessments include study and practice in public speaking and discussion, preparation and organization, and delivery techniques. This course will emphasize principles and methods of critical decision-making through argumentation and debate, including analysis of issues; collection and evaluation of evidence; evaluation of argument and reasoning; techniques of attack and defense in oral argumentation.

Credit: 1/2 – Regular

Level: 12

Prerequisite: None

153 LITERATURE STUDIES (NON-DUAL CREDIT)

This semester course focuses on the analytical approach to literature. Literature may include the novel, short story, poetry and drama. Plot structure, narrative technique, character depiction and theme, and fiction as a literary genre are examined. Students study terminology and literary concepts in order to interpret, analyze, and critically evaluate literary works from all three genres. In addition, students will study critical reading strategies, literary criticism, including the work of culturally diverse writers. Students will write formal essays to demonstrate understanding of Plot, Character Development, Theme and Historical Context. Emphasis will be placed on the use of direct textual evidence to support critical analysis of literary works. Students will practice steps of literary analysis using a tiered approach to develop project based outcomes.

Credit: 1/2 – Regular

Level: 12

Prerequisite: None

153S2 LITERATURE STUDIES (DUAL CREDIT)

This semester course focuses on the analytical approach to literature. Literature may include the novel, short story, poetry and drama. Plot structure, narrative technique, character depiction and theme, and fiction as a literary genre are examined. Students study terminology and literary concepts in order to interpret, analyze, and critically evaluate literary works from all three genres. In addition, students will study critical reading strategies, literary criticism, including the work of culturally diverse writers. Students will write formal essays to demonstrate understanding of Plot, Character Development, Theme and Historical Context. Emphasis will be placed on the use of direct textual evidence to support critical analysis of literary works. Students will practice steps of literary analysis using a tiered approach to develop project based outcomes.

Note: This course offers students the opportunity to earn Free College Credit through our dual credit program with South Suburban College. Please see pages 13-14 for specific dual credit information.

Credit: 1/2 – Honors

Level: 12

Prerequisite: Previous completion of Advanced Composition is required.

HONORS COURSE SEQUENCE

114 STUDIES IN ENGLISH

This course is intended for students with above average reading and writing abilities and is designed to prepare students for future honors and AP courses, as well as college and career level work. It will require daily use of the district issued iPad. The course focuses directly on reading for information and literature, with core attention to novel structure, drama, poetry, and mythology. In addition, there will be an emphasis on grammar/conventions, vocabulary, author's style, and craft. With the increased focus on literature, students will develop their writing on a variety of topics. Students will learn key research strategies to

support writing informative, narrative, expository, and argumentative essays. The goal of this course is to improve students' ability to read and write in all curricular areas as well as to communicate effectively. Students will be assessed in a variety of formats and asked to complete class assignments and homework; this will include essays, presentations, and individual projects, as well as in collaboration with peers.

After successfully completing this course, students will be able to:

1. read and comprehend literature, including stories, dramas, and poems.
2. determine a theme or central idea of a text and analyze in detail its development.
3. analyze how characters develop over the course of a text.
4. cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
5. write arguments to support claims using valid reasoning and relevant and sufficient evidence.
6. evaluate an argument by assessing whether the reasoning is valid and the evidence is relevant and sufficient.
7. write informative/explanatory texts that examine and present information clearly and accurately.
8. use standard English grammar and usage in written and oral communication with emphasis on spelling, punctuation, sentence parts, agreement and pronoun case.

Credit: 1 – Honors

Level: 9

Prerequisite: Reading achievement one and one-half years or more above actual grade placement; above average writing skills.

130 STUDIES IN BRITISH LITERATURE

This course is intended for students with above average reading and writing skills. It will require daily use of the district issued iPad. This course covers influential British works and writers from Anglo-Saxon times to present day. Students learn the broad characteristics of different literary styles and read, analyze and interpret works in historical and contemporary contexts. Authors studied may include Chaucer, Marlowe, Blake, Milton, Byron, Shelley and Keats. Units of study will include short fiction, drama, poetry, the novel, nonfiction, vocabulary and speech. Writing assignments will include essays of literary analysis and the SAT Critical Analysis essay.

After successfully finishing this course, the student will understand that

1. historical, social and political perspectives are gained through the study of literature from various time periods.
2. presenting diverse customs, events and geographical information helped to build a national identity for Great Britain.
3. in order to enable discussion of issues and values there must be a cultural respect for all genres of literature.
4. the ability to write and speak effectively, are essential to communicating an individual's values and beliefs
5. some writers celebrated the changes that occurred during this historical time period, while others lamented the loss of old ways.

Credit: 1 – Honors

Level: 10

Prerequisite: Reading achievement at least one and one-half years above actual grade placement; average writing skills; and successful completion of Studies in English or equivalent.

129 STUDIES IN AMERICAN LITERATURE

This course is intended for students with above average reading and writing skills. It is designed to help students apply language arts skills. It will require daily use of the district issued iPad. This course covers influential American works and writers from early American history to present day. Students learn the broad characteristics of different literary styles and read, analyze and interpret works in historical and contemporary contexts. Students will use knowledge of word parts and origins, analyze various genres, and make generalizations from the study of American literature. Students will also write a variety of compositions with Standard English grammar and usage and participate in planned and impromptu oral presentations. Units of study will include short fiction, drama, poetry, the novel, nonfiction, vocabulary and speech. Writing assignments will include essays of literary analysis, the SAT essay and research essays.

This honors course might include such things as alternative requirements, independent study, reduced timelines and complementary and/or supplementary materials.

After successfully finishing this course, the student will understand that

1. historical, social and political perspectives are gained through the study of literature from various time periods.
2. presenting diverse customs, events and geographical information helped to build a national identity for America.
3. in order to enable discussion of issues and values there must be a cultural respect for all genres of literature.
4. the ability to write and speak effectively are essential to communicating an individual's values and beliefs.
5. some writers celebrated the changes that occurred during this historical time period, while others lamented the loss of old ways.

Credit: 1--Honors

Level: 11

Prerequisite: Reading achievement at least one and one-half years above actual grade placement; above average writing skills; and successful completion of Studies in British Literature or equivalent

129AP ADVANCED PLACEMENT® ENGLISH LANGUAGE AND COMPOSITION

This course is intended for college-bound students with above average reading and writing skills who are prepared to accept the challenge of a rigorous and academically challenging curriculum. It is designed to help students develop the language arts skills equivalent to a freshman college course. Students will develop their reading and writing vocabularies while analyzing and evaluating a wide range of literary classics of various American Literature genres. An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. Students will write numerous in-depth, impromptu literary analyses as well as other compositions using research and technology. The student may take the examination in Advanced Placement® English Language and Composition given in the spring by the College Board, which may result in a possible college credit.

After successfully completing this course, the student is expected to

1. analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques.
2. apply effective strategies and techniques in their own writing; create and sustain arguments based on readings, research and/or personal experience.
3. produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions.
4. demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings; demonstrate understanding of the conventions of citing primary and secondary sources.
5. move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review; write thoughtfully about their own process of composition.
6. revise a work to make it suitable for a different audience; and
7. evaluate and incorporate reference documents into researched papers.

Credit: 1-Honors (without Exam)

1 – Advanced Placement® (with participation in College Board Examination)

Level: 11

Prerequisite: Reading achievement at least one and one-half years above actual grade placement; above average writing skills; and successful completion of Studies in British Literature or equivalent.

144 STUDIES IN CONTEMPORARY LITERATURE

This course is intended for students with above average reading and writing skills. It is designed to help students use language arts skills to evaluate historical and contemporary issues. Students will evaluate and use a variety of reading materials, analyze the World Literature, and evaluate the effect of language and genre on purpose and meaning, and apply ideas in literature to real-life issues. Students will also use technology to produce written documents based on personal experience and research. Finally, students will participate in oral presentations and evaluate various literary media.

After successfully completing this course, the student is expected to

1. analyze, evaluate and use information from a variety of school- and work-related reading materials.
2. analyze and evaluate a variety of oral messages and apply listening skills as an individual and group member in personal, academic and career contexts.
3. write a variety of compositions on community, school and career problems incorporating research and technology.
4. use speaking skills to lead group discussions and participate in group oral presentations incorporating research and technology.
5. use written and oral language appropriate for various cultures, groups and regions; and
6. analyze and evaluate literary elements, devices, forms, themes and historical contexts of oral, written and viewed works from various countries, cultures and eras.

Credit: 1 – Honors

Level: 12

Prerequisites: Reading achievement at least one and one-half years above actual grade placement; above average writing skills; and successful completion of Studies in British-Literature or equivalent.

145 ADVANCED PLACEMENT® ENGLISH LITERATURE AND COMPOSITION

This course is intended for college-bound students with above average reading and writing skills who plan to take the Advanced Placement® Exam in English Literature & Composition. It is designed to help students develop the language arts skills equivalent to a freshman college course. Students will develop their reading and writing vocabularies while analyzing and evaluating a wide range of literary classics of various genre. Students will write numerous in-depth, impromptu literary analyses as well as other compositions using research and technology. The student may take the examination in Advanced Placement® English Literature and Composition given in the spring by Educational Testing Services. Students will receive an AP workbook, which accompanies the course. Students may take the Advanced Placement® Examination for possible college credit.

After successfully completing this course, the student is expected to

1. analyze, evaluate and use information from a variety of school- and work-related reading materials.
2. analyze and evaluate a variety of oral messages and apply listening skills as an individual and group member in personal, academic and career contexts.
3. write a variety of compositions on community, school and career problems incorporating research and technology.
4. use speaking skills to lead group discussions and participate in group oral presentations incorporating research and technology.
5. use written and oral language appropriate for various cultures, groups and regions; and
6. analyze and evaluate literary elements, devices, forms, themes and historical contexts of oral, written and viewed works from various countries, cultures and eras.

Credit: 1-Honors (without Exam)

1 – Advanced Placement® (with participation in College Board Examination)

Level: 12

Prerequisites: 1. Successful completion of three years of English
2. Recommendation of the English teacher in the course prior to the AP course.

ELECTIVES

124 PERFORMING ARTS MEDIA

This course is designed to help students refine their language arts skills through the study of various entertainment media. Students will study how oral and visual media use language to communicate ideas.

Students will interpret the content of media, including dramatic works, theatrical productions, and films. Students will also produce and/or perform adaptations of classic and contemporary works as well as write formal compositions and creative works.

After successfully completing this course, the student is expected to:

1. compare and contrast words as well as interpret and evaluate content of various entertainment media;
2. use verbal and nonverbal communication and apply listening skills in creative situations;
3. write a variety of compositions and creative works, incorporating research and technology;
4. deliver formal oral and visual presentations, incorporating research and technology;
5. use standard English grammar and usage in written and oral communication;
6. analyze literary elements, techniques, and themes in classic and contemporary entertainment media forms; and
7. contribute to the school's performing arts program – group interpretation - play, reader's theater, speech.

Credit: 1 – Regular

Level: 10, 11, 12

Prerequisites: Requires concurrent enrollment in a required English Language Arts Course.

134 DIGITAL MEDIA PRODUCTION

This course is intended for students with average or above average reading and writing skills. It is designed to help students refine their language arts skills through the study of various mediums. Students will study how various forms of mediums use language to communicate information. Upon successful completion of the course, students will be equipped to pursue careers in multimedia and be media literate. Students will do background research, conduct interviews and prepare information for presentation in print and broadcast media. They will study the techniques and procedures of advertising and prepare an advertisement. Students will also produce and/or perform various radio and television scripts, using digital and technology.

After successfully completing this course, the student is expected to:

1. compare and contrast words as well as interpret and evaluate content of various information media;
2. use verbal and nonverbal communication and apply listening skills in personal, academic and career situations;
3. write a variety of compositions and scripts, incorporating research and technology;
4. produce formal broadcast presentations, incorporating research and technology for the district television program;
5. use standard English grammar and usage in written and oral communication;
6. analyze themes in contemporary print and broadcast media forms; and
7. contribute various products to any/all school publications- yearbook, newspapers, and literary magazines.

Credit: 1 – Regular

Level: 10, 11, 12

Prerequisites: Requires concurrent enrollment in a required English Language Arts Course.

137 COMMUNICATION ARTS AND TECHNOLOGY (TV Production)

This course is intended for students with an interest in journalistic writing and television media. It is designed to help students refine their language arts skills through the study of television media. Students will study the principles, techniques, and procedures for creating radio and television productions. Students participate in program development, planning, analysis, research, writing, production, and evaluation of projects, including interviews, advertisements, news programs, and documentaries. Students will also write and produce a District 228 television show to be aired on local cable networks. This is a District 228 vocational course and enrollment is open to students from all four high schools. The district will provide transportation to Bremen High School, where the Television Studio is located. The course is two hours in length, and students will receive two high school credits and three college credits in Communication from South Suburban College, where they are concurrently registered.

After successfully completing this course, the student is expected to:

1. research and write scripts for various broadcast productions;
2. direct and/or edit production projects such as interviews, advertisements, demonstrations, news shows and documentaries; and
3. operate a variety of broadcast equipment.

Credit: 2 – Regular
 Level: 12
 Prerequisites: 1. Successful completion of three years of required English and enrollment in or completion of a fourth year of required English.
 2. Good attendance and disciplinary records.
 Time: 2 hours per day
 Site of Course: Bremen High School

◆ **SOCIAL STUDIES DEPARTMENT**

Social Studies is the integrated study of the Social Sciences and humanities to promote civic competence. The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions in their personal lives and for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Enduring Understandings

1. The student will understand that the United States governmental systems are comparable to other governmental systems throughout the world.
2. The student will understand that civic competency influences a democratic society.
3. The student will understand the United States free-market system is comparable to other economic systems and applicable to consumer skills in the selection of products and/or services.
4. The student will understand that the United States and Illinois have influenced the history of the world.
5. The student will understand that geography influenced global and United States society.
6. The student will understand that human behavior is impacted by individual and group behavior.

SOCIAL STUDIES DEPARTMENT FLOWCHART

Freshman	Sophomore	Junior	Senior
Geography AP® Geography	World History World Civilizations-H	American History American History-H	Civics AP® U.S. Government
	AP® World History AP® African American History (<i>Hillcrest only</i>)	AP® American History AP® Psychology Chicago History Minority Studies Intro to Criminal Justice Criminal Law (Dual Credit) Evidence & Criminal Procedure (Dual Credit) Sociology/Psychology History in the Making Media's Influence on History	AP® European History AP® Psychology AP® Microeconomics Chicago History Minority Studies Intro to Criminal Justice Evidence & Criminal Procedure (Dual Credit) Criminal Law(Dual Credit) Sociology/Psychology History in the Making Media's Influence on History

212 GEOGRAPHY

This course is recommended for the freshman students reading at grade level. It introduces the five fundamental themes of Geography and includes both the study of the physical systems of the earth and the interaction of man with these physical systems. The study of the U.S. and the major cultural regions of the world are a major part of the course. This course also emphasizes the applications of learning: communicating, problem solving and thinking skills, teaming, technology, researching and the interpretation of graphs, charts, maps and other data sources.

After successfully completing this course, the student will understand that:

1. geography involves the study of five fundamental themes of Geography, the interaction of humans and the environment and the tools used by geographers;
2. complex processes at work above the earth, on the surface of the earth, and below the surface of the earth impact the earth and life on it;
3. Anglo-America combines many cultures from around the world on the North American continent, which contains a wide variety of physical landscapes;
4. Latin America reflects the meager of the native population with the European and African influences in an area that contains the largest rainforest in the world;
5. Europe has been an economic and cultural center for centuries on a continent that is influenced by water;
6. North Africa and the Middle East is a center of world religions in a region dramatically influenced by deserts;
7. Africa south of the Sahara is struggling with the effects of European colonialism on their traditional tribal societies on a continent d for savanna and the Great Rift Valley; and
8. Asia is a region with areas of dense population and the birthplace of major religions/philosophies on a continent significantly impacted by mountains and other tectonic activities.

Credit: 1 – Regular
Level: 9
Prerequisite: Reading at grade level

214 ADVANCED PLACEMENT® HUMAN GEOGRAPHY

This course is designed for students reading above grade level and who have demonstrated high levels of academic achievement in their junior high school. This course will explore how humans have understood, used, and changed the surface of Earth. You'll use the tools and thinking processes of geographers to examine patterns of human population, migration, and land use.

After successfully completing this course, the student will learn the following skills:

1. Connecting geographic concepts and processes to real-life scenarios.
2. Seeing patterns and trends in data and in visual sources such as maps and drawing conclusions from them.
3. Understanding information shown in maps, tables, charts, graphs, infographics, images, and landscapes.
4. Understanding spatial relationships using geographic scales.

Credit: 1-Honors
Level: 9
Prerequisites: 1. Strong reading and writing achievement is recommended.
2. Concurrent enrollment in honors level freshman English is recommended.

Students may take the Advanced Placement® Examination for possible college credit.

222 WORLD HISTORY

An understanding of the roots and development of the major cultures and societies in today's world is essential to prepare for the 21st century. This course studies chronological eras of World History with an emphasis on the topics of Geography, Economic Systems, Foreign Policy/Wars, Science/Technology, Governmental Systems and Humanities. It also emphasizes the applications of learning: communicating, problem solving and thinking skills, teaming, technology, researching and the interpretation of graphs, charts, maps and other data sources. This course is designed for students reading at or above grade level.

After successfully completing this course, the student will be able to:

- Cite specific textual evidence to support analysis of primary and secondary sources, attending to

such features as the date and origin of the information.

- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- Assess the extent to which the reasoning and evidence in a text support the author's claims.
- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence
- Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- Provide a concluding statement or section that follows from or supports the argument presented.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- Evaluate how historical developments were shaped by time and place as well as broader historical contexts.
- Analyze how people and institutions have reacted to environmental, scientific, and technological changes.
- Analyze the causes and effects of global conflicts and economic crises
- Analyze the geographic and cultural forces that have resulted in conflict and cooperation.
- Evaluate the methods utilized by people and institutions to promote change.
- Analyze how people and institutions have reacted to environmental, scientific, and technological changes.
- Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.

Credit: 1 – Regular
Level: 10
Prerequisite: Reading at grade level

222AP ADVANCED PLACEMENT® WORLD HISTORY

In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. This course covers geographic areas across the world including: North American, Latin American, the Middle East, Africa, Europe, Asia, and Oceania. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time.

After successfully completing this course, the student will be able to make the following thematic connections among historical developments in different times and places:

1. Interaction between humans and the environment
2. Development and interaction of cultures
3. State building, expansion, and conflict
4. Creation, expansion, and interaction of economic systems
5. Development and transformation of social structures

Credit: 1-Honors
Level: 10
Prerequisite: 1. Strong reading and writing achievement is recommended.
2. Recommended completion of honors English.

Students may take the Advanced Placement Examination for possible college credit.

223 WORLD CIVILIZATIONS

An understanding of the roots and development of the major cultures and societies in today's world is essential to prepare for the 21st century. This course studies chronological eras of World History with an

emphasis on the topics of Geography, Economic Systems, Foreign Policy/Wars, Science/Technology, Governmental Systems and Humanities. It also emphasizes the applications of learning: communicating, problem solving and thinking skills, teaming, technology, researching and the interpretation of graphs, charts, maps and other data sources. This course is intended for students reading and writing above grade level. Students will demonstrate skill in evaluating, analyzing, and interpreting historical sources and positions.

After successfully completing this course, the student will be able to:

- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- Assess the extent to which the reasoning and evidence in a text support the author's claims.
- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence
- Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- Provide a concluding statement or section that follows from or supports the argument presented.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- Evaluate how historical developments were shaped by time and place as well as broader historical contexts.
- Analyze how people and institutions have reacted to environmental, scientific, and technological changes.
- Analyze the causes and effects of global conflicts and economic crises
- Analyze the geographic and cultural forces that have resulted in conflict and cooperation.
- Evaluate the methods utilized by people and institutions to promote change.
- Analyze how people and institutions have reacted to environmental, scientific, and technological changes.
- Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.

Credit: 1 – Honors

Level: 10

Prerequisite: Reading and writing above grade level and a record of high academic achievement

238 ADVANCED PLACEMENT® EUROPEAN HISTORY

Advanced Placement® European History is designed to provide an in-depth study of the impact more recent European history has on the world today. Students are expected to read, write, analyze, interpret, and evaluate on the college level. The course will concentrate on the Renaissance, Commercial and Geographic Revolutions, Age of Absolutism, Enlightenment, French Revolution, Napoleonic Era, Rise of Nation States, European Imperialism, World War I, Russian Revolution, Depression and the Rise of Totalitarianism, World War II, Cold War, End of the Cold War and Transition to the future.

After successfully completing this course, the student will understand that:

1. social, cultural, economic and political systems played major roles in the development of Europe; and
2. European history and culture have major influences on the world today.

Credit: 1-Honors (without Exam)

1 – Advanced Placement® (with participation in College Board Examination)

Level: 12

Prerequisite: 1. Recommended completion of AP® United States History and/or AP World History
2. Recommended completion of honors English.

3. Recommendation of the Social Studies and/or English teacher in the course prior to AP® European History.

Students may take the Advanced Placement® Examination for possible college credit.

224AP ADVANCED PLACEMENT® AFRICAN AMERICAN STUDIES

AP African American Studies is an interdisciplinary course that examines the diversity of African-American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from the contemporary moment. Given the interdisciplinary character of African-American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of black communities in the United States within the broader context of Africa and the African diaspora.

Throughout this course, students will learn to:

- Apply lenses from multiple disciplines to experience and debate within the field of African-American studies.
- Identify connections between Black communities in the United States and the broader African diaspora in the past and the present.
- Compare and analyze a range of perspectives about the movements, approaches, organizations, and key figures involved in freedom movements, as expressed in text-based, data, and visual sources.
- Demonstrate an understanding of the diversity and complexity of African societies and their global connections before the emergence of transatlantic slavery.
- Evaluate the political, historical, aesthetic, and transatlantic context of major social movements.
- Develop a broad understanding of the many strategies African American communities have employed to represent themselves authentically promote advancement, and combat the effects of inequality
- Identify the major themes that inform and artistic traditions of the African diaspora.

Credit: 1-Honors (without Exam)
1 – Advanced Placement® (with participation in College Board Examination)

Level: 10

Prerequisite: Reading and writing above grade level, a record of high academic achievement, or the recommendation of a social studies teacher.

Students may take the Advanced Placement® Examination for possible college credit.

232 AMERICAN HISTORY

Responsible citizenship requires knowledge of and appreciation for the basic principles and traditions of the society in which one lives. This course is designed to prepare students to assume the role of active participants in a democratic society through the study of their nation's history. The course covers the major chronological periods of American History and stresses the topics of Geography, Government, Economics, Expansion/Immigration, Wars/Foreign Policy, Social Changes and Reform, and Humanities. It also emphasizes the applications of learning: communicating, problem solving and thinking skills, teaming, technology, researching and the interpretation of graphs, charts, maps and other data sources. This course is designed for students reading at grade level.

After successfully completing this course, the student will be able to:

- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- Assess the extent to which the reasoning and evidence in a text support the author's claims.
- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- Provide a concluding statement or section that follows from or supports the argument presented.

- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- Evaluate how historical developments were shaped by time and place as well broader historical contexts.
- Evaluate the methods utilized by people and institutions to promote change.
- Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.
- Analyze the geographic and cultural forces that have resulted in conflict and cooperation.
- Analyze how people and institutions have reacted to environmental, scientific, and technological changes.
- Analyze the concept and pursuit of the American Dream.
- Analyze change and continuity within and across historical eras.
- Analyze the factors and historical context that influenced the perspectives of people during different historical eras.
- Analyze the causes and effects of global conflicts and economic crises.

Credit: 1 – Regular
 Level: 11
 Prerequisite: World History

237 HONORS AMERICAN HISTORY

Responsible citizenship requires knowledge of and appreciation for the basic principles and traditions of the society in which one lives. This course is designed to prepare students to assume the role of active participants in a democratic society through the study of their nation's history. The course covers the major chronological periods of American History and stresses the topics of Geography, Government, Economics, Expansion/Immigration, Wars/Foreign Policy, Social Changes and Reform, and Humanities. It also emphasizes the applications of learning: communicating, problem solving and thinking skills, teaming, technology, researching and the interpretation of graphs, charts, maps and other data sources. This course is designed for students reading above grade level who are not prepared for Advanced Placement® American History.

After successfully completing this course, the student will understand that:

- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- Assess the extent to which the reasoning and evidence in a text support the author's claims.
- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- Provide a concluding statement or section that follows from or supports the argument presented.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- Evaluate how historical developments were shaped by time and place as well broader historical contexts.
- Evaluate the methods utilized by people and institutions to promote change.
- Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.
- Analyze the geographic and cultural forces that have resulted in conflict and cooperation.
- Analyze how people and institutions have reacted to environmental, scientific, and technological changes.

- Analyze the concept and pursuit of the American Dream.
- Analyze change and continuity within and across historical eras.
- Analyze the factors and historical context that influenced the perspectives of people during different historical eras.
- Analyze the causes and effects of global conflicts and economic crises.

Credit: 1 – Honors

Level: 11

Prerequisite: World History or World Civilizations and a past record of high academic achievement in social studies and English classes.

233 ADVANCED PLACEMENT® AMERICAN HISTORY

This course is designed for students reading above grade level and who have demonstrated high levels of academic achievement. This is the study of American History with an emphasis on major historical eras and on the topics of expansion and immigration, economics, government, social change and reform, foreign policy and wars, and the humanities. The course will demand skill in mastering historical analysis, interpretation and evaluation. This course will require students to demonstrate skills in reading, writing, listening, and speaking on the college level.

After successfully completing this course, the student will understand that:

1. comprehension of major historical eras in American History requires the understanding of historical analysis interpretations and evaluation;
2. geography, expansion and immigration, economics, government, social change and reform, foreign policy, wars, and the humanities are essential in understanding American History; and
3. primary source materials are essential in the analysis of historical investigations.

Credit: 1-Honors (without Exam)

1 – Advanced Placement® (with participation in College Board Examination)

Level: 11

Prerequisites: 1. Recommended completion of AP® World History, AP® African American History, or World Civilizations;
2. Recommended completion of one honors level English class;
3. Recommendation of the Social Studies teacher in the course prior to the AP class;

Students may take the Advanced Placement® Examination for possible college credit.

