EDUCATIONAL PLANNING GUIDE
School Year 2020-21
Oak Lawn Community High School

This year’s cover was designed by Joseph Metke, class of 2020.
A special thank you to Joseph and the other students enrolled in
Mr. Kenny’s Graphic Design Production Class (IND340).
To the Parents and Students of Oak Lawn Community High School:

The successful outcome of the high school experience is dependent on the combined and collaborative efforts of students, parents, and school. This Educational Planning Guide is prepared to present essential information and curricular offerings at Oak Lawn Community High School. You will find information regarding the requirements for graduation, the programs and course descriptions, a summary of admission requirements to state universities, and a sample four-year plan.

Parents and students should study and discuss this booklet. Together, plans for the next four years should be developed and reviewed annually based upon educational goals and career interests. In addition, the Oak Lawn Community High School staff is available to assist in your educational planning. Counselors are especially qualified to help students assess their academic goals. We welcome the opportunity to provide collaborative dialogue in the educational planning process.

At OLCHS, we are committed to our mission, vision, and values.

**OLCHS Mission**
As a diverse and inclusive 21st-Century school, our mission is to graduate students prepared for future success through a safe, supportive, and intellectually challenging environment committed to the values of Spartan PRIDE.

**OLCHS Vision**
We envision a school that develops future-ready citizens who
- respect and embrace high standards of learning,
- strive to be responsible, engaged individuals of strong character,
- partner with our diverse communities,
- possess the skills and knowledge to innovate in the global economy.

**OLCHS Values – Our Spartan PRIDE Motto**
- Personal Responsible
- Respect
- Integrity
- Dedication
- Excellence

With #olchspride,

The Administration and Staff
Oak Lawn Community High School
District #229
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REGULAR CURRICULUM REQUIREMENTS

1. Forty-four (44) credits are required for graduation. Thirty-six (36) credits of the above must include:
   - 8 credits of English: English I, English II, English III sequence and two additional English credits
   - 4 credits of Science: 2 credits of Biological Science and 2 credits of Physical Science
   - 6 credits of Mathematics: Algebra, Geometry, and Algebra 2 (or equivalent)
   - 5 credits of Social Studies: World History I (1 credit), World History II (1 credit), United States History (2 credits), Government and Politics (1 credit)
   - 8 credits of Physical Education: 6 credits of P.E., 1 credit of Health and 1 credit of Fitness I or Junior Leaders
   - 1 credit of Consumer Education
   - 4 credits in any of the following departments: Art, Business, Foreign Language, Family and Consumer Sciences, Industrial Technology, or Music.

2. All students must take the state-mandated assessment prior to graduation.

3. Successful completion of Government or AP Government indicates passing of United States and Illinois Constitution requirements. Beginning with the class of 2020, completion of Government or AP Government will satisfy PA 99-0434 by including civics content requirements.

4. All students must demonstrate grade-appropriate literacy skills on standardized assessments. Students scoring below predetermined levels will be required to take one or more reading support classes in addition to the eight (8) required English credits. Students receiving services through an IEP or ELL program may be exempt.

5. No more than eight (8) credits composite total may be counted toward graduation from Physical Education, Health and Fitness I.

6. Under certain circumstances (varsity athletes, college requirements, marching band students, medical certification) juniors and seniors may be exempted from physical education.

7. Students in Class of 2023 and beyond must complete 25 hours of Service Learning. Class of 2022 and earlier must complete 24 hours of Service Learning.

8. All students must complete the Free Application for Federal Student Aid (FAFSA) form or submit an approved waiver exempting student from this requirement.

SERVICE LEARNING REQUIREMENT

The purpose of the service learning graduation requirement is to prepare our students to play a vital role by actively participating in our community. Students must complete 25 hours of service learning for District 229 Oak Lawn Community High School as a graduation requirement. Students must have completed 25 hours of service learning by the start of Semester 2 exams to successfully meet the requirement and participate in the graduation ceremony. Students graduating early must have completed the 25 hours of service learning before they will be issued a letter of graduation. The letter of graduation is required to attend college during Semester 2 or prove completion of requirements to an employer. Diplomas are only issued after the graduation ceremony in May and will not be issued until the service learning requirement has been met.

STUDENT SERVICES

OLCHS provides a structured developmental counseling program to assist each student with the many decisions they must make during their high school years. Activities are offered at each grade level to assist students in the process of planning for the future.

9th Grade: All freshman attend a monthly seminar with their counselor during the first semester. Topics include academic success, test anxiety, sexual harassment, orientation to high school, self-awareness, conflict resolution, career exploration, and four-year plan of classes. Freshmen are also introduced to our post-secondary software. Students will utilize Naviance, our career and post-secondary awareness software. Students will utilize Career Cruising throughout their four years at OLCHS.

10th Grade: All sophomores will meet with their counselors in seminars, discuss academic success and substance abuse prevention. Sophomores will utilize Naviance and become familiar with the Career/College Center in the Student Services office.

11th Grade: All juniors will attend seminar with their counselor during the year for four sessions. Topics include personal/social skills and career and college planning. Juniors utilize Naviance and the Career/College Center. They also take advantage of college representative visits.

12th Grade: All seniors will attend seminar during the year for five sessions to explore career, college planning, and personal/social skills for post-high school services. Seniors utilize Naviance and the Career/College Center.

Counselors meet with students in individual conferences to help with self-appraisal of skills and educational and career goal setting. Throughout the year, students are offered opportunities to meet with representatives of colleges and other post-high school educational programs. Materials located within the Career/College Center provide ready access to current information regarding careers and post high school educational opportunities. Programs are available to class groups through our computer network. Career Cruising will be used with students to provide guidance and information to help students make important career and education decisions. In addition, financial aid programs are offered to students and their parents.

The final responsibility for making program decisions lies with the student and his/her parents. The role of the counselor is to assist students with acquiring skills that enable them to make intelligent decisions that will have a positive impact on their future.
## Graduation Requirements
### Sample FOUR-YEAR PLAN

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- Four credits in any of the following departments are required: art, foreign language, business, family & consumer sciences, industrial technology, or music.
- College-bound students should refer to the OLCHS Planning Guide for entrance requirements for state universities in Illinois and to materials in the Student Services Office for entrance requirements for other schools.
- All students should refer to OLCHS Career Pathways and make connections to chosen pathways. See the following pages for electives sorted by career cluster.
- Students will develop their own 4-year plans with their counselor during their freshman year.
- Summer school options are available.
- This is a tentative four-year plan and is subject to change during high school depending on the student’s need.
- All students are required to complete 25 hours of community based service learning projects in one of two ways:
  - **Option 1 - Service Projects**
    1. Community Based (outside of the school day)
    2. School Based
      - a. Academic Projects: May earn all 25 hours through academic based service learning projects.
      - b. School Activity Projects: May earn 8 hours maximum through pre-approved school activity service learning projects.
  - **Option 2 - Research Project on an issue relevant to the community. This requires approval from the service learning coordinator.**
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<tr>
<td>AP Macroeconomics*</td>
<td>●</td>
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<tr>
<td>AP Microeconomics*</td>
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<tr>
<td>Psychology or AP Psychology*</td>
<td>●</td>
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<tr>
<td>Sociology</td>
<td>●</td>
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</tbody>
</table>
POST HIGH SCHOOL PLANNING

Exploring Career Interests
Students and families are encouraged to consult the Spartan Guide to Career Pathways located on page 59 for more information on career pathways and how high school coursework can allow students to explore and prepare.

Planning for College Admissions
Colleges vary greatly in their admission requirements. Students and parents should carefully plan a four-year program to fulfill the OLCHS graduation requirements as well as the admission requirements of colleges of interest.

The Illinois Board of Higher Education admission standards for students entering state-supported universities in Illinois are as follows: (Note: Requirements vary at each of our state-supported universities in Illinois- see page 7.)

- **ENGLISH:** 4 years
- **MATHEMATICS:** 3-4 years (algebra, geometry and algebra 2 must be included – a fourth year is strongly recommended)
- **SCIENCE:** 2-3 years (including laboratory science)
- **SOCIAL SCIENCE:** 3 years (emphasis on history and government)
- **ART, CTE & FOREIGN LANGUAGE:** 2 years

Students who are planning to apply to highly selective colleges and universities should follow the above guidelines and, in addition, consider a fourth year of math, include both biological and physical science courses, and at least two (preferably four) years of the same foreign language. It is also advisable to consult the colleges and universities to determine their academic requirements.

Students should be aware that the following courses MAY NOT BE ACCEPTED by some colleges and universities to fulfill the above requirements:

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>SCIENCE</th>
<th>MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Strategies</td>
<td>Biology Concepts</td>
<td>Geometry Concepts</td>
</tr>
<tr>
<td>Dramatic Arts</td>
<td>Physical Concepts</td>
<td></td>
</tr>
</tbody>
</table>

ADVANCED PLACEMENT PROGRAM

Oak Lawn Community High School offers numerous opportunities for students to earn college credit via the College Board’s Advanced Placement (AP) Program. Students enrolled in Advanced Placement courses will be subject to a college-level curriculum. Letter grades earned in AP courses are given added weight when calculating a student’s cumulative grade point average (GPA). AP course grades are weighted the same as grades for all honors courses. In order to receive college credit for an AP course, students will need to earn a minimum score on the Advanced Placement Examination for the course they are enrolled in; these exams are typically offered in May.

Different colleges have different minimum score requirements in order to award college credit. However, public colleges and universities in Illinois must grant students credit for a score of 3 or higher.

All students enrolled in an Advanced Placement course are required to take the AP Examination in order to receive credit for the course. Please contact your counselor for further information.

The following Advanced Placement courses are available:

- AP Art History
- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP Chemistry
- AP Computer Science A
- AP Computer Science Principles
- AP Government and Politics
- AP Human Geography
- AP Language & Composition
- AP Literature & Composition
- AP Micro Economics
- AP Physics C: Mechanics
- AP Psychology
- AP Spanish Language
- AP Statistics
- AP Studio Art
- AP United States History
- AP World History

DUAL CREDIT PROGRAM

COLLEGE CREDIT IN HIGH SCHOOL

Oak Lawn Community High School participates in articulation of high school courses with Moraine Valley Community College. It allows you to take classes at Oak Lawn Community High School and earn college credit at the same time.

Students who complete the necessary enrollment forms and earn an A, B or C in their high school course will be granted college credit for a Moraine Valley Community College course.

Accounting Honors (MVCC OSA 249 QuickBooks for Office Professionals)
AP Computer Science A (MVCC MIS 105 Programming Principles & MIS 176 Java Programming I)
College Writing 1 (MVCC COM 101 Composition I – tuition required)
College Writing 2 (MVCC COM 102 Composition II – tuition required)
Computer Servicing 1 (MVCC LAN 101 Orientation to IT Professions & LAN 111 IT Essentials A+)
Computer Servicing 2 (MVCC Managing IT – A+)
Electricity and Electronics 2 (MVCC ELT 101 Electricity & Electronics)
Web Page Design (MVCC MIS-141-676 Website Development: HTML & CSS)
### State Universities in Illinois

#### At a Glance

**Comparative Freshman Course Requirements**

-Effective 2019-20

<table>
<thead>
<tr>
<th>University</th>
<th>Total</th>
<th>English</th>
<th>Social Studies</th>
<th>Mathematics</th>
<th>Laboratory Science</th>
<th>Electives and Other Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicago State</td>
<td>15</td>
<td>4&lt;sup&gt;1&lt;/sup&gt;</td>
<td>3&lt;sup&gt;7&lt;/sup&gt;</td>
<td>3&lt;sup&gt;8&lt;/sup&gt;</td>
<td>3&lt;sup&gt;12&lt;/sup&gt;</td>
<td>2 years of foreign language, music, vocational education or art+.</td>
</tr>
<tr>
<td>Eastern Illinois</td>
<td>15</td>
<td>4&lt;sup&gt;1&lt;/sup&gt;</td>
<td>3&lt;sup&gt;9&lt;/sup&gt;</td>
<td>3&lt;sup&gt;8&lt;/sup&gt;</td>
<td>3</td>
<td>2 years of academic or vocational electives.</td>
</tr>
<tr>
<td>Governors State</td>
<td>15</td>
<td>4&lt;sup&gt;1&lt;/sup&gt;</td>
<td>2&lt;sup&gt;10&lt;/sup&gt;</td>
<td>2</td>
<td></td>
<td>2 years of one foreign language or fine arts; and 2 years of electives.</td>
</tr>
<tr>
<td>Illinois State</td>
<td>15</td>
<td>4&lt;sup&gt;1&lt;/sup&gt;</td>
<td>2&lt;sup&gt;10&lt;/sup&gt;</td>
<td>2</td>
<td></td>
<td>2 years of one foreign language or fine arts; and 2 years of electives.</td>
</tr>
<tr>
<td>Northeastern Illinois</td>
<td>15</td>
<td>4&lt;sup&gt;1&lt;/sup&gt;</td>
<td>3&lt;sup&gt;9&lt;/sup&gt;</td>
<td>3&lt;sup&gt;8&lt;/sup&gt;</td>
<td>3</td>
<td>2 years of foreign language (FL) or 2 years of fine arts (FA) or a combination of 1 year FA/FL and 1 year of vocational education.</td>
</tr>
<tr>
<td>Northern Illinois</td>
<td>15</td>
<td>4&lt;sup&gt;1&lt;/sup&gt;</td>
<td>3&lt;sup&gt;9&lt;/sup&gt;</td>
<td>3&lt;sup&gt;8&lt;/sup&gt;</td>
<td>3&lt;sup&gt;13&lt;/sup&gt;</td>
<td>2 units (one must be foreign language, art or music); Up to three units of the required fifteen units may be distributed throughout any of the five categories of course work. Vocational education may satisfy up to three of the units.</td>
</tr>
<tr>
<td>Southern Illinois University, Carbondale</td>
<td>15 or 16</td>
<td>4&lt;sup&gt;1&lt;/sup&gt;</td>
<td>3&lt;sup&gt;9&lt;/sup&gt;</td>
<td>3 or 4&lt;sup&gt;10&lt;/sup&gt;</td>
<td>3&lt;sup&gt;12&lt;/sup&gt;</td>
<td>2 years of electives in foreign language, art, fine arts, music or vocational education; if a foreign language is taken, it must include two semesters of the same language.</td>
</tr>
<tr>
<td>Southern Illinois University, Edwardsville</td>
<td>15</td>
<td>4&lt;sup&gt;1&lt;/sup&gt;</td>
<td>3&lt;sup&gt;9&lt;/sup&gt;</td>
<td>3&lt;sup&gt;10&lt;/sup&gt;</td>
<td>3</td>
<td>2 years chosen from foreign language, music, the visual arts, theatre, dance and/or vocational education.</td>
</tr>
<tr>
<td>University of Illinois at Chicago</td>
<td>16</td>
<td>4&lt;sup&gt;1&lt;/sup&gt;</td>
<td>3&lt;sup&gt;9&lt;/sup&gt;</td>
<td>3&lt;sup&gt;8&lt;/sup&gt;</td>
<td>3</td>
<td>2 years of foreign language (recommended); 1 year of electives.</td>
</tr>
<tr>
<td>University of Illinois Springfield</td>
<td>15</td>
<td>4&lt;sup&gt;1&lt;/sup&gt;</td>
<td>3&lt;sup&gt;9&lt;/sup&gt;</td>
<td>3&lt;sup&gt;10&lt;/sup&gt;</td>
<td>3&lt;sup&gt;12&lt;/sup&gt;</td>
<td>2 year of one foreign language or 2 years of fine arts, selected from art, music, dance and theatre are required.</td>
</tr>
<tr>
<td>University of Illinois at Urbana-Champaign</td>
<td>15/15.5</td>
<td>4&lt;sup&gt;1&lt;/sup&gt;</td>
<td>2&lt;sup&gt;10&lt;/sup&gt;</td>
<td>3 or 3.5&lt;sup&gt;11&lt;/sup&gt;</td>
<td>2&lt;sup&gt;12&lt;/sup&gt;</td>
<td>2 years of one foreign language are required; and 2 years (flexible academic units) from any of the five subject categories. Approved art, music, or vocational education courses may be counted in the flexible academic units category.</td>
</tr>
<tr>
<td>Western Illinois University</td>
<td>15</td>
<td>4&lt;sup&gt;1&lt;/sup&gt;</td>
<td>3&lt;sup&gt;9&lt;/sup&gt;</td>
<td>3&lt;sup&gt;8&lt;/sup&gt;</td>
<td>3</td>
<td>2 years of foreign language, music, vocational education, art, theatre, film, religion, philosophy, speech or journalism+.</td>
</tr>
</tbody>
</table>

**NOTES:**

- Suggested Electives – includes other academic courses.
- Emphasizing written and oral communication and literature.
- Three units of English must be courses emphasizing written and oral communication and literature.
- Studies in language, composition, and literature requiring practice in expository writing in all such work. Coursework should emphasize reading, writing, speaking, and listening.
- Emphasize history and government.
- One unit must be U.S. history or a combination of U.S. history and government.
- At least 2 years of history and/or government; other acceptable subjects are anthropology, economics, geography, psychology, and sociology.
- History and government are preferred. Additional acceptable social studies include anthropology, economics, geography, philosophy, political science, psychology, and sociology.
- Introductory through advanced algebra, geometry, trigonometry, or fundamentals of computer programming.
- College preparatory mathematics, including one year of geometry and one year of advanced algebra and/or trigonometry.
- Algebra I & II, and a proof-based geometry course. A fourth unit is highly recommended: trigonometry and pre-calculus, or statistics, depending on the student’s area of interest.
- Algebra, geometry, advanced algebra, trigonometry. Typically such courses as career/occupational mathematics, consumer mathematics, applied business mathematics, pre-algebra, and computer courses are not acceptable. 3.5 years of mathematics including trigonometry are required in the following curricula: Agricultural, Consumer and Environmental Sciences – agricultural engineering; Business – all curricula; Engineering – all curricula; Fine and Applied Arts – architectural studies; Liberal Arts and Sciences – specialized curricula in biochemistry, chemical engineering, chemistry, geology, and physics.
- Laboratory courses in biology, chemistry, or physics are preferred. Laboratory courses in astronomy and geology are also acceptable. General science will not be acceptable.
- Two units must be courses in the physical or biological sciences. One unit must be a laboratory science.

NCAA INITIAL ELIGIBILITY FACT SHEET

All prospective student-athletes first entering a collegiate institution who want to play NCAA Division I or II intercollegiate athletics and be considered a qualifier at a Division I institution and be eligible for financial aid, practice and competition during the first year must:

1. Graduate from high school
2. Successfully complete a core curriculum of academic courses as follows:

What Courses are Considered Core Courses?*

- 4 yrs. - English (D-I)
- 3 yrs. - English (D-II)
- 3 yrs. - Mathematics (Algebra 1 or higher) (D-I)
- 2 yrs. - Mathematics (Algebra 1 or higher) (D-II)
- 2 yrs. - Natural/Physical Science - w/lab (D-I & D-II)
- 1 yr. - Additional English/Math/Science (D-I)
- 3 yrs. - Additional English/Math/Science (D-II)
- 2 yrs. - Social Science (D-I & D-II)
- 4 yrs. - Additional Academic Courses (e.g., foreign language/philosophy/or above courses) (D-I) (D-II)
- 16 - Total core courses D-I & D-II

*Not all courses in these departments qualify as a core course. See your counselor for specific course questions.

*Sixteen (16) core courses are required. Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.

How Do I become a Qualifier for NCAA Division I & II?

