AGENDA
The First Meeting of the Month of October
of the Board of Education of Township High School District 214
will be held on Thursday, October 3, 2019
in the Board Room of the Forest View Educational Center
2121 S. Goebbert Road, Arlington Heights, IL
at 7:00 p.m.

I. CALL TO ORDER
   President Petro

II. ROLL CALL
   Mrs. Knoepfle

III. PLEDGE OF ALLEGIANCE

IV. APPROVAL OF MINUTES
   Regular Meeting of September 12, 2019
   Closed Session Meeting of September 12, 2019

V. SUPERINTENDENT’S REPORT
   Freedom of Information Act Report
   Update on Student Prevention of Vaping

VI. PUBLIC COMMENTS

VII. BOARD MEMBER UPDATES

VIII. CONSENT CALENDAR
   2019-104 Accounts Payable
   2019-105 Personnel Transaction Report
   2019-106 Destruction of Closed Minutes Audio Recordings
   2019-107 Budget Calendar 2020-21
   2019-108 Memorandum of Understanding: District 214 Education
       Foundation/District 214

 IX. DISCUSSION ITEM (The public may comment on each item after Board discussion.)
    2019-109 2020-21 Academic Handbook Revisions and Curriculum Changes

 X. CLOSED SESSION
   o The appointment, employment, compensation, discipline, performance, or dismissal
     of specific employees of the district or legal counsel for the district, including
     hearing testimony on a complaint lodged against an employee or against legal
     counsel for the district to determine validity. 5ILCS 120/2(c)(1), as amended by
     P.A. 93-0057;
   o The placement of individual students in special education programs and other
     matters relating to individual students. 5ILCS 120/2(c)(10);
   o Litigation, when an action against, affecting or on behalf of the particular district
     has been filed and is pending before a court or administrative tribunal, or when the
     district finds that an action is probable or imminent, in which case the basis for the
finding shall be recorded and entered into the closed meeting minutes. 5ILCS 120/2(c)(12);
- Collective negotiating matters between the district and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5ILCS 120/2(c)(2).

XI. RECONVENE IN OPEN MEETING
Immediately following the Closed Session, the Board of Education will reconvene in Open Session and may take action deemed necessary as a result of the Closed Session discussions.

XII. ADJOURNMENT
Vice President Dussling called the meeting to order at 7:00 p.m. and R. Knoepfle called the roll. The following members were present:

William Dussling       Vice President
Mark Hineman          Member
Alva Kreutzer         Member
Mildred Palmer        Member
Leonard Walker        Member
Todd Younger          Member

Absent at roll call:
   Dan Petro          President

Also present at the meeting were: D. Schuler, superintendent; L. Lopez, associate superintendent for teaching and learning; K. Kraft, principal, specialized programs; J. Wardle, principal, BGHS; P. Kelly, principal, EGHS; G. Minter, principal, PHS; E. Hart, principal, RMHS; E. Brooks, assistant director of community engagement and outreach; J. Delgado, communications supervisor; R. Knoepfle, executive assistant to the school board and superintendent; P. Mogge, director of community engagement and outreach; T. Schlorff, director of instructional technology and technology services; staff members; parents; students; and citizens.

1. **PLEDGE OF ALLEGIANCE**

Vice President Dussling led the Board and audience in the Pledge of Allegiance.

2. **SECRETARY PRO TEM**

D. Schuler recommended that R. Knoepfle serve as secretary pro tem in absence of C. Johnson, Board secretary.

It was moved by Kreutzer and seconded by Palmer that R. Knoepfle serve as secretary pro tem for the meeting.

Upon roll call, the motion carried.

Ayes: Dussling, Hineman, Kreutzer, Palmer, Walker, Younger
Nayes: None

3. **APPROVAL OF MINUTES**

It was moved by Walker and seconded by Kreutzer that the Board of Education approve the minutes of the Regular Meeting of August 15, 2019 and the Closed Session of August 15, 2019.
Upon roll call, the motion carried.

Ayes: Dussling, Hineman, Kreutzer, Palmer, Walker, Younger
Nayes: None

4. SUPERINTENDENT’S REPORT

D. Schuler reported that the district responded to the following Freedom of Information Act request consistent with Illinois School Code:
   - V. Esp, Locallabs, requested personnel information.

D. Schuler announced that the District librarians were recognized by the Illinois Senate with an accommodation sponsored by Senator L. Murphy for receiving the 2019 National School Library of the Year Award.

D. Schuler reminded students and the public of upcoming opportunities to learn about careers through a series of three Career Nights:
   - September 17 at Prospect High School - Arts & Communication/Human Services
   - September 26 at Wheeling High School – Health and Natural Resources
   - October 15 at Rolling Meadows High School - Engineering & Industrial Technology/Business & Computers.

Additionally, the District is hosting the College and Career Ready Night on October 23, 2019 for parents and middle school students to learn about the career pathway program opportunities available during high school. He encouraged all to attend.

D. Schuler encouraged support of the proposed Gerry’s Café, a café business that will employ adults with disabilities, as this provides an opportunity for District students who age out of school and struggle to find employment. Gerry’s Café is looking for start-up funding as they build out the concept.

5. PUBLIC COMMENTS

M. Cayer, an Arlington Heights resident, addressed the Board regarding educating students about how to retrieve and review a property tax bill.

6. BOARD MEMBER UPDATES

L. Walker attended the NSSEO Board meeting, at which District 214 student B. Funk was recognized as the Shining Star student.

A. Kreutzer attended the IASB Directors meeting, noting that the membership report reflected that all but four school districts were members of IASB at the time of the meeting, and that has now changed to all but two districts. Other interesting notes from the meeting are that the Governor’s property tax task force committee does not include any educators; that the legislation to require all junior year families to complete the FAFSA was proposed and voted on so quickly that the association had only 20 minutes notice before the voting took place; and the issue of arming teachers is still gaining supporters, so the district and IASB must continue their efforts through the resolution process to defeat these proposals.
T. Younger acknowledged the work of the Education Foundation with the Golf Outing on Monday, where approximately $54,000 was raised to support student programs. He also conceded that his team did not take the first place position this year!

B. Dussling reported that the State Comptroller’s office is approximately $850,000 behind in remitting Illinois State Board of Education approved funds to the district.

M. Palmer acknowledged the students attending the Board meeting from RMHS and Elmhurst College.

7. **APPROVE CONSENT CALENDAR 2019-098 through 2019-100**

Items 2019-098 through 2019-100 appearing on the Consent Calendar were presented for the Board’s consideration.

It was moved by Kreutzer and seconded by Hineman that the Board of Education approve Items 2019-098 through 2019-100 appearing on the Consent Calendar as presented.

Upon roll call, the motion carried.

Ayes: Dussling, Hineman, Kreutzer, Palmer, Walker, Younger
Nayes: None

A. **Approve Accounts Payable 2019-098**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Fund Listing</td>
<td>$746,909.73</td>
</tr>
<tr>
<td>Operations and Maintenance</td>
<td>277,087.03</td>
</tr>
<tr>
<td>Transportation Fund</td>
<td>10,166.06</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$1,034,162.82</strong></td>
</tr>
</tbody>
</table>

Checks Dated: August 22, 2019  
Check Numbers: 726543 through 726856

Transfers Dated August 1-31, 2019 listing:  
<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Fund Listing</td>
<td>$2,231,744.18</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$2,231,744.18</strong></td>
</tr>
</tbody>
</table>

Actual September 5, 2019 listing:  
<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Fund Listing</td>
<td>$668,739.56</td>
</tr>
<tr>
<td>Operations and Maintenance</td>
<td>555,798.15</td>
</tr>
<tr>
<td>Transportation Fund</td>
<td>187,791.87</td>
</tr>
<tr>
<td>Capital Projects</td>
<td>4,179.06</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$1,416,508.64</strong></td>
</tr>
</tbody>
</table>

Checks Dated: September 5, 2019  
Check Numbers: 726865 through 727346

B. **Personnel Transaction Report 2019-099**
Approved Personnel Transaction Report attached to these minutes.

C. Destruction of Closed Meeting Audio Recordings

Approved the destruction of closed session audio recordings for the following meetings:

February 8, 2018
February 22, 2018

8. CLOSED SESSION

It was moved by Palmer and seconded by Kreutzer that the Board of Education convene in Closed Session for the purpose of discussing:

- The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the district or legal counsel for the district, including hearing testimony on a complaint lodged against an employee or against legal counsel for the district to determine validity. 5ILCS 120/(c)(1), as amended by P.A. 93-0057;
- The setting of a price for sale or lease of property owned by the District. 5ILCS 120/2©(6);
- Litigation, when an action against, affecting or on behalf of the particular district has been filed and is pending before a court or administrative tribunal, or when the district finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes. 5ILCS 120/2(c)(12).

Upon roll call, the motion carried.

Ayes: Dussling, Hineman, Kreutzer, Palmer, Walker, Younger
Nayes: None

The Board convened in Closed Session at 7:15 p.m.

9. RECONVENE IN OPEN SESSION

It was moved by Palmer and seconded by Hineman that the Board of Education reconvene in Open Session.

Upon roll call, the motion carried.

Ayes: Dussling, Hineman, Kreutzer, Palmer, Walker, Younger
Nayes: None

The Board reconvened in Open Session at 7:58 p.m.

10. PERSONNEL TRANSACTION REPORT II

It was moved by Hineman and seconded by Kreutzer that the Board of Education approve Personnel Transaction Report II, the Resolution Authorizing Notice to Remedy for Michael Stokes.

Upon roll call, the motion carried.
Ayes: Dussling, Hineman, Kreutzer, Palmer, Walker, Younger
Nayes: None

11. **JOB DESCRIPTIONS**

It was moved by Palmer and seconded by Kreutzer that the Board of Education approve the job descriptions as presented:
- Director of Instructional Technology & Technology Services
- Information Management Supervisor
- Student Information Systems Supervisor
- Cyber Security Supervisor
- Learning Technology Supervisor
- Infrastructure Supervisor
- Career Discovery Department Supervisor
- Community Education Supervisor

Upon roll call, the motion carried.

Ayes: Dussling, Hineman, Kreutzer, Palmer, Walker, Younger
Nayes: None

12. **PERSONNEL TRANSACTION REPORT III**

It was moved by Walker and seconded by Kreutzer that the Board of Education approve Personnel Transaction Report III, the following reassignments and appointments, as presented:
- Ana Estrada, Student Information Systems Supervisor
- Tracy Harper, Information Management Supervisor
- Christopher Gorcik, Community Education Supervisor
- Rudolph Gomez, Learning Technology Supervisor
- Nicolas Mazza, Infrastructure Supervisor

Upon roll call, the motion carried.

Ayes: Dussling, Hineman, Kreutzer, Palmer, Walker, Younger
Nayes: None

13. **ADJOURNMENT**

It was moved by Palmer and seconded by Kreutzer to adjourn. The motion carried.

The meeting adjourned at 8:01 p.m.