240 CIVICS

This course is designed to help students understand the operations of the federal, state and local governments. It will help students understand their rights in a representative democracy and will emphasize the responsibilities that citizens have in this system. acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Civics course content will focus on government institutions, the discussion of current and controversial issues, service learning, and simulations of the democratic process. The study of the U.S. and Illinois Constitutions will be integral parts of this course.

After successfully completing this course, the student will understand that:

1. governments are necessary to serve the people;
2. knowledge of the political spectrum will help students determine who best represents their views;
3. the media has bias;
4. active political participation in the governmental process is needed to make democracy work;
5. all branches and levels of government are needed for the American governmental system to work; and
6. you have rights that are designed to protect you from the government.

Credit: 1/2 – Regular

Level: 12

Prerequisite: American History

240AP ADVANCED PLACEMENT® UNITED STATES GOVERNMENT AND POLITICS

AP U.S. Government and Politics is a semester class. The class will give students an analytical perspective on government and politics in the United States. This course includes both the study of general

concepts used to interpret the U.S. government and politics and analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes.

After successfully completing this course, the student will understand:

1. important facts, concepts, and theories pertaining to U.S. government and politics;
2. typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures);
3. how to analyze and interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats);
4. how to critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum.

Credit: $\frac{1}{2}$ - Honors (without Exam)

$\frac{1}{2}$ - Advanced Placement® (with participation in College Board Examination)

Level: 12

Prerequisites: 1. Recommended completion of AP® American History or Honors American History.
2. Recommended completion of one honors level English class.
3. Recommendation of the Social Studies teacher in the course prior to the A.P. class.

Students may take the Advanced Placement® Examination for possible college credit.

236 AP ADVANCED PLACEMENT® MICROECONOMICS

The AP course in microeconomics is also a semester. The class gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. This course meets the state mandated consumer education curriculum for graduation.

After successfully completing this course, the student will understand:

1. Basic economic concepts that determine which goods and services are produced.
2. Factors such as consumer choice and production costs affect the nature and functions of product markets.
3. How concepts such as supply and demand affect markets.
4. The role of government in economic markets.

Credit: $\frac{1}{2}$ - Honors (without Exam)

$\frac{1}{2}$ - Advanced Placement® (with participation in College Board Examination)

Level: 12

Prerequisites: 1. Recommended completion of AP® American History or Honors American History.
2. Recommended completion of one honors level English class.
3. Recommendation of the Social Studies teacher in the course prior to the A.P. class.

Students may take the Advanced Placement® Examination for possible college credit.

ELECTIVES

242 CHICAGO HISTORY

Chicago History is a semester course open to junior and senior students. The students will study the significant events, politicians, ethnic groups, tribal and colonial powers, explorers, industrialists, architects, artists, writers, and humanitarians that helped transform Chicago from a frontier outpost into a great American city. The units will cover topics on the Chicago World Fairs, the Great Chicago Fire, the Gangster Era, the Civil Rights Movement, sporting teams, modern architecture, labor unions and strikes, and industrial accomplishments that helped build Chicago. Urban planning and geography concepts such as

gentrification, TIF zones, infrastructure, urban sprawl, and economic inequality add a vocational component to this course.

After successfully completing this course, the student will understand that:

1. Evaluate how historical developments were shaped by time and place as well as broader historical contexts.
2. How people and institutions have reacted to environmental, scientific, and technological changes.
3. Evaluate the methods utilized by people and institutions to promote change.

Credit: ½ – Regular

Level: 11, 12

Prerequisite: 11th grade students must be concurrently enrolled in American History, Honors American History or AP American History.

231 MINORITY STUDIES

Minority Studies is a semester course open to junior and senior students that examines the background, the current condition and future prospects for selected minorities in the United States. Topics of discussion include minorities and politics, economics, education, justice systems, changing demographics and contributions.

After successfully completing this course, the student will understand that:

1. the diversity of racial and ethnic groups in America can result in cultural tensions;
2. despite the difference that exists between racial and ethnic groups, there is still much more that we have in common; and
3. learning about different racial and ethnic groups can bridge differences.

Credit: ½ - Regular

Level: 11, 12

Prerequisite: 11th grade students must have concurrent enrollment in an American History course.

215A INTRODUCTION TO CRIMINAL JUSTICE

The Criminal Justice class explores the inner workings of the various components of the Criminal Justice System in the United States, including law enforcement, the judicial system, and corrections. This course is designed to inform students about the different career possibilities available in the criminal justice and legal fields. The course will cover topics such as: probable cause and police searches, description and responsibilities of various law enforcement agencies, the court system (judges, juries and lawyers), and classifications of crimes.

NOTE: *Students who have successfully completed 215 Criminal Law in the 2023-24 school year (or years prior) are unable to take this class again, as it is the same course. They should be recommended for 215B, if interested.*

After successfully completing this course, the student will understand:

1. The elements of a crime, and the different classifications and types of crime;
2. citizens' basic rights and proper police procedures;
3. probable cause and police searches;
4. the concepts of jurisdiction and how that impacts the way the justice system works;
5. the issues that confront the American judicial system and the solutions that are proposed.

Credit: ½ – Regular

Level: 11, 12

Prerequisite 11th grade students must have concurrent enrollment in an American History course.

215B CRIMINAL LAW

Designed for students aspiring to a career in criminal justice or a greater knowledge of criminal laws. Current interpretation and applications of local, state, and federal laws

After successfully completing this course, students will:

1. List and define the elements of various local, state and federal laws generally enforced by police.
2. Define those difficulties which are encountered in proving a crime and the principles of proving actually what constitutes an offense.

3. Define the elements of criminal offenses in Illinois.
4. Define legal terms used in the adjudication of a criminal case.
5. List the guidelines a police officer must follow for the successful adjudication of a criminal case.
6. Define legal terms used in the corrections, courts and security components of the criminal justice system.
7. Present and discuss current local, state and federal cases and the court's interpretation of the criminal law.
8. Define and discuss the Supreme Court rules of procedure in legal matters.
9. Define negative evidence and its use in criminal trials.
10. List and describe the corpus delicti of all Illinois crimes.
11. Define and demonstrate an ability to use probable cause in arrest situations.

Note: This course offers students the opportunity to earn Free College Credit through our dual credit program with South Suburban College. Please see pages 13-14 for specific dual credit information.

Credit: ½ – Honors

Level: 11, 12

Prerequisite: Credit in 215 Criminal Law (SY24 and prior) or 215A Introduction to Criminal Justice; 11th-grade students must have concurrent enrollment in an American History course.

215C EVIDENCE & CRIMINAL PROCEDURE

Study of the rules of evidence as they apply to judicial proceedings and administrative hearings relative to the criminal process. Development of the underlying rationale of the rules. Emphasis placed on the collection and admissibility of evidence.

After successfully completing this course, students will:

The student will be able to:

1. List and describe the components of the judicial process;
2. Define and describe the rules of evidence;
3. Define and describe the legal methods of collection of evidence and its admissibility;
4. Identify the basic exclusionary rules;
5. List and define the Illinois and Federal Rules of evidence as applied in the Illinois and Federal Courts;
6. Describe the role of the defense attorney;
7. List the functions, limitations, and abilities of the crime lab and the relationship of the expert opinion witnesses;
8. Demonstrate the ability to use various methods of testifying in court;
9. Brief Supreme Court cases to illustrate their interpretation and application to Illinois criminal procedures;
10. Define and differentiate between circumstantial evidence, negative evidence and physical evidence as they relate to procedural rules.

Note: This course offers students the opportunity to earn Free College Credit through our dual credit program with South Suburban College. Please see pages 13-14 for specific dual credit information.

Credit: ½ – Honors

Level: 11, 12

Prerequisite: Credit in 215B Criminal Law and 215A Introduction to Criminal Justice; 11th-grade students must have concurrent enrollment in an American History course.

215E LAW/PUBLIC SAFETY WORKPLACE EXPERIENCE

Law, Public Safety, Corrections & Security Workplace Experience courses provide work experience in fields related to the Law, Public Safety, Corrections & Security cluster. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses must include classroom instruction at least once per week, involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. Students will be required to complete a minimum of 60 hours of workplace experience. This course is the capstone course for the College & Career Pathway Endorsement.

Credit: ½ – Regular

Level: 12

Prerequisite: Credit in 215C; student must be enrolled in the Criminal Justice/Police Science CCPE.

234 SOCIOLOGY/PSYCHOLOGY

Sociology is a study of people and their interactions with groups and institutions. It focuses on roles within groups and institutions and the interpersonal relationships of these roles. This course also contains sociological theory and the topics of social disorganization, cultural variations, and social problems. As a result, this class will cover topics of a mature nature that include but may not be limited to: gender identification, human sexuality, physiology of sex & sexual behavior, pornography, gangs, violence, child abuse/trauma, rape, serial killers, racism, psychological disorders, substance abuse, biases, prejudice and other psychological theories/theorists (i.e. Sigmund Freud).

After successfully completing this course, the student will understand that:

1. key terms, core concepts and major theories of sociology are crucial in understanding society;
2. concepts and implications in the field of sociology are applicable to one's life;
3. basic principles of sociological research and experimentation assist in understanding society and group behavior; and the importance and significance sociologists place on high ethical and professional standards help shape research.

Psychology presents the science and profession concerned with the behavior of humans and animals. It focuses on learning theories, intelligence, human growth and development, mental illness, motivation and emotion, psychological testing and therapeutic approaches. This course also enables students to better understand themselves and others. As a result, this class will cover topics of a mature nature that include but may not be limited to: gender identification, human sexuality, physiology of sex & sexual behavior, pornography, gangs, violence, child abuse/trauma, rape, serial killers, racism, psychological disorders, substance abuse, biases, prejudice and other psychological theories/theorists (i.e. Sigmund Freud).

After successfully completing this course, the student will understand that:

1. key terms, core concepts and major theories are the building blocks of psychology;
2. physiological concepts and implications in this area of study are applicable to increasing one's self-awareness;
3. there is a high level of importance and significance that psychologists place on high ethical and professional standards; and
4. the basic principles of psychological research and experimentation assist in comprehending psychological principles.

Credit: 1 – Regular

Level: 11, 12

Prerequisite: 11th grade students must have concurrent enrollment in an American History course.

241 ADVANCED PLACEMENT® PSYCHOLOGY

The AP Psychology is a full year course covering the content matter and taught at the difficulty level of a general psychology college course. AP Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the 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. As a result, this class will cover topics of a mature nature that include but may not be limited to: gender identification, human sexuality, physiology of sex & sexual behavior, pornography, gangs, violence, child abuse/trauma, rape, serial killers, racism, psychological disorders, substance abuse, biases, prejudice and other psychological theories/theorists (i.e. Sigmund Freud).

After successfully completing this course, the student will understand that:

1. major terms, core concepts, and theories comprise psychology;
2. basic skills of psychological research help one understand psychology;
3. psychological principles play a key role in the ability to recognize one's and others behavior in everyday life;
4. Psychologists place importance and significance on high ethical and professional standards.

Credit: 1 – Advanced Placement® (with participation in College Board Exam);
1 - Honors (without exam)

Level: 11, 12

Prerequisites: 1. In the eleventh grade, a student must have concurrent enrollment in an American History course.
2. Recommendation of the Social Studies teacher in the course prior to the A.P. class.
Students may take the Advanced Placement® Examination for possible college credit.

239 MEDIA'S INFLUENCE ON HISTORY

This is a current events class open to junior and senior students. This course will examine the history and background of the last few decades as it relates to current major news topics. Students will use as a text one of the major national weekly news magazines and will study major selected national and world problems, issues and events. Other selected news media and sources will be used to supplement the weekly news magazine as the students examine whatever the relevant issues and problems are during the particular year in which this class is taken.

After successfully completing this course, the student will understand that:

1. location and other geographic factors play an important role in the development of current events;
2. there are different philosophies that underpin the major political/economic systems of the world and that these differences play a crucial role in the development of current events;
3. there are often long term underlying historical and political issues that influence international conflicts in the year's news;
4. the world's major religions serve as an important influence, both directly and indirectly, on the issues of the year's news;
5. the basic concept of energy and specific energy concerns are reflected in the year's news;
6. the major problems and issues pertaining to the ecology of the earth impact the year's news;
7. moral and ethical issues play a key role in the many major events in the news of the year; and
8. racism and prejudice remains relevant, both as an underlying issue, and as a direct driving force to many events in the news of the year.

Credit: 1 – Regular

Level: 11, 12

Prerequisite: 11th grade students must have concurrent enrollment in an American History course.

◆ MATHEMATICS DEPARTMENT

The Mathematics curriculum is designed so that the degree of rigor and abstraction in our courses meets the needs of all students. We will be teaching Mathematics using an Integrated Curriculum. Each freshman will enter one of the following possible sequences depending on their graduation year and math ability.

The Regular Sequence is for students who are at or above grade level as determined by their MAP score and/or the Freshman Placement Examination.

The Honors Sequence is for students who test significantly above grade level on their MAP test and/or the Freshman Placement Examination. Approved credit for eighth grade Algebra will only be granted if the student is placed in Honors Math 1 during his/her freshman year and receives a "C" or better grade for both semesters in Honors Math 1.

In addition to Mathematics, the department also offers a course in Computer Science. This course concentrates on programming skills and Computer Science concepts. This is an elective course and will not satisfy college entrance requirements for mathematics.

Completion of prerequisites is essential. If a student fails either semester of a math class, he/she may not continue in the next course in the sequence until the failed semester has been made up. In general, the student is advised to go to summer school to make up the failed semester. The only exception to this policy is for students who fail Math 1 Prep. If a Math 1 Prep teacher recommends that the student do so, he/she may move on to Math I the following year.

Students will be required to take and pass three years of math. Students wishing to complete the general minimum mathematics requirement for admission into a state university in Illinois should complete Math 1, Math 2 and Math 3.

TECHNOLOGY USAGE

The Mathematics Department supports the recommendations of our parent body, The National Council of Teachers of Mathematics, regarding the use of calculators in the classroom. It is their recommendation that calculators be used throughout mathematics instruction. Additionally, all students will also be expected to achieve and maintain a level of non-calculator based computational proficiency. Calculators will be used for conceptual and procedural understandings of numbers, operations, and estimation as well as to judge the reasonableness of results in order to strengthen the context of applications and problem solving. Freshman students will be issued an iPad that has calculator apps available for the majority of their work; however, iPads are not allowed on state tests or college entrance exams. The district highly recommends and/or requires the following calculators depending on the math sequence chosen by students:

Students in the Essential or Regular Mathematics Sequence are highly encouraged to purchase one of the following calculators: Scientific Calculator TI-30X IIS, or Graphing Calculators TI-83+, TI-84+ or TI-84 Plus CE.

Students in the Honors Mathematics Sequence are required to purchase one of the following graphing calculators at an approximate cost of \$125: TI-83+, TI-84+, TI-84 plus CE or TI-Nspire CX.

MATH DEPARTMENT STANDARDS

The Mathematics Department has adopted the following eight principles in conjunction with the Common Core Content Standards. These principles and standards guide the academic programs and courses as well as challenge students.

Common Core State Standards for Mathematical Practice:

- Standard 1 Make sense of problems and persevere in solving them-
- Standard 2 Reason abstractly and quantitatively
- Standard 3 Construct viable arguments and critique the reasoning of others
- Standard 4 Model with mathematics
- Standard 5 Use appropriate tools strategically
- Standard 6 Attend to precision
- Standard 7 Look for and make use of structure
- Standard 8 Look for and express regularity in repeated reasoning

MATHEMATICS DEPARTMENT FLOWCHART

Freshman	Sophomore	Junior	Senior
Math 1 Prep	Math 1	Math 2A	Math 3A
Math 1+Math Lab	Math 2A	Math 3A	Statistics
Math 1	Math 2	Math 3	CCR Math
Honors Math 1	Honors Math 2	Honors Math 3	AP Precalculus
Honors Math 2	Honors Math 3	Statistics	AP® Calculus AB
		AP Precalculus	AP® Calculus BC
		AP® Calculus AB	AP® Computer Science A
		AP® Computer Science A	Calculus 3

ESSENTIAL LEVEL CLASS

This course is designed for students who are deficient in computational and/or problem-solving skills as determined by MAP scores and/or the math portion of the high school placement exam given in 8th grade. This course will not satisfy requirements for admission into a state university in Illinois.

310P MATH 1 PREP

This course is designed for students who enter high school one year below grade level. It will provide high school students with the foundation necessary for success in future courses in Math 1 and Math 2. Units of study include pre-requisite skills such as, translating, evaluating and identifying expressions, linear equations, ratios, rational numbers, slope and inequalities. It will also focus on problem solving, critical thinking, technical reading, persevering in solving problems and building successful habits.

After successfully completing this course, students will be able to:

1. Explain the steps in solving simple equations.
2. Solve linear equations and inequalities in one variable.
3. Solve systems of linear equations
4. Graph solutions to a linear inequality in two variables
5. Create equations and inequalities in one variable and use them to solve problems.
6. Create equations in two or more variables
7. Understand function notation and use it to evaluate functions
8. Identify key features of a graph
9. Calculate and interpret the average rate of change
10. Represent data with plots
11. Interpret the slope and intercept of a linear model
12. Know the definitions of geometric vocabulary
13. Perform translations of a figure

Credit: 1 – Essential

Level: 9

Prerequisite: This is a freshman only class. Placement will be determined by the D228 high school placement exam, MAP score and/or teacher recommendation.

REGULAR LEVEL CLASSES

Students entering high school at or above grade level on the mathematics portion of the freshman placement exam should begin their mathematics program at this level. Students who have had Algebra in 8th grade will be placed in Math 1 or Honors Math 1, depending on their MAP scores, placement test scores, previous Math grades and/or 8th grade teacher recommendations. These courses satisfy college entrance requirements. Computation, problem solving, abstract reasoning and critical thinking are emphasized. In order to take a succeeding course in this sequence, it is necessary to have passed both semesters of the previous course. Computer Science courses should be taken in addition to, not instead of, regular math courses.

310LAB MATH LAB

This lab section is assigned to students concurrently enrolled in Math 1. Students will develop and solidify skills to support their Math 1 coursework. Time will be provided during the lab for students to receive additional support, practice, and opportunity for 1-on-1 assistance. Students will receive instruction that addresses areas of concern while providing parallel support for topics being discussed in Math 1.

Credit: ½ – Regular

Level: 9

Prerequisite: Concurrent enrollment in Math 1. This is a Freshman only class.—Placement will be determined by a MAP score of 202-214 and/or teacher recommendation.

310 MATH 1

This is the first course in a college preparatory mathematics sequence for freshmen. Units of study include relationships between quantities, linear and exponential relationships, mathematical reasoning, statistics, congruence, proof, construction and connecting Algebra and Geometry through coordinates. It will also focus on problem solving, critical thinking, technical reading, persevering in solving problems and building successful habits.

After successfully completing Math 1, students will be able to:

1. Solve linear equations and inequalities in one variable.
2. Solve systems of linear equations
3. Graph solutions to linear inequalities in two variables
4. Create equations and inequalities in one variable
5. Create equations in two or more variables
6. Interpret a function, using function notation
7. Use function notation to evaluate functions
8. Determine the average rate of change
9. Represent data with plots on the real number line.
10. Interpret slope given a set of data
11. Understand angles, circles, arcs, and line segments
12. Perform transformations of a geometric figure
13. Use rigid motions to transform figures
14. Understand triangle congruence

Credit: 1 – Regular

Level: 9

Prerequisite: Placement will be determined by the D228 high school placement exam, MAP score and/or teacher recommendation.

333 MATH 2

This is the second course in a college preparatory mathematics sequence. Units of study include extending the number system, quadratic functions and modeling, expressions and equations, similarity, right triangle trigonometry, proof, and circles with and without coordinates. Students enrolled in this course will learn additional topics beyond those discussed in Math 2A.

Credit: 1 – Regular

Level: 10

Prerequisite: Passed both semesters of Math 1

333A MATH 2A

This is the second course in a college preparatory mathematics sequence. Units of study include extending the number system, quadratic functions and modeling, expressions and equations, similarity, right triangle trigonometry and proofs. Students enrolled in this course will benefit from an adjusted pacing and alignment of the Math 2 curriculum, facilitating opportunities for further exploration and definition of concepts.

Credit: 1 – Regular

Level: 10, 11

Prerequisite: Passed both semesters of Math 1

334A MATH 3A

This is the third course in a college preparatory mathematics sequence. Units of study include circles with and without coordinates, applications of probability, inferences and conclusions from data, polynomial/rational/radical relationships, and trigonometry. Students enrolled in this course will benefit from an adjusted pacing and alignment of the Math 3 curriculum, facilitating opportunities for further exploration and definition of concepts.

Credit: 1 – Regular

Level: 11, 12

Prerequisite: Passed both semesters of Math 2

334 MATH 3

This is the third course in a college preparatory mathematics sequence. Units of study include applications of probability, inferences and conclusions from data, polynomial/rational/radical relationships, trigonometry, and mathematical modeling. Students enrolled in this course will learn additional topics beyond those discussed in Math 3A.

Credit: 1 – Regular
Level: 11, 12
Prerequisite: Passed both semesters of Math 2

335 COLLEGE AND CAREER READY MATH

This course is designed to prepare and transition students directly into college and career pathways requiring general education college level math competencies in quantitative literacy and statistics. The students will build upon the following concepts: numeracy (operation sense, estimation, measurement, quantitative reasoning, basic statistics, and mathematical summaries), application based algebraic topics, and functions and modeling. This course will be delivered through authentic application, problem-based instruction designed to build mathematical conceptual understanding and critical thinking skills. Any student that completes this course with a grade of “C” or higher will receive guaranteed placement at all Illinois community colleges and select universities in a college-level mathematics course within 18 months of graduation, without needing to take a placement exam.

After successfully completing this course, the student will be able to:

1. Demonstrate proficiency and understanding in basic numeracy competencies.
2. Use estimation and explain/justify estimates, apply quantitative reasoning to solve problems involving quantities or rates.
3. Use mathematical summaries of data such as mean, median, and mode.
4. Use and apply algebraic reasoning as one of multiple problem-solving tools.
5. Use functions and modeling processes.

Credit: 1 – Regular
Level: 12
Prerequisite: Successful completion of three years of math credit or concurrent enrollment in third year credit.

331 STATISTICS

This course is an introductory course designed to provide students with an understanding of reasoning involved in a statistician’s approach to a wide variety of problems. The students will be given hands-on experience with data collection and analysis. Students are introduced to the major concepts and tools for collecting, analyzing and drawing conclusions from data. This course will supply the students with the skills necessary to analyze life situations in a data driven world.

At the conclusion of this course, the Student will be able to:

1. Use the language and symbols of basic statistics.
2. Gather and analyze data.
3. Provide graphic displays for data and interpret graphs and charts.
4. Determine whether or not a statistical hypothesis is significant.
5. Read and understand the summarized results of a statistical experiment performed by others.
6. Use a statistical package to summarize or compile and interpret the results of statistical experiments.

Credit: 1 – Regular
Level: 11, 12
Prerequisite: Successful completion of Math 3 or higher or concurrent enrollment in Math 3

HONORS LEVEL CLASSES

This level of courses is for academically talented students who are performing significantly above grade level in reading and mathematics on the freshman placement exam. This is a very demanding curriculum, which will take students through Calculus.

Placement in Honors Math 1 is for any freshman who has had a full year Algebra 1 course in 8th grade, and scores significantly above grade level on the MAP test or scores within district requirements on the high school placement exam to be administered by the high school with feeder school teacher recommendation. Any student who begins with Honors Math 1 can be expected to take Calculus during their senior year.

310H HONORS MATH 1

This is the first honors-level course in the college preparatory mathematics sequence. Units of study include relationships between quantities, linear and exponential relationships, mathematical reasoning, statistics, congruence, proof, construction and connecting Algebra and Geometry through coordinates. Students will explore extensions of the number system and additional applications of probability. The course will also focus on problem solving, critical thinking, technical reading, persevering in solving problems and building successful habits.

After successfully completing this course, students will be able to:

1. Solve linear equations and inequalities
2. Solve systems of linear equations
3. Graph solutions to linear inequalities in two variables
4. Create equations and inequalities in one variable
5. Create equations and inequalities in one variable
6. Create equations in two or more variables
7. Interpret a function, using function notation
8. Use function notation to evaluate functions
9. Determine the average rate of change
10. Represent data with plots on the real number line.
11. Interpret slope given a set of data
12. Use rigid motions to transform figures
13. Understand triangle congruence
14. Perform operations on polynomials
15. Perform operations on complex numbers
16. Describe events as subsets of a sample space, using the characteristics of the outcomes
17. Calculate the simple and conditional probabilities

Credit: 1 – Honors

Level: 9

Prerequisite: Placement will be determined by the D228 high school placement exam, MAP score and/or teacher recommendation.

333H HONORS MATH 2

This is the second course in a college preparatory mathematics sequence. Units of study include quadratic functions and modeling, expressions and equations, similarity, right triangle trigonometry, proof, and circles with and without coordinates. Students will additionally explore inferences and conclusions from data and polynomial relationships. The course will also focus on problem solving, critical thinking, technical reading, persevering in solving problems and building successful habits.

Course Credit: 1 – Honors

Level: 10

Prerequisite: Passed both semesters of Math 1 Honors with teacher recommendation, or placed by the D228 high school placement exam, MAP Score and/or teacher recommendation.

334H HONORS MATH 3

This is the third course in a college preparatory mathematics sequence. Units of study include rational and radical relationships, trigonometry of general angles and trigonometric functions, mathematical modeling of inverse, logarithmic, and trigonometric functions, as well as choosing an appropriate model. Students will prepare for entry in Advanced Placement® Calculus AB or BC through introduction and reinforcement of key skills and concepts.

Course Credit: 1 – Honors

Level: 11

Prerequisite: Passed both semesters of Math 2 Honors with teacher recommendation.

323AP ADVANCED PLACEMENT PRE-CALCULUS

AP Precalculus is designed to be the equivalent of a first semester college Precalculus course. AP Precalculus provides students with an understanding of the concepts of college algebra, trigonometry, and additional topics that prepare students for further college level mathematics courses. This course explores a variety of function types and their applications—polynomial, rational, exponential, logarithmic, trigonometric, polar, parametric, vector-valued, implicitly defined, and linear transformation functions using matrices. Throughout the course, the mathematical practices of procedural and symbolic fluency, multiple representations, and communication and reasoning are developed. Students experience the concepts and skills related to each function type through the lenses of modeling and covariation and engage each function type through their graphical, numerical, analytical, and verbal representations.