• Graduate from High School
• Meet NCAA Index Requirements
  • Core Course GPA (out of 4.00)
  • ACT sum score (best subset score from each test taken)
  • SAT total (best subsets)
  • Currently no “writing component” is included in the calculations (SAT)
  • ACT Test counts for clearing house eligibility

<table>
<thead>
<tr>
<th>Qualifier Index</th>
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<tbody>
<tr>
<td>Division I</td>
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<tr>
<td>Core GPA</td>
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<tr>
<td>3.55+</td>
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<tr>
<td>3.25</td>
</tr>
<tr>
<td>3.00</td>
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<tr>
<td>2.75</td>
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<tr>
<td>2.50</td>
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<tr>
<td>2.25</td>
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<td>2.00</td>
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<table>
<thead>
<tr>
<th>Division II</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Minimum GPA: 2.00</td>
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<tr>
<td>*Minimum sum score on ACT of 68 (no sliding scale)</td>
</tr>
<tr>
<td>*Minimum combined score on SAT of 820</td>
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</tbody>
</table>

* Points to Remember *

• Students should take the ACT or SAT when they are juniors (opportunity to retest as seniors) and consult with their counselor about completing the core courses.
• When registering for the ACT or SAT, students should mark code 9999 as one of the choices of college and scholarship codes.

Students should electronically submit the NCAA Student Release Form to the Clearinghouse by the beginning of the senior year ($90 fee or fee waiver) at http://www.ncaaclearinghouse.net

Students will be informed by mail by the NCAA when the Clearinghouse has received and processed the necessary documents.

Be sure to ask your coach and school counselor about these new requirements or contact The NCAA Initial Eligibility Clearinghouse toll-free at 877-262-1492, http://www.ncaaclearinghouse.net

GLOSSARY OF TERMS USED IN THIS GUIDE

AUDIT: Because some students may enroll in OLCHS long after school begins, students may be required to audit a class for no credit. Students may also choose this option, along with counselor recommendation, to prepare themselves for the next class to follow or to prepare for second semester of a course they may have failed. Audit is used very sparingly.

CREDIT: For satisfactorily completing a semester of course work, one credit is received. For satisfactorily completing a full year course, which consists of two semesters, two credits are received. Some OLCHS programs offer courses with an increased block of instructional time. These courses receive two credits per semester. Likewise, courses with less than one credit per semester have a decrease in instructional time and credit per semester.

PREREQUISITE: A course or requirement that must be satisfactorily completed or met before the next course in the sequence is taken. For example, English I is a prerequisite for English II. These prerequisites may be listed by course title or number.

REQUIRED COURSES: These are specific courses that must be satisfactorily completed in order to graduate and receive a diploma from Oak Lawn Community High School.

SCHOOL YEAR AND SEMESTER: The school year consists of two semesters plus the summer school session. One semester usually begins at the end of August, the other in early January. Each semester has two nine-week grading periods.
STUDENT PROMOTION TO ADVANCED COURSEWORK AND GRADUATION
Students are required to have 44 credits to graduate. (See page 4 for more information.)

It is imperative that students achieve academic success in order to stay on track to graduate. Failures lead to no credits earned and may prevent a student from promotion to advanced coursework. Students need to keep this in mind if they are presently failing courses. Parents, please speak to your students regarding this issue. It is an important one. If you have any questions, please contact your student’s counselor. Students also have the opportunity to attend resource rooms for direct academic assistance during the school day.

Those students who fail any course required for graduation, or who at the end of any academic semester or term have failed to earn credits sufficient to reasonably permit graduation within a four-year period, shall be notified at the end of every academic year. Review of the student’s academic progress and achievement may result in required summer school attendance.

GRADE CLASSIFICATION
Students are assigned a grade classification (9-12) based on the number of years attending high school. A student’s grade classification may not be indicative of the student’s credits earned or progress toward completion of District 229 graduation requirements. A student will be promoted to advanced courses based on the successful completion of the curriculum learning standards and by meeting established course prerequisites. (See page 5 for more information.)

CLASS WITHDRAWAL W/F GRADE
Students are expected to successfully complete all courses in which they are enrolled. However, in some circumstances, a student may need to withdraw from a class after the semester has started. A student may withdraw without penalty from a course that is not required for graduation prior to the end of the first/third quarter. After the end of the first/third quarter, removal from class except for extraordinary circumstances will result in the student’s receiving a W/F (withdrawal/failure) grade that is computed as part of his/her cumulative GPA (grade point average).

INCOMPLETE GRADES
A student who receives an incomplete “I” semester grade has ten school days following the semester to complete the necessary coursework and tests/quizzes. After ten days, if the work is not completed, the incomplete grade converts to a failing “F” grade and will be factored into the student’s GPA. It is the student’s responsibility to make up the required assignment.

CLASS TRANSFER – CHANGE OF LEVEL
Placement in academic levels is based upon grades, teacher recommendations, test scores, and parent requests. Both teachers and counselors are interested in placing students in the appropriate levels at which they can perform well. Students and parents are encouraged to discuss student placement with the counselor and teacher. If the student’s parent disagrees with a particular course placement, the following procedure should be followed:

The parent should contact the counselor for a Change of Level form. When the parent returns the form, the counselor will forward the form to the Department Chairperson who will gather information from the teacher and counselor, and may confer with the student and parent. The completed form is returned to the Principal’s office for review and approval or denial. Note: Parent and student requests for enrollment into a course not recommended by school personnel may only be made at the time of registration and may be contingent upon availability of space.

SCHEDULE CHANGES
Student schedules are determined during the previous school year. Requests for changes to a student’s schedule will be honored only if there is adequate enrollment space in the requested new course. Schedule change requests will not be honored after the second week of the semester.

PASS/FAIL
Students can elect to take up to one non-graduation required course per semester using the pass/fail grade option. The purpose of this option is to allow students the opportunity to take certain classes without the passing grade affecting their Grade Point Average (GPA). Students must submit their request to take a course using the pass/fail grade option no later than the end of the first quarter for semester courses and no later than the end of the third quarter for second semester courses. A passing grade will be recorded as a “P” grade and will not be calculated into the student’s GPA; a failing grade will be recorded as an “F” and will be calculated in the student’s GPA. No Advanced Placement or Honors courses may only be taken using the pass/fail grade option. Please contact the Student Services Department for more information.

Student Athletes: If you are potentially applying to a Division I or Division II college, the NCAA Eligibility Center will assign a D for any Pass grade on your transcript. Talk to your counselor before deciding to take an NCAA qualified core course as Pass/Fail.

Students enrolled in Transition To College Math and Dual Credit should also avoid pass/fail as colleges will consider a “P” as a “D.”
SUPPORT FOR STUDENTS

SPECIAL EDUCATION

Oak Lawn Community High School provides a continuum of support services for students with disabilities. Programs range from supports and services provided in the regular education classrooms to special education content areas classrooms for instructional or functional academic needs.

Other programs and services are available through the high school’s membership in the AERO Special Education Cooperative and our affiliation with the DuPage/West Cook Regional Association. Eligibility is determined through the IEP meeting process.

Any questions regarding special education services or Section 504 Plans should be directed to the Student Services Director.

SECTION 504 ACCOMMODATION PLANS

Oak Lawn Community High School provides Section 504 accommodation plans to meet the needs of eligible students. Parents should contact the Student Services Director for further information.

FRESHMAN ACADEMY

A three-week summer program for incoming 9th graders to transition from middle school to high school. Students will improve writing, reading, and mathematical skills. We believe students that are selected for this program need extra time and help to be successful academically in high school.

SUMMER SCHOOL

Summer school is offered at OLCHS for a three or six-week period. Students are able to cover a semester’s work or a year’s work in this concentrated period of time. Selected courses offered during the regular school year are available during the summer school session. Some courses are restricted to students who have failed the course during the school year.

ENGLISH LANGUAGE LEARNERS (ELL)

Students with limited English proficiency may be placed into courses to meet their specific needs. Placements are by recommendation of the ESL teacher.

Transitional Program of Instruction (TPI)

These courses are designed for the English Language Learner (ELL) students. At all levels, the emphasis is on increasing listening, speaking, reading and writing proficiency in English. Individualized and small-group instruction may also be provided through an ELL resource period. All credits earned in this section count toward fulfillment of graduation requirements.

Transitional Bilingual Education (TBE)

These courses are designed for the English Language Learner (ELL). Content area instruction is given in the student’s native language to enable him/her to stay on grade level and earn credits toward graduation while acquiring academic skills in the English language. All credits earned in this section count toward fulfillment of graduation requirements.
CAREER EXPLORATION COURSES

Basic Air Conditioning Technician Certificate Program
CE420
Grade 11, 12
2 CREDITS
Earn a Basic Air Conditioning Certificate while you’re still in high school by enrolling in Moraine Valley’s Dual Enrollment Program. Earn a total of 19 college credits upon completing the required courses, and you’ll be on your way to begin a career as a heating, air conditioning and refrigeration mechanic, installer or service representative. In addition to completing MVCC coursework, students will be expected to maintain employment or participate in credit recovery coursework on early release days not in class at MVCC.

Please Note: This course is taught at an off-site location and students must provide their own transportation. This course also includes Saturday clinical sessions. (Prerequisite: Application required; must be 16 years or older, 2.0 Cumulative GPA, ACT reading score of 20 or above or SAT reading score of 480 or above, valid IL driver’s license or state ID)

Certified Nursing Assistant Program
CE400
Grade 12
2 CREDITS
This course is a Dual Enrollment course through Moraine Valley Community College (HSC-150). This program is approved by the Illinois Department of Public Health. The theoretical foundation for clinical skills and procedures are presented in lecture and include instruction in basic anatomy, medical terminology, communication skills, safety, infection control, and patient rights. This course contains substantial information on Alzheimer and dementia patient care, and emphasizes communication and coping mechanisms fundamental to working with this patient population.

The curriculum also includes proper management of patient hygiene and mobility, and taking vital signs. In the student lab, students must master 21 patient care manual skills mandated by the Illinois Department of Public Health. The instructor will demonstrate skills, and students will practice skills until achieving mastery in the lab with other students. 11 of the 21 skills will be performed with a patient or resident during clinical sessions. Upon completion of this course and passing the state competency exam, students can obtain a job as a CNA, enabling them to work in the field while continuing their Nursing studies.

Clinical rotation schedules are established based on clinical site availability and staff scheduling patterns. The clinical experience provides students with the opportunity to perform supervised practice of required clinical skills, including bathing, feeding and transfer of patients, within the clinical setting.

Please Note: This course is taught at an off-site location and students must provide their own transportation. This course also includes Saturday clinical sessions. (Prerequisite: Application required; 2.5 cumulative GPA, successful completion of SN345 (Anatomy & Physiology) with a “B” or better, ACT Reading score of 20 or above or SAT EBRW score of 480 or above. Historical grades in science courses will be used in a selective process as necessary)

Emergency Medical Technician Program
CE410
Grade 12
1 CREDIT
This course is a Dual Enrollment course through Moraine Valley Community College (EMS-101). This course provides instruction for students to the level of Emergency Medical Technician – Basic. The course emphasizes skills necessary to provide emergency medical care at basic life support level. Sixty hours of clinical experience is included in course requirements, including time assigned to emergency room, obstetrical, ambulance and dispatch units. Upon successful completion of EMS-101, students are eligible to sit for the Illinois Department of Health EMT_B State Examination and will earn 8 college credits from Moraine Valley Community College.

Please Note: This course is taught at an off-site location and students must provide their own transportation. This course also includes Saturday clinical sessions. (Prerequisite: Application required; 2.5 cumulative GPA, successful completion of SN345 (Anatomy & Physiology) with a “B” or better, must be 18 years old by April 1 of the spring semester enrollment, ACT Reading score of 20 or above or SAT Reading EBRW score of 480 or above, valid US social security card, valid IL driver license or state ID. Please see additional requirements on program application. Historical grades in science courses will be used in a selective process as necessary)
Shielded Metal Welding Program
(CE430)
Grades 11, 12
2 CREDITS
Earn a Shielded Metal Welding Certificate while you’re still in high school by enrolling in Moraine Valley’s Dual Enrollment Program. Earn a total of nine college credits after completing the required courses. This certificate will give you a step up on pursuing a career as a basic stick welder and help you master popular welding processes. Students gain skills using equipment used in professional settings and the necessary safety procedures. In addition to completing MVCC coursework, students will be expected to maintain employment or participate in credit recovery coursework on early release days not in class at MVCC.

Please Note: This course is taught at an off-site location and students must provide their own transportation. This course also includes Saturday clinical sessions. (Prerequisite: Application required; must be 16 years or older, 2.0 cumulative GPA, ACT reading score of 20 or above or SAT reading score of 480 or above, valid IL driver’s license)

Technology Support Internship
CE200
Grades 10, 11, 12
2 CREDITS
The technology student mentor program is designed for students who want to become technology learning resources in their school community. Through the program, students develop advanced skills so they can offer support to faculty and peers who need help using technology. Students will be trained on interpersonal communication skills, customer service and leadership, advanced skills in the use of Apple devices, creativity apps and Swift programming. The hands-on classroom environment gives students the opportunity to troubleshoot tech issues as well as process service tickets. A two-day summer boot camp is a course requirement (dates will be announced prior to the end of the school year). (Prerequisite: Application required)

Independent Study
Grades 11, 12
1 CREDIT
OLCHS offers independent study options for students who have a particular career exploration interest. When a student has taken all of the coursework offered in a particular curricular area but is interested in continuing their studies, independent study may be appropriate. Independent study may also be appropriate for a student who has a special interest in an area not currently addressed in the OLCHS curriculum. Prior to registration, the independent study student is required to develop a contract with the supervising teacher which includes the scope of the project or activities as well as plan for assessment. This plan must be approved by the teacher, Department Chair, and Assistant Principal-Curriculum. Independent study students can pursue postsecondary credentials/certifications, create in-depth projects or portfolios, or otherwise explore a career interest deeply. (Prerequisite: Teacher Recommendation and Department Approval)
**EXTREME ART**
AT120
Grades 9, 10, 11, 12
1 CREDIT

Extreme Art is an entry level art course focusing on the art not usually found in the traditional art classroom. Along with introductory, entry level art skills, students will develop, design and use problem solving skills as they create, build, and collaborate on functional and decorative pieces that redefine what art is. Units of study can include graffiti, stencil design, mosaics, textile design, murals, clay, printmaking and independently planned projects. There will also be a continuing focus on artists and cultures that inspire and influence the student work. This class gives students opportunities to create art outside of the traditional studio classroom.
EXPLORING DRAWING AND MULTI MEDIA
AT130
Grades 9, 10, 11, 12
2 CREDITS

Students will begin the first semester learning traditional drawing and compositional techniques. The course will also explore the use of various mediums which include ink, paint, clay, etc. Students will experiment with digital drawing tablets and professional software used in real world digital art studios.

ART BEYOND OUR WALLS
AT231
Grades 10, 11, 12
1 CREDIT

Students will begin the semester by reviewing drawing/painting techniques with various materials such as colored pencils, pen and ink, oil pastel and other materials. These students’ talents can be utilized by administration, staff, and teachers to enhance special projects within our classrooms, building, and beyond. The students will be open to then using those talents to adorn the hallways, classrooms, and possibly the Oak Lawn community with their artwork. Examples within our building could include anchored understandings from other content areas such as a math mural with strategic formulas utilized in all math classes, a sculpture representing the correct form for shooting a basket for physical education, items created for Homecoming, Teen Read Week, Red Ribbon Week, etc. More public art projects may include artwork for local businesses, feeder schools, and library or village pieces. Projects like the acorn would be an example of the public type of project that would be included in the curriculum. (Prerequisite: Either AT120 or AT130)

PAINTING
AT232
Grades 10, 11, 12
1 CREDIT

Painting further develops the knowledge and skills of other Art courses. The course is devoted to the following skills: painting (watercolor, tempera, acrylic); and computers (application and combination of software with painting and drawing). Students work toward creating a portfolio of their artwork. (Prerequisite: Either AT120 or AT130)

SKETCHING AND DRAWING
AT235
Grades 10, 11, 12
1 CREDIT

This course focuses on the basic aspects of rendering objects in the drawing medium. Students will explore visual observation and communication using line, value, design and texture. More advanced applications will be introduced such as perspective and proportion.

CLAY CONSTRUCTION I
AT240
Grades 9, 10, 11, 12
1 CREDIT

Clay Construction is a specialized course in working with clay. The characteristics of clay and the hand-building methods of pinch, coil, and slab will be explored. A brief introduction to wheel throwing and slip casting will be included. Both technique and design will be stressed in functional and nonfunctional ceramics.

CLAY CONSTRUCTION II
AT241
Grades 9, 10, 11, 12
1 CREDIT

Clay Construction II is an advanced ceramics course that extends beyond the skills learned in the previous ceramics class. This course is geared to students who are motivated to undertake ambitious work in clay and further their understanding of ceramic art as a means of artistic expression. Students will learn techniques to prepare them for the completion of an Advance Placement Studio Art 3D portfolio. There will be an emphasis on enhancing the creative process of hand building as well as working on the potter’s wheel. A further expansion on the many glazing techniques will be investigated as well. Considerable freedom is afforded to students who demonstrate mastery in working with clay techniques. (Prerequisite: AT240)
PHOTOGRAPHY I
AT250
Grades 10, 11, 12
1 CREDIT

Photography I is designed to teach the technical and creative aspects of photography. The course prepares students for a potential job in the area of photography as well as giving them a lifelong skill. It consists of a history of photography, proper use of a 35 mm adjustable camera and traditional darkroom procedures, as well as digital imaging using Adobe Photoshop. Units are designed to incorporate the aesthetic elements of art, composition, depth of field, as well as techniques to photograph framing, unusual viewpoints, silhouettes, and leading the eye. Further units focus on photographing people through candid photojournalism. Students develop basic Photoshop skill and techniques to manipulate photographs. Students taking this course are encouraged to obtain their own 35 mm adjustable camera with a light meter. Photo paper and film will be provided.

FALL STUDIO ART
AT331
Grades 11, 12
1 CREDIT

Fall Studio Art builds on the knowledge and skills gained in previous studio art courses. This is a studio-type course stressing advanced use of media and techniques in drawing and painting. It encourages creative expression in drawing, design, figure drawing, portraiture, watercolor and acrylic painting. Contemporary arts and art history are introduced through individual research projects. The student is expected to develop an art vocabulary as well as participate in group discussions and to become aware of personal strengths and weaknesses. Students work towards creating a starter portfolio for use in the Advanced Placement Studio Art course. Artwork created during the fall session will be different than in the spring session!

(Prerequisite: Any 3 semesters of Art excluding Clay and Photography)

SPRING STUDIO ART
AT332
Grades 11, 12
1 CREDIT

Spring Studio Art builds on the knowledge and skills gained in previous studio art courses. This is a studio-type course stressing advanced use of media and techniques in drawing, painting and various mixed media. It encourages creative expression in drawing, design, figure drawing, portraiture, watercolor, acrylic painting and sculptural materials. Contemporary arts and art history are introduced through individual research projects. The student is expected to develop an art vocabulary as well as participate in group discussions and to become aware of personal strengths and weaknesses. Students work towards creating a starter portfolio for use in the Advanced Placement Studio Art course. Artwork created during the spring session will be different than in the fall session!