_______________________________  ____________________________
F. Daniel Petro, president           William J. Dussling, vice president
## EMPLOYMENT OF EDUCATIONAL SUPPORT PERSONNEL 2019-2020

### CHANGE OF STATUS

<table>
<thead>
<tr>
<th>Name</th>
<th>Assignment</th>
<th>Salary</th>
<th>Hrs./Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRENNAN, WILLIAM</td>
<td>Campus Security (PHS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remarks:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PALACZ, MICHAEL</td>
<td>Campus Security (SS)</td>
<td>$20.97</td>
<td>37.5</td>
</tr>
<tr>
<td>Remarks:</td>
<td>Grade 3, Row 78</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>From: Job Placement Specialist (SS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Effective: October 4, 2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REIBEL, ROBERT</td>
<td>Instructional Assistant - Student Services (SS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remarks:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REINHART, ANGELA</td>
<td>Instructional Assistant - ELL (WHS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remarks:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## EMPLOYMENT OF EDUCATIONAL SUPPORT PERSONNEL 2019-2020

### NEW

<table>
<thead>
<tr>
<th>Name</th>
<th>Assignment</th>
<th>Salary</th>
<th>Hrs./Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>KAPERA, PORSHA</td>
<td>College Career Center Assistant (EGHS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remarks:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## EMPLOYMENT OF TEMPORARY AND GRANT-FUNDED PERSONNEL 2019-2020

<table>
<thead>
<tr>
<th>Name</th>
<th>Assignment</th>
<th>Salary</th>
<th>Hrs./Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUMMEL, NATHAN</td>
<td>Instructional Assistant - Student Services (SS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remarks:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Subject: Destruction of Closed Meeting Audio Recordings

BACKGROUND INFORMATION:

The Illinois Open Meetings Act (5 ILCS 120/2.06) requires that Boards of Education keep a verbatim record of their closed meetings in the form of an audio or video recording. After 18 months have passed since being made, the audio or video recording of a closed meeting may be destroyed, provided the Board approved: 1) its destruction; and, 2) minutes of the particular closed meeting.

ADMINISTRATIVE CONSIDERATION:

The Board of Education approved the following minutes of the closed meetings as indicated:

<table>
<thead>
<tr>
<th>Date of Meeting</th>
<th>Date of Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 8, 2018</td>
<td>March 22, 2018</td>
</tr>
<tr>
<td>March 22, 2018</td>
<td>April 12, 2018</td>
</tr>
</tbody>
</table>

RECOMMENDED ACTION:

That the Board of Education approve the destruction of closed session audio recordings for the following meetings:

March 8, 2018
March 22, 2018
Subject: 2020-21 Budget Calendar

BACKGROUND INFORMATION:

The School Code (105 ILCS 5/17-1) requires that boards of education develop an annual budget which it deems necessary to defray all necessary expenses and liabilities of the district. A school district's annual budget is for the period July 1 through June 30.

To guide the budget's preparation, the Board of Education establishes a budget development time frame and calendar. As we move forward in the budget process, we will review the target dates on the 2020-21 budget calendar.

ADMINISTRATIVE CONSIDERATIONS:

The calendar outlines the major organizational and review processes that occur during budget preparation. Historically, the Board adopted the budget in September as allowed for by the School Code. This is three (3) months into the budget year. For the 2020-21 budget year, it is being recommended to adopt the Final Budget in August 2020.

RECOMMENDED ACTION:

Recommendation for the Board of Education to approve the 2020-21 proposed Budget Calendar as presented.

Att.
<table>
<thead>
<tr>
<th>DATE RANGE</th>
<th>BUDGET PROCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/3/19</td>
<td>Board approves 2020-21 Budget Calendar</td>
</tr>
<tr>
<td>11/14/19</td>
<td>Board approves 2019 Proposed Property Tax Levy</td>
</tr>
<tr>
<td>12/12/19</td>
<td>Board holds public hearing on 2019 Proposed Property Tax Levy</td>
</tr>
<tr>
<td></td>
<td>Board approves 2019 Property Tax Levy</td>
</tr>
<tr>
<td>1/15/20 - 1/31/20</td>
<td>Business Office develops 2020-21 Preliminary Financial Guidelines/ Assumptions</td>
</tr>
<tr>
<td>2/20/20</td>
<td>Board discusses 2020-21 Preliminary Financial Guidelines/Assumptions</td>
</tr>
<tr>
<td>3/19/20</td>
<td>Board approves 2020-21 Preliminary Financial Guidelines/Assumptions</td>
</tr>
<tr>
<td></td>
<td>Board approves encumbrance and expenditure authorization</td>
</tr>
<tr>
<td>3/23/20 - 5/1/20</td>
<td>Program administrators develop tentative building budgets</td>
</tr>
<tr>
<td>3/30/20 - 5/8/20</td>
<td>Administrators submit tentative budgets into Apecs.net</td>
</tr>
<tr>
<td>4/15/20 - 5/22/20</td>
<td>Budget Meetings with Budget Administrators</td>
</tr>
<tr>
<td>3/30/20 - 6/26/20</td>
<td>Business Office assembles 2020-21 Tentative Budget</td>
</tr>
<tr>
<td>7/9/20</td>
<td>Board reviews and approves 2020-21 Tentative Budget</td>
</tr>
<tr>
<td></td>
<td>Set date for Public Hearing on Final Budget</td>
</tr>
<tr>
<td>6/15/20 - 7/30/20</td>
<td>Business Office prepares 2020-21 Final Budget</td>
</tr>
<tr>
<td>7/13/20 - 8/13/20</td>
<td>Board Secretary places 2020-21 Tentative Budget on public display</td>
</tr>
<tr>
<td>8/13/20*</td>
<td>Board holds public hearing on 2020-21 Final Budget</td>
</tr>
<tr>
<td></td>
<td>Board approves 2020-21 Final Budget</td>
</tr>
</tbody>
</table>
Subject: Memorandum of Understanding: District 214 Education Foundation/District 214

BACKGROUND INFORMATION:

High School District 214 is a public high school system established under the laws of the state of Illinois, and the District 214 Education Foundation is a non-profit entity organized under Illinois' non-profit statute for the purpose of raising philanthropic and alumni support for educational purposes. The Foundation is recognized by the Internal Revenue Service as having tax-exempt status under section 501(c)(3) of the United States Internal Revenue Code, and serves to match District needs with resources, supporting student success, innovation and lifelong learning. This MOU formalizes the relationship between the Foundation and the District by setting forth the manner in which the District is to provide for and support the Foundation and in which the Foundation is to provide for and support the District.

ADMINISTRATIVE CONSIDERATIONS:

MOUs between public education institutions and their corresponding nonprofit fundraising arms are best practice, establishing a solid collaborative and working relationship between the two entities that ensures the best outcomes for students and staff. This MOU was drafted with input from similar agreements created for higher education institutions, using language that prioritizes significant fundraising, an emphasis on cooperation between the two entities and a broad understanding of the Foundation purpose.

RECOMMENDED ACTION:

That the Board of Education approve the MOU for a period of five years. The document also will be approved separately by a majority of the Foundation Board of Trustees.
Memorandum of Understanding Between
Township High School District 214
and
The District 214 Education Foundation

PARTIES
This agreement is made between Township High School District 214 ("District") and the District 214 Education Foundation ("Foundation").

RECITALS
WHEREAS, the District is a public school system established under the laws of the state of Illinois; and

WHEREAS, the Foundation is a non-profit entity organized under Illinois’ non-profit statute for the purpose of raising philanthropic and alumni support for educational purposes; and

WHEREAS, the Foundation is recognized by the Internal Revenue Service as having tax-exempt status under Section 501(c)(3) of the United States Internal Revenue Code; and

WHEREAS, the District and Foundation want to formalize a relationship by setting forth the manner in which the District is to provide for and support the Foundation and in which the Foundation is to provide for and support the District;

NOW THEREFORE, in consideration of the mutual covenants, promises and commitments, herein, the parties agree as follows:

TERMS

1.0 Relationship between the District and the Foundation

1. The Foundation, although affiliated with the District by its mission, is an independent entity, and none of its members, officers, trustees, committee members or other representatives may act or represent themselves as agents of the District itself. Any Board of Education member or District employee serving the Foundation or working on behalf of the Foundation shall clearly indicate to those with whom they are interacting whether they are acting in their capacity as a representative of the District or of the Foundation.

2. The District will hire an Assistant Director of Community Engagement and Outreach, with the intent that that individual serve as the Executive Director of the Foundation, responsible for managing the day-to-day operations of the Foundation.

3. The Foundation Board and staff will work collaboratively with District leadership (primarily the superintendent, the principalships and Teaching and Learning Department staff) to support the District mission, meeting annually with designated District staff to help identify funding and support opportunities.

4. The District agrees to encourage and maintain the independence of the Foundation and, at the same time, foster a cooperative relationship between the District and the Foundation.

5. The Superintendent, as well as an annually appointed member of the Board of Education, shall serve as ex-officio non-voting members of the Foundation’s Board of Trustees. The Director of Community Engagement and Outreach and Director of Academic Programs and Careers also will serve in ex-officio liaison roles.

6. The Foundation may, in connection with its lawful business and activities, use the name of the District as well as the District’s logo, tagline, and other symbols consistent with District policy.
The Foundation shall not delegate the authority to use the District name or symbols to any person or entity without prior approval from the Foundation's Executive Director.

2.0 Foundation Support of and Obligations to the District

1. The Foundation exists to raise significant community, alumni and philanthropic support for the District schools; to support the vision, mission and core values of the District; to enhance student success, innovation and lifelong learning; and to engage alumni in meaningful activities that enrich teaching and learning and District support. That overall support includes, but is not limited to:
   a. Raising, receiving, investing and administering funds for the District to use for innovative educational purposes;
   b. Creating, executing and funding activities and opportunities in line with the District mission of innovation and success.

2. The Foundation shall provide the Superintendent and Board of Education in June with a summary of gifts received.

3. The Foundation agrees to closely coordinate with District leadership (primarily the superintendency and principalships) regarding funding goals, programs and preferred campaigns.

4. The Foundation agrees not to make any representations to donors concerning the ability of the District to accept restricted donations and informing the donor that restricted donations can only be accepted in accordance with the Foundation's gift acceptance policy. The Foundation further agrees not to accept gifts of real estate or equipment without first obtaining from the District confirmation of feasibility of use.

5. The Foundation agrees to maintain adequate insurance for any liabilities that may arise in connection with its operations.

3.0 District Support of the Foundation

1. The District has identified the following purposes for the District’s support of the Foundation:
   a. Because of uncertainty and restrictions inherent in the Illinois public school finance system, it is prudent to assertively seek alternative sources of revenue to continue to enhance quality education programs; and
   b. Continuation of the momentum achieved in maximizing alternative revenue sources through the Foundation requires a continual commitment from the District; and
   c. Business, community and alumni involvement in raising money for educational programs achieves a philosophical and philanthropic investment in the District; and
   d. Opportunities for student success, including but not limited to scholarship and summer enrichment funding, exist beyond the District's operating budget; and
   e. More than 25 percent of District students now live in poverty, creating new and diverse areas of funding need.

2. For the initial term of this agreement (five years from the date of signing, renewable for additional five-year terms by mutual written agreement of the parties), the District agrees to:
   a. Promote the Foundation as the primary option for individual, foundation and corporate gifts to the District;
   b. Acknowledge and adhere to approved administrative fees assessed by the Foundation for school gifts, sponsorships and other contributions in excess of $3,000 or gifts with which the Foundation had a specific role in confirming;
   c. Work with the Foundation team to create giving opportunities for specific capital project and curriculum asks, ensuring all parties are operating from the same understanding of what funding is needed and what benefits will come to those who provide contributions;
   d. Provide, at no cost, office space, onsite space as needed for Foundation events, utilities (including technology) and infrastructure support and auxiliary services (basic
copying/printing, telephone service, event scheduling and use of facilities) adequate for Foundation performance;

e. Through existing staff, provide as-needed website, graphic design, public relations and grant support;

f. Provide other limited and reasonable Foundation support.