Credit: 1-Honors (without Exam)
1-Advanced Placement (with participation in College Board Examination)

Level: 11, 12

Prerequisite: Honors Math 3 with teacher recommendation or Math 3 with teacher recommendation

Students may take the Advanced Placement® Examination for possible college credit.

324 ADVANCED PLACEMENT® CALCULUS AB

This is the fourth honor-level course in the college preparatory sequence. This course is comparable in scope to that of a first semester college-level course in differential and integral Calculus. Topics covered include functions, graphs and limits, derivatives and integrals. Students will be required to purchase a workbook for this class. The approximate cost is \$20, which will be assessed at registration.

After successfully completing this course, the student will understand that:

1. Derivatives are presented geometrically, numerically, and analytically, and interpreted as a rate of change over a specific domain or an instantaneous rate of change
2. There is a connection between differentiability and continuity
3. Derivatives are the result of an algebraic manipulation of the limit of a difference quotient
4. There are specific interpretations associated with derivatives in applications
5. A definite integral is the limit of a Riemann Sum
6. The two parts of the Fundamental Theorem of Calculus directly relate derivatives and integrals
7. Integrals are directly related to area.

Credit: 1-Honors (without Exam)
1 – Advanced Placement® (with participation in College Board Examination)

Level: 11, 12

Prerequisite: Honors Math 3 with teacher recommendation.

Students may take the Advanced Placement® Examination for possible college credit.

329 ADVANCED PLACEMENT® CALCULUS BC

This is the final course of the honor level sequence in mathematics, designed specifically for the exceptional student who completes either the AP® Calculus AB course prior to his/her senior year or Honors Math 3 with Teacher Recommendation. Students will continue their study of the Calculus of functions of a single variable. Additional topics include exploring parametric, polar and vector functions, and polynomial approximations and series. Students will be required to purchase a workbook for this class. The approximate cost is \$20, which will be assessed at registration.

Credit: 1-Honors (without Exam)
1 – Advanced Placement® (with participation in College Board Examination)

Level: 10, 11, 12

Prerequisite: Passed Honors Math 3 while maintaining an A average, along with teacher recommendation.

Students may take the Advanced Placement® Examination for possible college credit.

336 CALCULUS 3

This is the final course of the honor level sequence in mathematics, designed specifically for the exceptional student who completes the AP® Calculus BC course prior to his/her senior year, with a 3 or better on AP Exam. Students will continue their study of Calculus. Some of the topics include two and three dimensional vectors and vector operations, geometry of space, cylindrical and spherical coordinates, vector-valued functions and applications, multi-variable functions, partial differentiation and applications, multiple integration and solid analytic geometry, and vector analysis including line integrals and surface integrals.

Credit: 1-Honors

Level: 11,12

Prerequisite: Passed AP® Calculus BC with a 3 or higher on the AP Calculus BC exam.

COMPUTER SCIENCE CLASS - ELECTIVE

With the advent of the microcomputer, all students should become computer literate. This course, while providing "literacy" will apply computer science principles to programming and computer science problems. Students who have been successful in their college preparatory mathematics courses are likely to be successful in this course.

It is the intention of the math department to provide students with the opportunity to learn commonly used programming languages as well as introduce them to the concepts of computer science. This course will prepare a student for further college level work in computer science as well as give a student a background for entrance into a technical school that specializes in courses for a student who wants to pursue computer related occupations.

326 ADVANCED PLACEMENT® COMPUTER SCIENCE A

This course is comparable in scope to that of a first semester college-level course in computer programming. It emphasizes object-oriented programming methodology, problem solving, algorithm development, decision making and loops, and the abstraction of data into hierarchies. Topics include: Object-Oriented Program Design, Program Implementation, Program Analysis, Standard Data Structures, Standard Algorithms, and Computing in Context.

After successfully completing this course, the student can be expected to:

1. Design and implement computer-based solutions to problems in several application areas
2. Learn well-known algorithms
3. Develop and select appropriate algorithms to solve problems
4. Code fluently in a well-structured fashion using Java

Credit: 1 – Advanced Placement® (with participation in College Board Exam);
1 - Honors (without exam)

Level: 11, 12 – Elective

Prerequisite: Approval of the current AP teacher; 11th grade: concurrent enrollment in Math 3 or higher

Students may take the Advanced Placement® Examination for possible college credit

◆ SCIENCE DEPARTMENT

The Science Department offers a curriculum designed to meet a variety of student needs. College bound students must be careful to select classes that will not limit their future options either in terms of the institution they will attend or the program they will pursue within that institution. The Illinois Board of Higher Education has recommended that all public universities require a minimum of three years of a laboratory science for admission to their institution. Certain programs (engineering, premedical, pre-dental, etc.), may have even stricter entrance requirements. The regular and honors level science classes offered by high school District 228 meet the university requirements as laboratory courses.

In an increasingly more complex and technical society, it is important for all students to understand the nature of science and the impact that it has on their lives. This understanding is promoted by a variety of activities within the department. Field trips allow students to make firsthand observations of objects and phenomena they might otherwise experience only in books. The laboratory programs allow students to design experiments, test hypotheses, and collect and analyze data using the latest technologies available to the teaching laboratory. Classroom demonstrations provide concrete illustrations of abstract concepts. The total program embraces The Next Generation Science Standards, inquiry-based design which promotes critical thinking skills and challenges all students to solve problems for college, career, and citizenship.

Science Department Outcomes

1. The learner will understand the terminology and concepts of science to explain scientific phenomena.
2. The learner will understand how science affects everyday life, and/or evaluate current societal issues.
3. The learner will recognize how technological, environmental and/or ecological concepts impact contemporary life and will be able to apply these concepts to real life and theoretical issues.
4. The learner will be able to demonstrate and apply the scientific method to real life and/or laboratory situations by collecting, analyzing and evaluating data in either a safe, accurate and objective manner.
5. The learner will understand basic mathematical concepts to solve scientific problems.
6. The learner will understand and use scientific and/or technological instruments to make observations and/or measurements.

SCIENCE DEPARTMENT FLOWCHART

Required Courses:

Freshman	Sophomore	Junior	Senior
Integrated Physics Honors Physics First	Chemistry Honors Chemistry	Biology Honors Biology AP® Biology	

Electives:

Freshman	Sophomore	Junior	Senior
	College Physics	College Physics AP® Physics C: Electricity & Magnetism AP® Physics C: Mechanics AP® Chemistry Human Anatomy & Physiology H-Human Anatomy & Physiology H-Forensics Geology Intro to Astronomy Environmental Investigations	College Physics AP® Physics C: Electricity & Magnetism AP® Physics C: Mechanics AP® Chemistry AP® Biology Human Anatomy & Physiology H-Human Anatomy & Physiology H-Forensics Geology Intro to Astronomy Environmental Investigations

REGULAR LEVEL CLASSES

427 INTEGRATED PHYSICS

Integrated Physics involves an introduction and exploration of science skills throughout many areas of science. Topics include scientific inquiry, metrics, lab safety, graphing, physical and chemical properties of matter, atomic structure, elements and the periodic table, motion, forces, energy, and Earth and space science.

After successfully completing this course, the student will understand that:

1. the scientific method provides a systematic way to investigate questions, acquire valid and useful information in order to solve problems in science and everyday life;
2. application of chemical knowledge will foster a greater understanding of societal, ethical, and technological issues;
3. forces originate from various sources and influence the motion of microscopic particles and large bodies – Energy is conserved and takes many interchangeable forms including gravitational, kinetic, electrical, and electromagnetic;
4. Earth events, theories, processes and systems are observable and predictable and can be integrated with prior knowledge creating a deeper understanding of how the Earth has evolved and continues to change; and science applies to everyday life through the emphasis of connections between science theory, skills, laws of physical, chemical, and earth sciences.

Credit: 1 – Regular

Level: 9

422 CHEMISTRY

Chemistry is the study of matter and its changes. The topics covered include measurement, metrics, graphing, lab safety, atomic structure and theory, chemical and physical changes, states of matter, periodicity, chemical bonding, equations stoichiometry and acids and bases. A scientific calculator (TI-30X IIS or equivalent) is required.

After successfully completing this course, the student will understand that:

1. the scientific method provides a systematic way to investigate questions and acquire valid and useful information;
2. matter and energy's behavior on the microscopic level will explain how matter behaves in the macroscopic world;
3. application of chemical knowledge will foster a greater understanding of societal, ethical, and technological issues such as alternative energy sources, chemical weaponry, etc.;
4. science is the foundation of a process that produces innovation for the progress of humankind; and
5. science is not just a body of knowledge; It is a process by which many people continuously develop and refine our knowledge of the world around us.

Credit: 1 – Regular

Level: 10

412 BIOLOGY

Biology is the study of life and life processes. Students will be exposed to scientific inquiry and data collection, which will help them to understand the natural world. Units covered in this course include, fundamentals of ecology, cellular dynamics, principles of genetics and evolutionary theory.

After successfully completing this course, the student will understand that:

1. the inquiry process provides the framework of scientific discovery, learning and understanding and the importance of communicating ideas in order to understand the natural world;
2. data can be analyzed to support, consider or alter existing concepts or ideas;
3. the relationships among living things are ongoing and interconnected by biological principles; and
4. the changing relationships among science, technology and society affect his/her life.

Credit: 1 – Regular

Level: 11

HONORS LEVEL CLASSES

439 HONORS PHYSICS FIRST

Physics is the study of energy, matter and their relationship to each other. The main focus of this course is the study of motion, mechanics, Newton's Laws, waves, sound, light and electricity. These topics will be integrated with issues of experimental design, to include scientific method and associated error analysis techniques. Classroom activities include lectures, demonstrations, lab experiments, problem solving, computer simulations, and audio-visual presentations. Additionally, this course will engage extensive computer-based experiments. A graphing calculator (TI-84 PLUS or equivalent) is required

After successfully completing this course, the student will understand that:

1. the scientific method can be used to solve any problem in a logical and safe manner;
2. a source of relative error in data lends to or subtracts from credibility in reported conclusions;
3. inquiry and design can lead to a deeper understanding and use of technology and how it changes over time to improve our lives;
4. various factors influence the relative motion of objects;
5. energy influences people's everyday lives;
6. science applies to everyday life through the emphasis of connections between physics theory & technology; and
7. in addition to inquiry, social, economic and ethical concerns drive the scientific community.

Credit: 1 – Honors

Level: 9

Prerequisite: Co-registration in Honors Math I or higher, or teacher recommendation

423 HONORS CHEMISTRY

Chemistry is the study of matter and its changes. The topics covered include measurement, metrics, graphing, lab safety, atomic structure and theory, chemical and physical changes, states of matter, periodicity, chemical bonding, equations stoichiometry and acids and bases. This course is recommended for the college bound student. A calculator (TI-3X IIS or TI-34 or equivalent) is required.

After successfully completing this course, the student will understand that:

1. the scientific method provides a systematic way to investigate questions and acquire valid and useful information;
2. matter and energy's behavior on the microscopic level will explain how matter behaves in the macroscopic world;
3. application of chemical knowledge will foster a greater understanding of societal, ethical, and technological issues such as alternative energy sources, chemical weaponry, etc.;
4. science is the foundation of a process that produces innovation for the progress of humankind; and
5. science is not just a body of knowledge – it is a process by which many people continuously develop and refine our knowledge of the world around us.

Credit: 1 – Honors

Level: 10

Prerequisite: Successful completion of Honors Physics First and Honors Math 1, co-registration in Honors Math 2 (or higher) or teacher recommendation

413 HONORS BIOLOGY

Biology is the study of life and life processes. Students will be exposed to scientific inquiry and data collection, which will help them to understand the natural world. Units covered in this course include fundamentals of ecology, cellular dynamics, principles of genetics and evolutionary theory. Students will receive a study guide, which accompanies the textbook. This course is recommended for college bound students.

After successfully completing this course, the student will understand that:

1. the inquiry process provides the framework of scientific discovery, learning and understanding and the importance of communicating ideas in order to understand the natural world;
2. data can be analyzed to support, contradict or alter existing concepts or ideas;
3. the relationships among living things are ongoing and interconnected by biological principles; and
4. the changing relationships among science, technology and society affect his/her life.

Credit: 1 – Honors
Level: 11
Prerequisite: Successful completion of Honors Physics First and Honors Chemistry or teacher recommendation.

438 HONORS FORENSICS

Forensic science is the application of science as it applies to the law. This course is based on scientific inquiry and problem solving. The student will learn techniques for analyzing clues based on physical evidence. Topics include serology, hair analysis, fabric and fiber analysis, fingerprint identification, document analysis, DNA fingerprint and toxicology. A “mock crime” scene and forensic career research are included projects for the course. This is a **DISTRICT** course, which is taught at Hillcrest High School. Transportation will be provided when the course is offered in the morning.

After successfully completing this course, the student will understand that:

1. a source of relative error in data lends to or subtracts from credibility in reported conclusions;
2. the scientific method provides a systematic way to investigate questions and acquire valid and useful information;
3. science applies to everyday life through the emphasis of connections between physics theory & technology; and
4. the use of scientific claim plays a vital role in determining the outcome of legal matters or issues.

Credit: 1 – Honors
Level: 11, 12
Prerequisite: Successful completion of two years of science, at least one course at the honors level, with a grade average of "B" or better in previous science courses, **AND** credit or co-registration in Honors Biology.

Site of Course: Hillcrest High School

435 ADVANCED PLACEMENT® BIOLOGY

Advanced Placement® Biology is designed to be the equivalent of a college general biology course. It is recommended for the college bound junior or senior who desires to earn undergraduate credit by passing the Advanced Placement® Biology Examination. The course includes all of the recommended disciplines of biological study prescribed by the Advanced Placement Committee on Biology. The Advanced Placement® Examination will be given in the spring, and students who perform well on the examination may be granted credit and/or placement by their college or university. All students will pay the fee for the examination at the August registration. Due to the time required (by the College Board) for laboratory experience, this course will be scheduled as a double period class. Students will receive a lab manual, which accompanies the textbook.

After successfully completing this course, the student can be expected to:

1. relate and explain the unity, diversity, and characteristics of all living things;
2. explain homeostasis as a basic biological phenomenon at the cellular, organism, and ecological level;
3. collect, analyze, and interpret data as part of the experimental process;
4. define succession, explain why it occurs, and differentiate between primary and secondary succession;
5. examine the current thinking on DNA research, including The Human Genome Project, new processes and uses for genetic engineering in agriculture, animal husbandry and human health; and
6. review of problems and current issues in DNA/RNA research.

Credit: 2 – Advanced Placement® (with participation in College Board Examination);
2 - Honors (without exam)
Level: 11, 12 with instructor approval and successful completion of Physics and Chemistry, at least one at the honors level (Grade “B” or better).
Prerequisite: 1. Successful completion of two years of science, at least one course at the honors level, with a grade average of "B" or better in previous science courses.
2. Recommendation of the science teacher in the course prior to the A.P. course.
3. Completion and submission of application.
4. Approval of the current A.P. teacher who will consider the above prerequisites along with other criteria such as overall G.P.A. and other pertinent information.

Students may take the Advanced Placement® Examination for possible college credit.

440 ADVANCED PLACEMENT® CHEMISTRY

Advanced Placement Chemistry is designed to be the equivalent of the general chemistry course usually taken during the first year of college. Students in this course should attain a depth of understanding of fundamental principles and a competence in solving chemical problems. Topics include structure of matter (atomic theory and structure, bonding, and nuclear chemistry), the states of matter (gases, liquids, solids, and solutions), reactions (types of reactions, stoichiometry, equilibrium, kinetics, and thermodynamics), descriptive chemistry (reaction characteristics, periodic properties, group properties, and organic chemistry), and qualitative and quantitative laboratory experiments. Students will receive a laboratory manual and study guide, which accompanies the textbook. A scientific calculator (TI-30X IIS or equivalent) is required.

The Advanced Placement exam will be given in the spring, and students who perform well on the examination may be granted credit and/or placement by their college or university. Students in this course may take the Advanced Placement Examination. Due to the time required (by the College Board) for laboratory experience, this course will be scheduled as a double period class.

After successfully completing this course, the student can be expected to:

1. explain the properties of the elements on the basis of their atomic structure as well as the principles of atoms, molecules and ions;
2. solve quantitative problems based on stoichiometric relationships;
3. predict the products of chemical reactions;
4. perform qualitative and quantitative laboratory experiments; and
5. understand basic principles of gas laws, reactions and chemical bonding

Credit: 2 – Advanced Placement® (with participation in College Board Exam);
2 - Honors (without exam)

Level: 11, 12 with instructor approval and successful completion of Physics, Chemistry, and credit or co-registration in Biology, at least one at the Honors level (Grade “B” or better).

Prerequisite: 1. Successful completion of Physics, Chemistry, and Biology, with at least one course at the honors level, with a grade average of "B" or better in previous science courses.
2. Successful completion of one honors or regular mathematics class with a grade average of "B" or better.
3. Recommendation of the science teacher in the course prior to the A.P. course.
4. Completion and submission of application.
5. Approval of the current A.P. teacher who will consider the above prerequisites along with other criteria such as overall G.P.A. and other pertinent information.

Students may take the Advanced Placement® Examination for possible college credit.

446A AP PHYSICS C: ELECTRICITY AND MAGNETISM

This is a calculus-based introductory college-level physics course. Students cultivate their understanding of physics by developing models of physical phenomena through inquiry-based investigations. Students build their understanding of physical models as they explore and solve problems in these topics: Electric Charges, Fields, and Gauss's Law, Electric Potential, Conductors and Capacitors, Electric Circuits, Magnetic Fields and Electromagnetism, Electromagnetic Induction. AP Physics C: Electricity and Magnetism is equivalent to the second course in an introductory college course sequence in calculus-based physics.

Note: This course will only be offered in the 'odd' years beginning with the 2024-25 school year.

Credit: 1 – Advanced Placement® (with participation in College Board Exam);
1 - Honors (without exam)

Grade Level: 11, 12

Prerequisite: 1. Successful completion of Honors Physics First, Honors Chemistry, Honors Biology (concurrent enrollment grade 11) Encouraged to have successfully completed College Physics or teacher recommendation.
2. Concurrent enrollment in Honors Math 3, AP Pre-Calculus, or AP Calculus AB or Calculus BC

446B AP PHYSICS C: MECHANICS

This is a calculus-based introductory college-level physics course for students wanting to go into the engineering field in college. Students cultivate their understanding of physics by developing models of

physical phenomena through inquiry-based investigations. Students build their understanding of physical models as they explore and solve problems in these topics: Kinematics, Forces and Translational Dynamics, Work, Energy, and Power, Linear Momentum, Torque and Rotational Dynamics, Energy and Momentum of Rotating Systems, and Simple Harmonic Motion. AP Physics C: Mechanics is equivalent to the first course in an introductory college course sequence in calculus-based physics.

This course will only be offered in the 'even' years beginning with the 2025-26 school year

Credit: 1 – Advanced Placement® (with participation in College Board Exam);
1 - Honors (without exam)

Grade Level: 11,12

Prerequisite: 1. Successful completion of Honors Physics First, Honors Chemistry, Honors Biology (concurrent enrollment grade 11) Encouraged to have successfully completed College Physics or teacher recommendation
2. Concurrent enrollment in Honors Math 3, AP Pre-Calculus, or AP Calculus AB, or Calculus BC

CAREER ELECTIVES/ELECTIVES

409A GEOLOGY

This course is designed as an elective course for students in their junior or senior year. Geology will introduce students to the study of earth, its environment and its history. The course will cover topics such as, position of earth in the universe, characteristics, weather and climate, plate tectonics, and environmental issues. The course is written to fully comply with the Next Generation Science Standards and it includes a strong emphasis on independent research skills, critical thinking skills, increasing science literacy and hands-on investigations that are grounded in our local area/region.

Credit: ½ - Regular

Level: 11, 12

Prerequisite: 11 – Co-registration in Biology

409B INTRODUCTION TO ASTRONOMY

This course is designed as an elective course for students in their junior or senior year. Introduction of Astronomy will introduce students to the basic physical laws and principles that govern the universe. The course will cover topics related to the history of astronomy, the solar system, the birth and evolution of stars, galaxies, and space exploration. The course is written to fully comply with the Next Generation Science Standards and it includes a strong emphasis on independent research skills, critical thinking skills, increasing science literacy and hands-on investigations that are grounded in our local area/region.

Credit: ½ - Regular

Level: 11, 12

Prerequisite: 11 – Co-registration in Biology

447 ENVIRONMENTAL INVESTIGATIONS

This course is designed to enhance student understanding of scientific principles, concepts, and methodologies required to investigate the interrelationships of the natural world, to identify and analyze environmental concerns, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Topics covered will include: Earth systems and resources, ecology, population dynamics, energy resources and consumption, alternative energy, pollution, global change, global warming, biodiversity and human's impact on the Earth. This course is designed to expose students to local and global career opportunities through project-based environmental experiences.

Credit: 1 Regular

Level: 11, 12

Prerequisite: 11-Successful completion ("C" or above) of Integrated Physics or Honors Physics First, Chemistry or Honors Chemistry, and co-registration in Biology or Honors Biology PLUS Teacher recommendation.
12- Successful completion ("C" or above) of Integrated Physics or Honors Physics First, Chemistry or Honors Chemistry, Biology or Honors Biology.

433 HONORS HUMAN ANATOMY AND PHYSIOLOGY

This honors level class involves the study of the basic structure and function of the organs and systems of the human body. Both class and laboratory work will be geared to teach the principles of body interaction and integration, control, motion, metabolism, and reproduction. Both structural and functional concepts will be covered. Course includes coverage of fundamentals in medical terminology. This class is recommended for students interested in the career areas of nursing, medicine, dentistry, and other related medical fields. Students will receive a study guide and laboratory manual, which accompanies the textbook.

After successfully completing this course, the student will understand that:

1. the scientific method provides a systematic way to investigate questions and acquire valid and useful information;
2. the application of chemical and biological knowledge will foster a greater understanding of physiology; and
3. medical research is a continual process through which new information may lead to the improvement of human life.

NOTE: Dual Credit

Credit: 1 – Honors

Level: 11, 12

Prerequisite: 12 – Successful completion of Honors Physics First, Honors Chemistry and Honors Biology or AP Biology®

11 – Successful completion of Honors Physics First, Honors Chemistry **AND** co-registration in Honors Biology or AP® Biology

434 HUMAN ANATOMY AND PHYSIOLOGY

This regular class involves the study of the basic structure and function of the organs and systems of the human body. Both class and laboratory work will be geared to teach the principles of body interaction and integration, control, motion, and metabolism. Both structural and functional concepts will be covered. Course includes coverage of fundamentals in medical terminology. This course is recommended for those interested in health services such as but not limited to medical assistant, information health specialist or other related professions. Dissection would be in a virtual way or by teacher demonstration. Students will receive a laboratory manual, which accompanies the textbook.

After successfully completing this course, the student will understand that:

1. the scientific method provides a systematic way to investigate questions and acquire valid and useful information;
2. the application of chemical and biological knowledge will foster a greater understanding of physiology; and
3. medical research is a continual process through which new information may lead to the improvement of human life.

NOTE: Dual Credit

Credit: 1 – Regular

Level: 11, 12

Prerequisites: 11 – Co-registration in Biology

445C COLLEGE PHYSICS

This course is the introductory non-calculus course for students wanting to pursue a liberal art, medical or architectural program in college. Topics include mechanics and thermodynamics, and students will engage in laboratory experiments throughout the course. This course is the equivalent of PHY101 – Mechanics and Heat at South Suburban College. Students may enroll in the dual-credit program to earn college credit, if the student meets course prerequisites. Successful completion of this course is transferable to future colleges and universities.

Note: This course offers students the opportunity to earn Free College Credit through our dual credit program with South Suburban College. Please see pages 13-14 for specific dual credit information.