(Prerequisite: Any 3 semesters of Art excluding Clay and Photography)

PHOTOGRAPHY II: DIGITAL
AT340
Grades 10, 11, 12
1 CREDIT

Digital Studio is designed for students interested in focusing and further developing their skills in digital photography/imaging and the preparation of a portfolio for future academic studies as well as professional use. Students will enhance their digital darkroom and composition abilities learned in Photography I. This course includes understanding and applying digital camera skills, advanced Photoshop skills and manipulations, advertising- spoof and commercial, digital portraiture, advanced lighting techniques. Primary tools will include working with a scanner, Adobe Photoshop and digital camera. Students who receive a B or better will receive college credit. (Prerequisite: AT250)
PHOTOGRAPHY II: STUDIO
AT345
Grades 10, 11, 12
1 CREDIT

Darkroom Studio is designed for students interested in focusing on further developing their skills as a fine art photographer and preparation of a portfolio for future academic studies as well as professional use. Students will further develop their studio darkroom and composition abilities learned in Photography I. The course includes the study of fine art photography techniques, advanced camera techniques, and darkroom and developing procedures. Units of study will include darkroom manipulation, advanced lighting techniques, fragmentation, studio lighting, landscape photography, hand-coloring, documentary photography and advanced photojournalism concepts. (Prerequisite: AT250)

SENIOR STUDIO ART
AT400
Grade 12
2 CREDITS

Senior Studio Art is a course that is designed for students who are committed to advancing their skills built in previous art courses. Students will create a portfolio and sketchbook of work that reflects their interests. Students must be self-motivated and willing to work outside of class on some projects. Students may be required to purchase additional materials on their own. This class may run in conjunction with students following the Advanced Placement Studio Art curriculum. We will be doing similar projects on a different time scale. Students in Senior Studio will be held to the same high standards and worth ethic as the Advanced Placement students in class. (Prerequisite: Grade of A or B in AT331 or AT332)

ADVANCED PLACEMENT STUDIO ART
AT495
Grade 12
2 CREDITS

Advanced Placement Studio Art is designed for students who are seriously interested in the practical experience of creating art. The AP Studio Art program enables highly motivated students to do college level work while still in high school. Advanced Placement Studio Art is not based on written examination: those participating in the program are required to submit a portfolio of work for evaluation at the end of the school year. AP Studio Art does require significantly more time and commitment than other high school courses. The program is, therefore, intended for students seriously committed to studying art in a fast paced environment. Students will be required to purchase additional materials on their own. Students will be required to take the Advanced Placement exam in Art in lieu of a semester exam. (Prerequisite: Departmental approved application)

ADVANCED PLACEMENT ART HISTORY
AT395
Grades 11, 12
2 CREDITS

This year long course has students examining the history of art from a global perspective. The approach is both chronological and regional. Students will examine art and how it is made, how art changes and evolves, and how we think about art. Recommendation from the student’s English II teacher is encouraged. All students are required to take the Advanced Placement Examination in Art History. (Prerequisite: World History)

COMIC CREATION
AT320
Grades 11, 12
1 CREDIT

Comic Creation is a course dedicated to the study and creation of sequential art. Students will analyze a multitude of different comics and graphic novels before developing their own comics in short strips and longer sequential pages. The course will develop content to be included in a school publication that will be shaped by the students in the course and will change in theme each year. (Prerequisite: English I and English II)
Entrepreneurship is a one-semester comprehensive real-world simulation, with updated projects and content, that teaches and reinforces computer applications skills through entrepreneurship concepts. This simulation integrates the Microsoft Office and Google Apps software applications, by requiring students to start a real, teen-based business. This class is recommended for students who have taken Microsoft Office in middle school. However, no prerequisite is required. Students will draw on a variety of business and technology skills such as Entrepreneurship, Marketing & Advertising, Accounting & Finance, Business Planning, Presentation & Communication Skills, Desktop Publishing & Graphic Design, Word Processing, Spreadsheets, Database, Internet Research, and Planning & Decision Making.

In this course, you will learn how to simplify your digital life with Google Apps. Discover new ways to navigate the world around you to improve your use of innovative and existing features of Google. Google apps is a collection of Google applications focused on productivity, collaboration and communication.

This one-semester course is for students who want to learn and apply basic computer skills in a business setting using the Microsoft Office 2016 Suite in a computer lab environment. These courses include Word, Power Point, Excel, and Access. Students will practice their skills using SAM software, which is a computer simulation program that allows students to learn, practice and apply specific tasks that are given. Students will also learn about careers, internet safety, and computer basics. Upon completion of this course, students will know more about technology including how to utilize safe practices on the internet.
“There’s an app for that.” Not only have Apple iOS apps become a natural and essential part of our daily lives, but software development careers are some of the most highly paid in a fast growing job market. Over the course of a year, students will learn professional software design using the Swift programming language. Beginning with the fundamentals, students will be guided through the development of a variety of apps of growing complexity, culminating in the development of a custom app of their own design. While geared towards the beginning programmer, this course requires a high level of personal dedication in order to successfully master the challenging concepts that are covered.

There will also be a segment on Web Design careers.

This course will provide a comprehensive introduction to the essentials of website design. Students will learn about page planning, page layouts, adding multi pages, publishing on the web and so much more. Students learn how to use HTML to design their own web page. This course covers basic HTML tags for formatting text, as well as more advanced tags. Students will use real life scenarios to create and customize their sites by completing hands-on projects using the latest suite of free tools that can be later utilized outside of this class.

In this course, students will be building on the skills learned in the first Mobile Applications course. Students will use programming through building mobile apps. Throughout the course, students will have a chance to see how professional developers work, using the same tools they use, and using the same programming skills they do. By the end of this course, students should be able to scope out an app to build with a team, build it, and submit to the apple store for approval. (Prerequisite: Grade of A or B in BS140)

Accounting gives students a thorough knowledge of bookkeeping and accounting principles. These are applied to actual business transactions through short exercises and simulation problems. Transactions are recorded in journals and posted ledgers. Business reports such as balance sheets, income and capital statements are prepared. Entries are made to complete a business cycle. This course is highly recommended for students planning on being business majors in college.

This course will efficiently and effectively introduce students to the accounting cycle. With the foundation of the accounting cycle, students will apply these skills to maintenance of corporate financial records. Topics such as cash flow, inventory analysis, depreciation and financial statement analysis will be covered. Automated accounting will be incorporated to allow the students to learn skills with the computer. 3 hours of Dual Credit from Moraine Valley College can be earned with a grade of “C” or better. (Prerequisite: Cumulative GPA of 3.0 and Department approval)
SPORT & ENTERTAINMENT MARKETING

BS331
Grades 10, 11, 12
1 CREDIT

This is a one-semester course designed for sophomores through seniors. The objective of the course is to introduce students to the fundamentals of Marketing through the sports and entertainment industries. The course will allow students to hear knowledgeable speakers, produce individual and group projects, discuss current Marketing strategies, and view relevant videos. Throughout the semester, students will also be expected to assemble their work in a portfolio. The course topics will include the following: What is marketing, college and amateur sports, professional sports, marketing of sports products, public images, global market, careers in sports and entertainment marketing, entertainment industry, recreational marketing industry, marketing plans, and legal issues surrounding sports and entertainment marketing.

ACCOUNTING II

BS352
Grades 11, 12
2 CREDITS

Concepts learned during the first year include the study of a merchandising business operation and its financial status. A review of departmentalized accounting of a merchandising business will include posting to various journals, recording payroll, and use of microcomputer technology for accounting. Advanced topics covered this year will include accounting for uncollectible accounts, depreciation, handling notes payable/receivable and accrual of revenue/expenses. During the second semester, students will learn about accounting for sole proprietorships, partnerships and a corporation. Advanced concepts such as inventory planning, valuation, and control will be covered. Cost accounting for a merchandising and manufacturing business will also be covered with the use of cash flow analysis. (Prerequisites: BS250 or BS375)
**READING STRATEGIES**

EG116  
Grade 9  
2 CREDITS

Reading Strategies is designed to assist in the development and improvement of students’ skills in reading in order that they may become more successful in understanding reading materials in other academic classes. The class is structured around the Read 180 software program where growth and development can be measured. The Read 180 software program focuses on strengthening comprehension, vocabulary, and spelling skills. *(Prerequisite: Department placement)*

**ENGLISH I**

EG130  
Grade 9  
2 CREDITS

In English I, students develop abilities in reading, writing, vocabulary, listening, and thinking. Students read various forms of literature through the following units of study: short story, novel, epic poetry, poetry, drama, and literary nonfiction. Writing practice comes in two main types: expository and persuasive. At the end of each semester, as part of the semester exam, students must write an expository and persuasive paper. The English I course includes independent reading study and provides an introduction to research skills. **English I is a prerequisite for all other courses in the regular English sequence.**
ENGLISH I HONORS  
EG175  
Grade 9  
2 CREDITS

English I Honors provides the freshman English student with experience and competence in analytical and evaluative skills through study of various literary, writing, and speaking forms. Students analyze the themes of various literary forms: novel, short story, drama, poetry, and nonfiction. Students evaluate literary works by judging the author’s ability to use the elements of literature and by learning and applying Kohlberg’s theory of moral development. Students develop their skills in writing expository and persuasive essays, literary analyses, researched papers, evaluations of literature, argumentative essays, and a personal essay. Students participate in discussions to analyze and evaluate various literary forms. Summer reading is required. (Prerequisite: Department placement)

ENGLISH II  
EG230  
Grade 10  
2 CREDITS

English II is a full-year course designed to provide experience and competence in analytic thinking skills through the study of literary and writing forms. It builds on and further develops skills in reading, writing, vocabulary, speaking, listening, and thinking. Students use various forms of literature to learn about language, character, allusion, subject, point of view, symbolism, theme, motif, and rhetoric over the course of the year. In literature, students will analyze themes of several literary forms: short story, novel, literary nonfiction, drama, and poetry. In writing, students will develop their skills in writing summaries, paraphrases, literary analyses, a researched project, and argumentative essays. Students will use MLA guidelines in their writing in all units. Students will take part in class discussions, applying analytical thinking to varied literary forms. (Prerequisite: EG130)

ENGLISH II HONORS  
EG275  
Grade 10  
2 CREDITS

English II Honors builds directly on skills developed in literature, reading, writing, speaking, listening, research, and vocabulary in English I Honors. This course exposes students to American and world literature that expresses world values, culture, and philosophy. Students explore a writer’s style and literary techniques using content-specific vocabulary in sophisticated analytical writing. The course focuses on higher-level thinking skills of analysis, synthesis, and evaluation, demonstrated through class discussions, oral presentations, and papers. Additionally, students prepare for AP English Literature and Composition and AP English Language and Composition by learning AP writing style and mastering advanced literary analysis. Summer reading is required. (Prerequisite: A minimum grade of “C” in both semesters of EG175 or a grade of “A” in both semesters of EG130, teacher recommendation and a proficiency exam)

ENGLISH III  
EG330  
Grades 10, 11, 12  
2 CREDITS

English III is a full-year course designed to build directly on the skills that have been addressed in literature, reading, writing, speaking, listening, and research in the English I and II courses. The course ensures that all students are given the opportunity to read literature that expresses American values, culture, and philosophy. Students will explore the central question, “What does it mean to be an American?” Thematic research papers are required in each semester. During the second semester, students must also take an argumentative writing exam. (Prerequisite: EG230)
The AP Language and Composition course is centered around the reading of various texts. Reading facilitates informed citizenship and increases students’ capacity to enter into consequential conversations with others about meaningful issues. Students become informed citizens by their ability to gather source materials representing a particular conversation and then make their own reasonable and informed contributions to those conversations. Students will engage with outside sources in their reading, writing, and research as it is an important measure of their intellectual growth. Both their reading and their writing should make students aware of interactions among a writer’s purposes, reader expectations, and an author’s propositional content, as well as the genre conventions and the resources of language that contribute to effectiveness in writing. AP Language and Composition teaches students to enhance their writing skills and understand the process of developing expository, analytical, and argumentative compositions. In addition to engaging in varied writing tasks, students will read and become acquainted with a wide variety of prose styles from many disciplines and historical periods. Due to the increasing importance of graphics and visual images in texts published in print and electronic media, students will learn to analyze images as they relate to written texts and serve as alternative forms of texts themselves. (Prerequisite: a minimum grade of “C” in both semesters of EG275)

This college-level honors course is limited to seniors who have shown superior aptitude for reading and writing about literature. The course focuses on the close reading and analysis of great world literature, with emphasis on American and English authors. Students evaluate literary works by judging the author’s ability to use the elements of literature and by learning and applying the philosophies studied over the four-year English program. Students develop their skills in writing cause-effect essays, extended literary analysis essays, researched papers, evaluations of literature, and a personal essay. Students participate in discussions to analyze and evaluate various literary forms. Students are expected to take part in lively class discussions based on the literature. Advanced Placement English includes those topics covered in the course requirement of the College Board Advanced Placement Program. All students are required to take the Advanced Placement Examination in English. Excellent achievement on this test can earn advanced placement in college and/or the awarding of college credit. In addition, dual credit with Moraine Valley Community College can be earned by concurrent enrollment and a minimum grade of “B” for each semester. Summer reading is required. (Prerequisite: A minimum grade of “B” in both semesters of EG395 or department placement)

Does public speaking scare you? Looking to improve and eliminate that fear? Then this is the course for you! This one-semester elective is essentially an introduction to public speaking and is designed to prepare students to speak persuasively, informatively, and entertainingly in real-world settings. Students will write, deliver, and critique various types of speeches, ranging from impromptu speaking to researched-based business presentations. Some skills include employing proper speaking technique, critiquing speeches and speakers, using audience feedback to guide presentations, and focusing on overcoming fear while speaking. By the end of the semester, this high-energy class will help boost confidence, strengthen communication skills, and prepare you for public speaking in college and even in your future career. Speech, like all English electives, includes one or more research papers to meet the challenges of college and careers. (Prerequisite: 6 earned credits in English or concurrent enrollment in English III)
DRAMATIC ARTS
EG350
Grades 11, 12
1 CREDIT
Dramatic Arts is designed for upperclassmen interested in theater and performance arts. Students will concentrate on improving skills, such as pantomime, oral interpretation, improvisation, character analysis, body movement, acting methods, vocal projection, and breath control. Students will learn to critique theater and acting, practice method acting along with a variety of other acting techniques, perform monologues and scenes from plays, and explore styles and genres of performance. This class is perfect for the aspiring performing artist but, at the same time, great for someone who wants to gain confidence and hone communication and analytical skills! Dramatic Arts, like all English electives, includes a research writing unit to meet the challenges of college and careers.

*COURSE WILL BE CONSIDERED AN ELECTIVE THAT SATISFIES A FOURTH-YEAR ENGLISH REQUIREMENT AT SOME COLLEGES; SOME COLLEGES MAY NOT ACCEPT IT AS A FOURTH-YEAR ENGLISH REQUIREMENT. (PREREQUISITE: 6 EARNED CREDITS IN ENGLISH OR CONCURRENT ENROLLMENT IN ENGLISH III)

MASS MEDIA WRITING
EG355
Grades 11, 12
1 CREDIT
This one-semester course introduces the older student to a variety of skills and activities related to both print and broadcast journalism. It is designed for students who are interested in developing strong written and oral communication skills; an interest in journalism as a career is not required. Skills developed in the study of journalism will prepare students to communicate articulately in a variety of situations. Targeted skills include critical media literacy, writing in a variety of styles, interviewing, publication design, photojournalism, broadcast delivery and production. Students will write research-based articles, design page layouts, and prepare broadcasts. (PREREQUISITE: 6 EARNED CREDITS IN ENGLISH OR CONCURRENT ENROLLMENT IN ENGLISH III)

ENGLISH LITERATURE
EG440
Grade 12
1 CREDIT
Through English Literature, students have the opportunity to study Britain’s literary heritage. Students will read a variety of literature, including novels, short stories, plays, poetry, and other writings from the past. Students will analyze and compare works of literature spanning Great Britain’s history, as well as study contemporary works of English literature. Students will be expected to read critically, participate in literary discussions, and produce critical and creative pieces of writing throughout the semester as well as write a literary analysis research paper. (PREREQUISITE: 6 EARNED CREDITS IN REQUIRED ENGLISH COURSE)

COLLEGE WRITING I
EG445
Grade 12
1 CREDIT
This course is designated to be a challenging and enlightening class to help advance a student’s previous writing skills. Students are encouraged to be creative, energetic, and persistent. This class will make students aware of different forms of expository and argumentative writing and allow practice and revision using these forms. A heavy emphasis is placed on applying logical thinking skills in writing and using correct grammar, spelling, punctuation, vocabulary and the revision process. 3 hours of Dual Credit from Moraine Valley College can be earned with a grade of “C” or better (tuition required). (PREREQUISITE: 6 EARNED CREDITS REQUIRED ENGLISH COURSES)

COLLEGE WRITING II
EG446
Grade 12
1 CREDIT
This course is designated to be a challenging and enlightening class to help advance a student’s previous writing skills and completion of College Writing I. Students are encouraged to be creative, energetic, and persistent. This class will make students aware of different forms of literary writing analysis writing and allow practice and revision using these forms. A heavy emphasis is placed on applying logical thinking skills in writing and using correct grammar, spelling, punctuation, vocabulary and the revision process. 3 hours of Dual Credit from Moraine Valley College can be earned with a grade of “C” or better (tuition required). (PREREQUISITE: COLLEGE WRITING I)
CREATIVE WRITING
EG450  
Grade 12  
1 CREDIT

This is a course for students who like to write with imagination. The course also helps students improve their writing skills. Classes are often set up as workshops. Students work with many types of prose and poetry. Projects include memoirs, short stories, poems, one-act plays, humorous essays, satires, and fairy tales. Students are expected to share their work through peer editing and formal presentations. Creative Writing, like all senior English electives, includes tests and one or more research papers to meet the challenges of college and careers. **(Prerequisite: 6 earned credits in required English courses)**

LITERATURE AND FILM
EG455  
Grade 12  
1 CREDIT

This one-semester course introduces the student to the world of film as literature -- the history of film, cinematic technique, and film analysis. This is not merely a “film appreciation” course. Rather, students will examine both literary concepts (plot, setting, point of view, characterization, symbolism, theme, etc.) and cinematic technique to successfully analyze and interpret this popular form of “visual” literature. Students will investigate how and what ideas, values and concepts are connected through film in addition to examining the relationship between written literature and film. Through viewing both classic and modern films, students will gain an appreciation for the history of film, different genre types, and the interaction and relationship between film and society. Students will be expected to successfully and appropriately communicate their analysis and interpretations through class discussions, journal writing, essay writing, and class projects. Film and Fiction, like all senior English electives, includes a research writing unit to meet the challenges of college and careers. **Film list available on request. (Prerequisite: 6 credits in required English courses)**

INTERPRETATION OF LITERATURE
EG460  
Grade 12  
1 CREDIT

Using the thematic approach, students will do close reading and analysis of literature reflecting diverse cultures and themes of self-awareness as they develop skills in critical thinking, reading, research, and writing in this one-semester elective. Through various modes of writing, students will express their thinking on topics directly related to their reading. This one-semester course exposes students to both traditional and contemporary authors in a variety of genres, including drama, fiction, and poetry. Interpretation of Literature, like all senior English electives, includes a research writing unit to meet the challenges of college and careers. **(Prerequisite: 6 credits in required English courses)**

LITERARY EXPRESSIONS
EG420  
Grade 12  
1 CREDIT

This course focuses on developing curiosity and reflective practices to promote meaningful, life-long learning through the study of literature and art. Emphasis is placed on an experiential and holistic approach to stimulate the creative process. Students will read a variety of fiction and non-fiction including How To Think Like Leonardo DaVinci, a book that celebrates the creative genius in all individuals. Topics like curiosity, observation, paradox, logic and imagination will be explored. This course is student centered and actively involves students in the study of “self” while improving reading, writing and thinking skills. **(Prerequisite: 6 credits in required English courses)**
FAMILY AND CONSUMER SCIENCES DEPARTMENT

PROGRAM SEQUENCE

CULINARY ARTS SEQUENCE

- Introduction to Culinary Arts and Child Development
  1 semester (9, 10)

- Culinary Arts I
  1 semester (9, 10, 11, 12)

- Culinary Arts II
  1 semester (9, 10, 11, 12)

- Baking & Pastry
  1 semester (9, 10, 11, 12)

- Advanced Baking & Pastry Arts
  1 semester (10, 11, 12)

- Culinary Management
  1 semester (10, 11, 12)

- Advanced Culinary Arts
  1 semester (10, 11, 12)

- Culinary Arts Independent Study
  Full year (12)

CHILD DEVELOPMENT SEQUENCE

- Introduction to Culinary Arts and Child Development
  1 semester (9, 10)

- Child Development
  1 semester (10, 11, 12)

- Advanced Child Development
  1 semester (10, 11, 12)

- Parenting
  1 semester (10, 11, 12)
This is an introduction course in the Family and Consumer Science Department. This is a 1 semester, beginning level class that gives the student a sample of each of the other department course offerings. Child Development topics such as taking care of children, safety and health concerns, babysitting and parenting are addressed. Culinary topics will include working in the kitchen, reading recipes, measuring and basic cooking techniques to create a basic understanding of the kitchen. This course is a general and natural lead to later study in the Child Development or Culinary Arts sequence of the Family and Consumer Education Department.