4.0 Coordination of Fundraising

1. The Foundation shall coordinate with the District in the development of its fundraising programs, including providing information, sharing plans and coordinating requests, in some cases partnering with District staff to conduct major gift asks, lead alumni presentations and solicit estate or planned gifts. In addition, the Foundation will, through its Executive Director:
   a. Focus on major gifts, alumni giving and planned gifts;
   b. Coordinate special fundraising events with the District;
   c. Timely acknowledge all gifts with appropriate language that reflects the Foundation’s Stewardship Plan;
   d. Provide reports to donors of endowed funds and capital gifts that they have contributed to the Foundation; and
   e. Maintain a well-coordinated donor relations program in an effort to maximize annual and long-term fundraising.

5.0 Gift Funds Management

During the term of this Understanding, the Foundation shall be responsible for overseeing the management of funds that originate with its hosted activities or are entrusted to it by its donors. The Foundation fund management services shall include the following:

1. Restricted Gifts:
   a. The Foundation agrees not to intentionally solicit or accept gifts for any use specified by a donor that is known to be inconsistent with the District’s vision, mission, priorities, goals, policies or procedures.

2. Unrestricted Gifts:
   a. The Foundation shall maintain separate accounting for unrestricted funds received, and gains, profits and losses resulting from said investments.
   b. The Foundation agrees to pay annual operating expenses from the unrestricted fund, working diligently to create a conservative annual budget that maximizes the amount of direct support to District schools and students.

6.0 Foundation Filing, Audits and Reporting

1. The Foundation will file all reports and other documents required by law in a timely and comprehensive manner.

2. The Foundation agrees to observe all established financial reporting guidelines and procedures required by law and all best practices in financial reporting and management for charitable organizations.

3. The Foundation agrees to provide the Superintendent as needed:
   a. An annual report;
   b. A list of Foundation Trustees;
   c. A list of Alumni Council members
7.0 Limitations on Foundation

The Foundation agrees not to make any salary or stipend payments to a District employee except with prior District written approval.

8.0 Confidentiality

Neither the Foundation nor the District shall disclose or use any private or confidential donor, student or employee information provided from one to the other except as required in/by the terms of this document or for the purpose of Foundation and donor communications.

9.0 Compliance with Applicable Law and Non-Discrimination

The Foundation agrees not to discriminate in any manner on the basis of race, religion, color, national origin, gender, disability, age, sexual orientation or preference or marital, parental or veteran’s status in its programs, activities or financial disbursements or gift acceptance.

10.0 Amendment and Termination

1. This Understanding may be amended only in writing signed by an authorized representative of both parties.
2. This Understanding shall terminate immediately in the event that:
   a. The Foundation dissolves
   b. The District withdraws recognition of the Foundation
   c. The Foundation ceases to be a non-profit corporation or ceases to be recognized by the IRS.
3. In the event the Foundation ceases to exist, all monies and items of value received by or held by the Foundation for the benefit of the District shall immediately be transferred to the District or a successor organization consistent with federal and state laws and any restrictions imposed by the donors.

Signatures:

IN WITNESS WHEREOF, Township High School District 214 and authorized representatives of the District 214 Education Foundation have executed this Understanding on this ________ day of ________, 2019.

Township High School District 214

______________________________
Board of Education President (Signature)

______________________________
Executive Director (Signature)

______________________________
(Printed Name)

______________________________
(Printed Name)

______________________________
(Title)

______________________________
(Title)
Subject: 2020-2021 Academic Handbook Revisions and Curriculum Changes

BACKGROUND INFORMATION

The Board of Education is required by law to approve the district curriculum that is published in the District 214 Academic Handbook. The handbook is a compilation of important academic information including the complete listing of the courses of study approved by the Board of Education. Prior to beginning the course selection process each school year, recommendations for revisions to academic policies and procedures and/or the courses of study are prepared for the consideration of the Board.

ADMINISTRATIVE CONSIDERATION

In addition to the curriculum and academic policy changes that are approved by the Board of Education, there are proposals for curriculum changes that result from the curriculum review by division heads, associate principals for instruction, and building leadership teams. The Superintendent’s Leadership Team approved the proposed changes. The proposed curriculum changes include course number and title changes, changes in course description, prerequisite and grade level changes, and minor edits in language mechanics. This includes proposed changes to the existing curriculum and new courses for 2019-2020.

All curriculum changes approved by the Board of Education will be included in the academic handbook.

RECOMMENDATION ACTION

That the Board of Education discuss the 2020-2021 Academic Handbook Revisions and Curriculum Changes.

attachment
Academic Handbook Changes 2020-2021

English Department

0000 Introduction to Multimedia Communications

  Grade Level: 9-12
  Grade/Sem: 0.5
  Course Level: General Education
  GRC: 4, 19

Students will explore a broad range of multimedia communication elements including print, podcasting, streaming, photography, broadcast journalism, layout design, social media, and the study of law and ethics of mass media. This course will include five hours of fieldwork and expose students to career opportunities. This is the first course in the Multimedia Communications Pathway. Credit earned in this course does not apply to the number of credits required in English. However, the credit does apply towards graduation credit.

0000 Multimedia Production I

  Grade Level: 9-12
  Prerequisite: Intro to Multimedia Communications or Division Head Approval
  Grade/Sem: 0.5
  Course Level: General Education
  GRC: 4, 19

Students will continue to develop and build upon skills from Intro to Multimedia Communications. This course will include opportunities to create and refine various modes of production. This course will include five hours of fieldwork and expose students to multimedia career opportunities. This is the second course in the Multimedia Communications Pathway. Credit earned in this course does not apply to the number of credits required in English. However, the credit does apply towards graduation credit.

0000 Multimedia Production II

  Grade Level: 9-12
  Prerequisite: Intro to Multimedia Communications, Multimedia Production I or Division Head Approval
  Grade/Sem: 0.5
  Course Level: General Education
  GRC: 4, 19

Students will build on experiences from previous courses exploring more advanced opportunities to create and refine various modes of production. This course will include ten hours of fieldwork and expose students to multimedia career opportunities. This is the third course in the Multimedia Communications Pathway. Credit earned in this course does not apply to the number of credits required in English. However, the credit does apply towards graduation credit.

0000 Multimedia Practicum

  Grade Level: 10-12
  Prerequisite: Intro to Multimedia Communications, Multimedia Production I, Multimedia Production II or Division Head Approval
  Grade/Sem: 0.5
  Course Level: General Education
  GRC: 4, 19
Students will build upon skills acquired from previous courses and lead in a team-driven atmosphere in order to create, revise, and publish various modes of multimedia communication. Students will have opportunities to participate in competitions and have work critiqued by industry professionals. This is the fourth course in the Multimedia Communications Pathway; students may repeat this course. Credit earned in this course does not apply to the number of credits required in English. However, the credit does apply towards graduation credit.

01981/01982  Reading and Writing 1

Change Grade Level
From: 9
To: 9-12
Credit/Sem: 0.5

Change Course Description
From: This course focuses on the development of essential skills in reading and writing in an integrated language arts class for students who need work in fundamental areas. Students will write a variety of paragraphs, expand vocabulary skills through study of Greek and Latin roots, review grammar and usage, and read an assortment of fiction and nonfiction texts.
To: Students will develop essential skills in reading and writing in an integrated language arts class for students who need work in fundamental areas. Students will write a variety of paragraphs, expand vocabulary skills through study of Greek and Latin roots, review grammar and usage, and read an assortment of fiction and nonfiction texts.

02001/02002  Reading and Writing 2

Change Grade Level
From: 10
To: 9-12
Prerequisite
From: Placement
To: Division Head Approval
Credit/Sem: 0.5

Change Course Description
From: This course provides students with further study and practice in basic reading and writing skills. The content of the course includes developing sentences, paragraphs, and essays; expanding vocabulary; and reading and analyzing literature. This course, when combined with Oral Communication (02540), meets the English requirement for grade 10.
To: Students will further study and practice basic reading and writing skills. The content of the course includes developing sentences, paragraphs, and essays; expanding vocabulary; and reading and analyzing literature.

02010  Advanced Creative Writing & Literary Publication Workshop

Grade Level: 10-12
Change Prerequisite
From: 03910 or Consent of Division Head
To: 03910
Credit/Sem: 0.5

Change Course Description
From: This course is a continuation and expansion of Creative Writing and is designed for those students who want to continue to explore literature and language by writing. Students will continue to write poetry, prose, creative nonfiction, and drama. Additionally, students will have experience with the school’s literary magazine. Opportunities for publications and contest entries will also be included. Students will be expected to create their own prompts and edit peers’ writing. This course is advantageous to students interested in writing at the collegiate level, and/or the exploration of various career pathways in writing and publication. This course does not fulfill an English graduation requirement. This course may be repeated for credit.
To: Students will continue to write poetry, prose, creative nonfiction, and drama as a continuation and expansion of Creative Writing. Additionally, students will have experience with the school’s literary magazine, publications, and contest entries. This course does not fulfill an English graduation requirement. This course may be repeated for credit.
02030  Reading Skills 2  
Change Grade Level  
*From:* 9-10  
*To:* 9-12  
Credit/Sem: 0.5  
Change Course Description

*From:* students who need additional work in reading choose for or this course. This course meets one of the four English requirements for grades 9 and 10.  
*To:* Students will study and practice of reading skills, reading fluency and reading comprehension.

02040  Writing Skills 2  
Grade Level:10  
Change Prerequisite  
*From:* Placement  
*To:* Division Head Approval  
Credit/Sem: 0.5  
Change Course Description

*From:* Intended for students who need study and practice in basic writing skills, this course includes developing sentences, paragraphs, and essays; expanding vocabulary; and responding to literature. This course meets one of the requirements for grade 10.  
*To:* Students will study and practice in basic writing skills, this course includes developing sentences, paragraphs, and essays; expanding vocabulary; and responding to literature. This course meets one of the requirements for grade 10.

02050  Reading Skills  
Grade Level: 10-12  
Change Prerequisite  
*From:* Placement  
*To:* Division Head Approval  
Credit/Sem: 0.5  
Change Course Description

*From:* This course is recommended for or chosen by students who need additional work in reading. This course meets one of the requirements for grade 10.  
*To:* Students will study and practice additional work in reading skills, reading fluency and reading comprehension.

02060  Writing Skills 3  
Change Grade Level  
*From:* 10-12  
*To:* 9-12  
Change Prerequisite  
*From:* Placement  
*To:* Division Head Approval  
Credit/Sem: 0.5  
Change Course Description

*From:* Intended for students who need study of and practice in basic writing skills, this course includes developing sentences, paragraphs, and essays; expanding vocabulary; responding to literature; and dealing with specific problems in writing.  
*To:* Students will study and practice basic writing skills while developing sentences, paragraphs, and essays; expanding vocabulary; and responding to literature.