Credit: 1 - Honors

Grade Level: 10, 11, 12 (10th grade with instructor approval)

- Prerequisite:
1. ALEKS placement test score of 61
 2. Successful completion of Honors Physics First and completion or concurrent registration in Honors Chemistry (grade 10) or Honors/AP Biology (grade 11); **OR** recommendation of the science teacher prior
 3. Concurrent enrollment in Honors Math 3, AP Pre-Calculus, AP Calculus AB, or Calculus BC

◆ WORLD LANGUAGE DEPARTMENT

We believe that the ability to communicate is at the heart of interaction. Language learning promotes understanding, tolerance, and respect for others. In an increasingly global and diverse society, knowing another language is essential and should be part of every person's education. Learning a new language prepares students to be global citizens by developing an awareness and appreciation of other cultures and perspectives. The general goals in modern world language study are effective communication and cultural understanding. The degree of accomplishment of these goals is dependent upon the level, course content and student effort. The specific goals are:

World Languages Department Outcomes

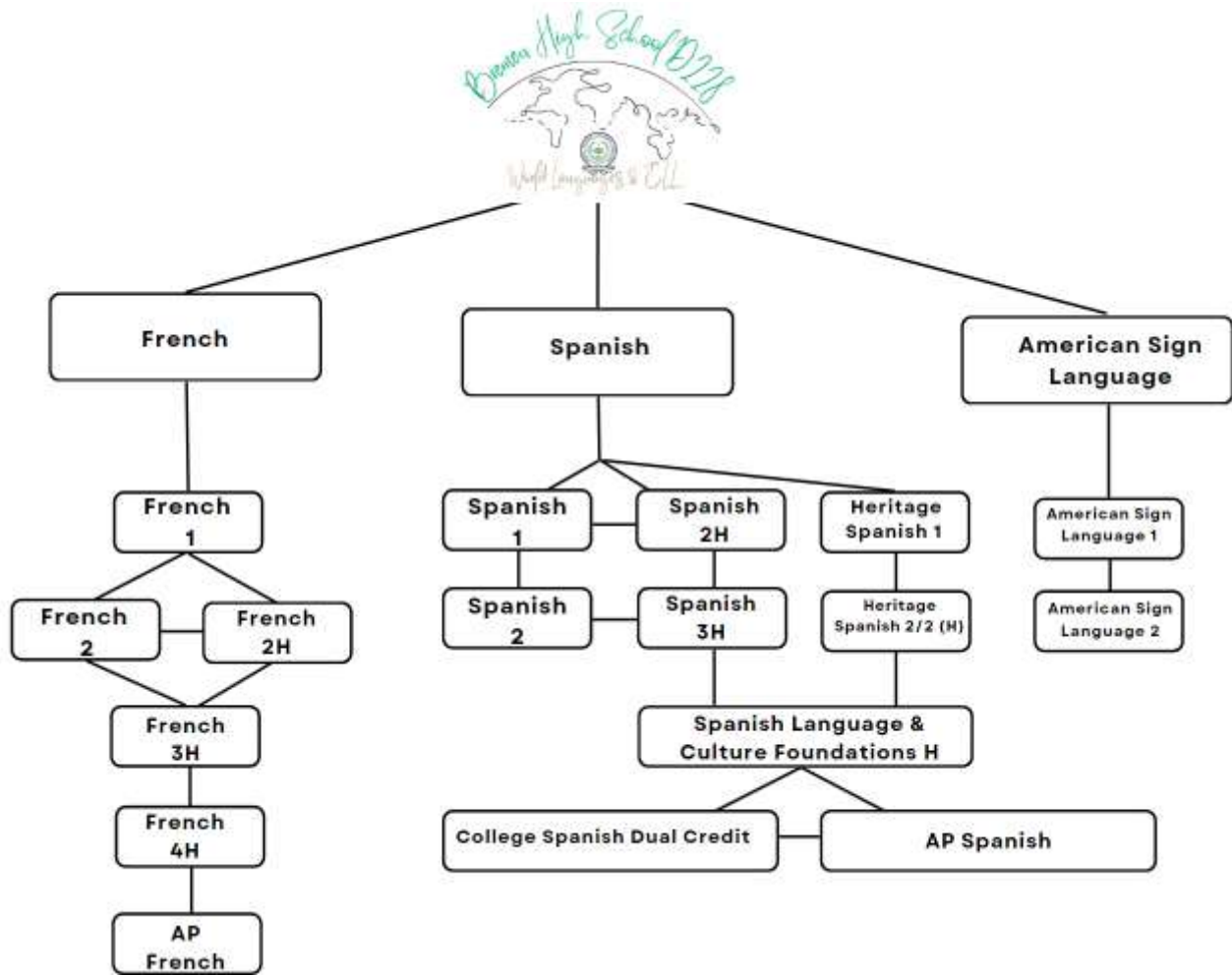
1. The learner will listen to, interpret, analyze and evaluate spoken communications accurately, purposefully and critically in a second language.
2. The learner will develop and deliver oral communication using effective language conventions to inform, to interact socially, to entertain and to persuade in a second language.
3. The learner will read, comprehend, analyze and evaluate in English or in a second language a variety of informational, literary, technical and self-enrichment materials for diverse real-life situations.
4. The learner will develop and create for various audiences formal and informal written communications using effective language conventions to inform, to narrate, and to persuade in a second language.
5. The learner will recognize the interdependence of people in global and local communities, identify differences between cultures, and demonstrate an understanding of tolerance for those differences.
6. The learner will recognize and understand diversity in the patterns and usage in English and in a second language.
7. The learner will use the second language and/or culture as a medium for creative and personal expression.

Guidelines for Taking a World Language

1. A genuine interest in the language and its culture is necessary for a successful learning experience. Interest may be related to such factors as family background, educational goals and career plans.
2. In deciding which language to take, students should understand that there is no "easiest language." All language learning is a sequential process requiring daily preparation and consistent study.
3. There is a strong correlation between success in learning a world language and one's English scores on achievement tests.
4. To successfully complete a level of world language study, the student must pass both semesters of work. Only then will the student have the necessary skills for the next level.
5. To progress into the next level of language study and be successful, it is recommended that a student have at least a 'C' average in the previous level of language instruction.
6. World language skills are acquired by taking sequential courses Level 1 – Advanced Placement. If a student passes one level, he can progress to the next level to continue his study of a particular language.

7. Students are advised to check college admissions and graduation requirements in regard to world language study. Many colleges may require three years of high school world language study in the same language for acceptance and four years to graduate from their institution. Students who take several years of a language in high school may fulfill university language requirements and receive college credit.
8. To develop one's language skills to a workable proficiency requires a minimum of four years at the high school level.

WORLD LANGUAGES DEPARTMENT FLOWCHART



Level 2 Honors is for students who have completed Level 1 of the language and have maintained a B+ average in Level 1 with teacher recommendation or placed into Level 2 Honors after taking Jr. High Proficiency test with teacher recommendation.

Incoming freshmen who have had two or more years of language in junior high with a grade average of “B+” or better, have received both an above average score on a language proficiency test and a teacher recommendation may be placed in Level 2 Honors.

Incoming freshmen who have received a minimum grade average of C for two or more years in junior high foreign language, and/or a passing score on a District 228 World Languages Proficiency Test and have the teacher recommendation may be placed in Level 2 of the language.

Approved credit for junior high school foreign language (two or more years) will be granted if the freshman student takes the District 228 Proficiency Exam in the 8th grade year and takes the next sequential course Level 2/2 Honors in the language in his/her freshman year in District 228 receiving a grade of 'C' or better for each semester of study at that time.

Seal of Biliteracy

Bremen High School District 228 has established a program to recognize high school graduates who have attained a high level of proficiency in one or more languages in addition to English. Two honors are available: The Seal of Biliteracy and the Commendation toward Biliteracy. The Seal of Biliteracy is awarded to those who demonstrate proficiency in English and whose second language proficiency level is equivalent to Intermediate-High, as determined by the American Council on the Teaching of Foreign Languages. The Commendation toward Biliteracy is awarded to students whose second language proficiency level is rated at Intermediate-Low or Intermediate-Mid. Language proficiency testing will take place in the spring, and there is no cost for students. A student meeting the requirements for the Seal of Biliteracy or Commendation toward Biliteracy will receive this designation on his/her transcript as well as the diploma. Students who earn the Seal of Biliteracy can earn up to two years of college credit at a State University.

AMERICAN SIGN LANGUAGE

528A AMERICAN SIGN LANGUAGE 1

American Sign Language (ASL) 1 is an introductory course to ASL and the Deaf community. This course introduces students to practical vocabulary and basic grammatical structures through culturally rich thematic units. Students develop their receptive and expressive communication in ASL through practiced and familiar activities that are performance-based. This course will examine cultural perspectives, important figures in the Deaf community, and ASL art and literature. Additionally, students will make comparisons and connections to their own cultural experiences and backgrounds. ***This class is only taught at Hillcrest and Oak Forest High School for the 2025-2026 school year.***

Performance indicators for this course:

Students can:

Interpretive Communication:

- Identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts

Interpersonal Communication:

- Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences

Presentational Communication:

- Present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences

Credit: 1 – Regular

Entry Level: 9, 10, 11

Prerequisite: None

528B AMERICAN SIGN LANGUAGE 2

American Sign Language (ASL) 2 strengthens the receptive and expressive communication skills that were developed in ASL 1, through the continued use of culturally-rich thematic units. Students will analyze and utilize more complex vocabulary and grammatical structures through performance-based activities. This course will continue to examine cultural perspectives and comparisons, important figures in the Deaf community, and ASL art and literature. ***This class is only taught at Hillcrest and Oak Forest High School for the 2025-2026 school year.***

Performance indicators for this course:

Students can:

Interpretive Communication:

- Identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts

Interpersonal Communication:

- Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences

Presentational Communication:

- Present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences

Credit: 1 – Regular

Entry Level: 10, 11, 12

Prerequisite: None

FRENCH**510 FRENCH 1**

French 1 is an introductory course to the French-speaking (francophone) language and culture. It introduces the student to practical vocabulary and basic grammatical structures that enable the student to participate in basic conversation and self-expression. Students gain beginning proficiency in listening, speaking, reading, and writing. The introduction of cultural products, practice, and perspectives is also an integral part of the course.

Performance indicators for this course:

Students can:

Interpretive Communication:

- Identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts

Interpersonal Communication:

- Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences

Presentational Communication:

- Present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences

Credit: 1 – Regular

Entry Level: 9, 10, 11, 12

Prerequisite: None

513 HONORS FRENCH 2

This course is designed for freshmen who have studied two or more years of French in the junior high and have received an above average score on a world languages proficiency test. It may also be taken by second level students who have maintained at least a “B+” average in the Level 1 course of study. The course builds on the listening, speaking, reading, and writing skills developed in French 1 by broadening student knowledge of vocabulary and more complex grammatical structures. Students expand their level of self-expression in everyday situations with family and friends. Classroom instruction is centered on an in-depth exploration of francophone cultures, products, and practice through the use of authentic materials. Students continue to expand their cultural understanding and awareness.

Performance indicators for this course:

Students can:

Interpretive Communication:

- Identify the topic and some isolated facts from simple sentences in informational texts.

Interpersonal Communication:

- Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time

Presentational Communication:

- Present personal information about my life and activities, using simple sentences most of the time

Credit: 1 – Honors

Entry Level: 9, 10, 11, 12

Prerequisite: An “A” or “B+” average in two years of French in the junior high school with a high score on the world languages proficiency test and junior high teacher recommendation or an “A” or “B+” average in Level 1 with a high score on the CRTs and teacher recommendation

520 FRENCH 2

French 2 builds on the listening, speaking, reading, and writing skills developed in French 1 by broadening student knowledge of vocabulary and more complex grammatical structures. Students expand their level of self-expression in everyday situations with family and friends. Classroom instruction is centered on an in-depth exploration of francophone cultures, products, and practice through the use of authentic materials. Students continue to expand their cultural understanding and awareness.

Performance indicators for this course:

Students can:

Interpretive Communication:

- Identify the topic and some isolated facts from simple sentences in informational texts.

Interpersonal Communication:

- Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time

Presentational Communication:

- Tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences

Credit: 1 – Regular

Entry Level: 9, 10, 11, 12

Prerequisite: Successful completion of French 1

530 HONORS FRENCH 3

The French 3 curriculum builds on the knowledge and skills in the areas of listening, speaking, reading and writing that form the basis of the French 1 and 2 curricula. In French 3, the student will solidify his command of knowledge already learned, integrate new materials and begin to use the language more spontaneously with more variety and individual style. There will be expanded opportunity for each student to express himself in less structured language activities. Classroom instruction is centered on an in-depth exploration of francophone cultures, products, and practice through the use of authentic materials. Students continue to expand their cultural understanding and awareness. The class is facilitated primarily in French.

Performance indicators for this course:

Students can:

Interpretive Communication:

- Understand the main idea and key information in short straightforward informational texts

Interpersonal Communication:

- Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions

Presentational Communication:

- Tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences

Credit: 1 – Honors

Level: 10, 11, 12

Prerequisite: Successful completion of Levels 1 and 2 with a grade of “A” or “B+”

540 HONORS FRENCH 4

In this intermediate level the curriculum builds on a solid command of the areas of reading, writing, listening and speaking achieved in the French 3 Honors course. The student will use all four language skills as the tool and basis for learning and expressing himself/herself. The course will focus on cultural areas stressing either French history or French literature in an alternating year pattern. There will be continued study of French syntax and usage. The students enrich their vocabulary through a variety of media and cultural units utilizing authentic resources. The class is facilitated primarily in French.

Performance indicators for this course:

Students can:

Interpretive Communication:

- Usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length informational texts.

Interpersonal Communication:

- Exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames

Presentational Communication:

- Tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames

Credit: 1 – Honors

Level: 11, 12

Prerequisite: Successful completion of Levels 1, 2 and 3 of the language with a grade average of “B” and teacher recommendation

543 ADVANCED PLACEMENT® FRENCH

Advanced Placement® French is only available to seniors who have successfully completed three years of high school French. AP French focuses on expanding the four communication skills: listening, speaking, reading, and writing by exploring a variety of contemporary and classic topics utilizing authentic resources. Grammar and structure are also reviewed. The six overarching themes from the College Board are addressed in a variety of units. A selection of activities will be required during the summer preceding the course. Students who successfully complete this course and the AP French Language examination may receive college credit and/or higher placement in college. The curriculum will focus on the course of study prescribed for college placement in French.

Performance indicators for this course:

Students can:

Interpretive Communication:

- Identify the underlying message and some supporting details across major time frames in descriptive informational texts

Interpersonal Communication:

- Exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames

Presentational Communication:

- Tell stories about school and community events and personal experiences, using paragraphs across major time frames

Credit: 1 – Advanced Placement® (with participation in College Board Exam);

1 - Honors (without exam)

- Prerequisite:
1. Successful completion of three years of high school study with a grade average of “B” or better.
 2. Successful completion of three years of high school study with a grade average of "B" or better.
 3. Recommendation of the language teacher in course prior to A.P. course.
 4. Submission of an acceptable writing portfolio in the target language (done before registration).
 5. Demonstration of comprehension and oral proficiency in the target language (done before registration).
 6. Approval of the current A.P. teacher who will consider the above prerequisites along with other criteria such as overall G.P.A. and other pertinent information.

Students may take the Advanced Placement® Examination for possible college credit.

SPANISH**512 SPANISH 1**

Spanish 1 is an introductory course to the Spanish-speaking language and culture. It introduces the student to practical vocabulary and basic grammatical structures that enable the student to participate in basic conversation and self-expression. Students gain basic proficiency in listening, speaking, reading, and writing. The introduction of cultural products, practices, and perspectives is also an integral part of the course.

Performance indicators for this course:

Students can:

Interpretive Communication:

- Identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts

Interpersonal Communication:

- Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences

Presentational Communication:

- Present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences

Credit: 1 – Regular

Entry Level: 9, 10, 11, 12

Prerequisite: None

515 HONORS SPANISH 2

This course is designed for freshmen who have studied two or more years of Spanish in the junior high, maintained at least a “B+” average and scored successfully on a language proficiency test and for those students who have maintained at least a “B+” average in Level 1 and scored successfully on a world languages proficiency test. Spanish 2 builds on the listening, speaking, reading, and writing skills developed in Spanish 1 by broadening student knowledge of vocabulary and more complex grammatical structures. Students expand their level of self-expression in everyday situations with family and friends. Classroom instruction is centered on an in-depth exploration of cultures, products, and practice through the use of authentic materials. Students continue to expand their cultural understanding and awareness. Completion of this course will provide the student with a sound background for Honors Level 3.

Performance indicators for this course:

Students can:

Interpretive Communication:

- Identify the topic and some isolated facts from simple sentences in informational texts.

Interpersonal Communication:

- Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time

Presentational Communication:

- Present personal information about my life and activities, using simple sentences most of the time

Credit: 1 – Honors

Entry Level: 9, 10, 11, 12

Prerequisite: An “A” or “B+” average in two years of Spanish in the junior high school with a high score on the world languages proficiency test and junior high teacher recommendation or an “A” or “B+” average in high school Level 1 with a high score on the world languages proficiency tests and teacher recommendation.

522 SPANISH 2

Spanish 2 builds on the listening, speaking, reading, and writing skills developed in Spanish 1 by broadening student knowledge of vocabulary and more complex grammatical structures. Students expand their level of self-expression in everyday situations with family and friends. Classroom instruction is centered on an in-depth exploration of cultures, products, and practice through the use of authentic materials. Students continue to expand their cultural understanding and awareness.

Performance indicators for this course:

Students can:

Interpretive Communication:

- Identify the topic and some isolated facts from simple sentences in informational texts.

Interpersonal Communication:

- Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time

Presentational Communication:

- Present personal information about my life and activities, using simple sentences most of the time

Credit: 1 – Regular

Entry Level: 9, 10, 11, 12

Prerequisite: Successful completion of Spanish 1

532 HONORS SPANISH 3

Spanish 3 builds on the skills developed in Spanish 1 and 2: listening, speaking, reading, and writing. Students expand their level of self-expression in more abstract situations. Classroom instruction is centered on an in-depth exploration of cultures, products, and practice through the use of authentic materials. Students continue to expand their cultural understanding and awareness. The class is facilitated primarily in Spanish. Special projects will expand the student's knowledge of both the Spanish culture and language.

Performance indicators for this course:

Students can:

Interpretive Communication:

- Understand the main idea and key information in short straightforward informational texts

Interpersonal Communication:

- Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions

Presentational Communication:

- Tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences

Credit: 1 – Honors

Level: 10, 11, 12

Prerequisite: Successful completion of Level 1 and 2 of Spanish with a grade of “A” or “B+”

547A HONORS SPANISH LANGUAGE & CULTURE FOUNDATIONS

Honors Spanish Language & Culture Foundations course builds upon the foundations of Heritage Spanish 2 and Honors Spanish 3 to further develop students’ written and oral communication, enhance reading comprehension and analytical skills, and deepen their historical and literary knowledge of Hispanic cultures and traditions worldwide. Students will engage in grammar studies focusing on accents, punctuation, spelling, tense usage, and sentence structure, preparing them for the next course, which is Advanced Placement® Spanish Language. The course emphasizes expanding the four communication skills—listening, speaking, reading, and writing—through authentic resources and cultural units, with instruction primarily conducted in Spanish.

Performance indicators for this course:

Students can:

Interpretive Communication:

- Identify the underlying message and some supporting details across major time frames in descriptive informational texts

Interpersonal Communication:

- Exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames

Presentational Communication:

- Tell stories about school and community events and personal experiences, using paragraphs across major time frames

Credit: 1 – Honors

Level: 10, 11, 12

Prerequisite: 1. Successful completion of Level 2, Level 3 and Honors Spanish Language & Culture Foundations with a grade average of "B" or better or successful completion of Heritage, Heritage 2 and Honors Spanish Language & Culture Foundations.
2. Foundations with a grade average of "B" or better or successful completion of Heritage, Heritage 2 and Honors Spanish Language & Culture Foundations.
3. Recommendation of the language teacher in course prior to Honors Spanish Language & Culture Foundations.

545 ADVANCED PLACEMENT® SPANISH LANGUAGE

AP® Spanish focuses on expanding the four communication skills: listening, speaking, reading, and writing by exploring a variety of contemporary and classic topics utilizing authentic resources. Grammar and structure are also reviewed. The six overarching themes from the College Board are addressed in a variety of units. Students who successfully complete this course and the AP Spanish Language examination may receive college credit and/or higher placement in college.

Performance indicators for this course:

Students can:

Interpretive Communication:

- Identify the underlying message and some supporting details across major time frames in descriptive informational texts

Interpersonal Communication:

- Exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames

Presentational Communication:

- Tell stories about school and community events and personal experiences, using paragraphs across major time frames

Credit: 1 – Advanced Placement® (with participation in College Board Exam);

1 - Honors (without exam)

Level: 11, 12

Prerequisite: 1. Successful completion of Level 2, Level 3 and Honors Spanish Language & Culture Foundations with a grade average of "B" or better or successful completion of Heritage 1, Heritage 2 and Honors Spanish Language & Culture Foundations.
2. Recommendation of the language teacher in course prior to A.P. course.
3. Demonstration of comprehension and oral proficiency in the target language (done before registration).
4. Approval of the current A.P. teacher who will consider the above prerequisites along with other criteria such as overall G.P.A. and other pertinent information.

Students may take the Advanced Placement® Examination for possible college credit.

547C COLLEGE SPANISH

This is an advanced course conducted entirely in Spanish, designed to develop fluency in communication with increased linguistic accuracy. Students will develop greater proficiency in listening comprehension, speaking, reading, and writing skills and expand their knowledge of the culture and civilization of Spanish-speaking countries. This course also includes reading and discussion of modern text, conversation, composition, grammar review, and cultural activities. This course is the equivalent of SPN 203 - Intermediate Spanish I at South Suburban College.

Note: *This course offers students the opportunity to earn Free College Credit through our dual credit program with South Suburban College. Please see pages 13-14 for specific dual credit information.*

Credit: 1 – Honors

Grade Level: 12

Prerequisite: Successful completion of three years of Spanish; 3+ score on the AP Spanish Language and Culture Exam; or composite ore of I-6 on the STAMP proficiency assessment

523 HERITAGE SPANISH 1

The focus of the Heritage Spanish 1 course is to improve written and oral communication in Spanish, to enhance Spanish reading comprehension and analytical skills, to build on students' historical and literary knowledge of the Hispanic cultures and traditions around the world, and to prepare students to use their bilingual ability in professional settings. Readings will include selections from the Advanced Placement® Spanish Literature list. Grammar studies will include work on accents, punctuation, spelling, tense usage and sentence structure in Spanish, in early preparation for the Advanced Placement® Spanish language exam.

Performance indicators for this course.

Students can:

Interpretive Communication:

- Identify the topic and some isolated facts from simple sentences in informational texts

Interpersonal Communication:

- Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time

Presentational Communication:

- Present personal information about my life and activities, using simple sentences most of the time

Credit: 1 – Regular

Entry Level: 9, 10, 11, 12

Prerequisite: Students must successfully complete the “Spanish Placement Test” and demonstrate a mastery of Spanish 2 grammar at the native-speaker level. Student must come from a setting where Spanish is used as the primary language at home.

524 HERITAGE SPANISH 2

The focus of the Heritage Spanish 2 course is to build upon Heritage Spanish 1: to improve written and oral communication in Spanish, to enhance Spanish reading comprehension and analytical skills, to build on students’ historical and literary knowledge of the Hispanic cultures and traditions around the world, and to prepare students to use their bilingual ability in professional settings. Reading will include selections from the Advanced Placement® Spanish Literature list. Grammar studies will include work on accents, punctuation, spelling, tense usage and sentence structure in Spanish, in preparation for the Advanced Placement® Spanish language exam.

Performance indicators for this course.

Students can:

Interpretive Communication:

- Identify the topic and related information from simple sentences in short informational texts

Interpersonal Communication:

- Request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions

Presentational Communication:

- Present personal information about my life, activities and events, using simple sentences

Credit: 1 – Regular

Entry Level: 9, 10, 11, 12

Prerequisite: Students must successfully complete Heritage Spanish 1.

525 HONORS HERITAGE SPANISH 2

This course is designed for freshmen who are ‘Heritage’ or ‘Native’ speakers of Spanish and have studied two or more years of Spanish in the junior high and have received an above average score on a World Language proficiency test. It may also be taken by second level students who have maintained at least a “B+” average in the Level 1 course of study. The course builds on achievement and proficiency objectives of Heritage 1. Class activities integrate the four skills of listening, speaking, reading, and writing, with a focus on reading and writing, and expand on the culture and connections introduced in Heritage 1. Completion of this course will provide the student with an extended knowledge of Spanish in preparation for the Advanced Placement® Spanish Language and Advanced Placement® Spanish Literature exam.

Performance indicators for this course.

Students can:

Interpretive Communication:

- Identify the topic and related information from simple sentences in short informational texts

Interpersonal Communication:

- Request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions

Presentational Communication:

- Present personal information about my life, activities and events, using simple sentences

Credit: 1 – Honors

Level: 9, 10, 11, 12

Prerequisite: 1. Successful completion of Heritage 1 OR Proficient score on the Heritage Placement Exam
2. Recommendation of the Spanish teacher.

◆ **CAREER & TECHNICAL EDUCATION**

◆ **BUSINESS TECHNOLOGY**

The Business Technology curriculum is designed to meet the needs of individual students in a technological society. Students who plan to enter the business world when they graduate will find a course sequence that will provide the skills for employment in entry-level positions. Students who plan to continue their education at a business college, community college, four-year college or university will find that the department offers an essential foundation for further study and preparation. Every student will find courses within the department that will give them a practical working knowledge of the business world and fundamental skills such as the use of microcomputer technology, web site design and implementation, Internet research skills, presentation software skills, and written and oral communication skills so that students will be successful in college and in their career field.

Business Technology Outcomes:

1. The learner will identify, assess and evaluate multiple forms of input technology to process, research, evaluate and communicate information.
2. The learner will analyze the free market system and demonstrate consumer skills in the selection of products and/or services.
3. The learner will utilize computer technology to process information and evaluate technologies to communicate in academic, career and personal situations.
4. The learner will apply career skills, which prepare him/her for employment, provide a foundation for further study and/or may be used for personal growth.
5. The learner will understand and use a variety of strategies for successful career choice and career plan development.
6. The learner will understand and/or apply interpersonal skills in academic and career settings.

BUSINESS TECHNOLOGY FLOWCHART

Freshman	Sophomore	Junior	Senior
Personal Finance	Computer Science 1	Computer Science 1	Computer Science 1
Intro to Business	Computer Science 2	Computer Science 2	Computer Science 2
Career Practicum 1 & 2	Sports & Entertainment Marketing	Sports & Entertainment Marketing	Sports & Entertainment Marketing
	Intro to Business	Intro to Business	Intro to Business
	Accounting 1	Accounting 1	Accounting 1
	Accounting 2	Accounting 2	Accounting 2
	Entrepreneurship	Entrepreneurship	Entrepreneurship
	Personal Finance	BPA	BPA
	Career Practicum 1 & 2	DECA	DECA
		Career Practicum 1 & 2	Career Practicum 1 & 2

COURSE OFFERINGS

614 INTRODUCTION TO BUSINESS

As you prepare for college and career, your life will be touched by business. Business is all around you and affects everything you do. By studying *Principles of Business, Marketing, and Finance*, you can become more knowledgeable about business and how it will influence your future. Topics covered include Business Trends, Business Ownership & Management, Human Resources & Business Ethics, Marketing, and Business Environment & Managing Financial Resources.

Note: *This course offers students the opportunity to earn Free College Credit through our dual credit program with South Suburban College. Please see pages 13-14 for specific dual credit information.*

After successfully completing this course, students will be able to:

1. Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision making in the finance industry.
2. Describe the impact of economics, economics systems and entrepreneurship on marketing.
3. Describe laws, rules and regulations as they apply to effective business operations.
4. Describe and follow laws, regulations and ethical standards that affect finance operations and transactions.
5. Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
6. Explore, develop and apply strategies for ensuring a successful business career.

Credit: ½ - Regular
Level: 9, 10, 11, 12
Prerequisite: None

600A COMPUTER SCIENCE 1

In this course students will be introduced to the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem solving skills. This course is specifically designed for students with no previous background in computer science. Students will learn the computational practices of design, problem solving, and programming. Through the use of cutting-edge programming environments and languages, such as Python, students will learn what goes into making computer programs, web design, modeling and robotics. By the end of this course, students will learn how to plan and track the progress of large coding projects, debug errors, and improve the readability of their code. Throughout the course, students will continuously demonstrate their knowledge through coding projects such as games, animations, and other interactive programs.