Culinary Arts I introduces students to the basic principles of food cookery. Areas such as reading a recipe properly, measuring accurately, food cookery terminology, nutrition, simple quick bread cookery, a study of fruit and vegetables and finally egg and poultry cookery. Culinary Arts I prepares the student for independent living and/or advancement in preparing for employment in the food industry. This course is a foundation and mandatory prerequisite for any of the following Culinary Arts courses.

Culinary Arts II is a second level culinary course. Culinary Arts II is a course that builds on the information gained from the Culinary Arts I class. In Culinary Arts II, students enhance their skills in food production and service. Emphasis is placed on terminology, cooking principles, kitchen management, and advanced culinary skills. Topics include: Salads, Casseroles, and Soups; Meat and Dairy, Yeast Breads and Cookies. Culinary Arts 2 can be used as a compliment to Baking and Pastry or as a prerequisite to Culinary Management and/or advanced Culinary Arts. (Prerequisite: FS252)

In this course students will build upon the beginning skills learned in Culinary Arts I, as well as Baking and Pastry. Students will learn the scientific principles behind candy making, and prepare specialty desserts including crème brûlée, pâte à choux, and croissants through making their own laminated dough. Students will practice plating eye-catching desserts and designing and decorating their own custom cookies. Students will prepare recipes from scratch and take them all the way through plating and photographing their finished products. Science and math skills are reinforced through practical foods lab experiences. (Prerequisite: FS254)
**CULINARY MANAGEMENT**

FS360
Grades 10, 11, 12
1 CREDIT

Culinary Management is an upper level culinary course that prepares students to work on the practical side of running a restaurant. Culinary Management goes beyond food preparation to include restaurant management, human resources issues, safety in the kitchen, and menu development. Topics such as food art and garnishing, applying recipe conversion and food trucks will also be incorporated. This course is ideal for the students who enjoy cooking but want to take a more business-oriented approach to the career. It also takes a strong leader and serious student who knows quite a bit about food and how it is best prepared. Students have the opportunity to earn their Food Handlers certification. *(Prerequisite: FS253 or FS254)*

**ADVANCED CULINARY ARTS**

FS370
Grades 10, 11, 12
1 CREDIT

This course enhances the knowledge of the principles of cooking and kitchen operations. Topics include mise en place, cooking techniques, stocks, soups, sauces, meal preparation, becoming a food critic, food of the future. Upon completion, students should be able to execute efficiently a broad range of basic cooking skills as they apply to different Chef positions in foodservice operations. *(Prerequisite: FS253 or FS254)*

**CHILD DEVELOPMENT**

FS251
Grades 10, 11, 12
1 CREDIT

The Child Development course helps students understand the needs and developmental stages of young children. The class gives students the opportunity to gain an understanding about themselves which leads to becoming a more capable early childhood caregiver and/or teacher. This class combines basic information with practical application. Emphasis is placed on prenatal development, childbirth, health and safety, food and nutrition, and physical, intellectual, emotional, and social development of children from birth to age five. This course is a foundation for further courses in the child development sequence.

**ADVANCED CHILD DEVELOPMENT**

FS255
Grades 10, 11, 12,
1 CREDIT

The primary focus of this course is to teach students how to work with children from infancy to school age. Students will receive training in job related skills such as lesson planning, creative activities, first aid and CPR. Students will learn appropriate activities to do with children. Early Childhood Credential 1 (Level 1 certificate) will be a part of the curriculum and certification will be accomplished. Characteristics of effective teachers are identified and explored. Career opportunities in the field of childcare are investigated. *(Prerequisite: FS251)*

**PARENTING**

FS331
Grades 10, 11, 12
1 CREDIT

Parenting is a study of the rewards and responsibilities of being a parent or caregiver. Coursework covers areas such as problem solving decisions that must be made as a parent, the realities of being a parent, participating in the Empathy Belly and Baby Think it Over projects, coping with the arrival of a new baby, nurturing and guiding children, and the investigation of family resources that are available. *(Prerequisite: FS251)*
## INDUSTRIAL TECHNOLOGY

### PROGRAM SEQUENCE

#### ENGINEERING SEQUENCE
- **PLTW 1 - Introduction to Engineering Design**  
  9, 10, 11, 12
- **PLTW 2 – Principles of Engineering**  
  10, 11, 12
- **PLTW 3 – Civil Engineering and Architecture**  
  11, 12
- **PLTW 4 – Engineering Design & Development**  
  11, 12

#### GRAPHIC DESIGN SEQUENCE
- **Graphic Design I**  
  9, 10, 11, 12
- **Graphic Design II**  
  9, 10, 11, 12
- **Graphic Design Productions**  
  10, 11, 12

#### ELECTRONICS SEQUENCE
- **Electricity and Electronics I**  
  9, 10, 11, 12
- **Electricity and Electronics II**  
  9, 10, 11, 12

#### COMPUTERS SEQUENCE
- **Computer Servicing I**  
  10, 11, 12
- **Computer Servicing II**  
  10, 11, 12

#### WOODWORKING SEQUENCE
- **Woods I**  
  9, 10, 11, 12
- **Woods II**  
  10, 11, 12
- **Advanced Woodworking**  
  11, 12

#### AUTOMOTIVE SEQUENCE
- **Automotive Essentials**  
  9, 10, 11, 12
- **Automotive Maintenance and Light Repair**  
  10, 11, 12
- **Advanced Automotive Technology**  
  11, 12
First course of the Project Lead the Way Sequence
Introduction to Engineering Design (IED) is a course for all who are interested in engineering and 3D modeling. This course introduces the design process and how engineers use it to solve problems. It is a project-based class that introduces students to the field of engineering through a variety of projects and team challenges. Units of study include design process, technical sketching/drawing, measurement and statistics, 3D modeling skills and 3D printing, and much more. You’ll work individually and as a team to develop solutions to many engineering problems.

Second course of the Project Lead the Way Sequence
Principles of Engineering (POE) is the introduction to multiple different areas of engineering. If you want to learn coding and robotics, this is a class for you. Students build and code various robotics and automated machines with our extensive VEX Robotics kits. You’ll discover electricity and circuits, and learn about various power sources. This level incorporates physics and exploring mechanisms using the VEX kits to test theories. (Prerequisite: ID500)

Third course of the Project Lead the Way Sequence
Are you interested in becoming a Civil Engineer, or how to become an Architect? Students learn the important aspects of building and site design development. We will use Autodesk Revit for our 3D modeling of our architectural design software to create both residential and commercial projects. Students will work through hands on site planning activities as well as in teams to complete 3D Architectural Designs. (Prerequisite: ID500 and ID550)

Capstone course for the Project Lead the Way Sequence
Ever want to invent something or even know the process? Here the knowledge and skills students acquired through the previous PLTW courses come together in Engineering Design and Development (EDD). Students choose their own topic and then research, design and test a solution, ultimately presenting their solution to a panel at the end of the year. Learn the entire engineering process and what it takes to truly solve a problem. Through both individual and collaborative team activities, projects, and problems, students will solve problems as they practice common design and development protocols such as project management and peer review. Students will develop skill in engineering calculations, technical representation and documentation of design solutions according to accepted technical standards, and use of current 3D architectural design and modeling software to represent and communicate solutions. (Prerequisite: ID550)

This course is designed for the student who enjoys assembling, building and maintaining computers. It offers a hands-on approach to computer maintenance. This course will present the evolution of the personal computer. Students will learn about personal computer components, laptops, portable devices, operating systems, network devices, computer security, computer safety and environmental issues. The class will also review communication and workplace skills. This course is the first step in becoming CompTIA A+ Certified and is a prerequisite for Computer Servicing II. 4 Hours of Dual Credit from Moraine Valley Community College can be earned with a grade of “C” or better.
COMPUTER SERVICING II
ID336
Grades 10, 11, 12
1 CREDIT
This course offers a hands-on approach to managing information technology in a variety of environments. Students will be provided the skills needed to perform tasks such as installation, building, repairing, configuration, troubleshooting, optimizing, diagnosing and preventive maintenance in the context of the field service or enterprise environment and interacting with customers remotely. The course will also introduce critical responsibilities commonly required in managing IT within an organization including project management, help desk operations and information security. After successful completion of Computer Servicing I, this course will focus on the advanced hands-on and technical aspects needed to become CompTIA A+ an industry standard for IT professionals. 3 Hours of Dual Credit from Moraine Valley Community College can be earned with a grade of “C” or better.

ELECTRICITY AND ELECTRONICS I
ID250
Grades 9, 10, 11, 12
1 CREDIT
Electricity and Electronics I is an entry-level course for students who wish to explore basic electrical principles. Students will explore Alternating Current and Direct Current (AC-DC) through projects and labs. Students will be introduced to test equipment such as digital multimeters and voltage testers. Students will construct several soldering kits such as LED Flashers, and sirens. Basic principles in residential wiring and electrical theory will be discussed as students will build circuits common to residential wiring. This course is a must for any student interested in learning about electricity and electronics. This course is a prerequisite for ID251 which offers Dual Credit with Moraine Valley Community College.

ELECTRICITY AND ELECTRONICS II
ID251
Grades 9, 10, 11, 12
1 CREDIT
Electricity and Electronics II is a course for students with an interest in microprocessors, programming, coding, and electronic components. Students will design circuits and build electronic devices controlled by transistors, microchips and programmable logic devices such as the Arduino or Raspberry Pl. Oscilloscopes, digital multimeters and other electronic testing devices will be utilized. Students will use computer software to create and analyze circuits and are introduced into robotics. This class builds on student knowledge gained in Electricity and Electronics I and is a must for students interested in Engineering and Electronic design. 3 Hours of Dual Credit from Moraine Valley Community College can be earned with a grade of “C” or better. (Prerequisite: ID250)

GRAPHIC DESIGN I
ID242
Grades 9, 10, 11, 12
1 CREDIT
Interested in creating your own Graphics with a computer? In Graphic Design I students learn to create designs and apply them to a wide variety of projects. You’ll make and take key chains, ID tags, posters, vinyl graphics, and your own graphic t-shirt. Students learn how to create simple graphics to advanced designs as well as photo editing and manipulation. This class is an introduction to the field and requires no previous skills/knowledge. Upon completion of this course, there is Graphic Design II and Graphic Design Production and even independent study where students can continue to grow and learn in Graphic Design.

GRAPHIC DESIGN II
ID243
Grades 9, 10, 11, 12
1 CREDIT
You know how to make the Graphics, now let’s learn how to prepare them for production. Graphic Design II is where you’ll learn to make separations of your designs and how to prepare them for screen printing, vinyl plotting and printing. You’ll make and take mirrors, full color vinyl graphics, picture frames, dye sub projects, screen printing, and much more. In this course you will learn how to use the production equipment such as the vinyl plotter and large format printer. Upon completion of this course there is a Graphic Design Productions, a year-long course, as well as independent study where students can continue to grow and learn in Graphic Design. (Prerequisite: ID242)
Want to make your own shirts? How about your own vinyl graphics? Better yet, have your work shown throughout the school and community? This course is a continuation of Graphic Design I and II that teaches the printing techniques and production methods of the industry. Students will learn how to produce their own projects as well as multiple school/community projects using production equipment and machines. Projects include some of the following: t-shirts, mirrors, vinyls, banners, decals, and so much more. Upon completion of the course, students will be familiar with every area of production and printing. We also offer students the opportunity to take Independent Study to further explore creativity. **(Prerequisite: Grade of “C” or better in Graphic Design I and II)**

Students enrolled in this course will learn the fundamentals of working with hand, power, and manufacturing grade tools. Students will complete a breadboard, stylist pen and a wall clock. Safety glasses are required.

Woods II will include safety of hand tools and machines, both portable and stationary, wood joinery (dado, mortise and tenon, kreg fastening), utilization of materials, and basic finishing techniques. Students will be constructing a side table to take home. Safety glasses will be required and worn. **(Prerequisite: ID260)**

After completion of Woods I and Woods II, it’s time to implement what you have learned. Students will be required to propose an individual project, calculate time and material and construct the project. Students will be responsible for the cost of materials for personal projects. **(Prerequisite: ID261)**

This one-semester course introduces students to automotive essentials. Topics include learning proper tool use, car care and basic routine maintenance, to do oil changes at home, and basic trouble shooting. This course is a great idea for all students who will soon be on the road, as this gives them the skills and knowledge to better understanding their vehicle and how to maintain it.

This one-semester course introduces students to automotive maintenance and light repair. Topics include learning how to lift a vehicle with the use of a 2 post lift, wheels and tire balancing and maintenance, introductions to engine performance and operations, brakes, drivetrain, air and fuel delivery, body care and repair.

This course is for those students looking to further their automotive knowledge and skills. Students enrolled in this program will gain the skills to qualify them as Lube Technicians, Tire Technicians, All DATA certified, as well as learning many other areas of the field. Additional skills include introduction to body work and diagnostics. Students will learn the necessary skills to enter the workforce right out of high school. **(Prerequisite: Grade of “C” or better in Introduction to Automotive Technology ID330)**
MATHEMATICS DEPARTMENT
PROGRAM SEQUENCE

Algebra I
(May be paired with
Algebra I Support)

2Algebra I Honors

Geometry or
Geometry Concepts

2Geometry Honors

Algebra II or
Intermediate Algebra

Algebra II Honors

Transition to
College Math

Pre-Calculus

Pre-Calculus Honors

1Advanced
Placement
Calculus AB

1Advanced
Placement
Calculus BC

1AP exam required for course credit
2Incoming freshman may be placed into either Algebra Honors or Geometry Honors

Other Electives:
1Advanced Placement Computer Science Principles (9, 10, 11, 12) (Full Year)
1Advanced Placement Computer Science A (11, 12) (Full Year)
1Advanced Placement Statistics (11, 12) (Full Year)
**ALGEBRA I BLOCK**

MH122  
Grade 9  
4 CREDITS (2 Math, 2 Electives)

This course is a double-period Algebra so the students can complete algebra in one year and devote more time to learning and applying the topics. It is designed for the student who learns at a slower pace. A scientific calculator is required. The course will count for 4 credits, 2 math and 2 electives.  **(Prerequisite: Department placement)**

**ALGEBRA I SUPPORT**

MH125  
Grade 9  
2 ELECTIVE CREDITS

This course is designed for the student with skill deficiencies in mathematics as identified by the MAP test and/or teacher recommendation. This course will remediate and reinforce the content covered in Algebra I by providing the student with additional time, instruction, individualized practice and support. A graphing calculator is required.

**ALGEBRA I**

MH130  
Grade 9  
2 CREDITS

Algebra is designed to integrate geometry, probability and statistics together with algebra. Topics covered include working with algebraic expressions, equations, inequalities and graphing of various functions. The use of the coordinate and transformation approaches connect geometry with algebra. Real-world situations and applications motivate all topics with technology experiences integrated throughout. A scientific calculator is required.  **(Prerequisite: Department placement)**

**ALGEBRA I HONORS**

MH175  
Grade 9  
2 CREDITS

This fast paced and rigorous course provides a mathematical foundation of algebraic structures. Students explore the language of algebra in verbal, graphical and symbolic forms. There is a strong emphasis on real-life applications, problem solving and conceptual exercises. In addition, students focus on generating, exploring and analyzing data. Other topics include linear and non-linear equations and inequalities, graphs, systems of equations, rational and irrational expressions and functions. A graphing calculator is required.  **(Prerequisite: Department placement)**

**GEOMETRY CONCEPTS**

MH232  
Grade 10  
2 CREDITS

This course is designed for students who wish to take geometry but need a less rigorous course than traditional geometry. The course will cover many of the same topics of traditional geometry but will not include formal proof. Instead, students will be expected to support their conclusions with substantiated reasoning and logical arguments. Applications of geometric and measurement concepts to everyday living will be stressed. This course may not be accepted by some colleges and universities as fulfilling entrance requirements in math. **(Prerequisite: MH122 or MH130)**

**GEOMETRY**

MH230  
Grade 10  
2 CREDITS

Geometry is designed to develop relationships among angles, lengths, areas, and volumes in two and three-dimensional figures. Spatial and visualization skills are enhanced. Logic and reasoning skills are developed through the use of conditional statements and proof. Other topics include transformations, similarity, trigonometry, and coordinate geometry. Algebra skills are reinforced. Computer and calculator experiences are integrated within the course. A scientific calculator is required.  **(Prerequisite: MH130 or MH122)**
<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Grade Levels</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geometry Honors</td>
<td>MH275</td>
<td>Grades 9, 10</td>
<td>2</td>
<td>Geometry Honors is designed to provide an opportunity for a more in-depth understanding of geometry as described. A strong emphasis on formal deductive proof in which making conjectures, formulating generalizations and drawing conclusions are developed. Key content strands are integrated throughout the course to promote long-term retention of algebra, transformational and coordinate geometry, and probability. Advanced algebra topics are included as preparation for Precalculus. Computer and calculator experiences are integrated within the course. A graphing calculator is required. <em>(Prerequisite: A minimum grade of “C” in both semesters of MH175)</em></td>
</tr>
<tr>
<td>Intermediate Algebra</td>
<td>MH325</td>
<td>Grade 11</td>
<td>2</td>
<td>This course is designed for those students who have completed Algebra and Geometry and wish to continue their study of mathematics. The content of the course includes strengthening of student’s current math skills followed by topics studied in advanced mathematics but presented in a less rigorous manner. The course incorporates technology, application problems, and “hands-on” activities to give a more concrete approach to the topics in a second year Algebra course. Topics covered include further study of equations and inequalities, functions, graphing, trigonometry, polynomials, systems of equations, and probability and statistics. A graphing calculator is required. <em>(Prerequisite: Students who do not meet the prerequisite for Algebra II)</em></td>
</tr>
<tr>
<td>Algebra 2</td>
<td>MH330</td>
<td>Grades 11, 12</td>
<td>2</td>
<td>Advanced Algebra is designed to study a variety of functions including linear, quadratic, exponential, logarithmic and trigonometric. These functions are used as tools for solving a variety of applications and for modeling real-world situations. Topics from geometry, discrete mathematics and statistics are also included. Calculator experiences are integrated throughout the course as a pattern finding, concept developing and problem-solving tool. A graphing calculator is required. <em>(Prerequisite: A minimum grade of “C” in both semesters of MH130 or MH122 and MH230 or MH325)</em></td>
</tr>
<tr>
<td>Algebra 2 Honor</td>
<td>MH376</td>
<td>Grades 10, 11</td>
<td>2</td>
<td>Advanced Algebra Honors is a rigorous course designed to provide an opportunity for a more in-depth study of algebra and trigonometry. Topics covered will include linear, polynomial, rational, logarithmic, trigonometric and exponential functions as well as analytical trigonometry and matrices and determinants. This course provides the foundation for college level mathematics courses. A graphing calculator is required. <em>(Prerequisite: A minimum of “C” in both semesters of MH175 and/or MH275)</em></td>
</tr>
</tbody>
</table>
TRANSITION TO COLLEGE MATHEMATICS
MH345
Grade 12
2 CREDITS

Math course framework designed to prepare and transition students directly into college and career pathways requiring general education college level math competencies in quantitative literacy and statistics. The competencies within each domain should include but are not limited to: numeracy (operation sense, estimation, measurement, quantitative reasoning, basic statistics, and mathematical summaries), application based algebraic topics, and functions and modeling. Upon completion students should be able to: demonstrate proficiency and understanding in basic numeracy competencies in whole numbers, integers, fractions, and decimals, use estimation and explain/justify estimates, apply quantitative reasoning to solve problems involving quantities or rates, use mathematical summaries of data such as mean, median, and mode, use and apply algebraic reasoning as one of multiple problem-solving tools, and use functions and modeling processes. Course to be delivered through authentic application, problem-based instruction designed to build mathematical conceptual understanding and critical thinking skills. 