02070  Reading Skills 4  
Grade Level: 11-12  
Change Prerequisite  
*From:* Placement  
*To:* Division Head Approval  
Credit/Sem: 0.5  
Change Course Description
**From:** This course is recommended for or chosen by students who need additional work in reading.

**To:** Students will learn reading skills by participating in this additional reading course.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade Level</th>
<th>Credit/Sem</th>
<th>NCAA</th>
<th>Change Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>02101/02102</td>
<td>Written and Oral Communication</td>
<td>10</td>
<td>0.5</td>
<td>Yes</td>
<td>Change Course Description</td>
</tr>
</tbody>
</table>

**From:** This course offers a basic introduction to effective written and oral communication skills and is designed for students needing additional support. Course work focuses on style, structure, and language appropriate for various purposes and audiences. Students will be actively involved in research methodology, writing, and speaking. As part of the course work, the student will review basic grammar and usage, study vocabulary, read selected fiction and nonfiction texts, and utilize technology to develop multimedia products and presentations.

**To:** Students will receive an introduction to effective written and oral communication skills. Students will be actively involved in research methodology, writing, and speaking. Students will review grammar and usage, study vocabulary, read selected fiction and nonfiction texts, and utilize technology to develop multimedia presentations. This course meets the language arts graduation requirement.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade Level</th>
<th>Credit/Sem</th>
<th>NCAA</th>
<th>Change Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>02111/02112</td>
<td>Reading Laboratory</td>
<td>9</td>
<td>0.5</td>
<td></td>
<td>Change Course Description</td>
</tr>
</tbody>
</table>

**From:** This course is intended for students who need additional work in the English language arts. It is designed to increase word analysis skills, fluency and comprehension skills as well as improving writing skills. Students will learn to write using a variety of sentence structures and write standard, well-organized paragraphs. The combination of this course and Language Arts 4 (02170) meets one semester of the English graduation requirement for grade 9. Upon successful completion of this course, it is recommended that students take Language Arts 4 (2170).

**To:** Students will learn practical reading strategies and study skills to utilize in their core courses. Students two or more years below grade level will take this course in addition to their core English class. Prerequisite: Placement is based on standardized test and/or teacher recommendation.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade Level</th>
<th>Credit/Sem</th>
<th>NCAA</th>
<th>Change Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>02131/02132</td>
<td>Senior English</td>
<td>12</td>
<td>0.5</td>
<td>Yes</td>
<td>Change Course Description</td>
</tr>
</tbody>
</table>

**From:** This year-long course is for seniors who still require development in the language arts. Course activities provide seniors with language skills that will prepare them for the work place and civic participation as well as enhance their appreciation of culture. Course readings will be drawn from a wide variety of genres including news media and nonfiction. Media studies, integrated through the course, will include projects using technology. An extensive writing curriculum will include technical and business writing and writing for personal use and civic participation. This course is recommended for students who have not yet met the Illinois State Standards in language arts. This course meets the language arts graduation requirement for grade 12.

**To:** Students will engage in activities to develop language skills in preparation for the workplace and civic participation. Students will engage in a variety of genres including news media and nonfiction. Students will engage in an extensive writing curriculum incorporating technical, business, personal, and civic writing. This course meets the language arts graduation requirement.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade Level</th>
<th>Credit/Sem</th>
<th>NCAA</th>
<th>Change Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>02140</td>
<td>Language Arts and Oral Communication 1</td>
<td>9-12</td>
<td>0.5</td>
<td></td>
<td>Change Course Description</td>
</tr>
</tbody>
</table>

**From:** Placement

**To:** Division Head Approval
From: This course is intended for students who need intensive work in language arts including increased reading decoding and comprehension skills at the elementary level. Students will also practice beginning writing skills such as writing complete sentences, letters and short reports, spelling and grammar. The combination of this course and Language Arts and Oral Communication 2 (02150) meets one semester of the English graduation requirement for grade 9. Upon successful completion of this course, it is recommended that students take Language Arts and Oral Communication 2 (02150).

To: Students will focus on increased reading decoding and comprehension skills. Students will also practice beginning writing skills such as writing complete sentences, letters and short reports, spelling and grammar. Upon successful completion of this course, it is recommended that students take Language Arts and Oral Communication 2 (02150).

02150 Language Arts and Oral Communication 2

Grade Level: 9-12
Change Prerequisite
From: Placement
To: Division Head Approval
Credit/Sem: 0.5
Change Course Description

From: This course is intended for students who need intensive work in language arts including increased reading decoding and comprehension skills at the elementary level. Students will also practice beginning writing skills such as writing complete sentences, letters and short reports, spelling and grammar. The combination of this course and the Language Arts and Oral Communication 1 (02140) meets one semester of the English graduation requirement for grade 9. Upon successful completion of this course, it is recommended that students take Preparatory Language Arts 3 (02160).

To: Students will address skills to increase reading decoding and comprehension skills. Students will practice beginning writing skills such as writing complete sentences, letters and short reports, spelling and grammar. Upon successful completion of this course, it is recommended that students take Preparatory Language Arts 3 (02160).

02160 Language Arts 3

Grade Level: 9-12
Change Prerequisite
From: 02140 and 02150 or Equivalent, Placement
To: 02140 and 02150
Credit/Sem: 0.5
Change Course Description

From: This course is intended for students who need additional work in the English language arts. It is designed to increase word analysis skills, fluency and comprehension skills as well as improving writing skills. Students will learn to write using a variety of sentence structures and write standard, well-organized paragraphs. Upon successful completion of this course, it is recommended that students take Language Arts 4 (2170).

To: Students will increase word analysis skills, fluency and comprehension skills as well as improving writing skills. Students will learn to write using a variety of sentence structures and write standard, well-organized paragraphs. Upon successful completion of this course, it is recommended that students take Language Arts 4 (2170).

02170 Language Arts 4

Grade Level:10
Change Prerequisite
From: 02140 and 02150 or Equivalent, Placement
To: 02140 and 02150
Credit/Sem: 0.5
Change Course Description

From: This course is intended for students who need additional work in the English language arts. It is designed to increase word analysis skills, fluency and comprehension skills as well as improving writing skills. Students will learn to write using a variety of sentence structures and write standard, well-organized paragraphs. Upon successful completion of this course, it is recommended that students take Language Arts 4 (2170).

To: Students will increase word analysis skills, fluency and comprehension skills as well as improving writing skills. Students will learn to write using a variety of sentence structures and write standard, well-organized paragraphs. This course is intended for students who need additional work in the English language arts.
Preparatory Reading

**From:** This course is designed for incoming freshman that need additional work in reading. It will focus on standards and remediation, improving students' reading comprehension using a variety of reading materials, both fiction and nonfiction. This class will assist students with study skills, test taking strategies, and note taking. This course must be taken in conjunction with Written and Oral Communication (02101/02102).

**To:** Students will improve their reading comprehension using a variety of reading materials, both fiction and nonfiction. Students will develop their study, note taking, and test-taking skills. Incoming freshman that need additional work in reading will take this course in conjunction with Written and Oral Communication.

Prep Reading Skills

**From:** Students enrolled in Study Skills will develop strategies for time management, task completion, test preparation, test completion, communication, and problem-solving.

**To:** Students will develop strategies for time management, task completion, test preparation, test completion, communication, and problem solving.

Written and Oral Communication

**From:** This course introduces the fundamental skills of effective written and oral communication including style, structure, and language appropriate for various purposes and audiences. Students will be actively involved in research methodology, writing, and speaking. As part of the course work, students will review basic grammar and usage, study vocabulary, read selected fiction and nonfiction texts, and utilize technology to develop multimedia products and presentations.

**To:** Students will engage in more advanced written and oral communication skills. Students will be actively involved in research methodology, writing, and speaking. Students will review grammar and usage, study vocabulary, read selected fiction and nonfiction texts, and utilize technology to develop multimedia presentations. This course meets the language arts graduation requirement.

Acting 1

**From:** This course is for students who desire initial training in acting. The major focus is on improvisation. The course stresses activities which increase students' ability to concentrate, accentuate their sensory awareness, establish a knowledge of their relationship to the world around them, strengthen their powers of observation, and underscore their cooperation with others in solving acting problems. Students must perform as part of this course work. Credit earned in this course does not apply to the number of credits required in English. However, the credit does apply toward graduation and satisfies the fine arts requirement.

**To:** Students will engage in activities that will support initial training in acting. Students will strengthen their powers of observation and underscore their cooperation with others in various acting scenarios. Students must perform as part of this course work. Credit earned in this course does apply toward graduation and satisfies the fine arts requirement.
From: Focusing on script analysis, characterization, and performance, this course is a continuation of Acting 1. Credit earned in this course does not apply to the number of credits required in English. However, the credit does apply toward graduation.

To: Students will focus on script analysis, characterization, and performance, and this course is a continuation of Acting 1. Credit earned in this course does apply toward graduation and satisfies the fine arts requirement.

From: In this laboratory and classroom course for those interested in the backstage procedure of theatre, students learn the history, structure, and styles of drama. They also learn the construction and handling of scenery, the design and operation of lighting, the safe use of tools, the basics of stage managing, and the basic elements of running a play. Credit earned in this course does not apply to the number of credits required in English. However, the credit does apply toward graduation and satisfies the fine arts requirement with administrative approval. See Advance Theater Workshop Course 01740 for proper course sequencing.

To: Students will learn the history, structure, styles of drama, and the backstage procedure of theatre along with the construction/handling of scenery, the design/operation of lighting, the safe use of tools, and the basics of stage managing. Credit earned in this course does apply toward graduation and satisfies the fine arts requirement with administrative approval.

From: In this course for those interested in the critical viewing of films, students learn the audio and visual language of movies and appreciate the process of film production. The course introduces the history of movies, various types of films, and criticism of film as an art form and as a valid medium of communication. Students write evaluations of the films they view. Credit earned in this course does not apply to the number of credits required in English without administrative approval. However, the credit does apply toward graduation.

To: Students will learn the history, structure, styles of drama, and the backstage procedure of theatre along with the construction/handling of scenery, the design/operation of lighting, the safe use of tools, and the basics of stage managing. Credit earned in this course does apply toward graduation and satisfies the fine arts requirement with administrative approval.
From: Students will learn to interview people in order to gather and evaluate information. They will use this information to write news, sports, editorial, in-depth, and feature stories. They will also learn to write headlines and captions. Part of the course will focus on editing and proofreading stories for publication in the school newspaper or yearbook. Students will learn about the historical perspective of the American press and the legal and social responsibilities that come with the operations of school publications. Credit earned in this course will not apply toward the number of required in English core curriculum credits. However, the credit does apply toward graduation. Students should also enroll in Journalistic Writing 2 (03120).

To: Students will learn to interview people to gather information to write news, sports, editorial, in-depth, and feature stories. Students will also learn to write headlines and captions. Students will utilize editing and proofreading strategies. Credit earned in this course does not apply toward required English credits. However, the credit does apply toward graduation.

03120 Journalistic Writing 2

Grade Level: 9-12
Credit/Sem: 0.5
Change Course Description

From: This continuation of Journalistic Writing 1 is for students interested in working on the school newspaper. Students will focus on writing advanced journalistic stories. They will design pages on desktop publishing software. In addition, course work will cover headline writing and photography skills. Credit earned in this course does not apply to the number of credits required in English. However, the credit does apply toward graduation.