Note: *This course offers students the opportunity to earn Free College Credit through our dual credit program with South Suburban College. Please see pages 13-14 for specific dual credit information.*

Credit: ½ - Regular
Level: 10, 11, 12
Prerequisite: None

600B COMPUTER SCIENCE 2

This course continues the introduction to coding in Python from Computer Science 1. During the course, students will master fundamental data structures such as lists, tuples, and dictionaries. Students will also gain proficiency with advanced topics including for-each loops, string operations, web APIs, and user-defined functions. In addition, students will learn industry practices such as pair programming, code reviews, and role-based project development. Throughout the course, students will demonstrate their knowledge through real-world coding projects. This course will also prepare students to complete the PCEP-30 Certified Entry-Level Python Programmer.

Note: *This course offers students the opportunity to earn Free College Credit through our dual credit program with South Suburban College. Please see pages 13-14 for specific dual credit information.*

Credit: ½ - Regular
Level: 10, 11, 12
Prerequisite: Computer Science 1

600C COMPUTER SCIENCE 3

This course continues the journey with coding in Python Computer Science 1 and 2. During the course, students will master fundamental coding concepts such as file systems, information storage and retrieval, and error handling. Students will also gain proficiency with advanced topics including user-defined modules, data as values, data as references, and graphical user interfaces. In addition, students will learn the product development cycle of user testing, iteration, and automated testing used in the software industry. Throughout the course, students will demonstrate their knowledge through real-world coding projects. Students will apply what they learn to create programs and applications that solve real-world business-related problems. This course will prepare students to complete PCEP-30, Certified Entry-Level Python Programmer.

Note: *This course may run as a District course at one or more high schools depending on student enrollment.*

Credit: ½ - Regular
Level: 11, 12
Prerequisite: Computer Science 1 & 2

600E COMPUTER SCIENCE 4

This course completes the journey with coding in Python. During the course, students will master object-oriented programming concepts. Students will also explore several different possible future paths for study and careers in computer science including web development, data science, and cybersecurity. In addition, students will research the effects of technology on society and investigate how to build software with a goal of solving social problems. Throughout the course, students will demonstrate their knowledge through expanding their professional project portfolio with a capstone coding project. Students will apply what they learn to create programs and applications that solve real-world business-related problems. Upon completion, students will be prepared to step into a variety of coding fields as an entry-level Python programmer.

Note: *This course may run as a District course at one or more high schools depending on student enrollment.*

Credit: ½ - Regular
Level: 11, 12
Prerequisite: Computer Science 1, 2 & 3

611 SPORTS AND ENTERTAINMENT MARKETING

Do you dream of representing the next great sports superstar? Do you want to run a major music festival or sporting event? Do you enjoy the process of advertising and setting up great experiences? Then Sports and Entertainment Marketing is a class you should explore. This class will focus on the concepts and processes related to bringing a product or service to the marketplace. Topics covered include product planning (brand names, packaging, pricing), advertising, sales, sales promotion, marketing research, and choosing channels of distribution. Career awareness and workplace skills will be acknowledged and encouraged where appropriate.

Note: *This course offers students the opportunity to earn Free College Credit through our dual credit program with South Suburban College. Please see pages 13-14 for specific dual credit information.*

Credit: ½ - Regular
Level: 10, 11, 12
Prerequisite: None

612 PERSONAL FINANCE

Personal Finance is a class designed to guide students to make the most beneficial and effective use of their financial resources. Students will complete an Individualized Learning Plan based on their career area of interest. This information will be used as each unit is completed throughout the course. Key topics that will be covered in this class are: Sustainably financing education, investing for your future, managing your income, balancing wants and needs, vehicles and finding a home, legal obligations (taxes and FAFSA), budgeting, and financial resources (banks, credit unions, life insurance companies, etc.).

After successfully completing this course, students will be able to:

1. Solve mathematical problems using numbers and operations.
2. Evaluate the accuracy of mathematical responses using problem-solving techniques.
3. Implement job-seeking skills to obtain employment.
4. Utilize career-advancement activities to enhance professional development.

5. Utilize career-planning to enhance job-success potential.
6. Employ numbers and operations in finance.
7. Discuss the fundamental principles of money.
8. Describe the use of financial services providers.

Credit: ½ - Regular
Level: 9, 10
Prerequisite: Graduation Requirement

622 ACCOUNTING 1

This course develops a basic understanding of accounting concepts and principles including accounting cycle, accounting theory, financial reports, and financial analysis. Accounting work papers, spreadsheets, and accounting software are used to apply all accounting concepts. The class culminates by the students completing a business simulation for real world experience. This course is recommended for students planning a career in accounting, finance, management, marketing or as an entrepreneur.

After successfully completing this course, students will be able to:

1. Solve mathematical problems using numbers and operations.
2. Perform data analysis to make business decisions.
3. Evaluate the accuracy of mathematical responses using problem-solving techniques.
4. Demonstrate ethical behaviors in the workplace.
5. Employ numbers and operations in finance.
6. Perform data analysis to make business decisions.
7. Employ ethical actions in obtaining and providing finance information.

Credit: ½ - Regular
Level: 10, 11, 12
Prerequisite: None

633 ACCOUNTING 2

This course will apply the accounting concepts learned in Accounting I. Topics will include general ledger accounting, accounts receivable/payable, payroll accounting, taxes, financial statements, and spreadsheet applications. Students will use QuickBooks to complete accounting tasks throughout the course. Students enrolled in this course will have the opportunity to test to receive their QuickBooks certification. This course is recommended for students planning a career in accounting, finance, management, marketing or as an entrepreneur.

After successfully completing this course, students will be able to:

1. Solve mathematical problems using numbers and operations.
2. Perform data analysis to make business decisions.
3. Evaluate the accuracy of mathematical responses using problem-solving techniques.
4. Demonstrate ethical behaviors in the workplace.
5. Employ numbers and operations in finance.
6. Perform data analysis to make business decisions.
7. Employ ethical actions in obtaining and providing finance information.

Credit: ½ - Regular
Level: 10, 11, 12
Prerequisite: Accounting I

638 BUSINESS PROFESSIONALS CLASS

In this course students learn employability skills, soft skills, develop human relation skills, and social media marketing skills. Students will develop an understanding and appreciation for effective communication in business situations and environments. Business communication functions, processes, and applications in the context of business may be practiced through problem-based projects and real world applications. Students will be able to research careers and develop their own individualized career portfolios.

***Must be enrolled in 640.**

Note: This course offers students the opportunity to earn Free College Credit through our dual credit program with South Suburban College. Please see pages 13-14 for specific dual credit information.

640 BUSINESS PROFESSIONALS INTERNSHIP

Business Professionals Internship course provides work experience in fields related to the Finance cluster. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). This course includes classroom instruction involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. Students will be required to join and participate in the Business Professionals of America Organization. This course is the capstone course for the College & Career Pathway Endorsement.

***Must be enrolled in 638.**

Credit: 2 – Regular

Level: 11, 12

Prerequisite: None

639 DECA MARKETING/MANAGEMENT CLASS

This course focuses on the wide range of factors that influence the flow of goods and services from the producer to the consumer. Students will apply management principles, demonstrate leadership strategies, enhance communication skills, and create a portfolio related to individual career goals and worksite experience. After successfully completing this course, the student will understand that marketing research is critical for making sound business decisions; that the nature and scope of branding, packing, and labeling and licensing of a product; the purchasing process, distribution systems and inventory controls are critical to product success that there are several steps involved in the sales process; and that the development of a professional career is vital in the career building process.

***Must be enrolled in 641.**

***Note:** This course offers students the opportunity to earn Free College Credit through our dual credit program with South Suburban College. Please see pages 13-14 for specific dual credit information.*

641 DECA MARKETING/MANAGEMENT INTERNSHIP

DECA Internship course provides work experience in fields related to the Marketing cluster. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). This course includes classroom instruction involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. Students will be required to join and participate in the DECA Organization. This course is the capstone course for the College & Career Pathway Endorsement. This course is the capstone course for the College & Career Pathway Endorsement.

***Must be enrolled in 639.**

Credit: 2 – Regular

Level: 11, 12

Prerequisite: None

642 ENTREPRENEURSHIP

Entrepreneurship is a course designed for students interested in owning their own business. It will prepare students with the knowledge and skills to create an innovative idea, write a business plan, and successfully develop their own business. The course will focus on the functions of entrepreneurship as they relate to both business ownership and business management. Students will be introduced to the following: requirements for going into business for yourself, research and planning prior to a business venture including factors that influence the flow of goods and services, management of marketing strategies (market research, the purchasing process, distribution systems, warehouse and inventory control, salesmanship, sales promotions), and the business itself, finances of a business, risk management, labor laws, employee/community relations, etc.

***Note:** This course offers students the opportunity to earn Free College Credit through our dual credit program with South Suburban College. Please see pages 13-14 for specific dual credit information.*

Credit: ½ - Regular

Level: 10-12

Prerequisite: None

645A/645B CAREER PRACTICUM 1/CAREER PRACTICUM 2

Career Practicum I & II help students identify and evaluate personal goals, priorities, aptitudes, and interests with the goal of helping them make informed decisions about their careers. These courses

expose students to various sources of information on career and training options and may also assist them in developing job search and employability skills. Students will have the opportunity to experience different career interest areas through hand-on modules providing them with real-world experiences in the classroom.

Credit: ½ - Regular
 Level: 9, 10, 11, 12
 Prerequisite: None

◆ **INDUSTRIAL TECHNOLOGY**

Industrial Technology courses are designed to give students an exposure to engineering, automotive, skilled trades and their applications in the modern world. The goal is to help students build foundational skills to be used as they continue on with their education at the postsecondary level, go out into the workforce and obtain an entry-level position, or to obtain life skills to be utilized after high school.

Industrial Technology Outcomes

1. The learner will identify and understand the field of knowledge and/or technology in working cooperatively to solve problems and/or accomplish goals.
2. The learner will identify, understand and apply a variety of problem-solving techniques to arrive at solutions in life situations.
3. The learner will identify and understand that proper procedures or design principles and/or use the appropriate tools, machines or equipment to produce quality products or performances.
4. The learner will identify and understand technological, environmental and/or ecological concepts impact on contemporary life and will be able to apply these concepts to real life and/or theoretical issues.
5. The learner will identify, understand and use a variety of strategies for successful career choice and career plan development.
6. The learner will identify, understand and apply career skills, which prepare him/her for employment, provide foundation for further study and/or may be used for personal growth.
7. The learner will identify, understand and/or apply interpersonal skills through school-to-work internships.

INDUSTRIAL TECHNOLOGY FLOWCHART

Freshman	Sophomore	Junior	Senior
Intro to Engineering (PLTW) Applied Engineering Intro to Building Trades	Intro to Engineering (PLTW) Principles of Engineering (PLTW) Applied Engineering Intro to Building Trades Intro to Manufacturing Material Processing Automotive Mechanics Welding 1 Welding 2	Intro to Engineering (PLTW) Principles of Engineering (PLTW) Applied Engineering Intro to Building Trades Intro to Manufacturing Material Processing Automotive Mechanics Automotive Technology Building Trades Welding 1 Welding 2 Welding 3 Welding 4	Intro to Engineering (PLTW) Principles of Engineering (PLTW) Applied Engineering Intro to Building Trades Intro to Manufacturing Material Processing Automotive Mechanics Automotive Technology Building Trades Welding 1 Welding 2 Welding 3 Welding 4

COURSE OFFERINGS:

716 APPLIED ENGINEERING

Students enrolled in this course will explore and develop an understanding of the various aspects of engineering design. Topics include structural engineering, aerodynamics and mechanical engineering. This course is aligned to STEM (Science, Technology, Engineering and Mathematics) principles. Students will use a combination of hands-on and computer-based instruction to design and develop projects that meet STEM principles of engineering and design. Applied Engineering is a hands-on course that requires a student to develop a well-engineered product from design to final production. Projects include but are not limited to building & launching rockets, building and breaking bridges, building and racing CO2 cars, and flying drones. Students will have the opportunity to complete and receive the Recreational Drone TRUST Certification.

After successfully completing this course, students will be able to:

1. Match vocabulary and visual cues to workplace/jobsite situations.
2. Use modeling, simulation, or visual reproduction to effectively analyze, create, and/or communicate to others regarding plans, projects, problems, issues, or processes.
3. Apply a technological, scientific, or mathematical concept (use of algorithms) when communicating with others on issues, plans, processes, problems, or concepts.
4. Use appropriate safety techniques, equipment, and processes in planning and /or project applications.
5. Summarize the role the government plays in regulating domestic transportation operations.

Credit: ½ - Regular

Level: 9, 10, 11, 12

Prerequisite: None

717 INTRODUCTION TO BUILDING TRADES

Students enrolled in this course will develop the skills and understandings necessary to perform maintenance and repairs. Topics covered will include basic electrical wiring, plumbing, framing and construction, and remodeling. This is a hands-on, project-based course. Students will develop their skills and understandings by doing the necessary repairs and construction techniques. These experiences provide students the opportunity to become knowledgeable in a variety of practices and skills associated with all trades necessary to maintain a building's daily operations that are repair-related.

Note: *This course offers students the opportunity to earn Free College Credit through our dual credit program with South Suburban College. Please see pages 13-14 for specific dual credit information.*

After successfully completing this course, students will be able to:

1. Evaluate workplace/jobsite activities for compliance with governmental and other applicable safety regulations such as EPA and OSHA.
2. Discuss the role and responsibilities among the trades/professions in the work environment.
3. Summarize how materials can be processed using tools and machines.
4. Use the architect's plan, manufacturer's illustrations and other materials to communicate specific data and visualize proposed work.
5. Interpret drawings used in project planning.

Credit: ½ - Regular

Level: 9, 10, 11, 12

Prerequisite: None

718 INTRODUCTION TO MANUFACTURING

Are you a student who likes to work with their hands? Do you like to design things? Do you have ideas that you would like to see become real? Students enrolled in this course will use individual manufacturing skills (such as blueprint reading, welding, woodworking, CNC programming, CAD design, and basic metal working) to design, develop, and implement a mass production project. The goal of the curriculum is for students to develop marketable manufacturing skills and a working understanding of the manufacturing process. This is a project-based course, with students demonstrating their understanding by designing and manufacturing items that they create.

Note: *This course offers students the opportunity to earn Free College Credit through our dual credit program with South Suburban College. Please see pages 13-14 for specific dual credit information.*

After successfully completing this course, students will be able to:

1. Use available resources/materials effectively while completing a project or resolving a problem with a project plan.
2. Interpret drawings used in project planning.
3. Assess workplace conditions according to specific safety and health requirements.
4. Summarize how materials can be processed using tools and machines.
5. Use appropriate safety techniques, equipment, and processes in planning and /or project applications.

Credit: ½ - Regular
Level: 10, 11, 12
Prerequisite: None

703 INTRODUCTION TO ENGINEERING DESIGN (Project Lead the Way)

This course will provide students with an opportunity to dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. Students will work both individually and in teams to design solutions to a variety of problems using 3D modeling software.

***Note:** This course offers students the opportunity to earn Free College Credit through our dual credit program with South Suburban College. Please see pages 13-14 for specific dual credit information.*

Credit: 1--Regular
Level: 9, 10, 11, 12
Prerequisite: None

704 PRINCIPLES OF ENGINEERING (Project Lead the Way)

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

***Note:** This course may run as a District course at one or more high schools depending on student enrollment.*

Credit: 1--Regular
Level: 10, 11, 12
Prerequisite: Successful completion of Introduction to Engineering Design

714 MATERIAL PROCESSING

This course will provide students an opportunity to develop personal skills and knowledge while working with wood, metal, plastic, and manufactured materials. Students will be instructed in the safe and proper use of tools, machines and the materials commonly used in the manufacturing and construction industries through OSHA 10 certification. Material Processing students will develop the personal skills and knowledge necessary to form a foundation for further study in a variety of occupational areas and careers.

***Note:** This course offers students the opportunity to earn Free College Credit through our dual credit program with South Suburban College. Please see pages 13-14 for specific dual credit information.*

After successfully completing this course, the student will understand:

1. how to safely use, adjust and care for common hand tools, power tools and machines;
2. how to follow directions, plans and prints by reading manuals, instructions and drawings;
3. how to design, build and construct products made with various materials; and
4. how to describe occupational opportunities and explain how technology has affected change in the manufacturing and construction industries.

Credit: 1 – Regular
Level: 10, 11, 12
Prerequisite: None

748A MANUFACTURING & ENGINEERING WORKPLACE EXPERIENCE

This course provides students with work experience in a manufacturing and/or an engineering related field. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). This course will include classroom activities as well, involving further

study of the field or discussion regarding experiences that students encounter in the workplace. Students will be required to complete a minimum of 60 hours of workplace experience. This course is the capstone course for the College & Career Pathway Endorsement.

Credit: ½ - Regular
Level: 12
Prerequisite: Manufacturing Technicians: Intro to Manufacturing, Applied Engineering and Material Processing
Manufacturing Engineers: Intro to Engineering Design, Principles of Design

NOTE: Must be in an approved pathway endorsement program

AUTOMOTIVE

735 AUTO MECHANICS

This course will provide students an opportunity to develop the knowledge base and skills necessary for advanced study or entry into a variety of automobile related careers. Troubleshooting and diagnosis will be emphasized throughout the course. The topics studied will include the theory and repair of electronic controls, emission control systems, ignition systems, lubrication systems, cooling systems, fuel systems, drive trains and brake systems.

After successfully completing this course, the student will understand:

1. how to work accurately and safely with mechanical devices
2. how to diagnose problems common in today's automobile
3. how to demonstrate the skillful use of automotive related tools and diagnostic equipment

Credit: 1 – Regular
Level: 10 (Successfully completed a Drivers' Education course), 11, 12

736 AUTOMOTIVE TECHNOLOGY

This course will emphasize the development of auto-related diagnostic, troubleshooting, and repair skills. Students will participate in a simulated business environment to effect necessary repairs of automobiles. They will develop advanced skills and knowledge in numerous areas of the automotive repair industry. Along with other topics, this course will include: all wheel alignment, four gas emission analysis, computerized wheel balancing, along with business organization and employment practices. The latest computerized diagnostic equipment will be used to assist students in the development of personal repair skills and diagnostic abilities. This is a **DISTRICT** course open to qualified students from each of the four high schools. It will be taught at Tinley Park High School.

Note: This course offers students the opportunity to earn Free College Credit through our dual credit program with Moraine Valley Community College. Please see pages 13-14 for specific dual credit information.

After successfully completing this course, the student will understand:

1. how to display job entry skills and competencies as they relate to the automotive repair industries;
2. how to use modern automotive diagnostic equipment safely and effectively; and
3. how to troubleshoot problems associated with computer-controlled systems in modern automobiles and affect appropriate repairs.

Credit: 2 – Regular
Level: 11 or 12
Prerequisite: Auto Mechanics
Dual Credit: This program has been articulated with Moraine Valley Community College. A student taking this course can earn college credit toward a community college program if the student meets the Dual Credit requirements.
Time: 2 hours per day
Site: Tinley Park High School

748C AUTOMOTIVE TECHNICIAN WORKPLACE EXPERIENCE

This course provides students with work experience in fields related to the operation of vehicles. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily

paid). This course will include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace. Students will be required to complete a minimum of 60 hours of workplace experience. This course is the capstone course for the College & Career Pathway Endorsement.

Credit: ½ - Regular
Level: 12
Prerequisite: Auto Mechanics & enrolled in Auto Tech

WELDING

719A WELDING 1

This course will provide experience and training for students planning a career in the welding industry. Students will focus on the study of the basic theories of Oxy-Fuel Cutting and Shielded Metal Arc Welding (SMAW). Units of instruction include Oxy-Fuel Cutting, SMAW, and MIG welding. At the end of this course students will be able to demonstrate SMAW skills in the flat position using various electrodes and welding techniques. Students will also read and interpret blueprints and fabrication symbols.

Note: This course will run at Bremen and Oak Forest High Schools

Credit: ½ - Regular
Level: 11, 12
Prerequisite: None

719B WELDING 2

This course builds on the skills and concepts introduced in Intro to Welding I and provides more in-depth skill development in various types of welding. At the end of the course, students will be able to demonstrate TIG and SMAW skills in flat, horizontal, and vertical positions, and show proficiency using various SMAW electrodes on multiple welding joint configurations. Students will design and construct a welding project using multiple welding techniques learned throughout the welding courses. Students will explore the use of robotic and automated production welding.

Note: This course offers students the opportunity to earn Free College Credit through our dual credit program with South Suburban College. Please see pages 13-14 for specific dual credit information.

Note: This course will run at Bremen and Oak Forest High Schools

Credit: ½ - Regular
Level: 11, 12
Prerequisite: Welding 1

Welding 3 & 4 are college-level courses taught by a South Suburban College (SSC) professor. Each course will run on Tuesday/Thursday nights from 6:00 pm to 9:00 pm and will be offered at either Oak Forest or Bremen High Schools. Welding 3 will be offered in semester one and Welding 4 will be offered in semester two.

Students will use their SSC free-course waiver to cover the tuition for Welding 3. If the student earns a 'C' or better in Welding 3, he/she will receive an academic waiver to cover the tuition for Welding 4. Students may have to pay lab and textbook fees for each course.

Upon completion of both courses, the student will request a transcript from SSC to transfer into BHSD228 the credits earned from the college courses. Each course is equivalent to one-full credit at the high school level.

719C WELDING 3

Principles and techniques of joining metals with Shielded Metal Arc Welding (SMAW) as the source. This course includes; SMAW welding uses; safety techniques; joint design; welding costs; electric currents and power sources; filler metal selection; hard facing; metal identification, and welding in the flat and horizontal

as well as vertical and overhead positions. At the end of Welding 3, students will have the opportunity to test for the SMAW certification. *This is a semester course offered at night.*

Credit: 1 - Regular
Level: 11, 12
Prerequisite: Welding 1, Welding 2

719E WELDING 4

Procedures and techniques in Gas Metal Arc Welding (GMAW). This course includes health, safety, and environmental practices, welding terminology, GMAW processes and equipment, equipment operation and welding techniques, power source and wire feed types and controls, welding currents and polarities, welding filler metals in GMAW processes, shielding gas, and welding in the flat and horizontal as well as vertical and overhead positions. Course also includes safety and use of (PAC) Plasma Arc Cutting. At the end of Welding 4, students will have the opportunity to test for the GMAW certification. *This is a semester course offered at night.*

Credit: 1 - Regular
Level: 11, 12
Prerequisite: Welding 1, Welding 2

748E WELDING WORKPLACE EXPERIENCE

This course provides students with work experience in a welding related field. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). This course will include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace. Students will be required to complete a minimum of 60 hours of workplace experience. This course is the capstone course for the College & Career Pathway Endorsement.

Credit: ½ - Regular
Level: 12
Prerequisite: Welding 1, 2, 3 & 4

NOTE: Must be in an approved pathway endorsement program

BUILDING TRADES

738 BUILDING TRADES

This course will provide experience and skill training for students planning a career in the building trades industry. Students will participate in a variety of construction activities and will become familiar with the materials and processes commonly used in the building industry today. Areas of instruction will include frame construction, masonry, plumbing, heating and ventilation along with basic electrical installation and wiring. This is a **DISTRICT** course open to all qualified students from each of the four high schools. It will be taught at Hillcrest and the district will provide transportation.

Note: *This course offers students the opportunity to earn Free College Credit through our dual credit program with South Suburban College. Please see pages 13-14 for specific dual credit information.*

After successfully completing this course, the student will understand:

1. how to display safe and skillful work habits as they relate to the construction industry;
2. how to demonstrate dependability and reliability necessary for successful and continued employment in the construction industry;
3. how to follow both oral and written directions accurately; and
4. how to read and interpret blueprints and plans commonly associated with the construction industry.

Credit: 1 – Regular
Level: 11, 12
Prerequisite: Introduction to Building Trades
Site: Hillcrest High School

748B BUILDING TRADES WORKPLACE EXPERIENCE

This course provides students with work experience in a field related to architecture or construction.

Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). This course will include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace. Students will be required to complete a minimum of 60 hours of workplace experience. This course is the capstone course for the College & Career Pathway Endorsement.

Credit: ½ - Regular

Level: 12

Prerequisite: Intro to Building Trades, Material Processing & enrolled in Building Trades

NOTE: Must be in an approved pathway endorsement program

◆ FAMILY & CONSUMER SCIENCE

Family and Consumer Science courses will give you the tools you need to manage your life. As you grow and change, you are gaining independence. This time can be exciting for you, but it also brings new challenges and responsibilities. Being prepared with the right skills that can lead to satisfying and challenging careers can help you get the most satisfaction from the changes you face. You will be challenged to improve your leadership skills and explore career possibilities that will help you build a satisfying life now and in the future. Family and Consumer Science courses will give you skills for LIFE: Learning for Independence, Family, and Employment.

Family & Consumer Science Outcomes

1. The student will understand that the ability to identify, choose and evaluate the components of proper nutrition and exercise increases personal wellness in a person's daily life.
2. The student will understand that it is important to be able to identify, explain and analyze characteristics of child development and parenting skills.
3. The student will understand that using proper procedures, appropriate tools, machines and equipment produces quality products and/or performances.
4. The student will understand that it is necessary to apply a variety of problem-solving techniques to arrive at solutions in life situations.
5. The student will understand that the ability to apply career skills, which prepare him/her for employment, can provide a foundation for further study and/or may be used for personal growth.
6. The student will understand that consumer skills are used in the selection of products and/or services.
7. The student will understand that working cooperatively can be helpful when solving problems and/or accomplishing goals.