Students completing this course with a grade of "C" or higher in both semesters will receive guaranteed placement at Moraine Valley or other Illinois community colleges in a college-level mathematics course within 18 months of graduation, without needing to take a placement exam. (Prerequisite: MH325)

PRE-CALCULUS
MH430
Grades 11, 12
2 CREDITS

Pre-calculus is designed to extend the topics learned in Algebra II including polynomial, rational, logarithmic, and trigonometric functions. Pre-calculus concepts include sequences, series, limits, and matrices to prepare student for further study in mathematics and science. Topics from analytical geometry are also included. The utilization of technology is used throughout to study functions, explore relationships between equations and their graphs, and develop limit concepts. This course is designed for senior students looking to prepare for college math courses. A graphing calculator is required. (Prerequisite: A minimum grade of "C" in both semesters of MH330)

PRE-CALCULUS HONORS
MH380
Grades 11, 12
2 CREDITS

Pre-calculus Honors is designed to study a variety of functions including polynomial, rational, logarithmic and trigonometric. Pre-calculus concepts include sequences, series, limits, derivatives and integrals to prepare students for further study in mathematics and science. Topics from probability, statistics and analytical geometry are also included. The utilization of technology throughout allows the focus of the course to be in problem solving and exploration while building a deeper understanding of algebraic techniques. Problem situations from the physical world, social environment, and quantitative world of mathematics are explored. A graphing calculator is required. (Prerequisite: A minimum of “C” in both semesters of MH175, MH275 and MH376)
ADVANCED PLACEMENT
COMPUTER SCIENCE A
MH385
Grades 11, 12
2 CREDITS

The course begins with introducing the JAVA programming language and continues through the application of writing programs to prepare students to take the AP Computer Science A exam. Students will learn object-oriented programming methodology with an emphasis on problem solving and algorithm development. This class is a capstone course for computer education. Advanced Placement Computer Science includes those topics covered in the course requirement of the College Board Advanced Placement Program. All students are required to take the Advanced Placement Examination in Computer Science A or AB. Excellent achievement on this test can earn advanced placement in college and/or the awarding of college credit. This course does not fulfill the 3 year math requirement for graduation. It is recommended that a student take a math class in addition to the AP Computer Science A course for college. 3 hours of Dual Credit from Moraine Valley Community College can be earned with a grade of “C” or better. (Prerequisite: A minimum of “C” in both semesters of MH175 and MH275 or a minimum of “B” in both semesters of MH130 and MH230)

ADVANCED PLACEMENT STATISTICS
MH490
Grades 11, 12
2 CREDITS

AP Statistics is designed to be equivalent to a one-semester, introductory, non-calculus based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course; exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. Student taking this course are required to take the Advanced Placement Examination in AP Statistics, as all topics covered in this course meet the requirements of the College Board Advanced Placement Program. Excellent achievement on this test can lead either to advanced placement in college and/or to the awarding of college credit. A graphing calculator is required. (Prerequisite: A minimum grade of “B” in both semesters of MH330 or MH376)

ADVANCED PLACEMENT CALCUlUS AB
MH495
Grade 12
2 CREDITS

Advanced Placement Calculus AB consists of a full academic year of calculus and related topics comparable to a first semester calculus course in colleges and universities. Using graphical, numerical and algebraic approaches with applications from many areas, this course provides an excellent foundation for those students entering the sciences, business, mathematics, or liberal arts programs at the college level. Students taking this course are required to take the Advanced Placement Examination in Calculus, as all topics covered in the course meet the requirements of the College Board Advanced Placement program. Excellent achievement on this test can lead either to advanced placement in college and/or to the awarding of college credit. A graphing calculator is required. (Prerequisite: A minimum of “C” in both semesters of MH375)
Advanced Placement Calculus BC consists of a full academic year of calculus and related topics comparable to the first two semesters of calculus courses in colleges and universities. Using graphical, numerical and algebraic approaches with applications from many areas, this course provides an excellent foundation for those students entering the sciences, business, mathematics, or liberal arts programs at the college level. All students are required to have a TI-83, TI-84, or TI-89 graphing calculator. The calculator is used daily to introduce, reinforce, and explore various topics throughout the year. The calculator is used to promote the connections between the numerical, graphical, and analytical approaches to problem solving in calculus. Students taking this course are required to take the AP exam, as all topics covered in the course meet the requirements of the College Board Advanced Placement program. Excellent achievement on this test can lead either to advanced placement in college and/or to the awarding of college credit. (Prerequisite: A minimum of “C” in both semesters of MH375)

Advanced Placement Computer Science Principles was created by the College Board with a goal to broaden participation in computer science by people and groups who are traditionally underrepresented in the field. Advanced Placement Computer Science Principles course has been designed to be engaging and accessible to all students, not just computer science students, by offering opportunities throughout the course for authentic discovery and creation, and opportunities to connect and reflect on the impact of computing in the real world. In this course, students will develop computational thinking skills vital for success across all disciplines and engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests for both self-expression and problem solving. (Prerequisite: MH130, MH175 or concurrent enrollment in MH175)
Music Course Sequences

<table>
<thead>
<tr>
<th></th>
<th>Vocal</th>
<th>Band</th>
<th>Guitar</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ensemble</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>freshmen</td>
<td></td>
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</tr>
<tr>
<td>Treble or Bass Ensemble</td>
<td>Piano I &amp; II</td>
<td>Concert Band or Percussion Ensemble</td>
<td>Piano I &amp; II</td>
<td>N/A</td>
</tr>
<tr>
<td>Sophomore</td>
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<tr>
<td>Chorale or Bass Ensemble*</td>
<td>Theory I &amp; II</td>
<td>Symphonic Band** or Percussion Ensemble</td>
<td>Theory I &amp; II</td>
<td>Guitar Studio</td>
</tr>
<tr>
<td>Junior</td>
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</tr>
<tr>
<td>Bella* or Ancora</td>
<td>Instrumental Elective</td>
<td>Symphonic Band** or Percussion Ensemble</td>
<td>Vocal/Instrumental Electives</td>
<td>Guitar Studio</td>
</tr>
<tr>
<td>Senior</td>
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<tr>
<td>Ancora</td>
<td>Instrumental Elective</td>
<td>Wind Ensemble or Percussion Ensemble</td>
<td>Vocal/Instrumental Electives</td>
<td>Guitar Studio</td>
</tr>
</tbody>
</table>

**Possible College Degrees**

| Music Education Vocal Performance | Musical Theater Composition | Music Education Instrumental Performance | B.A. Music Composition | Music Education Instrumental Performance | B.A. Music Composition | Audio Engineering Composition Music Production |

For additional information on course offerings go to https://shedthemusic.com/olchs-music-courses

**BASS ENSEMBLE**

MS120  
Grades 9, 10, 11, 12  
2 CREDITS

Music for the Bass Ensemble is oriented toward the tenor and bass vocal range. The course stresses singing the best tenor/bass works available in two- and three-part harmonies. Students are tested periodically to discover changing voices and are assigned to sections accordingly. Students also develop skills in sight-reading and Music theory. Bass Ensemble presents formal concerts, participates in state music contests, and appears before local organizations.

**TREBLE CHOIR**

MS121  
Grade 9, 10, 11, 12  
2 CREDITS

Music for Treble Choir is oriented toward the soprano and alto voice range. The course stresses singing the best treble works available in two and three-part harmonies. Students are tested periodically to discover changing voices and are assigned to sections accordingly. Students also develop skills in sight-reading and music theory. Treble Choir presents formal concerts, participates in state music contests, and appears before local organizations.

**CHORALE**

MS130  
Grades 9, 10, 11, 12  
2 CREDITS

Chorale is open, by audition, to male and female students interested in singing in three- to four-part choral harmonies. Students are tested periodically to discover changing voices, and students are assigned to sections accordingly. Students continue to develop more intermediate skills in sight-reading and music theory. Chorale presents formal concerts and participates in state music contests. *(Prerequisite: Audition)*
BELLA ARMONIA
MS230
Grades 9, 10, 11, 12
2 CREDITS

Bella Armonia is an auditioned, advanced level ensemble for soprano and alto voices interested in singing three to eight-part literature in the traditional, modern, pop, Broadway, and vocal jazz styles. Students are tested periodically to discover changing voices, and students are assigned to sections accordingly. Students continue to develop advanced skills in sight-singing and music theory. Bella Armonia presents formal concerts, participates in state music contests, and appears before local organizations. **(Prerequisite: Audition)**

ANCORA MS330
ANCORA HONORS* MS375
* SENIORS ONLY
Grades 10, 11, 12
2 CREDITS

Ancora is our top-level choral ensemble for male and female singers. Membership is by audition only. This is an honors level ensemble dedicated to singing more challenging music than that included in the repertoire for Bella Armonia, Chorale, Treble choir, and Bass ensemble. Musicianship skills at an appropriate level will be required for this ensemble. Vocal balance and blend will have a high priority in the composition of the ensemble. Course work is focused around ear training, and Ancora will be frequently tested in quartet singing exams for independence. Ancora presents formal concerts, performs for local organizations and groups as well as sings for various school-related events, and participates in state music auditions and contests. This course offers seniors honors credits. **(Prerequisite: Audition)**

GUITAR I
MS115
Grades 9, 10, 11, 12
1 CREDIT

Guitar I is offered to the student who wishes to learn how to play the acoustic guitar for his/her own personal growth. Designed for students who have no previous musical experience, Guitar I will focus on teaching the basics of music and guitar playing, including, reading notes and rhythms, notes on the guitar strings, proper finger technique, care and maintenance of the musical instrument, and basic music theory. Formal performances are not required for this class.

GUITAR II
MS215
Grades 9, 10, 11, 12
1 CREDIT

The Guitar II course is designed to give students the opportunity to continue their instruction in guitar. Topics that will be covered in this class include reading notes outside of first position, playing scales, extending theory and chordal knowledge, and soloing. In addition to learning topics individually, students in Guitar II will play arrangements in a guitar ensemble format. **(Prerequisite: Guitar I)**

GUITAR STUDIO
MS315
Grades 10, 11, 12
2 CREDITS

Guitar Studio is a multi-year performance ensemble for those who have either completed Guitar I and II or have passed a proficiency exam. The goal of this ensemble is to give students an opportunity to play a varied repertoire of music from the classical, jazz, and pop genres in small and large groups. This class will perform multiple times per semester at school and in the community. **(Prerequisite: Guitar I & Guitar II or by audition)**

PERCUSSION ENSEMBLE
MS311
Grades 9, 10, 11, 12
2 CREDITS

Percussion Ensemble is a full year performance ensemble for all OLCHS percussionists. The goal of this ensemble is to give students an opportunity to perform a variety of music pieces in an ensemble of mixed percussion instruments. During the fall, students in this ensemble will become members of the marching band frontline and drumline. Throughout the rest of the school year, this ensemble will join all of the other OLCHS bands for concerts as well as perform as a separate ensemble. All bands are combined for Marching Band and Pep Band. **(Prerequisite: Having experience playing a percussion instrument in a school-based ensemble or teacher approval)**
CONCERT BAND
MS110
Grades 9, 10, 11, 12
2 CREDITS

Concert Band is designed to develop skills and knowledge that will enhance one’s understanding and enjoyment of music in an instrumental setting. It is for first and second year high school band students. Instruction in flute, clarinet, bass clarinet, oboe, bassoon, saxophone, trumpet, French horn, trombone, euphonium, tuba, and percussion (drums, mallets, auxiliary) is offered. A reasonable amount of outside school practice is required of all students. Students will be required to participate in a minimum of 3 concerts per year. All bands are combined for Marching Band and Pep Band. (Prerequisite: Having experience playing a wind instrument in a school-based ensemble or teacher approval)

SYMPHONIC BAND
MS310
Grades 9, 10, 11, 12
2 CREDITS

Symphonic Band stresses intermediate band music and literature, as well as performance fundamentals. The Symphonic Band presents concerts throughout the school year, as well as participates in I.H.S.A. solo and ensemble events and, at the discretion of the director, organizational contest (Large Group), and/or other large group festivals. All bands are combined for Marching Band and Pep Band. (Prerequisite: Audition)

WIND ENSEMBLE (MS546)
MS546
Grades 9, 10, 11, 12
2 CREDITS

Placement in the Wind Ensemble is based on auditions held at the end of Marching Band by the director. Students selected for the Wind Ensemble are students who display advanced skills and musicianship on their respective instruments, and students who through their performance in the ensemble demonstrate the highest degree of dedication and practice etiquette. The course stresses advanced band literature and music, as well as individual solo and ensemble playing. The Wind Ensemble participates in I.H.S.A. solo and ensemble contests as well as I.H.S.A. organizational (Large Group) contests. The Wind Ensemble performs concerts throughout the year, and, at the discretion of the director, may participate in concert band festivals, music festivals, and/or band clinics and seminars. All bands are combined for Marching Band and Pep Band. (Prerequisite: Audition)

MARCHING BAND IMPORTANT INFORMATION

The Marching Band is a non-competitive marching band that performs at all home football games as well as parades and other community ceremonies at the discretion of the director. There is a Marching Band camp two weeks prior to school, attendance at which is required for all band students. Members of the Marching Band pay a minimal fee for band camp and are required to purchase specified shoes for the marching season, at a nominal cost. Juniors and seniors receive a P.E. exemption for participating in Marching Band. The Marching Band is both a highly integral and rewarding part of the band program at Oak Lawn Community High School.

PIANO I
MS140
Grades 9, 10, 11, 12
1 CREDIT

Piano is offered to the student who wishes to learn how to play the piano for his/her own personal growth. Designed for students who have no previous musical experience, Piano I will focus on teaching the basics of music and piano playing, including, reading notes and rhythms, notes with both the left and right hand on the keyboard, and proper finger technique. Formal performances are not required for this class.

PIANO II
MS141
Grades 9, 10, 11, 12
1 CREDIT

Piano II is offered to the student who has completed Piano I and has a desire to continue his/her study of the piano at a more advanced level. Piano II will expand beyond the basics of music and piano playing established in Piano I, focusing on musical concepts such as whole and half steps, major and minor scales containing up to one flat or sharp, key signatures, triads, triplets, and primary chords. Students will be required to perform 2 songs during an in-class recital at the end of the semester. (Prerequisite: Piano I)
MUSIC TECHNOLOGY
MS250
Grades 9, 10, 11, 12
1 CREDIT

Music Technology is a course that gives students the tools that they need to write, perform, record drum beats, bass lines, chords, and melodies to create their own music. Music technology is held in the music technology lab where students will use MIDI controllers and computers to create music in a project-based curriculum.

HONORS MUSIC THEORY I
MS355
Grades 10, 11, 12
1 CREDIT

Honors Music Theory I is a course designed to give students fluency in harmony, rhythm, and ear-training related to modern music. Students will use music notation software, piano keyboards, and drums to play music individually and in small groups. The skills acquired in this class are used by professional musicians and are perfect for students who wish to pursue music at the collegiate level. (Prerequisite: One credit of an OLCHS Music course)

HONORS MUSIC THEORY II
MS455
Grades 10, 11, 12
1 CREDIT

Honors Music Theory II is offered to the students who have completed Honors Music Theory I and wish to further develop their musical knowledge. This class will focus on how to apply music theory concepts to further improvise melodies in different styles. Students will also learn how to accompany on a chordal instrument. (Prerequisite: Honors Music Theory I)

HONORS MUSIC COMPOSITION AND PRODUCTION
MS255
Grades 10, 11, 12
1 CREDIT

Honors Music Composition and Production combines elements from music theory and music technology into a course that focuses on creating music using a DAW and standard notation. Students will apply music theory concepts to create songs of varying styles to fill specific roles that are found in the music industry. These rules include but are not limited to composing, arranging, and orchestrating for film, commercials scoring and video games. The technical element of the course will go deeper than music technology class and areas of study will include software and hardware synthesis, midi triggering, and advanced recording concepts. (Prerequisite: Honors Music Theory I)
PHYSICAL EDUCATION & DRIVERS EDUCATION
PROGRAM SEQUENCE

**GRADE 9**
- Physical Education
- Health *
- Mindful Movement

**GRADES 10, 11, 12**
- Fitness *
- Mindful Movement
- Driver Education
- Peer Training
- Adventure Education
- Cross Training
- Dance
- Recreational Sports and Wellness
- Sports Medicine I
- Team Sports
- Weightlifting
- Athletic Development PE

**GRADE 11**
- Junior Leadership Training
- Junior Leadership Lifeguarding
- Sports Medicine II

**GRADE 12**
- Senior Leaders
- Sports Medicine II

*This course is a graduation requirement. It can be taken in Grade 10, 11 or 12. Unless otherwise stated in the course description, Physical Education courses can be repeated.

**PEOPLE**
- PH115
- Grades 9, 10, 11, 12
- 1 CREDIT

PEOPLE is part of the total Physical Education Department Program. Physical Education Opportunity Program for Exceptional Learners is designed for students who may benefit more from an individualized and developmental physical education program than regular physical education. Individualized learning is made possible through trained high school peer tutors who work with exceptional students under the guidance and direction of the PEOPLE instructor. PEOPLE provides the opportunity for students to improve at their own pace while working on individual needs. Students may enroll in the PEOPLE program for all required semesters of Physical Education. (Prerequisite: Department placement)

**PHYSICAL EDUCATION I**
- (PH130)
- Grade 9
- 1 CREDIT PER SEMESTER

The goal of the course is to expose each student to a variety of experiences that will serve as a basis for a healthy lifestyle. The course promotes physical, social and emotional development through team building activities, lifetime fitness concepts, swimming, individual and team sports. Each student is expected to dress in an approved P.E. Department gym suit.
**MINDFUL MOVEMENT**
PH200
Grades 9, 10, 11, 12
1 CREDIT PER SEMESTER

This one semester course involves both classroom and lab work. Students will gain an understanding of the theories and techniques of mindfulness, self-care and general wellness. In addition, students will be engaged in physical activities such as adventure education, yoga and fitness training. Students will learn lifelong health and mindfulness skills through this progressive, innovative class.