To: Students will focus on writing advanced journalistic stories and cover headline writing and photography skills. This course follows the Journalistic Writing 1 course. Students will design pages on desktop publishing software. Credit earned in this course does not apply toward required English credits. However, the credit does apply toward graduation.

03130 Journalistic Writing 3

Grade Level: 10-12
Prerequisite: 03120 or Division Head Approval
Credit/Sem: 0.5
Change Course Description

From: This performance course continues student involvement in journalism through both theory and practice. Students produce the school newspaper, design and sell advertising, and study advanced journalism. Students should expect some after schoolwork on the school newspaper. Credit earned in this course does not apply to the number of credits required in English. However, the credit does apply toward graduation.

To: Students will focus on the theory and practice of journalism. This course follows the Journalistic Writing 2 course. Students will produce the school newspaper, design/sell advertising, and study-advanced journalism. Credit earned in this course does not apply toward required English credits. However, the credit does apply toward graduation.

03140 Journalistic Writing 4

Grade Level: 10-12
Prerequisite: 03130 or Division Head Approval
Credit/Sem: 0.5
Change Course Description

From: This performance course continues student involvement in journalism through both theory and practice. Students produce the school newspaper, design and sell advertising, and study advanced journalism. Students should expect some after schoolwork on the school newspaper. Credit earned in this course does not apply to the number of credits required in English. However, the credit does apply toward graduation.

To: Students will focus on more advanced theory and practices of journalism after completing Journalistic Writing 3. Students will produce the school newspaper, design/sell advertising, and study forms of multimedia journalism. Credit earned in this course does not apply toward required English credits. However, the credit does apply toward graduation.

03150 Yearbook 1

Grade Level: 9-12
Credit/Sem: 0.5
Change Course Description
This laboratory course teaches skills required to work in the publishing field. During this semester students learn principles of information gathering, copy writing, layout, copy fitting, photography, picture cropping, editing, word processing, and proofreading. This class emphasizes accurate and effective communication. Credit earned in this course does not apply to the number of credits required in English. However, the credit does apply toward graduation.

Students will learn principles of information gathering, copywriting, layout, copy fitting, photography, picture cropping, editing, word processing, and proofreading. Credit earned in this course does not apply toward required English credits. However, the credit does apply toward graduation.

Grade Level: 9-12
Prerequisite: 03150 or Division Head Approval
Credit/Sem: 0.5

Change Course Description

Students continue to apply principles of publishing to in-depth writing and related projects. Class periods consist of both teaching and work sessions designed to perfect skills students will use in producing the school yearbook. Credit earned in this course does not apply to the number of credits required in English. However, the credit does apply toward graduation.

Students will learn more advanced principles of information gathering, copywriting, layout, copy fitting, photography, picture cropping, editing, word processing, and proofreading. Credit earned in this course does not apply toward required English credits. However, the credit does apply toward graduation.

Grade Level: 10-12
Prerequisite: 03160 or Division Head Approval
Credit/Sem: 0.5

Change Course Description

Students continue to apply principles of publishing to in-depth writing and related projects. Class periods consist of both teaching and work sessions designed to perfect skills students will use in producing the school yearbook. Credit earned in this course does not apply to the number of credits required in English. However, the credit does apply toward graduation.

Students will learn highly advanced principles of information gathering, copywriting, layout, copy fitting, photography, picture cropping, editing, word processing, and proofreading. Credit earned in this course does not apply toward required English credits. However, the credit does apply toward graduation.

Grade Level: 10-12
Prerequisite: 03170 or Division Head Approval
Credit/Sem: 0.5

Change Course Description

This course serves as learning laboratories for the publication of the school yearbook. During the year, the students will become familiar with the process of planning, layout, copywriting, editing, photography, and production of a school yearbook. Class periods involve training lectures and actual working sessions. Some after school hours may be required to complete assignments. Credit earned in this course does not apply to the number of credits required in English. However, the credit does apply toward graduation.

Students will master highly advanced principles of information gathering, copywriting, layout, copy fitting, photography, picture cropping, editing, word processing, and proofreading. Credit earned in this course does not apply toward required English credits. However, the credit does apply toward graduation.

Grade Level: 10-12
Prerequisite: 03110 or Division Head Approval
Credit/Sem: 0.5
Change Course Description

From: Students will create, write, record, and edit various forms of material appropriate for broadcasting. Students will learn formats, writing skills, and technology associated with news, sports, and special feature broadcasting as well as survey current practices in broadcasting to understand modern theory and practice. Credit earned in this course does not apply to the number of credits required in English. However, the credit does apply toward graduation.

To: Students will create, write, record, and edit various forms of material appropriate for broadcasting and learn formats, writing skills, and technology associated with news, sports, and special feature broadcasting. Credit earned in this course does not apply toward required English credits. However, the credit does apply toward graduation.

03200   Advanced Reading

Grade Level: 10-12
Credit/Sem: 0.5
Change Course Description

From: This course examines narrative and expository American, British, and world literature and broadens and refines reading and writing skills to meet the demands of college level work. Reading comprehension and flexibility are expanded through an emphasis on the techniques of speed, overview, and critical reading. This course also develops vocabulary and efficient study skills. Individualized diagnostic testing, evaluation, and student teacher conferences motivate students to increase their reading and writing standards, abilities, and speed.

To: Students will examine various genres and refine their reading and writing skills to meet the demands of college level work with an emphasis on the techniques of speed, overview, and critical reading while developing their vocabulary and study skills. This course meets the language arts graduation requirement.

03240   Journalistic Writing 5

Grade Level: 11-12
Prerequisite: 03140 or Division Head Approval
Credit/Sem: 0.5
Change Course Description

From: This course continues involvement in journalism both through theory and practice. Students produce the school newspaper; they are required to write stories, design pages and complete all phases of production on the school newspaper. Students should expect to work after school on deadline days. Credit earned in this course does not apply to the number of credits required in English. However, the credit does apply toward graduation.

To: Students will produce the school newspaper, write stories, design pages, design/sell advertising, study forms of multimedia journalism, and complete all phases of production on the school newspaper. Credit earned in this course does not apply toward required English credits. However, the credit does apply toward graduation.

03250   Journalistic Writing 6

Grade Level: 11-12
Prerequisite: 03240 or Division Head Approval
Credit/Sem: 0.5
Change Course Description

From: This course continues involvement in journalism both through theory and practice. Students produce the school newspaper; they are required to write stories, design pages and complete all phases of production on the school newspaper. Students should expect to work after school on deadline days. Credit earned in this course does not apply to the number of credits required in English. However, the credit does apply toward graduation.

To: Students will refine their ability to produce the school newspaper, write stories, design pages, design/sell advertising, study forms of multimedia journalism, and complete all phases of production on the school newspaper. Credit earned in this course does not apply toward required English credits. However, the credit does apply toward graduation.

03260   Journalistic Writing 7

Grade Level:11-12
Prerequisite: 03250 or Division Head Approval
Credit/Sem: 0.5
Change Course Description

From: This course continues involvement in journalism through theory and practice. Students produce the school newspaper and are required to write stories, design pages and complete all phases of production. Students should expect to work after school on deadline days. Credit earned in this course does not apply to the number of credits required in English. However, the credit does apply toward graduation.

To: Students will further refine their ability to produce the school newspaper, write stories, design pages, design/sell advertising, study forms of multimedia journalism, and complete all phases of production on the school newspaper. Credit earned in this course does not apply toward required English credits. However, the credit does apply toward graduation.

03270   Journalistic Writing 8

Grade Level: 11-12
Prerequisite: 03260 or Division Head Approval
Credit/Sem: 0.5

Change Course Description

From: This course continues involvement in journalism through theory and practice. Students produce the school newspaper and are required to write stories, design pages and complete all phases of production. Students should expect to work after school on deadline days. Credit earned in this course does not apply to the number of credits required in English. However, the credit does apply toward graduation.

To: Students will further refine their ability to produce the school newspaper, write stories, design pages, design/sell advertising, study forms of multimedia journalism, and complete all phases of production on the school newspaper. Credit earned in this course does not apply toward required English credits. However, the credit does apply toward graduation.

03280   Advanced Composition

Grade Level:12
Prerequisite: Completion of Language Arts Core Curriculum
Credit/Sem: 0.5
NCAA: Yes

Change Course Description

From: This course is for seniors seeking a college preparatory writing experience beyond that provided in core English courses. Students will work through all aspects of the writing process and complete a variety of papers, including a research paper. Critical, analytical, and model reading assignments will be required.

To: Students will work through all aspects of the writing process and complete a variety of papers, including a research paper. Students will complete critical, analytical, and model reading assignments. This course meets the language arts graduation requirement.

03300   Acting 3

Grade Level: 10-12
Prerequisite: 03070 or Division Head Approval
Credit/Sem: 0.5

Change Course Description

From: Acting 3 will further develop skills and knowledge acquired in Acting 2. These intensive courses focus on character development, emotional and sensory recall, movement, articulation, diction, and voice. Students will work on "The Method" as theorized by Stanislavski. Credit earned in this course does not apply to the number of credits required in English. However, the credit does apply toward graduation.

To: Students will take an intensive focus on script analysis, characterization, and performance, and this course is a continuation of Acting 2. Credit earned in this course does apply toward graduation and satisfies the fine arts requirement.
03310  Acting 4

Grade Level: 10-12
Prerequisite: 03300 or Division Head Approval
Credit/Sem: 0.5
Change Course Description

From: Acting 4 will further develop skills and knowledge acquired in Acting 3, but focuses on the role of the director. Script selection and reading, casting, rehearsals, visual and auditory patterning, production relationships, interpretation, and leadership will be major topics in this course. Credit earned in this course does not apply to the number of credits required in English. However, the credit does apply toward graduation.

To: Students will take an intensive focus on script analysis, characterization, and performance, and this course is a continuation of Acting 3. Students will also focus on the role of the director. Credit earned in this course does apply toward graduation and satisfies the fine arts requirement.

03320  Yearbook 5

Grade Level: 11
Prerequisite: 03180 or Division Head Approval
Credit/Sem: 0.5
Change Course Description

From: This course serves as a learning laboratory for the publication of the school yearbook. During the year, students will become familiar with the process of planning, layout, copywriting, editing, photography, and production of a school yearbook. Class periods involve training lectures and actual working sessions. Some after school hours may be required to complete assignments. Credit earned in this course does not apply to the number of required in English. However, the credit does apply toward graduation.

To: Students will master and contribute to highly advanced principles of information gathering, copywriting, layout, copy fitting, photography, picture cropping, editing, word processing, and proofreading. Credit earned in this course does not apply toward required English credits. However, the credit does apply toward graduation.

03330  Yearbook 6

Grade Level: 11
Prerequisite: 03320 or Division Head Approval
Credit/Sem: 0.5
Change Course Description

From: This course serves as a learning laboratory for the publication of the school yearbook. During the year, students will become familiar with the process of planning, layout, copywriting, editing, photography, and production of a school yearbook. Class periods involve training lectures and actual working sessions. Some after school hours may be required to complete assignments. Credit earned in this course does not apply to the number of required in English. However, the credit does apply toward graduation.