FAMILY & CONSUMER SCIENCE FLOWCHART

	Freshman	Sophomore	Junior	Senior
Culinary Program of Study	Intro to Culinary Arts	Intro to Culinary Arts	Intro to Culinary Arts	Intro to Culinary Arts
	Baking Basics	Baking Basics	Baking Basics	Baking Basics
	Culinary Arts	Culinary Arts	Culinary Arts	Culinary Arts
	American & World Cuisines	American & World Cuisines	American & World Cuisines	American & World Cuisines
			Culinary Management Culinary Management WPE	Culinary Management WPE

	Freshman	Sophomore	Junior	Senior
Human Development Program of Study	Intro to Human Development	Intro to Human Development Child Development & Parenting Child Care I	Intro to Human Development Child Development & Parenting Child Care I Child Care II Workplace Experience Teach 1 Teaching WPE	Intro to Human Development Child Development & Parenting Child Care I Child Care II Workplace Experience Teach 1 Teaching WPE FCCLA

CULINARY PROGRAM OF STUDY

801 INTRODUCTION TO CULINARY ARTS

This course is open to all students who are interested in learning about culinary arts. Students will explore the world of culinary arts in the following ways: kitchen safety and sanitation, proper knife skills, the preparation of food utilizing basic cooking concepts, the nutrition of each type of food within the framework of a healthy diet, the purchasing and proper storage of all types of food and food preparation concepts. Because safety and sanitation are extremely important when working with food, students will learn about the causes and prevention of foodborne illness. Students will work in lab groups simulating a foodservice establishment. They will enjoy preparing and eating a variety of foods. An emphasis will be placed on food service worker's responsibilities in protecting the health and wellness of others. Students will complete this course with a basic set of lifelong culinary skills and a working knowledge of the importance of safety and sanitation. Students will be offered the opportunity to earn their ServSafe Manager Certification.

Note: This course offers students the opportunity to earn Free College Credit through our dual credit program with Moraine Valley Community College. Please see pages 13-14 for specific dual credit information.

After successfully completing this course, students will be able to:

1. Demonstrate food safety and sanitation procedures including but not limited to public health rules and regulations; foodborne illnesses & major microorganisms; potentially hazardous foods; time & temperature control; importance of hygiene in the lab; cleaning & sanitation practices; facility, design & construction for food sanitation.
2. Operate tools and equipment following safety procedures and OSHA requirements.
3. Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.
4. Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.
5. Demonstrate professional skills in safe handling of knives, tools, and equipment.

Credit: ½ - Regular
Level: 9, 10, 11, 12
Prerequisite: None

802 BAKING BASICS

This course is open to all students who are interested in learning more about baking and pastries. Students will experience the delights of baking using various techniques and ingredients to prepare breads, cookies, cakes, pies and other specialty items.

After successfully completing this course, the student will understand that:

1. quick bread ingredients have different and important functions;
2. cookies are categorized by their characteristics of how they are prepared and the finished product;
3. there are different types of cakes which include different mixing methods;
4. there are basic cake decorating techniques;
5. preparing yeast, cookies, cakes, pies and pastries requires special tools and techniques;
6. chiffons, meringues and mousses are all based on similar ingredients and techniques;
7. there are a variety of job opportunities in the foodservice industry.

Credit: ½ – Regular
 Level: 9, 10, 11, 12
 Prerequisite: Introduction to Culinary Arts

803 CULINARY ARTS

This course is open to all students who are interested in learning more advanced skills in culinary arts. Students will have the opportunity to improve their skills and expand their culinary vocabulary as they gain expertise in food preparation, quantity food production and food management. Students will enjoy preparing and eating a variety of foods such as appetizers, soups, salads and sandwiches. Students will also learn about catering and party planning. Career opportunities in Culinary Arts will be explored. Students will be offered the opportunity to earn their Food Handler Certification.

Note: *This course offers students the opportunity to earn Free College Credit through our dual credit program with Moraine Valley Community College. Please see pages 13-14 for specific dual credit information.*

After successfully completing this course, the student will understand that:

1. the art of preparing, garnishing and serving appetizers, soups, salads and sandwiches requires special tools and techniques performed by a specialized workforce;
2. special workstations, equipment, procedures and teamwork are essential to an efficient work environment;
3. the service staff requires specific skills to provide quality customer service that generates repeat business;
4. the menu for a restaurant provides a game plan that must be followed with appropriate cooking methods, food presentation, style of service and consistency;
5. restaurants are divided into two areas: the front-of-the-house and the back-of-the-house;
6. in the 20th century there was the development of diners, drive-ins and restaurant franchises;
7. party planning consists of a theme, menu, and time schedule; and
8. there are a variety of job opportunities in the foodservice industry.

Credit: ½ – Regular
 Level: 9, 10, 11, 12
 Prerequisite: Introduction to Culinary Arts.

804 AMERICAN & WORLD CUISINES

This course is open to all students interested in experiencing food from the United States and around the world. This course will provide students the opportunity to experience how food and its preparation vary by region and by country. Students will learn about different ingredients and techniques to broaden their culinary horizons.

After successfully completing this course, the student will understand that:

1. different world cultures make up our American culture;
2. immigrant cultures have impacted American cuisine; and
3. by developing an understanding of various cultural cuisines, they will be able to demonstrate new culinary skills.

Credit: ½ – Regular
 Level: 9, 10, 11, 12
 Prerequisite: Introduction to Culinary Arts.

805A CULINARY MANAGEMENT

Culinary Management is designed to provide students interested in a career in food service with the information and practical experiences needed for entry-level job-related competencies. Students will develop operational management skills as they are provided with a “behind the scenes” look at the food industry. Course content will focus on food safety and sanitation certification, team building, advanced culinary skills, menu planning, design

& advertising, management, food cost accounting, taking inventory, serving of food in a variety of methods, principles of quantity food preparation, and modern versus classical cooking.

Note: This course may run as a District course at one or more high schools depending on student enrollment.

Credit: ½ - Regular

Level: 11, 12

Prerequisite: Successful completion of Introduction to Culinary Arts and one semester of one other foods related course (Either Baking Basics, Culinary Arts or American & World)

805B CULINARY MANAGEMENT WORKPLACE EXPERIENCE

Culinary Workplace Experience will provide experience in fields related to restaurant, food, and beverage services. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). This course will include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace. Students will be required to complete a minimum of 60 hours of workplace experience. This course is the capstone course for the College & Career Pathway Endorsement.

Credit: ½ - Regular

Level: 12

Prerequisite: Successful completion of Introduction to Culinary Arts, Culinary Arts & Culinary Management

HUMAN DEVELOPMENT PROGRAM OF STUDY

811 INTRODUCTION TO HUMAN DEVELOPMENT

This course is designed to help students examine issues and independent choices that have an effect on their current and future lives. Students will develop skills for understanding themselves, goal setting, decision-making, problem-solving, effective communication, and building successful friendships and relationships. Students will also learn about family structures and relationships within the family as well as the importance of child development from birth to the age of five. Students will become familiar with future career choices and occupations in the following fields: family & human development, childcare, education, culinary arts, food science, fashion apparel, interior design and health occupations.

After successfully completing this course, students will be able to:

1. Analyze principles of human growth and development across the lifespan.
2. Analyze conditions that influence human growth and development.
3. Analyze conditions that influence human growth and development.
4. Analyze physical, emotional, social, moral, and cognitive development.
5. Analyze the influences of heredity and environment on human growth and development.

Credit: ½ - Regular

Level: 9, 10, 11, 12

Prerequisite: None

812 CHILD DEVELOPMENT & PARENTING

This course addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. Students will study the changes in the family structure, characteristics of mature parenting practices and skills, including brain development research, that supports positive development of children. Students will learn about the developmental psychology of the child which includes physical, emotional, social and intellectual growth. Students will also explore opportunities in human services and education-related careers.

After successfully completing this course, students will be able to:

1. Analyze roles and responsibilities of parenting.
2. Evaluate parenting practices that maximize human growth and development.
3. Evaluate external support systems that provide services for parents.
4. Analyze physical and emotional factors related to beginning the parenting process.
5. Analyze influences of parenting practices on individuals, families, and society.
6. Assess common practices and emerging research about influences of discipline on human growth and development.

7. Analyze physical, emotional, social, moral and cognitive development in infants and children.

Credit: ½ - Regular
Level: 10, 11, 12
Prerequisite: None

822 CHILD CARE I

This course establishes a foundation of appropriate attitudes and skills needed by childcare workers and educators by developing knowledge of child growth and development. Students will experience daily hands-on activities related to childcare that will prepare them for working with children. Students who are interested in elementary and preschool teaching, and any other careers related to children should enroll in this class.

After successfully completing this course, the student will understand that:

1. a variety of career opportunities are available in the area of childcare;
2. it is important to evaluate external support systems for childcare;
3. there are important physical, intellectual, emotional and social changes that take place during early childhood;
4. developing skills necessary for working with children involves practice and observation; and
5. there are specific responsibilities involved in becoming an early childhood teacher.

Credit: ½ - Regular
Level: 10, 11, 12
Prerequisite: None

821 CHILD CARE II WORKPLACE EXPERIENCE

Child Care II is a yearlong course with two credits. This course is open to junior and senior students who really enjoy the challenge of working with children. Students in this class will have the opportunity to operate a childcare center from October until May. The day-to-day theory and laboratory experiences in this class will be based on the philosophy that “children learn through play.” Students will participate in CPR certification and First Aid training. Students will also have the opportunity to earn The Gateways to Opportunity Early Childhood Education Level 1 Credential. This course is the capstone course for the College & Career Pathway Endorsement.

Note: *This course offers students the opportunity to earn Free College Credit through our dual credit program with South Suburban College. Please see pages 13-14 for specific dual credit information.*

After successfully completing this course, the student will understand that:

1. becoming an early childhood teacher involves a great deal of responsibility;
2. assessment is an important part of curriculum planning;
3. there are established criteria for organizing space in a center;
4. there are guidelines for selecting appropriate toys, equipment and educational materials;
5. planning nutritious and appealing meals for children is essential to teaching proper nutrition;
6. children’s safety and health are important;
7. there are various techniques for effective guidance;
8. there are guidelines for establishing classroom limits;
9. writing a block plan, a lesson plan and developing a flow chart and preschool themes will enhance the learning process; and
10. different art, block building, sensory, storytelling, puppetry, writing, math, science, social studies, nutrition, music and field trip experiences will promote social, cognitive, physical and emotional development.

Credit: 2 – Regular
Level: 11, 12
Prerequisites: Child Care I
Time: 2 hours per day

824A TEACH 1

This course provides an opportunity for students to develop skills to teach and guide others. Coursework includes an opportunity for students to create and develop teaching objectives, design lesson plans, and explore the aspects of the education field and careers offered within. Students examine how to become an effective teacher, teaching strategies, learning styles, problem solving, time management and planning

strategies, presentation and questioning skills, classroom management, and evaluation techniques.

Note: This course offers students the opportunity to earn Free College Credit through our dual credit program with South Suburban College. Please see pages 13-14 for specific dual credit information.

Note: This course may run as a District course at one or more high schools depending on student enrollment.

Credit: ½ - Regular
Level: 11, 12
Prerequisite: 12 Child Development & Parenting

824B TEACHING WORKPLACE EXPERIENCE

This course provides students a practical experience within the educational environment. They will be given the opportunity for an internship within a school. Coursework includes exploring child development, special needs, education requirements, and educational trends. Students will discuss relevant topics that are responsive to the workplace experience and employability skill development. Students will create and implement lesson plans and create a portfolio about their experience. Students will be required to complete a minimum of 60 hours of workplace experience. This course is the capstone course for the College & Career Pathway Endorsement.

Note: This course offers students the opportunity to earn Free College Credit through our dual credit program with South Suburban College. Please see pages 13-14 for specific dual credit information.

Credit: ½ - Regular
Level: 12
Prerequisite: Child Development & Parenting and Teach I

NOTE: Must be in an approved pathway endorsement program

848 F.C.C.L.A. - FAMILY, CAREERS AND COMMUNITY LEADERS OF AMERICA CLASS

This class is open to seniors who want a head start in their career field and is designed to help students develop the knowledge and skills that are used to manage one's family and career efficiently and productively. Students will prepare for employment using the specialized skills and knowledge learned in class. Occupational fields and units covered include careers in childcare and development, education, food service, culinary arts, nutrition, interior design, fashion apparel, health occupations, cosmetology, dental hygiene, veterinary technician and pharmacology and other careers available in family and consumer sciences.

***Must be enrolled in 849.**

849 F.C.C.L.A. - FAMILY, CAREERS AND COMMUNITY LEADERS OF AMERICA INTERNSHIP

FCCLA Internship course provides work experience in fields related to the Work & Family Studies career cluster. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). This course includes classroom instruction involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. Students will be required to join and participate in the FCCLA Organization. This course is the capstone course for the College & Career Pathway Endorsement.

***Must be enrolled in 848.**

Credit: 2 – Regular
Level: 12
Prerequisite: None

◆ PHYSICAL EDUCATION

The Physical Education Department's focus is to empower all students to learn, develop and apply healthy decisions regarding exercise, nutrition and wellness to promote a healthy and physically active lifestyle now and throughout their life. The sequence of courses will allow each individual to expand upon their foundation in physical education and seek recreational or challenging activities that will meet their individual fitness needs and interests.

Physical Education Department Outcomes

The learner will identify the characteristics of psychological, emotional, and physical wellness, and/or analyze preventative and treatment measures of illness.

1. The learner will identify the stages of physical development and/or analyze changes in human body structure and functions throughout the life cycle.
2. The learner will identify, choose and evaluate the components of proper nutrition, fitness and exercise.
3. The learner will identify and apply basic safety and/or health enhancing practices in his/her environment.
4. The learner will analyze and apply the principles of physical movement to daily activities of work and leisure.
5. The learner will identify, evaluate and monitor individual fitness improvement plan.
6. The learner will use a field of knowledge and/or technology in working cooperatively to solve problems and/or accomplish goals.

Physical Education Locks

At registration, students must purchase a school physical education lock at an approximate cost of \$6.00. After the students receive their locks, the students are expected to use the same lock for the remainder of their high school years. Lost locks must be replaced at an approximate cost of \$6.00.

PHYSICAL EDUCATION DEPARTMENT FLOWCHART

Freshman	Sophomore	Junior	Senior
Health** Competitive Sports & Fitness Lifetime Fitness Activities 1 JROTC 1	Driver Education & Safety** Athletic Development Lifetime Fitness Activities 2 Team Sports JROTC1	Aquatics Lifesaving Competitive Team Sports Health Club JR PE Leadership Training Lifetime Fitness Activities 3 Power Strength PROUD Leadership Training (BR/OF only) JROTC1	Aquatics Lifesaving Competitive Team Sports Health Club Lifetime Fitness Activities 3 Power Strength PROUD Leadership Training (BR/OF only) Senior PE Leader Senior PROUD Leader (BR/OF only) JROTC1

FRESHMAN YEAR

During the freshmen year, students will take Health and one of the activity courses

0913A HEALTH ** (REQUIRED CLASS)

During this one semester course students will be introduced to a variety of wellness concepts and health enhancing behaviors. Students will develop the skills necessary to achieve wellness and make healthy choices. The topics that will be discussed are as follows: mental/emotional health, body systems, nutrition, alcohol, tobacco, drugs, human growth and development, sexually transmitted diseases, infectious diseases and chronic diseases.

After successfully completing this course, students will be able to:

- Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products and services.
- Describe and explain the structure and functions of the human body systems and how they interrelate.
- Explain the effects of health-related actions on the body systems.23C – Describe factors that affect growth and development.
- Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness.
- Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

This class meets the health graduation requirement. Students are required to pass one semester of health to meet State mandated and District graduation requirements.

Credit: ½ - Regular
Level: 9
Prerequisite: None

Freshman Physical Education Options (Select 1)

Students are required to enroll in and pass PE each semester freshman – senior year (except for one semester when enrolled in Health) to meet State mandated and District graduation requirements.

After successfully completing a semester of freshmen physical education, students will be able to:

- Demonstrate physical competency in a variety of motor skills and movement patterns.
- Demonstrate knowledge of rules, safety and strategies during physical activity.
- Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.
- Assess individual fitness levels.
- Demonstrate personal responsibility during group physical activities.
- Demonstrate cooperative skills during structured group physical activity.
- Describe and explain the structure and functions of the human body systems and how they interrelate.

0911A LIFETIME FITNESS ACTIVITIES 1

This one semester course is for freshman students. It is designed to help students develop the necessary understanding and skills to enhance their performance in physical activities and their decisions regarding personal health and wellness. During this course, students will evaluate personal fitness levels and set personal fitness goals. Activities will focus on recreational level sports, weight training, individual fitness, fitness concepts, muscle recognition, swimming and fitness testing.

Credit: ½ - Regular
Level: 9
Prerequisite: None

0911B COMPETITIVE SPORTS AND FITNESS

This one semester course is for freshman students interested in a more intense physical education experience. Students will work towards improving their fitness in various sports and fitness related activities. During this course, students will focus on weightlifting skills and concepts, body awareness, muscle identification, health related fitness concepts, competitive sports and games, movement education, conditioning activities, swimming and fitness activities. The students will also use fitness testing and concepts to evaluate their personal fitness levels and set personal fitness goals.

Credit: ½ - Regular
Level: 9
Prerequisite: None

SOPHOMORE YEAR

0954A DRIVER EDUCATION AND SAFETY ** (REQUIRED CLASS)

Driver Education & Safety is a required course for all sophomore students and includes topics pertaining to driver education, swimming, basic first aid and an introduction to cardiopulmonary resuscitation (CPR). During this course, students will complete units on vehicle operation, decision making when behind the wheel, driving skills and state laws pertaining to driving under the influence, driving without a license, insurance and more.

The Department recognizes that some students may already have a driver's license. Because traffic/driving accidents are highest among new drivers, we strongly recommend that students remain in this class for additional instruction and training in driving techniques. A sophomore physical education student can exempt out of the Driver Education & Safety if the student can provide documentation that he or she is currently enrolled in or has successfully completed an approved Graduated Licensing Program at a local independent driving school. The student must inform the PPS Office/Counselor **no later than 2 weeks prior** to the beginning of the 1st or 2nd semester. The student will then be moved to an alternate Sophomore PE Class. (Students cannot take the same PE class twice.) All students will receive a Driver's Education workbook. The replacement cost for a lost workbook is \$16.00.

Credit: ½ - Regular

Level: 10

Prerequisite: Passing grade in at least 8 courses during the previous 2 semesters prior to enrolling in a driver education course.

Sophomore Physical Education Options (Select 1)

During the sophomore year, students will take Driver Education & Safety and one of the sophomore activity courses.

After successfully completing a semester of sophomore physical education, students will be able to:

- Demonstrate physical competency in a variety of motor skills and movement patterns.
- Demonstrate knowledge of rules, safety and strategies during physical activity.
- Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.
- Assess individual fitness levels.
- Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.
- Demonstrate personal responsibility during group physical activities.
- Demonstrate cooperative skills during structured group physical activity.
- Describe and explain the structure and functions of the human body systems and how they interrelate.

0921A TEAM SPORTS

This course is designed for sophomore students who want to participate in team sports activities. The students will incorporate team sport concepts, rules, strategies and sportsmanship into their daily physical activities while demonstrating a safe physical activity setting. The students will also use fitness testing and concepts to evaluate their personal fitness levels and set personal fitness goals.

Topics include but are not limited to:

- Team sport concepts, rules, strategies and sportsmanship
- Training Principles, anatomy and fitness concepts
- Basic weight training concepts and lifting techniques

Credit: ½ - Regular

Level: 10

Prerequisite: None

0921B LIFETIME FITNESS ACTIVITIES 2

This one semester course is designed to lead students to activities to relate more to a recreational approach to PE. During this course, students will build upon the foundations of fitness concepts and learn various recreational sports. Students will evaluate their current personal fitness levels, write short and long-term fitness goals, activities on recreational level sports, weight training, individual fitness and muscle recognition.

Topics include but are not limited to:

- Basic weight training concepts
- Training Principles, anatomy and fitness concepts
- Recreational sport and games

Credit: 1 Semester – ½ credit PE

Level: 10

Prerequisite: None

0922 ATHLETIC DEVELOPMENT

This one semester course is for sophomore students interested in a more intense physical education experience. Students will be introduced to power lifting techniques, training principles and overall body awareness. This class will use conditioning activities and competitive games to help students understand health related fitness concepts, analyze their current fitness levels and set personal fitness goals. Students will also be responsible for being able to recognize how muscles correlate to physical activity through activities and workouts in class. This course is aimed to be intense and a fast-paced physical educational experience.

Topics include but are not limited to:

- Foundations of strength training
- Training Principles, anatomy and fitness concepts
- Competitive Games

Credit: ½ - Regular

Level: 10

Prerequisite: None - Competitive Sports Training recommended

Junior/Senior Physical Education Options (Select one per grade level)

Students are required to enroll in and pass PE each semester freshman – senior year (except for one semester when enrolled in Health) to meet State mandated and District graduation requirements.

After successfully completing a four semesters of junior/senior physical education, students will be able to:

- Demonstrate physical competency in a variety of motor skills and movement patterns.
- Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.
- Assess individual fitness levels.
- Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.
- Demonstrate personal responsibility during group physical activities.
- Demonstrate cooperative skills during structured group physical activity.
- Describe and explain the structure and functions of the human body systems and how they interrelate.

0931A LIFETIME SPORTS AND ACTIVITIES 3

This course is for students who are interested in taking a more recreational approach to PE. The objective of this course is to emphasize lifelong wellness and recreational activities in a non-competitive environment. Students will evaluate personal fitness levels and work to improve their fitness throughout the year.

Topics may include but are not limited to:

- Recreational level sports such as:
- Badminton, tennis, Pickle ball, eclipse ball, volleyball, Softball, Frisbee golf, Ultimate Frisbee
- Fitness related activities such as: mobility, flexibility, yoga, walking, body weight workouts

Credit: 1 credit - Regular

Enrollment: 2 (Maximum)

Level: 11-12

Prerequisite: None

0931B COMPETITIVE TEAM SPORTS

This year-long course is for students interested in a more competitive physical education experience. Students will assess, monitor and work to improve personal fitness through competitive game play and fitness activities. This is a high intensity course and will require continued game play.

Credit: 1 credit - Regular
Enrollment: 2 (Maximum)
Level: 11-12
Prerequisite: None

0936B HEALTH CLUB

This year-long course focuses on preparing students to be successful in the “fitness center” setting after high school. Students will evaluate their own personal fitness and set individual goals to improve overall health and wellness. Students will participate in fitness activities/aerobics, lifetime sports and activities, as well as, basic lifts, technique, safety and etiquette.

Credit: 1 credit - Regular
Enrollment: 2 (Maximum)
Level: 11-12
Prerequisite: None

0937 POWER STRENGTH

This course will focus on form and safety of core lifts, introduction to Olympic and auxiliary lifts, as well as, the implementation of lifts in various workouts. Students will also be challenged in conditioning workouts, competitive games and activities to improve overall cardiovascular strength. This physically and mentally challenging course is designed to meet the needs of students who want the most out of each workout. In addition, students will evaluate their own personal fitness and set individual goals to improve overall health and wellness.

Credit: 1 credit - Regular
Enrollment: 2 (Maximum)
Level: 11-12
Prerequisite: Department Recommendation; Athletic Development recommended

0934 AQUATICS LIFESAVING

This year-long course is designed for students who wish to obtain certification in American Red Cross Lifesaving and Lifeguarding. Students wishing to receive their certification through the American Red Cross will be assessed a fee of approximately \$40.00* upon successful completion of the course. This cost is a fee paid directly to the American Red Cross (*fee subject to change). Students who choose not to pay the American Red Cross Fee will not receive a certificate from the American Red Cross. Detailed knowledge, skills in pool safety, and aquatic condition is expected in this course. This is a yearlong course which will provide an expanded repertoire of aquatic skills and detailed knowledge of aquatic facility management and operation. In addition, students will evaluate their fitness levels, set goals, improve or maintain their level of wellness and incorporate aquatic activities into a wellness plan. Which reflects a healthy lifestyle. This course fulfills the requirements as one of the four years of physical education taken towards graduation and contain the department's required wellness plan component.

Credit: 1 – Regular
Enrollment: 1 (Maximum)
Level: 11-12 (Co-educational)
Prerequisite: Instructor's approval. This course will be limited to those demonstrating proficiency in swimming.

0932 JUNIOR PE LEADERSHIP TRAINING

Leadership training is limited to juniors who have applied by the designated date and have been accepted into the program. Applicants must maintain a 3.0 GPA and demonstrate leadership qualities within the total school environment. This course is designed to prepare a student to become a Senior PE Leader. This is a **two-year commitment**, with the successful completion of training, where the student will be a Senior PE Leader the

following year. This course will include analyzing skill development, officiating games, administering fitness/skills tests, assisting and leading students in safe activities, leading dynamic warm-ups/cool-downs, and aiding the PE teacher. In order to develop necessary skills, students will learn leadership skills through a variety of activities, including team sports, swimming, recreational games, fitness activities, and fitness testing. Students will demonstrate their learned skills on a continual basis throughout the course by completing tasks and assignments as directed by the teacher. In addition, students will evaluate their own personal fitness and set individual goals to improve overall health and wellness.

Credit: 2 semesters - 1 PE credit
Level: 11
Prerequisite: Department recommendation/Application/3.0 GPA

0932A SENIOR PE LEADER

PE leader is an extension of the Leadership Training Program. This course will provide the student with an expanded application of physical education skills and leadership techniques. Students will be assigned to physical education staff. Students must maintain a 3.0 GPA and demonstrate leadership qualities within the total school environment. In addition, a PE Leader uniform must be purchased for this class after successfully completing Leadership Training. Successful completion of Leadership Training is a prerequisite, along with a recommendation of the PE Leader Training teacher.

Credit: 1-2 semesters - 1/2 PE credit each semester
Level: 12
Prerequisite: Leadership training teacher recommendation/3.0 GPA/ Successful completion of leadership training class or Department recommendation

0938 PROUD Leadership Training - (OF/BR ONLY)

People Respecting Others Unique Differences- Peer Tutoring Adaptive PE

This class prepares students to work with peer partners who have special needs. Peer tutoring includes: learning safety techniques for special needs students, building empathy and understanding towards emotional support of special needs students, teaching sport specific skills, and making game adaptations for individual students. In addition, students will complete a research project they will present in class. The focus of a "tutor" is to meet the needs of those special individuals whose needs cannot be met in a regular physical education class. In addition, a PROUD t-shirt must be purchased for this class. Students must maintain a 3.0 GPA and demonstrate leadership qualities within the total school environment. This class is taught at Bremen and Oak Forest High School and is a 2 semester course.