**HEALTH**
PH240
Grade 9
1 CREDIT

Health Education is a semester course that is required for graduation. The course promotes students to view health as a way of life for the betterment of self, family and society. The major topics covered are: Health & Wellness, Mental Health, Substance Awareness, Communicable/Non-communicable, Diseases, Nutrition, Human Birth, Growth and Development.

**DRIVER EDUCATION**
(PH237) 1st Semester
(PH238) 2nd Semester
Grade 10
1 CREDIT
Course Fee: $250.00

In Driver Education, the student will be trained in a two-phase program. Students will complete thirty (30) clock hours of classroom instruction coupled with six (6) hours of behind the wheel experiences. Students will be expected to obtain an instructional permit from the Secretary of State. There is a nominal fee for this permit. In order to obtain this permit, a student must have his/her social security number before the course begins. Students enrolled in this course will be assessed a fee. **(Prerequisite: Sophomore grade classification and passed at least 8 credits in past 2 semesters)**

**PEER TRAINING**
PH277
Grades 10, 11, 12
1 CREDIT

Peer Training is designed for the 10th, 11th or 12th grade student who wants to assist in an individualized, developmental physical education program that is designed for the exceptional/special needs student. The peer-training tutor would instruct, keep records, and assist in all of the daily activities of the special needs student.

Learning about various disabilities, learning how to deal with and assist special needs people, and how their disabilities impact society is the central focus for this class.

**ADVENTURE EDUCATION**
PH331
Grades 10, 11, 12
1 CREDIT

The course focuses primarily on teamwork, problem solving, increasing self-esteem, communication skills, challenge, trust, risk-taking, goal setting and play. Students will be introduced to, and participate in, belaying and basic rock-wall climbing skills in the gym. Other activities include a pool component that focuses on lifesaving skills (self and others), mask-fin and snorkel, and potentially kayaking (based on class interest) during the semester.

**CROSS TRAINING**
PH332
Grades 10, 11, 12
1 CREDIT

Students will participate in a variety of exercised-based activities customized to their individual health and fitness goals. Information will be presented to help students develop healthy attitudes towards physical activity and healthy lifestyles. Activities include: fitness room workout program, circuit training, power-walking, yoga, and meditation.

**DANCE**
PH339
Grades 10, 11, 12
1 CREDIT

This program will introduce students to basic dance steps and rhythmic movements. Students will be introduced to a variety of dance styles and music including line dancing, multicultural dances, social and ballroom dances, aerobics, step aerobics, Zumba, and other dance styles.
FITNESS
(PH334)
Grades 10, 11, 12
1 CREDIT
This course is required for graduation. All students will take this during one semester of either the sophomore, junior or senior year. Students in the Adaptive or Junior Leaders, or Athletic Development PE will meet the requirements for this course. Focus is on the core areas of maintaining a healthy lifestyle. The three components of the course include Fitness Concepts, Swimming, and CPR.

RECREATIONAL SPORTS AND WELLNESS
(PH335)
Grades 10, 11, 12
1 CREDIT
Students will be exposed to a variety of alternative and traditional recreational activities. Activities may include bowling, golf, archery, badminton, volleyball, tennis, and softball, floor hockey, and corn hole (bags). Please note that both bowling and golf units take place off campus.

SPORTS MEDICINE I
PH336
Grades 10, 11, 12
1 CREDIT
This one semester course is an introduction to the field of sports medicine. Sports medicine is a medical specialty dealing with the prevention, care, and rehabilitation of athletic injuries. Students will learn basic medical terminology, fundamental human anatomy and physiology, signs/symptoms of common injuries, first aid care for athletic injuries, and taping/wrapping techniques for athletic injuries. This course will help to reinforce those prospective students who may be interested in medical or paramedical careers. Course may not be repeated. (Prerequisite: Department placement)

SPORTS MEDICINE II
PH436
Grades 11, 12
1 CREDIT
Sports Medicine II is a course that reinforces the principles of athletic training such as anatomy of the body, recognition, evaluation and prevention of athletic injuries. This course will also focus more on the assessment, treatment and rehabilitative aspects of athletic injuries. This course will help to reinforce those prospective students who may be interested in medical or paramedical careers. Course may not be repeated. Additional hours of work outside of classroom time may be required. (Prerequisite: Sports Medicine I)

TEAM SPORTS
(PH337)
Grades 10, 11, 12
1 CREDIT
The goal of this course is to expose each student to a variety of team game experiences. The course promotes physical, social and emotional development through a variety of activities which may include the following: flag football, basketball, volleyball, softball, soccer, hockey, and badminton. This course will allow the students to improve sport-related skills while actively participating in a team atmosphere.

WEIGHTLIFTING
PH338
Grades 10, 11, 12
1 CREDIT
This course will involve both classroom and lab work. Students will gain an understanding of the theories, techniques, and progressions involved in muscular strength and endurance training. Students will be able to develop an individualized training program that includes the use of free weights, weight machines, plyometric equipment and jump-training equipment.
JUNIOR LEADERSHIP TRAINING
PH376
Grade 11
1 CREDIT

The Junior Leadership Training course is a one-semester class for 11th grade students who have been recommended by their 10th grade PE teacher(s). This class is the first component in the Leadership Training Series and is required to become a part of the Senior Leadership program. The Junior Leadership Training course is designed to train students to assist teachers during their PE classes. Focus is on leading warm-ups, managing equipment, assisting students with special needs, and officiating small games. Students who successfully complete this course will be obligated to serve in the Senior Leaders program for at least one semester. Course may not be repeated. This course, when taken with Junior Leadership Lifeguarding, will meet the fitness credit requirement. (Prerequisite: Department placement)

JUNIOR LEADERSHIP LIFEGUARDING
(PH375)
Grade 11
1 CREDIT

The Lifeguard Training course is a one-semester class for 11th grade students who have been recommended by their 10th grade PE teacher(s). This class is the second component in the Leadership Training Series and is required to become a part of the Senior Leadership Program. This course is designed to train students in water safety and prevention, water rescues, first aid, and CPR. Students who complete this course will be eligible to become certified in Lifeguarding. Students who become Lifeguard certified through this program will be required to serve as a lifeguard (when needed) through the senior leaders program for a minimum of one semester. Course may not be repeated. This course, when taken with Junior Leadership Training, will meet the fitness credit requirement. (Prerequisite: Department placement)

SENIOR LEADERS
(PH475) 1st Semester
(PH476) 2nd Semester
Grade 12
1 CREDIT

Senior Leaders is a one-semester course open to those who have passed Junior Leadership Training and Junior Leadership Lifeguarding with a minimum “B” average for both courses. Senior Leaders will assist teachers in the implementation of Physical Education classes. Senior Leaders must serve for at least one semester. Excessive violation of the discipline code and/or course expectations will result in removal from the Senior Leaders program. (Prerequisite: PH375 and PH376)

ATHLETIC DEVELOPMENT PE
PH500
Grades 10, 11, 12
1 CREDIT

This course is designed to focus on technical and tactical skill development specifically related to interscholastic sports. This is a one semester course that will require the approval signature from any of our athletic program head coaches. This course is designed for 10th, 11th, and 12th grade students. Units for this course will include core strength development, speed/agility/endurance build-up, sport-specific technical and tactical skill development, and meeting the demands of being a high school athlete. This course will meet the fitness credit requirement. (Prerequisite: This course will require the signature of a program head coach in order to schedule)
# Science Curriculum

Graduation Requirement includes 4 credits of Science: 2 credits of Biological Science and 2 credits of Physical Science

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
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<tbody>
<tr>
<td>Biology Concepts</td>
<td>Physical Concepts</td>
<td>Chemistry</td>
<td>Science Electives (see below</td>
</tr>
<tr>
<td>Biology</td>
<td>Chemistry</td>
<td>Physics</td>
<td>based on career paths)</td>
</tr>
<tr>
<td>Biology Honors</td>
<td>Chemistry Honors</td>
<td>Physics Honors</td>
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<td>Concurrent Science Electives</td>
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<th>Careers</th>
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<tbody>
<tr>
<td>Human Services/Health</td>
<td>Advanced Placement Biology (11, 12)</td>
</tr>
<tr>
<td>Science/Medical Science</td>
<td>Advanced Placement Chemistry (11, 12)</td>
</tr>
<tr>
<td>Doctor, Nurse, Wildlife</td>
<td>Advanced Biology - Gene Technology &amp; Forensic Science</td>
</tr>
<tr>
<td>Conservation, Medical Technician, Athletic Trainer, Dental Assistant, Hygienist, Physical Therapist, Radiologist, Paramedic, Medical Assistant, Pharmacist, Pharmacy Tech, Occupational Therapist</td>
<td>(11, 12)</td>
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<tr>
<td></td>
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<td></td>
<td>Environmental Science (11, 12)</td>
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<td></td>
<td>Introduction to Advanced Chemistry (11, 12)</td>
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<td></td>
<td>Zoology (11, 12)</td>
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<tr>
<td>STEM Path</td>
<td>Advanced Placement Biology (11, 12)</td>
</tr>
<tr>
<td>Architect, Building Inspector, Carpenter, Civil Engineer, Mechanic, Construction Manager, Pipefitter, Drafter, GIS Specialist, Machinist, Cosmetologist, Plumber, Landscape Architect, Solar Energy Tech, Welder</td>
<td>Advanced Placement Chemistry (11, 12)</td>
</tr>
<tr>
<td>Architectural/Construction/Skilled Trades</td>
<td>Advanced Placement Physics C (12)</td>
</tr>
<tr>
<td>Architect, Building Inspector, Carpenter, Civil Engineer, Mechanic, Construction Manager, Pipefitter, Drafter, GIS Specialist, Machinist, Cosmetologist, Plumber, Landscape Architect, Solar Energy Tech, Welder</td>
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<td>Zoology (11, 12)</td>
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</tbody>
</table>
BIOLOGY CONCEPTS
SN102
Grade 9
2 CREDITS
Biology Concepts is a laboratory course designed for students with reading abilities below grade level. The content of this course is based on the same learning targets as Biology (SN130). Activities such as: lecture notetaking, laboratory experimentation, and cooperative learning have been modified to support reading comprehension in the science classroom. Content includes characteristics of life, heredity, evolution, response to stimuli, and interactions between living organisms. **(Prerequisite: Department placement)**

BIOLOGY
SN130
Grade 9
2 CREDITS
This is a laboratory course in which the methods of scientific inquiry are used to study the basic concepts of unity, diversity, continuity, and interaction of living things. Critical observations, accurate recording of data, and interpretation of data are important skills that are the focus of the laboratory work. Emphasis is placed on the ability to understand life functions, heredity, and relationships with the environment. **(Prerequisite: Department placement)**

BIOLOGY HONORS
SN175
Grade 9
2 CREDITS
Students entering as freshmen are selected for this course based on entrance exam scores and previous science teacher recommendations. This is a lab course that stresses the molecular principles of life. Lab activities focus on experimental design, data collection and analysis, and the clear communication of these findings. Students are expected to support their positions when communicating results. Students are also expected to work effectively with other students in a cooperative group structure. **(Prerequisite: Department placement)**

PHYSICAL CONCEPTS
SN202
Grade 10
2 CREDITS
Physical Concepts is designed for students that may not possess the required scientific and/or mathematical skill level for movement into Chemistry. This is a laboratory course that introduces the central theories in chemistry and physics. First semester chemistry topics include: chemical and physical properties of matter, solutions, and chemical reactions. Second semester physics topics include: motion, electromagnetism, and nuclear energy; Calculator required. **(Prerequisite: SN102 or Department placement)**

CHEMISTRY
SN230
Grades 10, 11
2 CREDITS
This is a laboratory course that introduces the basic concepts of chemistry from a quantitative perspective. The scientific method is used to develop the central theories in chemistry such as the mole concept, the atomic theory, naming compounds, balancing equations, stoichiometry, periodicity, simple acid-base theory, and bonding principles. It is designed to enable students to develop critical thinking skills through experimental analysis and synthesis in order to become a scientifically literate citizen; Calculator required. **(Prerequisite: MH122/130 and SN130, or minimum grade of “C” in both semesters of SN102 and SN202)**

CHEMISTRY HONORS
SN275
Grade 10
2 CREDITS
Chemistry Honors is a college preparatory course designed to challenge and stimulate above average sophomores who have successfully completed Algebra Honors & Biology Honors. The scientific method is used in conjunction with the inquiry approach. This method allows for the “discovery” of basic Chemistry principles through experimentation and data analysis. A calculator is required. **(Prerequisite: A minimum grade of “C” in both SN175 and MH175, or a minimum grade of “C” in SN175 with a “B” in MH130. Alternately, a minimum grade of “B” in SN130 with concurrent enrollment in MH275)**
PHYSICS
SN340
Grades 11, 12
2 CREDITS

Physics is a laboratory course that introduces the student to basic physical principles. Emphasis is placed on conceptual fundamentals as well as mathematical application. The content ranges from wave motion to electricity, mechanics, and forces. The course is recommended to all students planning to pursue college after high school; Scientific calculator required. (Prerequisite: SN230 and completion or concurrent enrollment in MH330)

PHYSICS HONORS
SN375
Grades 11, 12
2 CREDITS

Physics Honors is a laboratory course for students with strong mathematical and science background. The course introduces the student to basic physical principles; emphasis is placed on conceptual fundamentals as well as mathematical application in greater depth than SN340. The content includes wave motion, electricity, mechanics, and forces; Scientific calculator required. (Prerequisite: A minimum grade of “C” in SN275 and MH275 or a minimum grade of “B” in MH230 with concurrent enrollment in MH330 or MH376)

INTRODUCTION TO ADVANCED CHEMISTRY
SN335
Grades 11, 12
1 CREDIT

Introduction to Advanced Chemistry is a second year, one semester course that introduces and expands upon concepts that are not covered in the first year Chemistry course. Its purpose is to prepare students to perform better at the college level. Organic chemistry, as well as thermodynamics, acid base equilibrium principles and qualitative analysis are introduced. A calculator is required. (Prerequisite: Completion of, or concurrent enrollment in SN340 or SN375)

ANATOMY AND PHYSIOLOGY (PHYSICAL SYSTEMS)
SN345
Grades 11, 12
1 CREDIT

Anatomy and Physiology (Physical Systems) is designed for students considering pursuing a career in the health profession. Techniques, concepts, and vocabulary of anatomy and physiology are developed. Students in this course will concentrate on histology, the skeletal system, the muscular system, the cardiovascular system, the respiratory system, the digestive system, and pathology. Students are required to develop and apply appropriate laboratory techniques, including microscopy and dissection. (Prerequisite: Completion of, or concurrent enrollment in SN340 or SN375)

ANATOMY AND PHYSIOLOGY (CHEMICAL SYSTEMS)
SN346
Grades 11, 12
1 CREDIT

Anatomy and Physiology (Chemical Systems) is designed for students considering pursuing a career in the health profession. Techniques, concepts, and vocabulary of anatomy and physiology are developed. Students in this course will concentrate on the nervous system, the special senses, the endocrine system, the lymphatic system, the urinary system, and pathology. (Prerequisite: Completion of, or concurrent enrollment in SN325, SN340, SN375)

ADVANCED BIOLOGY: GENE TECHNOLOGY & FORENSIC SCIENCE
SN347
Grades 11, 12
1 CREDIT

This is a semester laboratory course where student will be exposed to gene technology procedures that have been used in the biological field over the last 30 years. Students will examine how gene variation has developed in populations and the moral and ethical issues surrounding the use of gene technology in our society. Students will be introduced to the components of Forensic Science and how it is applied to crime scene investigations. (Prerequisite: Completion of or concurrent enrollment in SN340 or SN375)

APPLIED PHYSICS
SN440
Grade 12
1 CREDIT

This is a project-based science course designed for students who wish to enroll in a fourth year semester science course and further their study of Physics. The course will cover Thermodynamics, Fluid Mechanics, and Modern Physics. A calculator is required. (Prerequisite: SN340)
ENVIRONMENTAL SCIENCE
SN300
Grades 11, 12
1 CREDIT

This course is for students who are interested in learning about environmental issues challenging the earth. Topics covered include ecosystems, overpopulation, erosion, water pollution, eutrophication, toxic chemicals, air pollution, acid rain, greenhouse effect, impact of pesticide use, and alternative energy sources. The students will participate in the OLCHS recycling program and may play a role in building-wide energy use decisions. Discussion, activities, presentation, model-building, and projects are used to present the material and assessment for mastery of Learning Targets. (Prerequisite: Completion of SN202, SN230 or SN275)

ZOOLOGY
SN310
Grades 11, 12
1 CREDIT

Zoology is a laboratory course that introduces students to the diverse animal kingdom. Through experimentation, laboratory investigation, and research, students will make a detailed examination of selected animal phyla. Students in this course will concentrate on the foundation of zoology, invertebrate phyla, and vertebrate phyla. Animal dissection will be part of the laboratory portion. (Prerequisite: Completion of SN202, SN230 or SN275)

ADVANCED PLACEMENT BIOLOGY
SN495
Grades 11, 12
2 CREDITS

Advanced Placement Biology Honors includes those topics and labs covered in the course requirement of the College Board Advanced Placement Program. All students are required to take the Advanced Placement Examination in Biology. Excellent achievement on this test can earn either advanced placement in college and/or the awarding of college credit. (Prerequisite: Minimum grade of “B” in both semesters of SN175, SN275, and SN375 or concurrent enrollment in SN375)

ADVANCED PLACEMENT PHYSICS C: MECHANICS
SN496
Grade 12
2 CREDITS

Students will increase their understanding of the physical world through the study of motion, work, force, energies, energy transfer, and atomic structure. This course follows the College Board’s Advanced Placement curriculum and as such is rigorous and fast paced. All students are required to take the Advanced Placement Examination in Physics C. Students may receive college credit in Physics by qualifying on an examination administered by the College Entrance Examination Board. (Prerequisite: Minimum grade of “B” in both semesters of SN175, SN275 and SN375)

ADVANCED PLACEMENT CHEMISTRY
SN497
Grades 11, 12
2 CREDITS

The AP Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Created by the AP Chemistry Development Committee, the course curriculum is compatible with many Chemistry courses in colleges and universities. All students are required to take the Advanced Placement Examination in Chemistry. Excellent achievement on this test can earn either advanced placement in college and/or the awarding of college credit. (Prerequisite: Minimum grade of “B” in both semesters of SN175, SN275 and SN375 or concurrent enrollment in SN375)
# Social Studies Sequence

<table>
<thead>
<tr>
<th>Careers</th>
<th>Freshman</th>
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<tr>
<td>Architect / Geographer</td>
<td>AP Human Geography</td>
<td>WH I &amp; WH II AP World History</td>
<td>USH APUSH Economics</td>
<td>Government History of Chicago</td>
</tr>
<tr>
<td>Business / Finance</td>
<td>Geography</td>
<td>WH I &amp; WH II AP World History</td>
<td>USH APUSH Sociology</td>
<td>Government AP Microeconomics AP Macroeconomics Psychology</td>
</tr>
<tr>
<td>Curator / Historian</td>
<td>AP Human Geography</td>
<td>AP World History</td>
<td>USH APUSH International Relations</td>
<td>Government AP Government History of Chicago</td>
</tr>
<tr>
<td>Law Enforcement (Lawyer, Profiler)</td>
<td>Geography</td>
<td>WH I &amp; WH II</td>
<td>USH Law in American Society Sociology</td>
<td>Government Law in American Society History of Chicago</td>
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<tr>
<td>Political Scientist (Politician)</td>
<td>Geography</td>
<td>WH I &amp; WH II</td>
<td>USH International Relations</td>
<td>Government History of Chicago</td>
</tr>
<tr>
<td>Psychologist</td>
<td>Geography</td>
<td>WH I &amp; WH II</td>
<td>USH Sociology</td>
<td>Government AP Psychology</td>
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<tr>
<td>Social Studies Teacher</td>
<td>Geography</td>
<td>WH I &amp; WH II</td>
<td>USH Sociology</td>
<td>Government History of Chicago</td>
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<td>Social Worker</td>
<td>Geography</td>
<td>WH I &amp; WH II</td>
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<td>Trades</td>
<td>Geography</td>
<td>WH I &amp; WH II</td>
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<td>Government Economics</td>
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## WORLD HISTORY I

**SC145**  
Grades 9, 10, 11, 12  
1 CREDIT

This semester course covers broadly, chronologically and topically the chief features of civilizations from ancient times to 1750. These include Mesopotamia, Egypt, Greece, Rome, Islamic Empires, European kingdoms, and the civilizations of the New World. The historical development of European civilizations is emphasized. Core material is organized around a textbook; however, supplemental reading is required. Students will develop literacy skills through extensive reading and writing activities and project-based learning. It is recommended, but not required, that students take this in 9th or 10th grade.