To: Students will master and further contribute to highly advanced principles of information gathering, copywriting, layout, copy fitting, photography, picture cropping, editing, word processing, and proofreading. Credit earned in this course does not apply toward required English credits. However, the credit does apply toward graduation.

03340  Yearbook 7

Grade Level: 12
Prerequisite: 03330 or Division Head Approval
Credit/Sem: 0.5
Change Course Description

From: This course serves as a learning laboratory for the publication of the school yearbook. During the year, students will become familiar with the process of planning, layout, copywriting, editing, photography, and production of a school yearbook. Class periods involve training lectures and actual working sessions. Some after school hours may be required to complete assignments. Credit earned in this course does not apply to the number of required in English. However, the credit does apply toward graduation.
**To:** Students will master, contribute, and develop highly advanced principles of information gathering, copywriting, layout, copy fitting, photography, picture cropping, editing, word processing, and proofreading. Credit earned in this course does not apply toward required English credits. However, the credit does apply toward graduation.

03350  
Yearbook 8

<table>
<thead>
<tr>
<th>Grade Level: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: 03340 or Division Head Approval</td>
</tr>
<tr>
<td>Credit/Sem: 0.5</td>
</tr>
<tr>
<td>Change Course Description</td>
</tr>
</tbody>
</table>

**From:** This course serves as a learning laboratory for the publication of the school yearbook. During the year, students will become familiar with the process of planning, layout, copywriting, editing, photography, and production of a school yearbook. Class periods involve training lectures and actual working sessions. Some after school hours may be required to complete assignments. Credit earned in this course does not apply to the number of required in English. However, the credit does apply toward graduation.

**To:** Students will master, contribute, and further develop highly advanced principles of information gathering, copywriting, layout, copy fitting, photography, picture cropping, editing, word processing, and proofreading. Credit earned in this course does not apply toward required English credits. However, the credit does apply toward graduation.

03471/03472  
American Literature and Composition

<table>
<thead>
<tr>
<th>Grade Level: 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change Prerequisite:</td>
</tr>
</tbody>
</table>

**From:** In this course, students explore and analyze a modified version of the traditions, techniques, and genres of American literature. The course emphasizes writing and offers extensive instruction in the writing process. In addition, the curriculum includes usage and mechanics, analytic reading techniques, rhetorical analysis, and vocabulary development. This course is designed for students needing additional support in basic reading and writing skills. This course meets the English requirement for grade 11.

**To:** Students will explore and analyze a modified version of the traditions, techniques, and genres of American literature with emphasis on writing. Students will acquire skills in grammar usage/mechanics, analytic reading techniques, rhetorical analysis, and vocabulary development. This course meets the language arts graduation requirement.

03481/03482  
American Literature and Composition

<table>
<thead>
<tr>
<th>Grade Level: 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change Prerequisite:</td>
</tr>
</tbody>
</table>

**From:** This course offers students the opportunity to explore and analyze the traditions, techniques, and genres of American literature. The course emphasizes writing and offers extensive instruction in the writing process. In addition, the curriculum includes usage and mechanics, analytic reading techniques, rhetorical analysis, and vocabulary development. This course fulfills the English requirement for grade 11.

**To:** Students will explore and analyze traditions, techniques, and genres of American literature with emphasis on writing. Students will further develop their skills in grammar usage/mechanics, analytic reading techniques, rhetorical analysis, and vocabulary development. This course meets the language arts graduation requirement.
03570  British Literature Survey  
Grade Level: 11-12  
Credit/Sem: 0.5  
NCAA: Yes  
Change Course Description  

From: This course examines significant writers, works, and literary trends from the beginnings of English literature. It requires analyzing, writing about, and discussing the literature.  
To: Students will examine significant writers, works, and literary trends from the beginnings of English literature. Students will acquire the skills to analyze and discuss British literature. This course meets the language arts graduation requirement.

03580  Humanities/Literature 1  
Grade Level: 11-12  
Credit/Sem: 0.5  
NCAA: Yes  
Change Course Description  

From: This course examines the arts in the context of the societies that created them. Literature, sculpture, painting, architecture, music, and philosophy are studied not in isolation but as products of historical forces that shape their forms and meanings. Extensive reading, lectures, large and small group discussion, and student presentations comprise class work.  
To: Students will examine the arts in the context of the societies that created them. Students will study literature, sculpture, painting, architecture, music, and philosophy as products of historical forces that shape their forms and meanings. This course meets the language arts graduation requirement.

03590  Humanities/Literature 2  
Grade Level: 11-12  
Prerequisite: Division Head Approval  
Credit/Sem: 0.5  
NCAA: Yes  
Change Course Description  

From: This course, which is a continuation of Humanities/Literature 1, covers the Renaissance through modern times. Although Humanities/Literature 1 is not a prerequisite for Humanities/Literature 2, it is highly recommended. Both courses examine in detail our cultural heritage and our cultural present through extensive reading, research, and discussion.  
To: Students will continue with the study of Humanities/Literature 1 and further examine the arts in the context of the societies that created them focusing on the Renaissance to modern times. Students will study literature, sculpture, painting, architecture, music, and philosophy as products of historical forces that shape their forms and meanings. This course meets the language arts graduation requirement.

03600  Humanities/Fine Arts  
Grade Level: 11-12  
Credit/Sem: 0.5  
NCAA: Yes  
Change Course Description  

From: This course focuses on the interrelationship of art, music, literature, history, and philosophy from ancient times through the Renaissance. Students examine art works and ideas and read, write, discuss, and analyze extensively. Passing this course meets the fine arts graduation requirement if the teacher is certified in the fine arts.  
To: Students will focus on the interrelationship of art, music, literature, history, and philosophy from ancient times through the Renaissance. Students will examine art works and ideas and read, write, discuss, and analyze extensively. This course meets the language arts and fine arts graduation requirement.
03620  Contemporary Literature
Grade Level: 10-12
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: This course introduces mature students to the movements, themes, and styles developed in recent literature. Students read daily and participate in analytical discussions. They write essays interpreting, analyzing, or comparing works of established authors.

To: Student will study the movements, themes, and styles developed in recent literature. Students will read daily, participate in analytical discussions, and write essays interpreting, analyzing, or comparing works of established authors. This course meets the language arts graduation requirement.

03640  Philosophical Literature
Grade Level: 11-12
Credit/Sem: 0.5
Change Course Description

From: This course stresses metaphysics, ethics, epistemology, and religion in a survey of the great thinkers from Greek to modern times. Course work requires written responses.

To: Students will study metaphysics, ethics, epistemology, and religion in a survey of the great thinkers from Greek to modern times. Student will develop essays interpreting, analyzing, or comparing works of established authors. This course meets the language arts graduation requirement.

03700  Folklore, Myth and Legend
Grade Level: 10-12
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: This course acquaints students with the myths, legends, fables, and folklore that form the background and tradition of our literary heritage. The presentation is both thematic and chronological and may emphasize either classical or American cultural foundation.

To: Students will learn various myths, legends, fables, and folklore that form the background and tradition of our literary heritage. Students will study both thematic and chronological and may emphasize either classical or American cultural foundation. This course meets the language arts graduation requirement.

03730  Short Story
Grade Level: 11-12
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: Students taking this course study the structure, techniques, and elements of the short story. Besides covering such elements as plot, theme, setting, and conflict, students will study other literary concepts like mood, irony, and symbolism. The course will use short stories from various countries and time periods to help students improve reading comprehension, build vocabulary, and polish their written work.

To: Students will study the structure, techniques, and elements of the short story. In addition to plot, theme, setting, and conflict, students will study other literary concepts like mood, irony, and symbolism. Students will improve reading comprehension, build vocabulary, and polish their written work. This course meets the language arts graduation requirement.

03740  Popular Literature
Grade Level: 11-12
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: In this course, students read, discuss, and write about popular fiction, nonfiction, drama, or poetry. Class material will usually relate to situations and problems that young people face.
**To:** Students will read, discuss, and write about popular fiction, nonfiction, drama, or poetry related to situations and problems young people face. This course meets the language arts graduation requirement.

03760  
**Multicultural Literature**  
Grade Level: 11-12  
Credit/Sem: 0.5  
NCAA: Yes  
Change Course Description

**From:** This course is a survey course designed for students who want to study the diverse contemporary literature created by the many minority groups in the United States. The literature will focus on the needs, concerns, and experiences of Afro-Americans, Asian Americans, Native Americans, Latin Americans, and American women supplemented by works of other ethnic and cultural minority groups in America. Students read both fiction (novels, short stories, poetry, and drama) and nonfiction, and write, discuss, and analyze extensively. This course is not intended to replace a course in American Literature.  
**To:** Students will analyze, discuss, and write about contemporary diverse literature. Students will focus on the needs, concerns, and experiences of African-Americans, Asian Americans, Native Americans, Latin Americans, and American women through fiction/nonfiction. This course meets the language arts graduation requirement.

03780  
**Contemporary American Text**  
Change Grade Level  
**From:** 10-12  
**To:** 12  
Credit/Sem: 0.5  
NCAA: Yes  
Change Course Description

**From:** This course is a one-semester version of 03790 and 03800 without an explicit connection to sociology courses. This course will emphasize the study of contemporary American literature, analytic reading, and composition. The study of other cultural texts will also appear prominently in the course. Students taking this class will fulfill one elective English credit.  
**To:** Students will study contemporary American literature, analytic reading, and composition through cultural texts. This course meets the language arts graduation requirement.

03831/03832  
**World Literature and Composition**  
Grade Level: 10  
Prerequisite: One (1) year of Language Arts Core Curriculum  
Credit/Sem: 0.5  
NCAA: Yes  
Change Course Description

**From:** This course introduces students to a modified examination of world literature through the study of its traditions, techniques, and genres. The course emphasizes extensive instruction in the writing process in which students produce numerous essays dealing with literature and other topics. Vocabulary development builds on the program started at the freshman level. This course incorporates a study of humanities as a means of investigating world literature and is designed for the student needing additional support in basic reading and writing skills. This course meets the English requirement for grade 10.  
**To:** Students will examine a vast array of modified world literature through the study of its traditions, techniques, and genres. Students will receive extensive instruction in the writing process. Students will receive additional support in basic reading, writing skills, and vocabulary. This course meets the language arts graduation requirement.

03841/03842  
**World Literature and Composition**  
Grade Level: 10  
Prerequisite: Division Head Approval  
Credit/Sem: 0.5  
NCAA: Yes  
Change Course Description
From: This course introduces students to world literature through the study of its traditions, techniques, and genres. The course emphasizes extensive instruction in the writing process in which students produce numerous essays dealing with literature and other topics. Vocabulary development builds on the program started at the freshman level. The course also incorporates a study of humanities as a means of investigating world literature. This course fulfills the English requirement for grade 10.

To: Students will examine a vast array of world literature through the study of its traditions, techniques, and genres. Students will receive extensive instruction in the writing process. Students will receive additional support in basic reading, writing skills, and vocabulary. This course meets the language arts graduation requirement.

03851/03852  Honors World Literature and Composition

Grade Level: 10
Prerequisite: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: This course offers qualified students an accelerated and enhanced examination of world literature through a study of its traditions, techniques, and genres. The course emphasizes extensive instruction in the writing process in which students produce numerous essays dealing with literature and other topics. Vocabulary development builds on the program started at the freshman level. The course also incorporates a study of humanities as a means of investigating world literature. This course fulfills the English requirement for grade 10.