Credit: 2 semesters - 1 PE credit
Level: 11-12
Prerequisite: Department recommendation/3.0 GPA

0932B SENIOR PROUD LEADER (OF/BR Only)

People Respecting Others Unique Differences- Peer Tutoring Adaptive PE

This course is an extension of PROUD 1/PROUD 2. This yearlong course will provide the student with an expanded application of peer tutoring skills and leadership techniques. Students will act as a mentor to new PROUD students that are working to assist students with special needs. Students must maintain a 3.0 GPA and demonstrate leadership qualities within the total school environment. Students who completed PROUD 1/PROUD 2 will be considered for this leadership role- Senior PROUD Leader. In addition, a PROUD t-shirt must be purchased for this class. This class is taught at Bremen and Oak Forest High School and is a 2 semester class.

Credit: 2 semesters - 1 PE credit
Level: 12
Prerequisite: PROUD teacher recommendation/Successful completion of Proud Leadership training.

0900 ADAPTIVE PHYSICAL EDUCATION (CO-ED)

This course is designed to meet the needs of students who are medically excused from Physical Education on a long-term basis, and also for those students who are temporarily unable to participate for a particular length of time. Participation may be acceptable within limits in certain activities with a doctor's approval.

Students who are excused from Physical Education for a period of three weeks or less will stay with their class and do daily written work for the teacher. Students excused for a period of three weeks or less, and who are staying with their class, will be expected to dress in regulation physical education attire. Students excused over three weeks and up to the end of the semester, will be programmed into a study hall with daily written work assigned by the classroom teacher. A packet of sport related materials will be available for excused students to work from when doing assignments. This course does not fulfill the school's required wellness plan component.

Students excused for a full semester or for a full year will have the requirement waived for that semester or year.

Credit: 1 – Regular—pass/grade - There will be no credit if the requirement is waived.
Level: 9, 10, 11, 12 – Co-educational
Prerequisite: Doctor's Medical Excuse

914A JROTC 1

Junior ROTC's purpose is to “motivate young people to be better citizens”.

This foundational course is designed to introduce high school students to the Junior Reserve Officers' Training Corps (JROTC) program. The course focuses on developing leadership skills, citizenship, and personal responsibility. Students will explore military customs and courtesies, basic drills and ceremonies, and the importance of physical fitness. Emphasis is placed on understanding the values of teamwork, integrity, and respect. By the end of the course, students will have a deeper understanding of leadership principles, civic duties, and the significance of community service.

Students will develop leadership skills through:

1. Foundations of Army JROTC organization;
2. Military customs and courtesies;
3. Leadership techniques and skills;
4. Knowing yourself;
5. Study and communication skills;
6. Conflict resolution;
7. Financial planning;
8. Cadet challenge;
9. Drill and ceremony;
10. Air rifle marksmanship and safety; and
11. Community service projects.

Credit: 1 – Regular
Entry Level: 9, 10, 11, 12
Prerequisite: None
NOTE: This will be a **DISTRICT** course for students from Hillcrest, Oak Forest & Tinley Park High Schools and it will run at Bremen High School at 7:00 a.m.

◆ SPECIAL EDUCATION

The Special Education curriculum is designed to meet the needs of students with special learning requirements. While the general nature and content of the curriculum is designed to conform with the graduation requirements of Bremen District 228, the specific levels of instruction, materials and strategies are selected to meet the individual learner's needs, consistent with his/her Individualized Education Plan (IEP). Whenever appropriate to the learner's needs, he/she is enrolled in regular rather than special education courses. During the Junior and Senior year considerable emphasis is placed upon developing an appropriate, post-secondary plan for each identified special education student.

The special education program provides a wide range of related services to support the learner (e.g. speech-language, occupational and/or physical therapy, social work, psychological services, counseling and health services). District 228 provides a full continuum of services including, but not limited to: consultant, resource/itinerant, instructional programs. The majority of special needs students are provided

services within the same school as their regular education peers. Remaining students are provided appropriate services in programs located as near to their "home" schools as possible.

Students receiving special education services are eligible for additional supports through academic interventions facilitated through case managers.

SPECIAL EDUCATION DEPARTMENT FLOWCHART

Freshman	Sophomore	Junior	Senior
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English Courses

Foundations of English Skills	Foundations of Language Arts	Foundations of American Literature	Foundations of Cultural Perspectives and Speculative Literature
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Math Courses

Foundations of Math I Prep	Foundations of Math I	Foundations of Math 2	Foundations of Consumer Math
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Science Courses

Foundations of Integrated Physics	Foundations of Chemistry	Foundations of Biology
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Social Studies Courses

Foundations of World History	Foundations of World History	Foundations of American History	Foundations of Civics
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Support Course

AIT	AIT	AIT	AIT
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Required Courses

Foundations of Personal Finance Foundations of Health
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Electives

Occupations TEP

457 FOUNDATIONS OF ENGLISH SKILLS

This course is intended for students whose academic and/or learning needs require the implementation of a focused instructional program. Activities include functional spelling, vocabulary, grammar, and composition. Students add to their basic reading, writing, listening, speaking, and research skills in addition to being introduced to the basic elements of literature.

The following are the essential standards for this course:

- Describe characters, settings, and major events in a story, using key details.
- Determine the main idea of a text, recount the key details, and explain how they support the main idea.
- Find key ideas and details from text.
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Identify key words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Credit: 1
 Level: 9
 Prerequisite: Eligibility for Special Education Services

458 FOUNDATIONS OF LANGUAGE ARTS

This course is intended for students whose academic and/or learning needs require the implementation of an individualized program. Activities include further development of spelling and vocabulary skills, broadening of grammar and composition skills, the mechanics of language and writing; and continued development in reading, listening, speaking, and research skills.

After successfully completing this course, the student will understand that:

1. demonstrating mastery of functional spelling and vocabulary skills help in real life;
2. demonstrating skills in multiple paragraph writing in order to develop and create written communication that conveys the writer's intent helps communication with others;
3. improving reading skills by choosing and reading selections with increased comprehension and evaluation of themes and basic literary elements help understanding; and
4. listening to speakers and responding orally to communicate effectively helps in real life situations.

Credit: 1
 Level: 10
 Prerequisites: 1. Eligibility for Special Education Services
 2. Successful completion of Foundations of English Skills or equivalent course.

459 FOUNDATIONS OF AMERICAN LITERATURE

This course is intended for students whose academic and/or behavioral needs require the implementation of an individualized program. Activities include functional spelling, vocabulary, expand grammar and composition skills in syntax, mechanics, language, vocabulary and writing. Reading skills will be enriched through the study of literature.

After successfully completing this course, the student will understand that:

1. using word parts can assist in understanding vocabulary, analyzing various genres and making generalizations;
2. writing skills can be helpful in a variety of personal and academic contexts;
3. non-verbal communication and listening skills can be useful in a variety of personal academic contexts;
4. effective speaking skills are necessary in planned oral presentations;
5. standard English grammar should be utilized in formal written and oral communication;
6. Literature may be directly influenced by the events of its time period;
7. research requires one to choose materials and relevant information; and
8. technology can be used for research, communications and to produce projects.

Credit: 1
 Level: 11
 Prerequisites: 1. Eligibility for Special Education Placement.
 2. Successful completion of Foundations of Language Arts or equivalent course.

464 FOUNDATIONS OF CULTURAL PERSPECTIVES AND SPECULATIVE LITERATURE

This course is intended for students whose academic and/or behavioral needs require the implementation of an individualized program. This course will examine cultural themes in American Literature and how

literature achieves its effects to have readers suspend reality and belief. This course is designed to improve special education students' abilities to read, write, speak, and do research. Students will then apply reading, writing, correct grammar, and problem-solving skills to practical situations.

After successfully completing this course, the student will understand that:

1. using word parts and origins can assist in understanding vocabulary, analyzing various genres, and making generalizations;
2. effective writing skills can be helpful in a variety of personal and academic contexts;
3. effective non-verbal communications and listening skills can be useful in a variety of personal and academic contexts;
4. standard English grammar should be utilized in all written and oral communications;
5. research requires one to assess materials, choose relevant information and sources, and analyze and synthesize information;
6. Technology can be used for research, communications, and produce projects; and
7. Support and defend positions both academic and practical.

Credit: 1

Level: 12

Prerequisites: 1. Eligibility for Special Education Services
2. Successful completion of Foundations of American Literature or equivalent course.

474 FOUNDATIONS OF PERSONAL FINANCE

This course is intended for students whose academic and/or behavioral needs require the implementation of an individualized program. This class will examine student's use of financial resources. Key topics that will be covered in this class are focused around post-secondary financial planning: savings and investing, banking, types of payment, credit sources, renting vs. owning, taxes and insurance.

The following are the essential standards for this course:

- Explain that interest rate is the price the borrower pays for using someone else's money
- Describe the role of banks and other financial institutions in an economy
- Identify strategies to make use of resources and overcome obstacles to achieve goals
- Explain that when people borrow, they receive something of value now and agree to repay the lender over time
- Set a postsecondary goal with action steps, timeframes, and criteria for evaluating achievement
- Explain that income can be saved, spent on goods and services, or used to pay taxes
- Explain social and economic effects of health problems on individuals and society (e.g. cost of health care, reduction in productivity)

Credit: $\frac{1}{2}$

Level: 9, 10

Prerequisite: 1. Eligibility for Special Education Placement
2. Graduation Requirement

479P FOUNDATIONS OF MATH I PREP

This course is designed to introduce algebraic and geometric concepts to special needs learners. Areas of study will include basic operations with whole numbers, fractions and decimals, the practical application of basic math concepts, percent, ratios, customary and metric measurement, and the reading of charts, graphs and tables. They will also be introduced to algebraic expressions and variables, which can lead to the solution of real-life problems. Students will also use measurement techniques to find areas and volumes of various geometric figures, such as angles, triangles and polygons.

The following are the essential standards for this course:

- Use square root and cube root symbols to represent solutions
- Use properties of operations to generate equivalent expressions.
- Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients
- Understand the connections between proportional relationships, lines, and linear equations. Graph proportional relationships, interpreting the unit rate as the slope of the graph

- Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
- Understand and apply the Pythagorean Theorem. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real world and mathematical problems in two and three dimensions.
- Understand and apply Pythagorean Theorem. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
- Solve real world and mathematical problems involving volume of cylinders, cones, and spheres. Know the formulas for the volume of cones, cylinders, and spheres and use them to solve real world and mathematical problems.
- Investigate patterns association in bivariate data. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

Credits: 1
 Level: 9
 Prerequisites: Eligibility for Special Education placement.

470F1 FOUNDATIONS OF MATH 1

This course is intended for students whose academic and/or behavioral needs require the implementation of an individualized program. Practical application of basic algebraic math skills will be covered. Topics may include relationships between quantities, linear and exponential relationships, mathematical reasoning, statistics, congruence, proof, connecting algebra and geometry through coordinates. Emphasis is placed on the improvement of overall math skills by applying algebraic concepts to solve problems and represent real life situations. Use of calculators is encouraged throughout the course while an emphasis is placed on the maintenance of non-calculator arithmetic skills.

After successfully completing this course, the student will understand that:

1. they can apply arithmetic and algebraic concepts provide solutions to real life problems.
2. they can improve their abilities to use technologies and manipulatives to solve problems.
3. they will be able to draw conclusions from tables, charts and graphs.

Credit: 1
 Level: 10
 Prerequisite: 1. Eligibility for Special Education placement.
 2. Successful completion of Foundations of Math Prep 1 or equivalent.

470F2 FOUNDATIONS OF MATH 2

This course is intended for students whose academic and/or behavioral needs require the implementation of an individualized program. Practical application of basic algebraic math skills will be covered. Topics may include: Units of study include extending the number system, quadratic functions and modeling, expressions and equations, applications of probability, similarity, right triangle trigonometry, and proofs. Emphasis is placed on the improvement of overall math skills by applying algebraic concepts to solve problems and represent real life situations. Use of calculators is encouraged throughout the course while an emphasis is placed on the maintenance of non-calculator arithmetic skills.

Credit: 1
 Level: 10, 11
 Prerequisite: 1. Eligibility for Special Education placement
 2. Successful completion of Foundations of Math 1 or equivalent.

482 FOUNDATIONS OF CONSUMER MATH

This course is intended to further prepare and develop the mathematical skills and generalizing skills of students whose functional levels require the implementation of an individualized education program.

In this course, students will study and review arithmetic skills they can apply in their personal lives and in their future careers. The first semester of this course begins with a focus on occupational topics; it includes

details on jobs, wages, deductions, taxes, insurance, personal finances and budgets. The second semester of this course students will learn about transportation, checking and savings accounts, loans and buying on credit, credit cards and scores, automobile expenses, and housing expenses. During both semesters students will be exposed to College & Career Readiness/ Test Prep Skills lessons.

After successfully completing this course, the student will understand that:

1. mathematical knowledge and skills can help solve complex problems;
2. income and budgets are related;
3. specific skills are required to manage money and make responsible financial decisions

Credit: 1

Level: 12

Prerequisite: Eligibility for Special Education Services. Three years of math credit, with two of the three classes being in the self-contained environment.

466 FOUNDATIONS OF WORLD HISTORY

This course is intended for students whose academic and/or learning needs require the implementation of an individualized program. The relationship between the individual and his role within the world community will be explored. Topics may include the characteristics of culture, the diversity of a global society, environmental influences, economics, how social systems form/develop, and political systems.

The following are the essential standards for this course:

- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole
- Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

Credit: 1

Level: 9, 10

Prerequisite: Eligibility for Special Education Placement.

468 FOUNDATIONS OF AMERICAN HISTORY

This course is intended for students whose academic and/or behavioral needs require the implementation of an individualized program. Topics may include colonization, Revolutionary War, establishing a new country, Civil War, Constitution, government, and the role of the U.S. as a leader among the global community.

After successfully completing this course, the student will understand that:

1. exploration and the establishment of colonies lead to establishment of the United States;
2. the Revolution resulted from a combination of political, economic and social factors;
3. the Constitution is a living and adaptable framework of our government;
4. conflict over expansion of the newly formed nation never becomes fully resolved;
5. the culmination of unresolved issues from the Civil War and Reconstruction reforms the Union, but fails to unite the country;
6. industry and migration reshape the United States;
7. economic and diplomatic issues forced the United States to re-evaluate foreign policy;
8. the United States focused on domestic issues for economic and cultural reasons;
9. more aggressive new leaders force the United States in global conflicts and a new superpower role;
10. the American Dream has evolved;
11. Communism threatened the American Dream, the balance of power and world peace;

12. the Civil Rights Movement affected the American Dream;
13. the United States has had a role in helping Democracy in the world;
14. recent events impact the American Dream; and
15. multiple factors and events brought an end to the Cold War.

Credit: 1
Level: 11, 12
Prerequisite: Eligibility for Special Education Placement.

475 FOUNDATIONS OF INTEGRATED PHYSICS

This course is intended for students whose academic and/or learning needs require the implementation of an individualized program. This class provides an introduction to science skills throughout all areas of science. Topics include scientific inquiry, metrics, lab safety, graphing, physical and chemical properties of matter, atomic structure, elements and the periodic table, motion, forces, energy, and Earth and space science. Basic laboratory experiences will be included.

The following are the essential standards for this course:

- Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
- Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.
- Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.
- Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
- Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).
- Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
- Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
- Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
- Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.

Credit: 1
Level: 9, 10
Prerequisite: Eligibility for Special Education Placement.

476 FOUNDATIONS OF CHEMISTRY

This course is intended for students whose academic and/or learning needs require the implementation of an individualized program. Chemistry is the study of matter and its changes. The topics covered include measurement, metrics, graphing, lab safety, atomic structure and theory, chemical and physical changes, states of matter, periodicity, chemical bonding, equations stoichiometry and acids and bases. Basic laboratory experiences will be included.

After successfully completing this course, the student will understand that:

1. the scientific method provides a systematic way to investigate questions and acquire valid and useful information;
2. matter and energy's behavior on the microscopic level will explain how matter behaves in the macroscopic world;

3. application of chemical knowledge will foster a greater understanding of societal, ethical, and technological issues such as alternative energy sources, chemical weaponry, etc.;
4. science is the foundation of a process that produces innovation for the progress of humankind; and;
5. science is not just a body of knowledge. It is a process by which many people continuously develop and refine our knowledge of the world around us.

Credit: 1

Level: 10, 11

Prerequisite: 1. Eligibility for Special Education Placement.
2. Successful completion of Foundations of Integrated Physics or equivalent course.

477 FOUNDATIONS OF BIOLOGY

This course is intended for students whose academic and/or learning needs require the implementation of an individualized program. Biology is the study of life and life processes. Students will be exposed to scientific inquiry and data collection, which will help them to understand the natural world. Units covered in this course include, fundamentals of ecology, cellular dynamics, principles of genetics and evolutionary theory. Basic laboratory experiences will be included.

After successfully completing this course, the student will understand that:

1. the inquiry process provides the framework of scientific discovery, learning and understanding and the importance of communicating ideas in order to understand the natural world;
2. data can be analyzed to support, consider or alter existing concepts or ideas;
3. the relationships among living things are ongoing and interconnected by biological principals; and
4. the changing relationships among science, technology and society affect his/her life.

Credit: 1

Level: 11, 12

Prerequisite: 1. Eligibility for Special Education Placement.
2. Successful completion of Foundations of Integrated Physics and Foundations of Chemistry.

467 FOUNDATIONS OF CIVICS

This course is intended for students whose academic and/or learning needs require the implementation of an individualized program. **This** course is designed to help students understand the operations of the federal, state and local governments. It will help students understand the philosophies behind different political systems and their rights and responsibilities in a representative democracy. The U.S. and Illinois Constitutions will be integral parts of this course.

After successfully completing this course, the student will understand that:

1. governments are necessary to serve the people;
2. knowledge of the powers and levels of government;
3. the media has bias;
4. understanding of political systems, branches and philosophies;
5. daily impact of state and local governments on everyday life;
6. your rights

Credit: ½ - Semester Course

Level: 11, 12

Prerequisite: Eligibility for Special Education Placement.

488 FOUNDATIONS OF HEALTH

This course was developed to provide a basic understanding of human health concepts and issues while providing a practical life skill approach to the decision-making process the student will experience as an adult. Topics will include personal hygiene, first aid, substance abuse, healthy self-concepts, proper nutrition, exercise, disease prevention, human sexuality, STD's and HIV.

The following are the essential standards for this course:

- Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products and services.
- Explain the effects of health-related actions on the body systems

- Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict
- Apply decision making skills related to the protection and promotion of individual, family and community health
- Analyze various accounts of a subject told in different mediums (e.g. a person's life story in print and multimedia), determining which details are emphasized in each account
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

Credit: ½ - Pass/Grade – Semester Course

Level: 9, 10, 11, 12

Prerequisite: Recommendation of IEP team.

490 OCCUPATIONS

This course is intended for students whose academic and/or learning needs require the implementation of an individualized program. The purpose of this course is to acquaint students with career opportunities and skills necessary to succeed in the world of work. Topics of study include: career awareness, career research in areas of personal interest, choosing an appropriate career, job search, resume, and application skills, interviewing, job expectations and benefits, skills for success and advancement on the job, and goal-setting and self-improvement skills.

After successfully completing this course, the student will understand that:

1. personal interests affect career choices;
2. how necessary skills and abilities affect career success;
3. gaining employment requires employment skills focused on building a resume, job search, application, and an interview process
4. that workplace skills such as exhibiting proper verbal, non-verbal, written and listening skills is necessary for successful employment;
5. good work ethic and behavior is demonstrated by identifying established rules, regulations and policies and following them.

Credit: 1

Level: 11, 12

Prerequisites: 1. Eligibility for Special Education Placement.
2. Occupations may be taken separately as a pre-vocational course.

493 TRANSITIONAL EMPLOYMENT PROGRAM (TEP)

This course is intended for students whose academic and/or learning needs require the implementation of an individualized program. Work Study is intended to provide special education students with exposure to employment experiences and real-world application in structured job sites at South Suburban College. Students are introduced to a broad family of occupations. Students are afforded the opportunity to obtain actual work experience to complement previous classroom instruction, support their transition plans, and prepare them for competitive employment during or after high school. The learner is encouraged to participate in the job seeking process.

After successfully completing this course, the student will understand that:

1. planning will help one to reach career goals;
2. workplace expectations can be both general and specific;
3. learning is lifelong;
4. income and budgets are related;
5. speaking, listening, reading and writing are essential communication tools; and
6. teamwork is essential on the job.

Credit: 2

Level: 12

Prerequisites: 1. Eligibility for Special Education Placement.
2. Successful completion of Occupations is recommended, but not required.

496 ADAPTED PHYSICAL EDUCATION (CO-ED)

This course is intended to serve those students whose cognitive, physical or emotional needs make participation in the regular physical education program inappropriate. Emphasis is placed upon coordination of the objectives of the Adapted Physical Education program with goals/objectives of the student's Individual Education Program (I.E.P.). Activities included in this program shall be coordinated with therapy program where prescribed for the individual learner.

After successfully completing this course, the student can be expected to:

1. demonstrate mastery of goals identified on his or her individual education program (I.E.P.);
2. demonstrate increased awareness of the capabilities of his/her body;
3. demonstrate an increased awareness of appropriate fitness activities and an increased ability to participate in such activities on a regular basis; and
4. explore options for leisure/recreation community accessibility.

Credit: 1 – pass/fail

Level: 9, 10, 11, 12 -- Co-educational

Prerequisites: 1. Eligibility for Special Education Placement.
2. Recommendation of an I.E.P. Conference.

1777 ACADEMIC INTERVENTION TIME (AIT)

AIT is an opportunity for students with a 504 or IEP to receive additional supports from a Special Education teacher during a partial period correlated with the students' lunch period. Individual needs of the student are addressed in AIT as defined by the student's documented plan. This type of support helps promote success in the least restrictive environment.

Credit: 0

Level: 9, 10, 11, 12

Prerequisites: 1. Eligibility for Special Education Services or 504 Plan

◆ EXCEL Program

The EXCEL Program is a district-wide special education program housed at Bremen High School and is designed to meet the individual needs of students with special learning requirements. Participation and placement in the EXCEL Program is a team decision: if the IEP team determines that additional supports are needed in the areas of employment, training, and independent living, a student may be a candidate for the program. While the general nature and content of the curriculum is designed to conform and be consistent with the graduation requirements of Bremen District 228, the course goals, the specific levels of instruction, materials and strategies are selected to meet the individual learner's needs, consistent with his/her Individualized Education Plan (IEP). EXCEL students are placed into courses based on their functional and academic level. Whenever appropriate to the learner's needs, he/she is enrolled in inclusion courses outside of the EXCEL Program. During the Sophomore, Junior, and Senior year considerable emphasis is placed upon developing an appropriate post-secondary plan for each identified special education student through the development of their transition plan and enrollment in the Transitional Education Program (TEP).

The mission of the EXCEL Program is to empower our students to develop the functional academic, vocational, social-communication, and independent living skills necessary to lead a fulfilling and self-sufficient life. The focus of the program is to develop self-advocacy skills and independence in the areas of education, training, employment, and independent living. Enrollment in the EXCEL Program provides a wide range of related services to support the learner (e.g. speech-language, occupational and/or physical therapy, social work, psychological services, counseling and health services). District 228 provides a full continuum of services including, but not limited to: consultant, resource/itinerant, and functional academic based instructional programs and electives.

EXCEL Program

FRESHMEN 9	SOPHOMORE 10	JUNIOR 11	SENIOR 12
Language Arts Math Skills Vocational Skills Adapted P.E. EXCEL Resource Science 1*+ Foods*+ Functional Health/ Personal Wellness*+ Social Studies*+ Domestic Skills*+ Humanities*+	Language Arts Math Skills Vocational Skills Adapted P.E. EXCEL Resource Science 1*+ Foods*+ Functional Health/ Personal Wellness*+ Social Studies*+ Domestic Skills*+ Humanities*+ TEP	Language Arts Math Skills Vocational Skills Adapted P.E. EXCEL Resource Science 2*+ Culinary Arts*+ Functional Health/ Personal Wellness*+ Functional Government*+ Domestic Skills*+ Humanities*+ TEP	Language Arts Math Skills Vocational Skills Adapted P.E. EXCEL Resource Science 2*+ Culinary Arts*+ Functional Health/ Personal Wellness*+ Functional Government*+ Domestic Skills*+ Humanities*+ TEP

**This course is not offered every semester/year.*

+This course may be taken during year 9, 10, 11, 12

CORE CURRICULUM

457E FUNCTIONAL LANGUAGE ARTS

This course is intended for students whose academic and/or learning needs require the implementation of a focused instructional program. Students will be exposed to daily life applications of English, reading, and writing, as directed by the student's IEP. Activities include functional spelling, sight word and survival sign recognition, vocabulary building, listening and speaking skill activities, grammar, and composition. Students add to their functional reading, writing, listening, speaking, and research skills. This course is meant to meet each student at their functioning level to develop and build skills and applications. This class will only be taught in the EXCEL Program at Bremen High School.

After successfully completing this course the student will understand that:

1. reading is necessary for daily functioning;
2. strong writing skills can be helpful in a variety of personal and academic contexts
non-verbal communications and listening skills can be useful in conveying a message;
3. oral communication skills are necessary for career and life experiences;
4. standard English grammar should be utilized in written and oral communication;
5. technology can be used for research, communication and to produce products.

Level 9, 10, 11, 12

Prerequisite: 1. Eligibility for Special Education EXCEL Program Placement.
2. Recommendation of an I.E.P. Team

479E FUNCTIONAL MATH SKILLS

This course is intended for students whose academic and/or learning needs require the implementation of a focused instructional program. Students will be exposed to daily life applications of Math. Areas of study will include knowledge of numbers, measurement, money knowledge and application, budgeting, time telling and time applications, and basic computation and arithmetic. This course is meant to meet each student at their functioning level to develop and build skills and applications. This class will only be

taught in the EXCEL Program at Bremen High School.

After successfully completing this course the student will understand that:

1. the ability to tell time, pay for purchases, and budget money are vital life skills activities;
2. measurement is used to accurately accomplish everyday tasks;
3. solving problems can occur when complex problems are broken down into smaller tasks;
4. technology is a valuable tool to help solve problems.

Level: 9, 10, 11, 12

Prerequisite: 1. Eligibility for Special Education EXCEL Program Placement
2. Recommendation of an I.E.P. Team

490E VOCATIONAL SKILLS I, II, III

The Vocational Skills course is intended to provide EXCEL special education students with initial employment and pre-vocational experiences. This course is intended to prepare and develop the workplace skills of students whose functional levels may inhibit independent success in the work environment.