## WORLD HISTORY II

**SC150**  
Grades 9, 10, 11, 12  
1 CREDIT

This semester course covers broadly, chronologically and topically the chief features of civilizations from 1750 to the present. Major concepts include Enlightenment thinkers, the French Revolution, Imperialism, World War I, World War II and the Holocaust, the Cold War, and the interconnectedness of the modern world. Core material is organized around a textbook; however, supplemental reading is required. Students will develop literacy skills through extensive reading and writing activities and project-based learning. It is recommended, but not required, that students take this in 9th or 10th grade. *(Prerequisite: SC145)*
GEOGRAPHY
SC235
Grades 9, 10, 11, 12
1 CREDIT

Can you name every state that borders the state of Illinois? Did you know North America produces 80% of the world’s agricultural products? Would you like to know why the average child in Africa can speak more than four languages without a formal education? You will learn the answers to these questions and more in this one-semester course dedicated to the study of global issues, such as conflicts, natural resources, developing world countries, population demographics, and international relations. This course is recommended for all AP World History students as well as all college-bound students.

ADVANCED PLACEMENT HUMAN GEOGRAPHY
SC195
Grades 9, 10, 11, 12
1 CREDIT

The Advanced Placement Human Geography Course introduces students to the systematic study of the patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools that geographers use in their research and applications. All students are required to take the Advanced Placement Examination in Human Geography.

ADVANCED PLACEMENT WORLD HISTORY
SC290
Grade 10
2 CREDITS

This year-long course has students examining the world’s development and human interactions from a global perspective. The approach is both chronological and regional, with emphasis on the most recent thousand years of history through regional comparisons across time. Students must have department recommendation to enroll in this course. All students are required to take the Advanced Placement Examination in World History. (Prerequisite: A minimum grade of “B” in both semesters of EG175 or department placement)

UNITED STATES HISTORY
SC330
Grades 11, 12
2 CREDITS

Understanding United States history is vital to the development of future participants in a democratic society. United States History provides students the opportunity to build upon their prior knowledge about the history of our country while simultaneously developing critical historical thinking skills, including the use of documents to support arguments and positions. This course will help students make connections between their world and the rich heritage of United States history through the study of essential questions throughout the historical eras and/or major themes. It is recommended, but not required, that World History I and II and a history course be taken prior to taking this course.

ADVANCED PLACEMENT UNITED STATES HISTORY
SC385
Grade 11
2 CREDITS

The Advanced Placement United States History program provides an accelerated United States History course for academically-able students, which incorporates college-level materials, assignments, and assessments in order to enrich, stimulate, and challenge the superior student. According to the College Board, enrollment in Advanced Placement classes is the single biggest indicator of future college success. AP US History integrates political, social, economic, cultural, environmental, technological, and international history in order to include the experiences of a multi-cultural America while connecting events and issues from the past to the concerns of the present. Placement is selective and is based on past grades in prerequisite courses. All students are required to take the Advanced Placement Examination in United States History in May. It is recommended, but not required, that students be concurrently enrolled in an honors English course. (Prerequisite: “B” or better in SC290)
GOVERNMENT & POLITICS
SC331
Grades 11, 12
1 CREDIT

When are police allowed legally to search you? Why is the President of the United States considered the “leader of the free world”? Why does everyone talk about the 10th Amendment when they talk about states’ rights? Why do many Americans think their vote for the President doesn’t count? These questions and, more importantly, the answers are essential to understanding American government. In this one-semester course you will analyze and come to understand how the role of the media, special interest groups, political parties, lobbyists, Congress, the office of the President, and the federal and state courts shape U.S. domestic and foreign policy. Students will utilize this knowledge to form an understanding of their roles as citizens in relationship to their government. Critical thinking skills will be developed as students learn to identify, describe, interpret, and evaluate information on the three levels of government and their relationship with the states. All students are required to pass the U.S. Constitution test to receive credit for this course. It is recommended, but not required, that World History I and II and a U.S. History course be taken prior to taking this course.

ADVANCED PLACEMENT GOVERNMENT AND POLITICS
SC390
Grades 11, 12
1 CREDIT

Students will develop the knowledge and analytical skills needed to evaluate contemporary American government. Students study political scientists’ theories about the Congress, the Presidency, and the Judiciary. Students analyze some principal areas of public policy, such as economics, foreign affairs, defense, and warfare. All students are required to take the Advanced Placement Examination in Government and Politics. Current affairs and active government participation are stressed.

(Prerequisite: “B” or better in SC385)

SOCIOLOGY
SC341
Grades 11, 12
1 CREDIT

Sociology enables you to see the world in a new light. In a country like the United States where individualism is celebrated, it is very easy to forget that the way we behave and feel is socially produced. Whether they be friendships, families, religious groups, or socio-economic classes, much of our lives are socially constructed. This is the basic premise of sociology. Sociology’s emphasis is on societies and groups within society rather than on individuals. In this class you will examine the ways in which the forms of social structure—groups, organizations, communities, social categories (such as class, sex, age, or race), and various social institutions (such as family, economic, political, or religious)—affect human attitudes, actions, and opportunities.

ECONOMICS
SC342
Grades 11, 12
1 CREDIT

Economics is often referred to as the Dismal Science. This is because society has seemingly unlimited needs yet society exists in a world of limited resources. Economics is the study of how societies deal with this inconsistency. In this course students will focus on key subjects including examinations of how markets work, the interaction of business, labor and government in the economy, investments in the stock and bond markets, how the money supply is managed, how a bank operates, and the increasing globalization of the world economy. The core of the material is organized around a textbook; however, extensive supplemental reading and analysis is required in order to facilitate the students’ development of critical thinking skills.
PSYCHOLOGY
SC345
Grades 11, 12
1 CREDIT

Psychology is the study of human behavior. Students will focus on such issues as value systems, neurology, learning theory, psychological disorders, communications, relationships, and happiness. Each of these topics is presented utilizing a modular learning format that promotes a comprehensive presentation of each issue. Students are required to complete current journal reviews as well as a self-examination project: the ‘ME’ booklet.

ADVANCED PLACEMENT PSYCHOLOGY
SC395
Grades 11, 12
1 CREDIT

Advanced Placement 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. All students are required to take the Advanced Placement Examination in Psychology in May.

INTERNATIONAL RELATIONS
SC346
Grades 11, 12
1 CREDIT

If you were in President Truman’s shoes, would you have dropped the atomic bombs on Japan to end World War II? This question will start off this modern U.S. history course. This course focuses on international issues since the end of World War II. Students analyze major global themes, such as conflict, economics, and trade, the Cold War, Terrorism, Globalization, and the role of the United Nations as they evaluate the role of the United States in world affairs. In examining American foreign policy, students will evaluate different perspectives on what constitutes the “national interest.” Students will use a resource text but will also consider other sources of information, such as news articles, perspective pieces, and primary sources. The students will participate in weekly current event assignments that assist them in focusing on the world as projected by the mass media. Students will also examine nine recurring themes of U.S. foreign policy. It is recommended, but not required, that World History I and II be taken prior to taking this course.

HISTORY OF CHICAGO
SC347
Grades 11, 12
1 CREDIT

This interactive and hands-on class will take you on an adventure to one of the most historically rich cities of the world. Students enrolled in the course will travel on one field trip to explore this world-class city literally in our own backyard. The course chronicles Chicago’s history, but also focuses on important themes, such as Chicago as a global power, Chicago as a leader in architectural innovation, the diversity of Chicago, and the political influence of Chicago. Students will gain an in-depth understanding of topics such as Chicago’s beginnings, factors contributing to the growth of the city, creation of neighborhoods and ethnic enclaves, disasters and tragedy, the rise of skyscrapers, history of the sports teams, gangsters and scandals, artistic endeavors, suburban growth, social concerns, and political issues that have formed the basis of a modern Chicago. Students will use a resource text but will also consider other sources of information, such as news articles, perspective pieces, multi-media formats, primary sources, and other text. (Prerequisite: a grade of “C” or higher in SC145 and SC150)
Are you a fan of the Law and Order series on television? Do you see yourself as a future police officer, federal agent, or even an attorney arguing in a courtroom, “Objection, your honor!”? This course provides you with an opportunity not only to better your understanding of the history and terminology of our legal system, but also an opportunity to argue a case in a real courtroom. The highlight of this semester course is a field trip downtown to the Dirksen Federal Building where you will observe federal criminal and civil trials and also participate in a live mock trial. You can be the judge, jury, prosecutor, or even defendant in this trial. This course will focus on the four main categories of law: Introduction to Law, Criminal, Civil (Tort), and Constitutional Law.

In order to understand how the national or global economy works, one must have a solid framework of economic knowledge to build upon for that study. This is the study of microeconomics. The primary goal of this one semester course is to provide students with a basic understanding of how the economy operates at the level of the firm and the household. Major topics include the interaction of supply and demand, market externalities, market organization including monopolies, oligopolies and perfect completion, the effects of taxation of markets and the theory of consumer choice. All students are required to take the Advanced Placement Examination in Microeconomics in May. (Prerequisite: “B” or better in SC290 or SC385)

This one semester course will focus on the major issues of the national and global economy. Major topics include the measurement of key economic variables including gross domestic product, inflation and unemployment. The role of government intervention in the economy will be examined with special emphasis on fiscal policy and monetary policy and international trade agreements and their effects. The course will center around the aggregate supply and demand model and analysis of how government and free market policies affect the key variables measured in this model and its derivative models. All students are required to take the Advanced Placement Examination in Macroeconomics in May. (Prerequisite: “B” or better in SC290 or SC385)
All Foreign Language courses are electives designed to meet college entrance and program requirements. It is suggested that college-bound students register for two years of a language to meet minimal college entrance requirements.

If a language offered by the World Languages Department is spoken at home or the student is a foreign-born individual, or the student has had sufficient previous language classes, upon the recommendation of the first-level teacher, consultation with parents, and after testing at a 80% proficiency or better, the student will be given second-level placement.

MISSION
The program is designed to equip students with the skills to acquire language proficiency, cultural competency, and appreciation in order to create global citizens.

VISION
A student who completes a World Language program will display a level of proficiency appropriate for communication in authentic, real-world situations beyond the classroom.

1AP Exam required for course credit
ARABIC I
FG150
Grades 9, 10, 11, 12
2 CREDITS

This is an introductory course in which students explore the language through hands-on activities related to art, cultural celebrations, food and music. Students will have an opportunity to participate in the Arab Cultures Week. The course introduces students to the Arabic writing systems including letters and sounds. Additionally, the course develops basic oral proficiency related to themes, such as introductions, family, friends, school, and leisure activities. In addition, students will gain knowledge of Arab traditions, history, and geography.

ARABIC II
FG250
Grades 9, 10, 11, 1
2 CREDITS

Arabic II is a continuation of Level I. The course is designed to further develop both oral and written proficiency skills. In addition, students will explore the language via hands-on activities related to music, food, art, and cultural celebrations. Students will have an opportunity to participate in the Arab Cultures Week. Furthermore, the course develops oral proficiency skills related to shopping, daily routines, travel and transportation, and holidays.

ARABIC FOR HERITAGE SPEAKERS I
FG151
Grades 9, 10, 11, 12
2 CREDITS

This course is designed to meet the needs of heritage Arabic speaker, meaning students that speak and hear the language at home. Students will use their background knowledge to further develop reading, writing, and grammar skills through hands-on activities related to art, cultural celebrations, food, and music. In addition, students will gain knowledge of Arabic-speaking countries’ traditions, history, literature, and geography. Additionally, students will have an opportunity to participate in the Arab Cultures Week. (Prerequisite: FG150 or FG151 or department placement)

ARABIC FOR HERITAGE SPEAKERS II
FG251
Grades 9, 10, 11, 12
2 CREDITS

Arabic for Heritage Speakers II is a continuation of the heritage speakers’ program that focuses on developing reading and writing skills for students who already speak and understand Arabic. The students’ knowledge of Arab world history, geography, literature, music, and culture will be deepened. The class is taught almost entirely in Formal Arabic (fusha), and students will increasingly use it to prepare oral presentations, debates, dialogues, role-playing, and other communicative activities. Additionally, students will have an opportunity to participate in both the Arabic-speaking Community outreach event and Arab Cultures Week. (Prerequisite: FG151 or department placement)

ARABIC FOR HERITAGE SPEAKERS II HONORS
FG296
Grades 9, 10, 11, 12
2 CREDITS

Arabic for Heritage Speakers II Honors is a continuation of the Heritage Speakers’ program that focuses on developing reading and writing skills for students who already speak, understand, and write in Arabic. The students’ knowledge of Arab World’s history, geography, literature, music, and culture will be deepened. The class is taught entirely in Formal Arabic (fusha), and students will increasingly use it to prepare oral presentations, debates, dialogues, role-playing, and other communicative activities. Additionally, students will have an opportunity to participate in both the Arabic-speaking Community outreach event and Arab Cultures Week. This honors level course gives the students the skills needed to engage in a rigorous and challenging curriculum. (Prerequisite: Grade of “B” in FG151 or department placement)
FRENCH I
FG130
Grades 9, 10, 11, 12
2 CREDITS
This is an introductory course where students explore the language thru hands-on activities related to art, cultural celebrations, food, and music. Students will have an opportunity to participate in the National French Week school-wide festivities, such as making crepes, playing cultural games, and watching film. The course develops basic oral proficiency related to theme, such as introductions, family, friends, school, and leisure activities. In addition, students will gain knowledge of French and Francophone traditions, history, and geography.

FRENCH II
FG230
Grades 9, 10, 11, 12
2 CREDITS
This is a continuation of Level I. The course is designed to further develop both oral and written proficiency skills. In addition, students will explore the language via hands-on activities related to music, food, art, and cultural celebrations. Students will have an opportunity to participate in National French Week school-wide festivities, such as making crepes, playing cultural games, and watching films. Furthermore, the course develops oral proficiency skills related to holidays, food and drink, high school, computers and daily routines. (Prerequisite: FG130)

FRENCH III
FG330
Grades 10, 11, 12
2 CREDITS
Level III is a continuation of the French II course. This course will continue to develop all modes of communication: speaking, listening, reading, and writing. Students will engage with the language through various individual, paired, and small-group activities. Students will learn more about the cultures of French-speaking countries in Africa as well as participate in National French Week school-wide festivities, such as making crepes, playing cultural games, and watching films. The course also develops the four modes of communication through lessons related to future plans, fairy tales and legends, family and friendship, and outdoor activities. Students will read a variety of cultural and literary texts. (Prerequisite: FG230)

FRENCH III HONORS
FG375
Grades 10, 11, 12
2 CREDITS
Level III Honors is an accelerated course. This course will continue to develop all modes of communication: speaking, listening, reading, and writing. Students will engage with the language through various individual, paired, and small-group activities. Students will learn more about the cultures of French-speaking countries in Africa as well as participate in National French Week school-wide festivities, such as making crepes, playing cultural games, and watching films. The course also develops the four modes of communication through lessons related to future plans, fairy tales and legends, family and friendship, and outdoor activities. Students will read a variety of cultural and literary texts. (Prerequisite: “B” in FG230)

FRENCH IV
FG430
Grades 11, 12
2 CREDITS
The Level IV course emphasizes the improvement of both oral and written proficiency in the target language. Students will make authentic connections with the materials through activities, such as oral presentations, discussions, role-plays, and compositions. In addition, students’ appreciation of French and Francophone cultures and customs is deepened as they participate in National French Week activities that include making traditional French cuisine, watching films, and playing cultural games. The course also emphasizes the history and geography of the French-speaking world. (Prerequisite: FG330 with a minimum grade of “C” or better)
**FRENCH IV HONORS**
FG475
Grades 11, 12
2 CREDITS

The Level IV Honors class is an accelerated course. It emphasizes the improvement of both oral and written proficiency in the target language. Students will make authentic connections with the materials through activities, such as oral presentations, discussions, role-plays and compositions. In addition, students’ appreciation of French and Francophone cultures and customs is deepened as they participate in National French Week activities that include making traditional French cuisine, watching films, and playing cultural games. The course also emphasizes the history and geography of the French-speaking world. 
*(Prerequisite: “C” or better in FG375 or “B” or better in FG330)*

**SPANISH I**
FG140
Grades 9, 10, 11, 12
2 CREDITS

This is an introductory course in which students explore the language thru hands-on activities related to art, cultural celebrations, food, and music. Students will have an opportunity to participate in the Day of the Dead school-wide festivities. The course develops basic oral proficiency related to themes, such as introductions, family, friends, school, and leisure activities. In addition, students will gain knowledge of Spanish traditions, history, and geography.