To: Students will examine a vast array of sophisticated world literature through the study of its traditions, techniques, and genres. Students will receive accelerated instruction in the writing process. Students will receive additional support in basic reading, writing skills, and vocabulary. This course meets the language arts graduation requirement.

03861/03862  English 100

Grade Level: 12
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: This course develops skills in reading comprehension and in writing standard effective English through the study of language, grammar, sentence structure, and the paragraph and essay form. Activities include the analytical reading of paragraphs and essays, and practice with usage, diction, semantics, basic mechanics and sentencing. Students successful in this course may earn direct placement into college level English coursework.

To: Students will acquire reading comprehension and writing skills through the study of language, grammar, sentence structure, and the paragraph/essay form. Students will engage in analytical reading of paragraphs/essays and practice with usage, diction, semantics, basic mechanics and sentencing. This course meets the language arts graduation requirement.

03880  Professional Written Communications

Grade Level: 11-12
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: This college preparatory course is modeled directly on business and technical writing courses at major universities. The course offers instruction and practice in standards-based analytical, proposal, and report writing, with special attention given to editing, style manuals, and research writing. Students examine theories, principles, and processes that anticipate collegiate writing, related appropriately to oral, visual, electronic communication, and purpose-driven communication for professional audiences. Technology and analytical reading are employed extensively this course, intended for future college majors in STEM or business programs, synthesizing college and career readiness.

To: Students will engage in standards-based analytical, proposal, and report writing, with special attention given to editing, style manuals, research writing, and collegiate writing. Students will utilize technology to prepare for future college majors in STEM or business programs, synthesizing college and career readiness. This course meets the language arts graduation requirement.
03900    English Composition

Grade Level: 12
Prerequisite: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes

From: This writing course utilizes a variety of writing experiences designed to engage the student, introduce new concepts, and develop increased writing, reading, and research skills. Students study and compose papers based on models for persuasion, classification, narration, and literary analysis. Students complete projects such as an autobiography or an I-Search paper along with a formal study of vocabulary and grammar.

To: Students will utilize a variety of writing experiences designed to understand new concepts to develop increased writing, reading, and research skills. Students will study and compose papers based on models for persuasion, classification, narration, and literary analysis. This course meets the language arts graduation requirement.

03910    Creative Writing

Grade Level: 11-12
Credit/Sem: 0.5
NCAA: Yes

From: Designed for students who have demonstrated mastery of writing skills, this course provides experience in writing various literary forms which may include poetry, short story, drama, and nonfiction. It includes opportunities to write for publication. Students should be receptive to experimenting with a variety of techniques and subjects. They should also be willing to share their writing.

To: Students will receive the foundational skills to write poetry, prose, creative nonfiction, and drama. Additionally, students will have the opportunity to write for various publications and contest entries. This course meets the language arts graduation requirement.

03940    Advanced Creative Writing and Literary Publication

Change Grade Level

From: 12 or Consent of Division Head Approval
To: 11-12
Prerequisite: 03910 or Division Head Approval
Credit/Sem: 0.5

From: Advanced Creative Writing and Literary Publication is designed for students who have taken and excelled in Creative Writing. It has been said that the best way to learn is by doing. This course provides creative writing students with a continued opportunity to explore literature and language by writing. It also gives students a chance to find out first-hand how a literary magazine is published.

To: Students will continue to write poetry, prose, creative nonfiction, and drama as a continuation and expansion of Creative Writing. Additionally, students will have experience with the school’s literary magazine, publications, and contest entries. This course does not fulfill an English graduation requirement. This course may be repeated for credit.

03971/03972    AP English Language and Composition

Grade Level: 11-12
Change Prerequisite:
From: Placement or Division Head Approval
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes

Change Course Description
**From:** In this course, students will learn to read complex American texts from a variety of historical periods and disciplines. Students will study how accomplished authors use the resources of language to achieve their purposes, and then apply this knowledge to their own writing, considering the interactions between a writer's subject, purpose, and audience expectations. Class activities may include text analysis, formal and informal writing, imitation exercises, journal keeping, collaborative writing, and in-class responses to help students become aware of themselves as writers. Students will be prepared to take the Advanced Placement exam in English Language and Composition offered in early May.

**To:** Students will learn to read complex American texts from a variety of historical periods and disciplines noting the writers’ use of resources of language to achieve their purposes. Students will apply this knowledge to their own writing, considering the interactions between a writer’s subject, purpose, and audience expectations. This course meets the language arts graduation requirement.

**03991/03992**  
**Honors Written and Oral Communication**

*Change Grade Level*  
**From:** 9  
**To:** 9-12  
**Change Prerequisite:**  
**From:** Placement or Division Head Approval  
**To:** Division Head Approval  
**Credit/Sem:** 0.5  
**NCAA:** Yes

**From:** This course is an accelerated and enhanced approach to effective written and oral communication. Students will focus on style, structure, and language appropriate for various purposes and audiences and will be actively involved in research methodology, writing, and speaking at advanced levels. As part of the course work, the student will review basic grammar and usage, study vocabulary, read selected fiction and nonfiction texts, and utilize technology to develop multimedia products and presentations.

**To:** Students will engage in highly advanced written and oral communication skills. Students will be actively involved in research methodology, writing, and speaking. Students will review accelerated grammar and usage, study vocabulary, read selected fiction and nonfiction texts, and utilize technology to develop multimedia presentations. This course meets the language arts graduation requirement.

**04051/04052**  
**AP English Literature and Composition**

*Change Course Description*  
**Change Grade Level**  
**From:** 12  
**To:** 9-12  
**Prerequisite:** Division Head Approval  
**Credit/Sem:** 0.5  
**NCAA:** Yes

**From:** This course prepares the upper-level student for the Advanced Placement test in Literature and Composition, a test for which many colleges grant college credit. The course focuses on intense analysis and discussion of selected literary classics. Writing assignments are frequent, emphasizing critical and analytical compositions.

**To:** Students will engage in intensive literary analysis and discussion of selected literary classics. Students will produce sophisticated literary analysis essays emphasizing critical and analytical approaches. This course meets the language arts graduation requirement.

**04121/04122**  
**CAT-Composition**

*Change Course Description*  
**Grade Level:** 10-12  
**Change Prerequisite:**  
**From:** Placement  
**To:** Division Head Approval  
**Credit/Sem:** 0.5  
**NCAA:** Yes
**From:** This combination course will emphasize the study of contemporary American literature, analytic reading, and composition. The study of cultural texts will also appear prominently in this course. Students will also experience college preparatory writing beyond that provided in core English courses. Students will work through all aspects of the writing process and complete a variety of papers, including a research paper. Critical, analytical, and model reading assignments will be required. This course satisfies the Senior English graduation requirement, or can be used for elective credit.

**To:** Students will engage in the study of contemporary American literature, analytic reading, and composition. Students will work through all aspects of the writing process and complete a variety of papers, including a research paper. This course meets the language arts graduation requirement.

**04131/04132  Humanities/Composition**

**Grade Level:** 11-12  
**Change Prerequisite:**  
**From:** Placement  
**To:** Division Head Approval  
**Credit/Sem:** 0.5  
**NCAA:** Yes  
**Change Course Description**

**From:** This combination course examines the arts in the context of the societies that created them. Literature, sculpture, painting, architecture, music, and philosophy are studied not in isolation but as products of historical forces that shape their forms and meanings. Students will also experience college preparatory writing beyond that provided in core English courses. Students will work through all aspects of the writing process and complete a variety of papers, including a research paper. Critical, analytical, and model reading assignments will be required. This course satisfies the Senior English graduation requirement, or can be used for elective credit.

**To:** Students will study literature, sculpture, painting, architecture, music, and philosophy not in isolation but as products of historical forces that shape their forms and meanings. Students will also experience college preparatory writing, including a research paper. This course meets the language arts graduation requirement.

**04141/04142  Multiculturalism/Creative Writing**

**Grade Level:** 11-12  
**Change Prerequisite:**  
**From:** Placement  
**To:** Division Head Approval  
**Credit/Sem:** 0.5  
**NCAA:** Yes  
**Change Course Description**

**From:** This combination course is for students who want to study the diverse contemporary literature created by the many minority groups in the United States. The literature will focus on the needs, concerns, and experiences of Afro-Americans, Asian Americans, Native Americans, Latin Americans, and American women supplemented by works of other ethnic and cultural minority groups in America. This course will also provide experience in writing various literary forms that may include poetry, short story, drama, and nonfiction. It includes opportunities to write for publication. This course is designed specifically for John Hersey High School students, and it satisfies the Senior English graduation requirement, or can be used for elective credit.

**To:** Students will analyze, discuss, and write about contemporary diverse literature. Students will focus on the needs, concerns, and experiences of African-Americans, Asian Americans, Native Americans, Latin Americans, and American women through fiction/nonfiction. Students will have the opportunity to write for publication. This course meets the language arts graduation requirement.

**04161/04162  Writing and Oral Communication: Integrated**

**Grade Level:** 9  
**Change Prerequisite:**  
**From:** Placement  
**To:** Division Head Approval  
**Credit/Sem:** 0.5  
**NCAA:** Yes  
**Change Course Description**
**From:** This course introduces the fundamental skills of effective written and oral communication. Students will focus on style, structure, and language appropriate for various purposes and audiences. Students will be actively involved in research methodology, writing, and speaking. As part of the course work students will review basic grammar and usage, study vocabulary, read selected fiction and nonfiction texts, and utilize technology to develop multimedia products and presentations. This course is taken in an integrated format with the social science course Human Geography.

**To:** Students will be actively involved in research methodology, writing, and speaking. Students will review grammar and usage, study vocabulary, read selected fiction/nonfiction texts, and utilize technology to develop multimedia presentations. This course is taken in an integrated format with Human Geography. This course meets the language arts/social science graduation requirements.

04171/04172 World Literature and Composition: Integrated

<table>
<thead>
<tr>
<th>Grade Level: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change Prerequisite:</td>
</tr>
</tbody>
</table>

**From:** World Literature and Composition introduces students to world literature through the study of its traditions, techniques, and genres. The course emphasizes writing and offers extensive instruction in the writing process and vocabulary development. Students produce numerous essays about literature and other topics. This course fulfills the English requirement for grade 10. This course is taken in an integrated format with the social science course World History.

**To:** Students will examine a vast array of world literature through the study of its traditions, techniques, and genres. Students will receive extensive instruction in the writing process and additional support in basic reading, writing skills, and vocabulary. This course is taken in an integrated format with World History. This course meets the language arts/social science graduation requirements.

04181/04182 American Literature and Composition-Integrated

<table>
<thead>
<tr>
<th>Grade Level: 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change Prerequisite</td>
</tr>
</tbody>
</table>

**From:** This course offers students the opportunity to explore and analyze the traditions, techniques, and genres of American literature. The course emphasizes writing and offers extensive instruction in the writing process. In addition, this class highlights usage and mechanics, analytic reading techniques, rhetorical analysis, and vocabulary development. This course fulfills the English requirement for grade 11. This course is taken in an integrated format with the social science course U.S. History.

**To:** Students will analyze traditions, techniques, and genres of American literature with emphasis on writing. Students will further develop their skills in grammar usage/mechanics, analytic reading techniques, rhetorical analysis, and vocabulary development. This course is taken in an integrated format with U.S. History. This course meets the language arts/social science graduation requirements.