This course is a two-part format: part one requires students to take a classroom component that is related to vocational interest. General information regarding career readiness, career research in areas of personal interest, choosing an appropriate career, job search and application skills, skills for success on the job, self-improvement skills, and entry level skill requirements are topics addressed during the classroom portion of the program. In the classroom component, the student's transition plan for their I.E.P. is explored and developed. The hands-on component of the class allows each student to be introduced to a broad range of occupational experiences. Students are afforded the opportunity to obtain actual work experience to supplement classroom instruction, support their transition plans, and prepare them for competitive employment. Students work in and around Bremen High School gaining valuable pre-vocational skills while completing jobs supervised by job coaches. This course is meant to meet each student at their functioning level to develop and build skills and applications. This class will only be taught in the EXCEL Program at Bremen High School.

After successfully completing this course, the student will understand that:

1. personal interests affect career choices;
2. speaking, listening, reading and writing are essential communication tools in the workplace;
3. the ability to follow a sequence of tasks to complete a job is essential for job success;
4. skills must be practiced and repeated for life-long learning;
5. personality and learning styles affect career choices.

Level: 9, 10, 11, 12

Prerequisites: 1. Eligibility for Special Education EXCEL Program Placement
2. Recommendation of an I.E.P. Team

496E ADAPTED PHYSICAL EDUCATION (CO-ED)

This course is intended to serve those students whose cognitive, physical or emotional needs make participation in the regular physical education program inappropriate. Emphasis is placed upon coordination of the objectives of the Adapted Physical Education program with goals/objectives of the student's Individual Education Program (I.E.P.). Activities included in this program shall be coordinated with therapy program where prescribed for the individual learner. This course is implemented in conjunction with the PROUD Peer Tutoring Adaptive P.E. Program in which general education peer tutors plan and complete P.E. activities with special education EXCEL students. This course is meant to meet each student at their functioning level to develop and build skills and applications. This class will only be taught in the EXCEL Program at Bremen High School.

After successfully completing this course, the student can be expected to:

1. demonstrate mastery of goals identified on his or her individual education program (I.E.P.);
2. demonstrate increased awareness of the capabilities of his/her body;
3. demonstrate an increased awareness of appropriate fitness activities and an increased ability to participate in such activities on a regular basis; and
4. explore options for leisure/recreation community accessibility.

Level: 9, 10, 11, 12 -- Co-educational
Prerequisites: 1. Eligibility for Special Education EXCEL Placement.
2. Recommendation of an I.E.P. Conference.

452E EXCEL RESOURCE

Resource is an additional opportunity for a special education program to be delivered to a student with a disability. This course is designed to further develop students' independent learning strategies and transitional skills to be successful independent learners. Individual needs are supported in resource classrooms as defined by the student's IEP. This course is meant to meet each student at their functioning level to develop and build skills and applications. This class will only be taught in the EXCEL Program at Bremen High School.

Educators and students will understand that:

1. Resource is an opportunity to develop organizational, study, and independence skills;
2. Services are provided to address student needs as specified in the Individual Educational Program; and
3. Resource is designed to reinforce instruction and skills from other courses in an individual and/or small group format.

Level: 9, 10, 11, 12
Prerequisite: 1. Eligibility for Special Education EXCEL Placement
3. Recommendation of an I.E.P. Team

ELECTIVES

465E FUNCTIONAL SOCIAL STUDIES*

This course is intended for students whose academic and/or learning needs require the implementation of an individualized program. The relationship between the individual and his/her role within the world community will be explored. Students will explore history and the role it plays in their lives. Students will be introduced to the rules of our social system while exploring how to make more informed choices, how to prudently use resources, and experience how history plays a role in current culture. This class will incorporate concepts of geography, the electoral and political process, economics, historical figures and events, and current events. This course is meant to meet each student at their functioning level to develop and build skills and applications. This class will only be taught in the EXCEL Program at Bremen High School.

After successfully completing this course, the student will understand that:

1. a variety of cultures exists throughout the world (past and present);
2. individuals and groups interact with each other;
3. environmental and geographical factors affect the quality of human lives and cultures;
4. there are similarities and differences between various peoples and societies;
5. economics effects the world (from past to present); and
6. awareness of local, state, national and world current events helps us make decisions.

Level: 9, 10, 11, 12
Prerequisite: 1. Eligibility for Special Education EXCEL Program Placement
2. Recommendation of an I.E.P. Team

467E FUNCTIONAL GOVERNMENT*

This course is intended for students whose academic and/or learning needs require the implementation of an individualized program. The purpose of this course is to study the system of government presently being used in the United States. Students explore the concept of citizenship, what it means to be a citizen and the responsibilities of citizens, the values and goals of American society, decision making skills, and their role in their school, local, state, national and world community. This course is meant to meet each student at their functioning level to develop and build skills and applications. This class will only be taught in the EXCEL Program at Bremen High School.

After successfully completing this course, the student will understand that:

1. citizens play an important role in school, local, and national communities;
2. citizens have certain rights and responsibilities;
3. knowledge of governmental functions is necessary for successful independent living.

Level: 9, 10, 11, 12
Prerequisite: 1. Eligibility for Special Education EXCEL Program Placement
2. Recommendation of an I.E.P. Team

475E FUNCTIONAL SCIENCE 1*

This course is intended for students whose academic and/or learning needs require the implementation of an individualized program. This course will expose students to physical science, earth science concepts. Topics include: the scientific method, the senses, states of matter, energy, planets, land formations, and weather patterns. Basic laboratory experiences, terminology, and technology will be used to strengthen concept understanding. This course is meant to meet each student at their functioning level to develop and build skills and applications. This class will only be taught in the EXCEL Program at Bremen High School.

After successfully completing this course, the student will understand that:

1. the scientific method is a model for verifying or eliminating hypothesis;
2. the physical world around them affects their day to day functioning;
3. every action has an equal and opposite reaction.

Level: 9, 10, 11, 12
Prerequisite: 1. Eligibility for Special Education EXCEL Program Placement
2. Recommendation of an I.E.P. Team

476E FUNCTIONAL SCIENCE 2*

This course is intended for students whose academic and/or learning needs require the implementation of an individualized program. This course will expose students to biological science concepts. Topics include: the scientific method, the senses, the human body, plants, animals, habitats, and life cycles. Basic laboratory experiences, terminology, and technology will be used to strengthen concept understanding. This course is meant to meet each student at their functioning level to develop and build skills and applications. This class will only be taught in the EXCEL Program at Bremen High School.

After successfully completing this course, the student will understand that:

1. the scientific method is a model for verifying or eliminating hypothesis;
2. there is a cyclical process to all life;
3. knowledge of biological processes is a vital life skill;
4. ecosystems and the environmental impact life on our planet;
5. the body's systems affect the functioning of the entire body.

Level: 9, 10, 11, 12
Prerequisite: 1. Eligibility for Special Education EXCEL Program Placement
3. Recommendation of an I.E.P. Team

488E FUNCTIONAL HEALTH AND PERSONAL WELLNESS*

This course is intended for students whose academic and/or learning needs require the implementation of an individualized program. This course was developed to provide a basic understanding of human health concepts and issues while providing a practical life skill approach to the decision-making process the student will experience as an adult. Topics will include personal hygiene, first aid, substance abuse, healthy self-image concepts, proper nutrition, exercise, disease prevention, human sexuality, STD's and HIV. This course is meant to meet each student at their functioning level to develop and build skills and applications. This class will only be taught in the EXCEL Program at Bremen High School.

After successfully completing this course, the student will understand that:

1. health choices made today impact health and fitness for the rest of one's life; and
2. positive health choices are best made when we understand how personal, physical, emotional, and social issues affect each other.

Level: 9, 10, 11, 12
Prerequisite: 1. Eligibility for Special Education EXCELL Program Placement
2. Recommendation of an I.E.P. Team

464E FUNCTIONAL HUMANITIES*

EXCEL's Functional Humanities class is a semester-long course intended to explore human culture, both

in the past and the present. In EXCEL's Functional Humanities class, students will explore people's ideas and beliefs as they learn about art history. Throughout the year, students will participate in both lessons and hands-on projects that will boost their critical thinking capabilities, improve their collaborative participation and team building skills, cultivate their creativity, and develop their ability to communicate through writing and talking about art. Studying the arts can be both rewarding and fun; and therefore in Functional Humanities, students will learn by getting hands-on and being creative!

In this class, students will:

- Learn and define basic art terms and art characteristics.
- State the names of popular artists.
- Name types/styles of art.
- Develop skills to analyze and express their opinions as they critique artwork.
- Explore creative outlooks for expressing ideas by completing art projects.
- Practice their communication skills by speaking and writing about different artists and their art.
- Build fine motor skills by completing individual art projects throughout this year
- Improve team building skills through large group discussion and by completing art projects in small groups.

After successfully completing this course, the student will understand that:

1. Art helps people view and question what they see every day in different ways;
2. Art is all around and has many different forms;
3. Art helps people be creative;
4. Speaking, listening, reading, and writing are essential communication tools used to discuss art;
5. Art helps people understand different cultures and track history.

Level: 9, 10, 11, 12

Prerequisite: This course is open to freshmen, sophomore, junior, and senior students in District 228's EXCEL Functional-Life Skills Program, only.

474E FOODS AND NUTRITION*

This course is intended for students whose academic and/or learning needs require the implementation of an individualized program. Students will explore the world of foods in the following ways: kitchen safety and sanitation, food storage, creating grocery lists, budgeting and shopping for food, the preparation of food utilizing basic cooking concepts, the nutrition of each type of food within the framework of a healthy diet. Students will enjoy preparing and eating a variety of foods. Students will complete this course with an introduction to the world of proper food handling. This course is meant to meet each student at their functioning level to develop and build skills and applications. This class will only be taught in the EXCEL Program at Bremen High School.

After successfully completing this course, the student will understand that:

1. there are important sanitation methods to keep a kitchen and food safe from contamination that causes food borne illnesses;
2. recipes require proper measurement;
3. following a recipe is a life skill;
4. maintaining kitchen equipment is important to creating a safe kitchen environment;
5. various utensils and mixing and cooking methods are used to produce nutritious, versatile foods.

Level: 9, 10, 11, 12

Prerequisite: 1. Eligibility for Special Education EXCEL Program Placement.
2. Recommendation of an I.E.P. Team

482E FUNCTIONAL CULINARY ARTS*

This course is intended for students whose academic and/or learning needs require the implementation of an individualized program. This course builds on the concepts presented in Foods and Nutrition by presenting more complex concepts in culinary arts. Students will have the opportunity to improve their skills and expand their culinary vocabulary and skills. Students will enjoy preparing and eating a variety of foods. Students will also learn about the aspect involved in catering and party planning. Career opportunities in Culinary Arts will be explored. This course is meant to meet each student at their

functioning level to develop and build skills and applications. This class will only be taught in the EXCEL Program at Bremen High School.

After successfully completing this course, the student will understand that:

1. there are important sanitation methods to keep a kitchen and food safe from contamination that causes food borne illnesses;
2. recipes require proper measurement;
3. following a recipe is a life skill;
4. maintaining kitchen equipment is important to creating a safe kitchen environment;
5. various utensils and mixing and cooking methods are used to produce nutritious, versatile foods.

Level: 9, 10, 11, 12

Prerequisite: 1. Eligibility for Special Education EXCEL Program Placement.
2. Recommendation of an I.E.P. Team

456E DOMESTIC SKILLS*

This course is intended for students whose academic and/or learning needs require the implementation of an individualized program. Students will be introduced and exposed to the basic concepts related to successful management of the home. Students will be provided with a variety of opportunities to practice real-life skills that include but are not limited to: shopping, cooking, budgeting, home maintenance, laundry, and housekeeping. This course is meant to meet each student at their functioning level to develop and build skills and applications. This class will only be taught in the EXCEL Program at Bremen High School.

After successfully completing this course, the student will understand that:

1. maintaining a home in good condition requires planning; and
2. maintaining a home is a life skill that students will utilize throughout their lives

Level: 9, 10, 11, 12

Prerequisite: 1 Eligibility for Special Education EXCEL Program Placement.
2. Recommendation of an I.E.P. Team

497E TRANSITIONAL EMPLOYMENT PROGRAM (T.E.P.)

This course is intended to further prepare and develop the workplace skills and employment opportunities of students whose functional levels may inhibit success in regular division classes and the work environment.

The Transitional Employment Program is intended to provide special education students with continuing employment experiences at South Suburban College with the TEP staff and job coaches. The students will be exposed to career awareness, career exploration, and career development opportunities. This program will provide the students with work experiences and training through in-community vocational opportunities. Students are matched to departments within the college and work alongside the staff there to learn and complete the job as independently as possible. The program provides training essentials for the student to adjust to the world of work. This course is meant to meet each student at their functioning level to develop and build skills and applications. This class will only be taught at South Suburban College with the Transitional Employment Program.

After successfully completing this course, the student will understand that:

1. planning and practice will help one to reach career goals;
2. workplace expectations can be both general and specific;
3. speaking, listening, reading and writing are essential communication tools on the job; and
4. teamwork is essential on the job.

Level: 10, 11, 12

Prerequisites: 1. Eligibility for Special Education Placement
2. Recommendation of an I.E.P. Team

◆ SUMMER SCHOOL COURSE OFFERINGS FOR THE SUMMER OF 2025

Students who cannot attend every day SHOULD NOT REGISTER. Each day is equivalent to more than a full week's work. There are no excused absences! Students must furnish their own transportation. The registration dates, semester dates and fees for the 2025 Summer School and Driver Education Program will be announced at a later date. Registration will originate with each student's counselor, with the exception of Driver Education and Swimming Classes. Registration in these areas is handled through the Physical Education Department of the individual high school.

The academic and disciplinary policies under which school operates during the regular school term will prevail during the summer session. Student insurance purchased during 2018-2021 includes coverage for accidents related to the classroom courses or school related activities. Students enrolled in district sponsored swim lessons, summer camps, and Physical Education for credit are required to participate in a special summer insurance program which will be added to the registration/tuition fee. This fee will be announced at a later date. Summer School tuition is a non-refundable fee (unless the course is not offered due to insufficient enrollment) and must be paid in full before students will be admitted to class. Payment should be made by check or money order. The summer school tuition will be announced at a later date.

Driver Education registration dates will be announced at a later date. Prior to signing up for summer Behind-The-Wheel, a student should have completed Driver Education Classroom. Summer Behind-The-Wheel applicants will be assigned available openings according to year in school, their date of birth, and available space. The district will charge all Behind-The-Wheel students and classroom students an "excess cost" charge at the time of registration, and this charge will be announced at a later date. This is a non-refundable fee unless the student is not assigned a car due to lack of available space. The procedure to follow in applying for an instruction permit will be given to each student at the time of Behind-The Wheel registration. Questions concerning driver education, swim lessons, and summer camps should be directed to the school's athletic director at his/her respective school.

The following Bremen District 228 classes will be offered in the 2024 Summer School Program. Additional courses may be offered if the enrollment requests warrant. Some of these courses may be offered to students through our online Apex curriculum. Most courses (except Driver Education and Physical Education) will be taught at one of the District's high schools. All courses will carry full credit for meeting District 228 high school graduation requirements. However, summer school credit does not necessarily fulfill prerequisites for courses offered during the regular school year. Questions concerning the summer school program should be directed to the student's counselor.

852/853 INTRODUCTION TO ENGLISH

This course is intended for students with average reading and writing skills who have not successfully completed the regular Introduction to English course. It is designed to help students use language arts skills with personal, academic and career materials. Students will study word parts and origins as well as analyze and interpret a variety of reading materials, including literature. Students will also write narrative, argumentative, and expository compositions with Standard English grammar and participate in group and individual oral presentations. Students may also practice following complex oral directions and apply their listening skills in practical situations.

Credit: ½ per Semester – Regular

Prerequisite: Failing grade in Introduction to English (113), Introduction to English, Extended (113E) or Studies of English (114)

872/873 LANGUAGE ARTS

This course is intended for students with average reading and writing skills who have not successfully completed the regular Language Arts course. The course focuses directly on reading for information and reading literature, including key components of novel, drama, and short fiction. In addition, there will be an emphasis on grammar/conventions, vocabulary, author's style, craft and structure. Formal and informal speech presentations will be completed. With the increased focus on literature, students will focus on

argumentative writing, including taking a side and supporting a claim based on research. Students will learn key research strategies to support writing informative, narrative, expository, and argumentative essays.

Credit: ½ per Semester – Regular

Prerequisite: Failing grade in Language Arts (122)

882/883 AMERICAN LITERATURE

This course is intended for students with average reading and writing skills who have not successfully completed the regular American Literature course. It is designed to help students apply language arts skills to personal, academic and career purposes. Students will use knowledge of word parts and origins and analyze various genre in their study of American literature. Students will also write a variety of compositions with Standard English grammar and usage and participate in oral presentations. Finally, students may also evaluate verbal and nonverbal communication in practical listening situations.

Credit: ½ per Semester – Regular

Prerequisite: Failing grade in American Literature (132) or Studies in American Literature (129)

874/875 WORLD HISTORY

An understanding of the roots and development of the major cultures and societies in today's world is essential to prepare for the 21st century. This course studies chronological eras of World History with an emphasis on the topics of Geography, Economic Systems, Foreign Policy/Wars, Science/Technology, Governmental Systems and Humanities. It also emphasizes the applications of learning: communicating, problem solving and thinking skills, teaming, technology, researching and the interpretation of graphs, charts, maps and other data sources. This course is for students who have not successfully completed regular World History.

Credit: ½ Semester – Regular

Prerequisite: Failing grade in World History (222) or World Civilization (223) or the equivalent.

878/879 AMERICAN HISTORY

Responsible citizenship requires knowledge of and appreciation for the basic principles and traditions of the society in which one lives. This course is designed to prepare students to assume the role of active participants in a democratic society through the study of their nation's history. The course covers the major chronological periods of American History and stresses the topics of Geography, Government, Economics, Expansion/Immigration, Wars/Foreign Policy, Social Changes and Reform, and Humanities. It also emphasizes the applications of learning: communicating, problem solving and thinking skills, teaming, technology, researching and the interpretation of graphs, charts, maps and other data sources. Students in this course will study the U.S. Constitution and the Illinois Constitution. This course is for students who have not successfully completed regular American History.

Credit: ½ Semester – Regular

Prerequisite: Failing grade in American History (232) or Honors American History (237)

240M1/2M2 CIVICS

This course is designed to help students understand the operations of the federal, state and local governments. It will help students understand their rights in a representative democracy and will emphasize the responsibilities the citizens have in this system. The U.S. and Illinois Constitutions will be integral parts of this course.

Credit: ½ - for one Semester only – Regular

Prerequisite: Failing grade in Civics (240)

310PM1/M2 MATH I PREP

This course is designed for students who enter high school one year below grade level. It will provide high school students with the foundation necessary for success in future courses in Math 1 and Math 2. Units of study include pre-requisite skills such as, translating, evaluating and identifying expressions, linear equations, ratios, rational numbers, slope and inequalities. It will also focus on problem solving, critical thinking, technical reading, persevering in solving problems and building successful habits. This course will include non-calculator and calculator portions to encourage computational skills as well as the use of technology.

Although students will have an iPad, they are highly encouraged to bring a calculator (preferably a TI-30X IIS) to class daily.

Credit: $\frac{1}{2}$ per Semester – Essential
Prerequisite: Failing grade in Math I Prep (310P)

310M1/M2 MATH I

This is the first course in a college preparatory mathematics sequence for freshmen. Units of study include relationships between quantities, linear and exponential relationships, mathematical reasoning, statistics, congruence, proof, construction and connecting Algebra and Geometry through coordinates. It will also focus on problem solving, critical thinking, technical reading, persevering in solving problems and building successful habits. This course will include non-calculator and calculator portions to encourage computational skills as well as the use of technology.

Credit: $\frac{1}{2}$ per Semester – Regular
Prerequisite: Failing grade in Math I (310) or Math I Honors (310H)

333M1/M2 MATH 2

This is the second course in a college preparatory mathematics sequence. Units of study include extending the number system, quadratic functions and modeling, expressions and equations, similarity, right triangle trigonometry, proof, and circles with and without coordinates. Students enrolled in this course will learn additional topics beyond those discussed in Math 2A.

Credit: 1 – Regular
Level: 10-12
Prerequisite: Failing grade in Math 2 (333) or Math 2 Honors (333H)

333BM1 MATH 2 HONORS BOOSTER (3 Weeks)

This is a three-week summer program designed to prepare students to move from the regular college preparatory sequence to the honors program. Students will complete two units of study through Edgenuity, to place them into Honors Math 2.

Credit: None
Level: 10
Prerequisite: A Average and Teacher Recommendation

334M1/M2 MATH 3

This is the third course in a college preparatory mathematics sequence. Units of study include applications of probability, inferences and conclusions from data, polynomial/rational/radical relationships, trigonometry, and mathematical modeling. Students enrolled in this course will learn additional topics beyond those discussed in Math 3A.

Credit: 1 – Regular
Level: 11, 12
Prerequisite: Failing grade in Math 3 (334), Math 3A (334A) or Math 3 Honors (334H)

334BM1 MATH 3 HONORS BOOSTER (3 Weeks)

This is a three-week summer program designed to prepare students to move from the regular college preparatory sequence to the honors program. Students will complete three units of study through Edgenuity, to place them into Honors Math 3.

Credit: None
Level: 11
Prerequisite: A Average and Teacher Recommendation

427M1/427M2 INTEGRATED PHYSICS

This regular class involves an introduction and exploration of science skills throughout all areas of science. Topics include scientific inquiry, metrics, lab safety, graphing, physical and chemical properties of matter, atomic structure, elements and the periodic table, motion, forces, energy, and Earth and space science.

Credit: 1 – Regular
Prerequisite: Failing grade in Integrated Physics (427) or Honors Physics First (439)

862/863 BIOLOGY

Biology is the study of life and life processes. This course is for students who have not successfully completed the regular Biology course. The various kingdoms of organisms are examined in terms of the uniformity of life functions that they perform. The topics include the cell and cell structures, functions and metabolism, taxonomy, plant and animal diversity, anatomy, physiology, and genetics, and evolution. An extensive laboratory component is included. Students are required to purchase a lab manual (approximate cost: \$10 - \$12).

Credit: ½ - Semester – Regular
Prerequisite: Failing grade in Biology (412) or Honors Biology (413)

896/897 CHEMISTRY

Chemistry is the study of matter and its changes. The topics covered include measurement, metrics, graphing, lab safety, atomic structure and theory, chemical and physical changes, states of matter, periodicity, chemical bonding, equations stoichiometry and acids and bases. A scientific calculator (TI-30X IIS or equivalent) is required.

Credit: 1 – Regular
Level: 10
Prerequisite: Failing grade in Chemistry (422) or Honors Chemistry (423)

612M1 PERSONAL FINANCE

Personal Finance is a class designed to guide students to make the most beneficial and effective use of their financial resources. Students will complete an Individualized Learning Plan based on their career area of interest. This information will be used as each unit is completed throughout the course. Key topics that will be covered in this class are: Sustainably financing education, investing for your future, managing your income, balancing wants and needs, vehicles and finding a home, legal obligations (taxes and FAFSA), budgeting, and financial resources (banks, credit unions, life insurance companies, etc.).

After successfully completing this course, students will be able to:

1. Solve mathematical problems using numbers and operations.
2. Evaluate the accuracy of mathematical responses using problem-solving techniques.
3. Implement job-seeking skills to obtain employment.
4. Utilize career-advancement activities to enhance professional development.
5. Utilize career-planning to enhance job-success potential.
6. Employ numbers and operations in finance.
7. Discuss the fundamental principles of money.
8. Describe the use of financial services providers.

Credit: ½ - Regular
Level: 9, 10
Prerequisite: Graduation Requirement

885 HEALTH

During this one semester course students will be introduced to wellness concepts, effects of behaviors on the human body and health enhancing behaviors. Students will develop the skills necessary to achieve wellness and make healthy choices. The topics that will be discussed are as followed: mental/emotional health, body systems, nutrition, alcohol, tobacco, drugs, human growth and development, sexually transmitted diseases, infectious diseases and chronic diseases. This class meets the health graduation requirement. Students are required to pass one semester of health to meet State mandated and District graduation requirements.

Topics include but are not limited to:

- Introduction to wellness concepts
- Effects of behaviors on the human body
- Health enhancing behaviors
- Focused topics

Credit: ½ - Regular
 Level: 9
 Prerequisite: None

888 PHYSICAL EDUCATION

This course is designed to lead students to activities to relate more to a recreational approach to PE. During this course, students will build upon the foundations of fitness concepts and learn various recreational sports. Students will evaluate their current personal fitness levels, write short and long-term fitness goals, activities on recreational level sports, weight training, individual fitness and muscle recognition.

Credit: 1 - Regular
 Level: 9 - 12
 Prerequisite: Graduation Requirement

◆ CREDIT RECOVERY PROGRAM FOR THE 2025-2026 SCHOOL YEAR

It is the policy of the Board of Education to provide a program that is designed to provide an alternative form of education. The Credit Recovery Program offers courses that seniors can complete for credit that they may need for graduation but cannot fit into their day school schedule. The program also provides an alternative means of enabling students whose education was disrupted to receive credit that can be applied towards a high school diploma.

Students will receive one-half credit per semester for any course successfully completed. All classes are graded on the basic level. A student who is attending day school on a full-time basis may register for a maximum of one credit per semester, and all courses are taken through the District’s online curriculum.

Students who are in attendance at any district high school must register with their counselor. Registration forms are available in the counseling offices, and all fees must be paid at the time of registration and before a student may attend class. THE REGISTRATION DATES, SEMESTER DATES AND FEES WILL BE ANNOUNCED AT A LATER DATE.

Student fees are refundable only if the student withdraws before the first day of the new semester. If the student attends a class or does not request a refund until after the semester has begun, fees are non-refundable.

All classes will meet during 9th period, Monday – Thursday. Students will attend class until the course is complete. As students are able to work from home, course completion could take anywhere from three weeks to nine weeks or more. Students are, however, required to take all quizzes and tests at school.

Courses offered for Credit Recovery are listed below:

ELA 9, 10, 11 or 12 Math 1 Prep Math 1 Math 2 Math 3	Integrated Physics Chemistry Biology Geology Geography Civics	World History American History Sociology/Psychology Personal Finance Health Lifetime Fitness 2
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