**SPANISH II**
FG240
Grades 9, 10, 11, 12
2 CREDITS

This is a continuation of Level I. The course is designed to further develop both oral and written proficiency skills. In addition, students will explore the language via hands-on activities related to music, food, art, and cultural celebrations. Students will have an opportunity to participate in the Day of the Dead school-wide festivities. Furthermore, the course develops oral proficiency skills related to shopping, daily routines, travel and transportation, and holidays. 
*(Prerequisite: FG140 or FG141 or department placement)*

**SPANISH III**
FG340
Grades 10, 11, 12
2 CREDITS

Level III is a continuation of the Spanish II course. This course will continue to develop all modes of communication: speaking, listening, reading, and writing. Students will engage with the language through various individual, paired, and small-group activities. Students will learn more about the cuisine of Spanish-speaking countries as it ties into both the text and the Day of the Dead school-wide events. Students may have the opportunity to visit sites to further engage in the Spanish-speaking culture. The course also develops the four modes of communication through lessons related to childhood, health and wellness, and cultural events. Students will read literature from various well-known authors and make cross-cultural connections as they relate to the cultures present in the United States. 
*(Prerequisite: FG240 or FG241)*

**SPANISH IV**
FG440
Grades 11, 12
2 CREDITS

Spanish IV Regular provides the opportunity for students to use the target language while analyzing various literary readings. Students will respond to issues that touch them personally and build on their eagerness to express their opinions and tell about their own relevant experiences. Movie clips will be used to illustrate literary devices and further students’ understanding of them. Students will connect the literature to history and culture through the study of the context from which the works originate, including information about the life of the author, the time period, and Hispanic region. Oral and written proficiency will be emphasized throughout the course in preparation for the Spanish Language Advanced Placement Course. 
*(Prerequisite: FG340, FG385, or department placement)*
SPANISH V
FG540
Grades 11, 12
2 credits

This upper-level course is appropriate for students who have acquired an intermediate/advanced foundation in the Spanish language and cultures. Its goal is to further develop the student’s confidence in oral and written expression while emphasizing the use of grammatical structures, style, pronunciation, and cultural cues. Students will be introduced to a variety of reading and writing activities that will strengthen the oral focus of the course. This course will be taught at an accelerated pace and will include a broad selection of poetry, short stories, and novels. These readings will also provide the focus of classroom discussion. (Prerequisite: FG440 or FG485)

SPANISH FOR HERITAGE SPEAKERS I
FG141
Grades 9, 10, 11, 12
2 CREDITS

This course is designed to meet the needs of heritage speakers, meaning students that speak and hear the language at home. Students will use their background knowledge to further develop reading, writing, and grammar skills. In addition, students will gain knowledge of Spanish-speaking countries’ traditions, history, literature, and geography. (Prerequisite: Demonstrated oral proficiency and Spanish spoken outside of school)

SPANISH FOR HERITAGE SPEAKERS I HONORS
FG195
Grades 9, 10, 11, 12
2 CREDITS

Spanish for Heritage Speakers I Honors is the first course in the Heritage Speakers program that focuses on developing reading and writing skills for students who already speak and understand Spanish. The students will be introduced to Latin American history, geography, literature, music and culture. The class is taught almost entirely in the target language and students will increasingly use it to prepare oral presentations, debates, dialogues, role-playing, and other communicative activities. (Prerequisite: Demonstrated oral proficiency, Spanish spoken outside of school, and department placement)

SPANISH FOR HERITAGE SPEAKERS II
FG241
Grades 9, 10, 11, 12
2 CREDITS

Spanish for Heritage Speakers II is a continuation of the heritage speakers program that focuses on developing reading and writing skills for students who already speak and understand Spanish. The students’ knowledge of Latin American history, geography, literature, music, and culture will be deepened. The class is taught almost entirely in the target language, and students will increasingly use it to prepare oral presentations, debates, dialogues, role-playing, and other communicative activities. (Prerequisite: FG141 or department placement)

SPANISH FOR HERITAGE SPEAKERS II HONORS
FG295
Grades 10, 11, 12
2 CREDITS

Spanish for Heritage Speakers II Honors is a continuation of the Heritage Speakers program that focuses on developing reading and writing skills for students who already speak and understand Spanish. The students’ knowledge of Latin American history, geography, literature, music and culture will be deepened. The class is taught almost entirely in the target language, and students will increasingly use it to prepare oral presentations, debates, dialogues, role-playing, and other communicative activities. This honors level course will prepare students for AP coursework and engage students in a rigorous and challenging curriculum. (Prerequisite: Grade of “C” in Heritage I Honors, “B” in Heritage 1, or department placement)

SPANISH II HONORS
FG285
Grades 9, 10, 11, 12
2 CREDITS

This is an advanced Spanish Level II course. This is an accelerated course appropriate to students who have acquired a solid foundation in the Spanish language. Its goal is to further develop the student’s confidence in oral and written expression while emphasizing the use of grammatical structures, style, and pronunciation. Students will be introduced to a variety of listening and written activities that will strengthen the oral focus of the course. (Prerequisite: “B” or higher in FG140 with teacher recommendation or department placement)
SPANISH III HONORS
FG385
Grades 10, 11, 12
2 CREDITS
Level III Honors increases the student’s knowledge of the language through speaking, listening, reading, and writing exercises. Students will make authentic connections with the material through activities, such as oral presentations, role play, and compositions. Students will learn more about the cuisine of Spanish-speaking countries as it ties into both the text and the Day of the Dead school-wide events. Students may have the opportunity to visit sites to further engage in the Spanish-speaking culture. The course also develops the four modes of communication through lessons related to childhood, health, travel and wellness, and cultural events. Students will read literature from various well-known authors and make cross-cultural connections as they relate to the cultures present in the United States. (Prerequisite: “C” or higher in FG285, “B” or higher in FG240 or FG241 with teacher recommendation)

SPANISH IV HONORS
FG485
Grades 11, 12
2 CREDITS
Spanish IV Honors is an accelerated Pre-AP language course that places an increased emphasis on the integration of language skills; Reading, Listening, Speaking, and Writing. Students will enhance language proficiency through a wide array of activities including but not limited to: Reading authentic literature, class discussions, oral presentations, cultural comparisons, and formal and informal writing. In the fall semester, students will host the School-wide Community Outreach Event for Spanish Speakers. In the spring, students will complete the Seal of Biliteracy Exam which will assess the four modes of communication. (Prerequisite: “C” or higher in FG385, “B” or higher in FG340 with teacher recommendation, or department placement)

ADVANCED PLACEMENT SPANISH LANGUAGE
FG495
Grade 12
2 CREDITS
This advanced placement course is appropriate for students who have acquired an intermediate/advanced foundation in the Spanish language and cultures. Its goal is to further develop the student’s confidence in oral and written expression while emphasizing the use of grammatical structures, style, pronunciation, and cultural cues. Students will be introduced to a variety of reading and writing activities that will strengthen the oral focus of the course. This course will be taught at an accelerated pace and will include a broad selection of poetry, short stories, and novels. These readings will also provide the focus of classroom discussion. All students are required to take the Advanced Placement Spanish Language Examination. (Prerequisite: “B” or higher in FG485 or “A” in FG440)
ELL/BILINGUAL

Mission
The programs are designed to prepare students to acquire academic language proficiency skills and promote student achievement.

Vision
All students who successfully exit an English Language Learner Program will meet or exceed achievement standards in general education classes.

ESL Program Offerings

Beginning ESL - Beginning ESL is intended for students with no or little proficiency in English. This course will focus on practicing skills to increase success in the mainstream classroom. Students will practice English through speaking, listening, reading, writing, and grammar. Students can earn elective credit and an English elective credit because this is a block class.

ESL Reading - This reading course for non-native speakers of English includes the development of intermediate skills and strategies in reading comprehension, fluency, and critical thinking; intermediate academic vocabulary and the application of level-appropriate grammar and mechanics; and the ability to respond to academic readings through paraphrasing and writing short paragraphs.

Advanced ESL - Advanced ESL is intended for students with limited proficiency in English. This course will focus on reading and comprehending short stories and novels. In addition, students will study literary terms and essay writing. Students will continue to practice English through speaking, listening, reading, writing, and grammar. Students can earn the equivalent credit to the EG130 English I course.

ESL English 2 - English II is a full-year course designed to provide experience and competence in analytic thinking skills through the study of literary and writing forms. It builds on and further develops skills in reading, writing, vocabulary, speaking, listening, and thinking. Students use various forms of literature to learn about language, character, allusion, subject, point of view, symbolism, theme, motif, and rhetoric over the course of the year. In literature, students will analyze themes of several literary forms: short story, novel, literary nonfiction, drama, and poetry. In writing, students will develop their skills in writing summaries, paraphrases, literary analyses, a researched project, and argumentative essays. Students will use MLA 7 guidelines in their writing in all units. Students will take part in class discussions, applying analytical thinking to varied literary forms.

ESL English 3- English III builds directly on the skills that have been addressed in literature, reading, writing, speaking, listening, research, and vocabulary in the English I and II courses. The course ensures that all students are given the opportunity to read literature that expresses American values, culture, and philosophy. There is also the added benefit of developing writing assignments from the literature that students are reading for this course.

ESL Grammar and Writing - This full year course for ELL students is designed to expand their basic knowledge of grammar. The grammar concepts include different functions of the past tense, continuous, gerunds, infinitives, modals, phrasal verbs, clauses, passive and active voice and conditionals. The essay writing assignments will allow students to demonstrate their knowledge of the grammar concepts focusing on: word use, sentence use, grammar, organization, and development.

ESL Government - This one-semester course for ELL students focuses on the U.S. Constitution and the history, developments, and organization of the American government. Students will take the U.S. Constitution test during this course.

ESL Geometry - This full-year course for Arabic speakers is designed to develop relationships among angles, lengths, areas, and volumes in two and three-dimensional figures. Spatial and visualization skills are enhanced. Logic and reasoning skills are developed through the use of conditional statements and proof. Other topics include transformations, similarity, trigonometry, and coordinate geometry. Algebra skills are reinforced.

ESL Intermediate Algebra - This full-year course for EL students is designed for those students who have completed Algebra and Geometry and need ESL support. The content of the course includes strengthening of student’s current math skills followed by topics studied in advanced mathematics but presented in a less rigorous manner. The course incorporates technology, application problems, and “hands-on” activities to give a more concrete approach to the topics in a second-year Algebra course. Topics covered include further study of equations and inequalities, functions, graphing, trigonometry, polynomials, systems of equations, and probability and statistics.
Arabic and Spanish Bilingual Program Offerings

These classes are offered on a rotating basis for ELL students who speak Spanish or Arabic.

**Bilingual Biology or Biology Concepts** - This full-year course introduces students to interactions between living organisms and their environment as well as understanding the diversity of life, structure, and operation of cells, interactions between living organisms and how energy flows through the ecosystem. This is a team-taught class.

**Bilingual Algebra Block** - This full-year course will focus on key topics such as solving and graphing linear functions, exponential functions, and quadratic functions. Students will explore real-life data related to those topics to make algebraic concepts more meaningful. This is a team-taught class.

**Bilingual Consumer Education** - This one-semester course is required for graduation. The course covers the following areas: preparing for consumer choices, understanding economic principles, managing money, building financial security, and making spending decisions. This is a team-taught class.

**Bilingual Health** - This one-semester course is required for graduation. The course promotes students to view health as a way of life for the betterment of self, family, and society. The major topics covered are Health & Wellness, Health Consumerism, Mental Health, Substance Awareness, Communicable/Non-communicable Diseases, Nutrition, Human Birth, Growth and Development. This is a team-taught class.

**Bilingual Physical Concepts** - This full-year course is a laboratory course that introduces the central theories in chemistry and physics. First-semester chemistry topics include chemical and physical properties of matter, solutions, and chemical reactions. Second-semester physics topics include motion, electromagnetism, and nuclear energy. This is a team-taught class.

**Bilingual U.S. History** - This full-year course provides an overview of the people and events that have shaped history in the United States. This course covers the story of the United States with interesting events, interwoven plotlines, recurring themes and unique and intriguing characters. Often, ordinary Americans from a diverse range of backgrounds are thrust into extraordinary circumstances, and the result is an exciting look at the "American Experiment." As students study this long-term process, they will also be examining broad themes including economic ideas, political struggles, cultural developments, environmental and geographic changes, international relations, and changes in the population of the US.

**Bilingual World History** - This full-year course introduces students broadly, chronologically and topically the chief features of civilizations from ancient times to present. These include Mesopotamia, Egypt, Greece, Rome, Islamic Empires, European kingdoms, and the civilizations of the New World. The historical development of European civilizations is emphasized. Major concepts include Enlightenment thinkers, the French Revolution, Imperialism, World War I, World War II and the Holocaust, the Cold War, and the interconnectedness of the modern world.

**SPECIAL EDUCATION**

The Special Education Program at OLCHS provides eligible students an opportunity to further develop their academic skills and knowledge. Each eligible student will have a case manager and an Individual Education Plan (I.E.P.) that will identify recommended classes and services. Courses are designed to assist students to achieve credit towards graduation. A continuum of services is available to meet the appropriate educational needs of students in their least restrictive environment. Examples of the different level of services that may be available for students are listed below:

**Consultative Services** - the student is enrolled in all general education classes and the case manager will monitor the student’s performance by collaborating with teachers on a limited basis. No direct services are provided to the student.

**Co-teaching Classrooms** - the student is enrolled in a selected general education class in which a general education teacher and a special education teacher share the teaching responsibilities of the classroom.

**Learning Resource Classrooms** - provide academic support and structure with a smaller class size. Curriculum in these classes directly mirror the general education courses.

**Instructional Classrooms** - the student is enrolled in a special education class that will address academic, vocational or other skill building areas at an instructional level appropriate for the student to learn new concepts and succeed.

**Self-Contained Classroom** - provides the highest level of structure for students who require significant support. Students would take all of the required academic course work in this setting and may be mainstreamed for PE and electives. A strong social work component is part of this program.
ILRP PROGRAM
Home and Family
Leisure Pursuits
Personal Responsibility & Relationships
Physical Emotional Health
Community Involvement
Employment & Adult Learning

The sequence of classes addresses and integrates the array of skills areas within each of these domains. In addition, the skills and how they are taught are referenced to the specific community in which the students live and transition into adult life. Students may remain enrolled beyond the traditional four years of high school for transition.

ILRP COURSES

ILRP ENGLISH 2 credits
Grades 9, 10, 11, 12
ILRP English is a functional academic class that focuses on practical reading, writing, speaking and listening. Instruction is differentiated to accommodate individual levels of proficiency.

ILRP MATH 2 credit
Grades 9, 10, 11, 12
ILRP Math is functional math class. The course will include classroom instruction, in addition to a variety of resource materials such as handouts, worksheets, games, and manipulative. Topics covered are: whole number computation, fractions and decimals, calculator use, word problems, money, and consumer awareness.

ILRP VOCATIONAL SKILLS (IRP18) 2 credits
Grades 9, 10
The ILRP Vocational Skills course is designed to give students an opportunity to learn and practice while performing actual jobs within the school. The course will emphasize the technical skills and also the social-emotional skills that are necessary components of work readiness. In addition to experiential learning, students also take part in class discussions about work expectations, social skills and how to be successful in the workplace.

ILRP VOCATIONAL 4 credits
ON THE JOB TRAINING (IRP19)
Grades 11, 12
This course is designed for students to learn prevocational and/or vocational skills with the intent of assisting the student in acquiring work-related skills. Students are dismissed early and work at a supervised work site.

ILRP SCIENCE/HEALTH 2 credit
Grades 9, 10, 11, 12
ILRP science will teach the basic concepts of life science, physical science and earth science. The student will also become more aware of how these science concepts work in our daily lives and in our environment. Science and health are alternated each year.

ILRP SOCIAL STUDIES (IRP25) 2 credits
Grades 9, 10, 11, 12
ILRP Social Studies is a 2.5-year course encompassing a sequence of Basic Geography Skills, World Geography, US geography, US History, and Law.

LRP COURSES

LRP ENGLISH I (LP101) 2 credits
Grade 9
This course is designed to meet the needs of students eligible for the Learning Resource Program. Coursework is aligned with mainstream English I curriculum, but is modified to accommodate student’s needs. Modifications include the oral reading of assigned text, concentrated vocabulary banks, and the initial modeling of essays using a word processor for editing. The student is expected to complete class and homework assignments and study for tests.

LRP ENGLISH II (LP201) 2 credits
Grade 10
LRP English II is designed to meet the needs of students eligible for the Learning Resource Program. The goals for this course focus on the four major areas of reading, writing, speaking, and study skills. Reading skills are reinforced through short stories and novels. Literary terminology and analysis are also emphasized. Written skills are taught and reinforced in the expository, narrative, and persuasive styles through writing activities and five paragraph essays.

LRP ENGLISH III (LP301) 2 credits
Grade 11
LRP English III is designed to meet the needs of students eligible for the Learning Resource Program. The goals are to develop and reinforce reading, writing, critical thinking, and speaking/listening skills. Reading short stories and non-fiction from the literature text will reinforce reading skills. During the course of the year we will also read several novels. Students are expected to read the assigned material, participate in class discussion and complete written assignments. Writing four to six paragraph papers in the expository, narrative, and persuasive styles will reinforce written skills. A research paper will require students to reinforce research, note-taking, critical thinking, and organizational skills to produce a minimum of an eight paragraph paper and bibliography. Technology will be used to facilitate the research. Using word processing programs on the computers in the classroom and/or computer labs will complete the research paper and most writing assignments.
LRP ENGLISH IV (LP401) 2 credits
Grade 12
LRP English IV is designed for students eligible for the learning resource program. The goal of this course is to reinforce the reading, writing, speaking and study skills needed to be a successful student in school and a successful adult in our society. There is a major emphasis on motivational and inspirational materials to encourage self-direction and goal setting. We will also emphasize the resources available to help each student make good decisions about his/her life after high school. The young adult literature that is studied in this course emphasizes living in a multicultural society and especially promotes understanding and practicing diversity.

LRP ALGEBRA I 2 credits
Grade 9
This Algebra course is designed to meet the needs of students eligible for the Learning Resource Program. Students that need support with math computation and math problem solving skills will be enrolled in this class. Students will be able to complete Algebra in one year and devote more time to learning and applying the topics.

LRP GEOMETRY CONCEPTS (LP305) 2 credits
Grades 10, 11
This course is designed for students who are eligible for the Learning Resource Program. Students will be exposed to many of the topics covered in traditional geometry. Applications of geometric and measurement concepts to everyday living will be stressed.

LRP INTERMEDIATE ALGEBRA (LP307) 2 credits
Grades 11, 12
This course is designed for students eligible for the Learning Resource Program who have already completed Algebra and Geometry. The content of the course includes strengthening of student’s current math skills followed by topics studied in advanced mathematics but presented in a less rigorous manner, with a modified curriculum. The course incorporates technology, application problems, and “hands-on” activities to give a more concrete approach to the topics in a second year Algebra course. Topics covered include further study of equations and inequalities, functions, graphing, trigonometry, polynomials, systems of equations, and probability and statistics.

LRP BIOLOGY CONCEPTS (LP105) 2 credits
Grade 9
LRP Biology Concepts is designed for students eligible for the Learning Resource Program. The class uses the curriculum and textbook from the regular Biology Concepts class with accommodations and support. The goal of this class is to expose students to the state goals/standards/benchmarks within a supportive science class.

LRP PHYSICAL CONCEPTS (LP202) 2 credits
Grades 10
LRP Physical Concepts is a special education course designed to meet the needs of students eligible for the Learning Resource Program. The goal of the course is to explore a variety of science related topics. Topics covered include: The Nature of Science, Matter, Periodic Table, Motion and Speed, Forces, Electricity, Solids, Liquids, Gases, and Energy.

LRP WORLD HISTORY I & II (LP138 & LP139) 2 credit
Grades 9, 10, 11, 12
LRP World History is designed for students who are eligible for the Learning Resource Program. This yearlong course covers broadly, chronologically and topically, the chief features of various civilizations, culture, nations and major concepts from ancient to modern times. The historical development of European civilization and its impact on the formation and development of the United States is emphasized. Core material is organized around a textbook with an emphasis on vocabulary development and reading comprehension.

LRP U.S.HISTORY (LP302) 2 credits
Grades 11, 12
This course is designed to meet the needs of students eligible for the Learning Resource Program. The course commences with the time period preceding the Civil War, and covers the war, the Reconstruction, the process of Industrialization, Populism, Progressivism and Reform, the Depression and New Deal, Foreign Policy and Post 1945 America. Material may be presented in either chronological or topical units. This course will provide students with an in-depth analysis of historical events, drawing parallels between historical concepts and modern day events. We live in a time of constant change and it is important that today’s high school graduates recognize and understand how previous generations of Americans lived, adapted to change and progressed.