08001/08002 Introduction to ESL: 1Writing

<table>
<thead>
<tr>
<th>Grade Level: 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change Course Description</td>
</tr>
</tbody>
</table>

**From:** Placement or Concurrent Enrollment in 08011/08012

<table>
<thead>
<tr>
<th>Credit/Sem: 0.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCAA: Yes</td>
</tr>
</tbody>
</table>

**To:** Concurrent Enrollment in 08011/08012

<table>
<thead>
<tr>
<th>Credit/Sem: 0.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCAA: Yes</td>
</tr>
</tbody>
</table>

**Change Course Description**
From: Students who have recently arrived in the United States and are functioning at the beginning level of English proficiency enroll in Introduction to ESL 1 language classes. Activities in listening, speaking, reading and writing introduce students to American culture and English writing skills. This course meets one of the English graduation requirements. When taken in conjunction with Introduction to ESL 1 Reading this course meets an elective graduation required credit.

To: Students will participate in activities developing basic skills in listening, speaking, reading and writing. This course meets one of the English graduation requirements. When taken in conjunction with Introduction to ESL 1 Reading this course meets an elective graduation credit. Placement into this course is based on ACCESS/WIDA Screener assessment.

08011/08012 Introduction to ESL 1 Reading

From: Students who have recently arrived in the United States and are functioning at the beginning level of English proficiency enroll in Introduction to ESL 1 language classes. Activities in listening, speaking, reading and writing introduce students to American culture and English writing skills. This course meets one of the English graduation requirements. When taken in conjunction with Introduction to ESL 1 Writing this course meets and elective graduation required credit.

To: Students will participate in activities developing basic skills in listening, speaking, reading and writing. This course meets one of the English graduation requirements. Placement into this course is based on ACCESS/WIDA Screener assessment.

08021/08022 ESL 1 Strategies

From: ESL 1 Strategies reinforces literacy skills of students currently enrolled in ESL 1. In addition, students will learn practical reading strategies and study skills. Placement is based on ACCESS scores and teacher recommendation. This course meets an elective graduation required credit.

To: Students will participate in activities that reinforce the literacy skills currently taught in ESL 1. In addition, students will learn practical reading strategies and study skills. Prerequisite: Placement is based on ACCESS /WIDA Screener English language proficiency assessment scores and teacher recommendation. This course meets an elective graduation required credit.

08031/08032 ESL 1

From: Students who are functioning at the beginning level of English proficiency must enroll in ESL 1 language classes. Activities focus on developing basic skills in listening, speaking, reading and writing while continuing to introduce students to American culture. Placement is based on ACCESS scores and teacher recommendation. This course meets an English graduation required credit.

To: Students will participate in activities that develop basic skills in listening, speaking, reading and writing. Prerequisite: Placement into this course is based on ACCESS/WIDA Screener English language proficiency assessment scores, or successful completion of Introduction to ESL, and teacher recommendation. This course meets an English graduation required credit.

08041/08042 ESL 2 Strategies
From: ESL 2 Strategies reinforces literacy skills of students currently enrolled in ESL 2. In addition, students will learn practical reading strategies and study skills. Placement is based on ACCESS scores and teacher recommendation. This course meets an elective graduation required credit.

To: Students will learn practical reading strategies and study skills. Prerequisite: Placement is based on ACCESS/WIDA Screener English language proficiency assessment scores and teacher recommendation. This course meets an elective graduation credit.

08051/08052  ESL 2

Grade Level: 9-12
Credit/Sem: 0.50

Change Course Description

From: Students functioning at the developing level of English proficiency must to enroll in ESL 2 language classes. Activities focus on developing intermediate skills in listening, speaking, reading and writing. Placement is based on ACCESS scores and teacher recommendation. This course meets an English graduation required credit.

To: Students will participate in activities that focus on developing intermediate skills in listening, speaking, reading and writing. Prerequisite: Placement is based on ACCESS/WIDA Screener English language proficiency assessment scores and teacher recommendation. This course meets an English graduation required credit.

08061/08062  ESL 3 Strategies

Grade Level: 9-12
Credit/Sem: 0.5

Change Course Description

From: ESL 3 Strategies reinforces literacy skills of students currently enrolled in ESL 3. In addition, students will learn practical reading strategies and study skills. Placement is based on ACCESS scores and teacher recommendation. This course meets an elective graduation required credit.

To: Students will learn practical reading strategies and study skills. Prerequisite: Placement is based on ACCESS/WIDA Screener English language proficiency assessment scores and teacher recommendation. This course meets an elective graduation required credit.

08071/08072  ESL 3

Grade Level: 9-12
Credit/Sem: 0.5

Change Course Description

From: Students who are functioning at the expanding level of English proficiency are required to enroll in ESL 3 language classes. Activities focus on developing more advanced skills in listening, speaking, reading and writing. Placement is based on ACCESS scores and teacher recommendation. This course meets an English graduation required credit.

To: Students will participate in activities that focus on developing more advanced skills in listening, speaking, reading and writing. Prerequisite: Placement is based on ACCESS/WIDA Screener English language proficiency assessment scores and teacher recommendation. This course meets an English graduation required credit.

08081/08082  ESL Tutorial

Grade Level: 9-12
Credit/Sem: 0.5

Change Course Description

From: This course provides support to achievement of ESL course outcomes and meets one of the elective graduation requirements.

To: Students will receive support to help them achieve ESL course outcomes. This course meets one of the elective graduation requirements.

53281/53282  Advanced Composition and Research Methods

Grade Level: 9-12
Change Prerequisite

From: None

To: Division Head Approval
Credit/Sem: 0.5
From: This accelerated and enhanced combination course will emphasize the study of contemporary literature, research methods, analytic reading and composition. Students will be actively involved in research methodology, writing and reading at advanced levels. Class activities may include developing a research question, inquiry research, researching various perspectives on a subject, peer collaboration, and group presentations. Much of this course is spent analyzing sources, formal and informal writing, reading works of literary merit and non-fiction materials. This course focuses on intense analysis when gathering, selecting, recording, and utilizing sources. Writing assignments are frequent, emphasizing critical, argumentative and analytical compositions.

To: Students will explore the complexities of academic and real-world topics by analyzing divergent perspectives by using an inquiry framework. Students will synthesize information from multiple sources, develop perspectives in research-based essays, and design/deliver oral and visual presentations. This course meets the language arts graduation requirement.

61700 College Ethics in Literature

Grade Level: 12
Change Course Level
To: AP
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: This honors course uses literature to explore the consideration of problems of value and conduct, including the question of the "good life" or happiness; and contemporary moral issues such as war, violence, drugs, racism, crime and punishment. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will explore the consideration of problems of value and conduct, including the question of the "good life" or happiness; and contemporary moral issues such as violence, racism and crime. Students will further develop their skills in grammar usage/mechanics, analytic reading techniques, and a variety of writing approaches. This course meets the language arts graduation requirement. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

61710 College Literature: Stories Matter

Change Grade Level
From: 11-12
To: 12
Change Course Level
To: AP
Change Prerequisite
From: None
To: 63290
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: This honors course focuses on a study of literary texts that engage some of the most vital topics in our world today. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will study a variety of literary texts that engage some of the most vital topics in our world today. Students will produce sophisticated literary analysis essays emphasizing critical and analytical approaches. This course meets the language arts graduation requirement. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.
63001 English Composition-ASU
Grade Level: 12
Prerequisite: C or Better in English 101
Change Course Level
To: AP
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: Language and the ability to communicate effectively are critical skills in the global economy. Writing and composition are vital to communicating ideas clearly. This introductory writing course will help students develop and express ideas effectively for a variety of purposes, audiences and occasions. During the course, students will complete several major written projects, along with a reflection for each project. For each project, students can decide what level of technology they wish to use. Students successfully completing this course may receive early college credit.
To: Students will learn language and the ability to communicate effectively are critical skills in the global economy. Writing and composition are vital to communicating ideas clearly. This introductory writing course will help students develop and express ideas effectively for a variety of purposes, audiences and occasions. During the course, students will complete several major written projects, along with a reflection for each project. For each project, students can decide what level of technology they wish to use. Students successfully completing this course may receive early college credit.

63290 College Composition
Grade Level: 12
Prerequisite: Completion of Language Arts Core Curriculum
Credit/Sem: 0.5
NCAA: Yes
Change Course Level

From: This honors course emphasizes the writing of expository prose and introduction to the critical reading of nonfiction prose. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.
To: Students will write expository prose and engage in the critical reading of nonfiction prose. Students will further develop their skills in grammar usage/mechanics, analytic reading techniques, and rhetorical analysis. This course meets the language arts graduation requirement.

63890 College Speech Communication
Grade Level: 12
Credit/Sem: 0.5
NCAA: Yes
Change Course Level

From: This honors course includes the theory and practice of oral communications, development of poise, confidence and skill in speech organization and delivery, emphasis on frequent speaking, development of standards of criticism and selection and organization of material. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.
To: Students will study the theory and practice of oral communication. Students will develop the necessary skills with emphasis on frequent speaking, development of standards of criticism, and selection and organization of supporting evidence and materials. This course meets the language arts graduation requirement. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.
Change Grade Level
From: 9-12
To: 12
Credit/Sem: 0.5
Change Course Level
To: AP

Change Course Description

From: This honors course involves comprehensive experiences in performance theatre arts. Students must perform as part of this course work. Credit earned in this course does not apply to the number of credits required in English. However, the credit does apply toward graduation and satisfies the fine arts requirement. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will engage in a comprehensive experience in performance theatre arts. Students must perform as a course requirement. Credit earned in this course does apply toward graduation and satisfies the fine arts requirement with administrative approval.

Change Grade Level
From: 9-12
To: 10-12
Credit/Sem: 0.5
Change Course Level
To: AP

Change Course Description

From: This honors course involves comprehensive technical experiences in performance theatre arts. Credit earned in this course does not apply to the number of credits required in English. However, the credit does apply toward graduation and satisfies the fine arts requirement. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will engage in a comprehensive technical experience in performance theatre arts. Credit earned in this course does apply toward graduation and satisfies the fine arts requirement with administrative approval.

Fine Arts Department

Change Course Description

From: To develop attitudes and skills towards artistic and human values based on the concepts of visual communication and expressions, students will experience visual elements and design principles through a sequential arrangement of problems utilizing selected techniques and art media. Course work includes drawing, color theory, painting, printmaking, two-dimensional design, and three-dimensional design. It also provides a context in which the student may see the relationship of his work to the continuum of historical to contemporary art. Students will also study how visual arts interrelate with the other arts.

To: Students will develop the skills towards artistic and human values based on the concepts of visual communication and expressions. Students will experience visual elements and design principles through a sequential arrangement of problems utilizing selected techniques and art media. Credit earned in this course does apply toward graduation and satisfies the fine arts requirement.
**From:** This first level exploration of three-dimensional form is a means of expression and communication to reinforce basic art knowledge. Through the introduction and exploration of new media, skills, and techniques the student has the opportunity to develop and document a personal statement. Exposure to traditional and contemporary sculpture techniques will give context to the visual statement.

**To:** Students will develop a personal statement through the introduction/exploration of new media, skills, and techniques in this first level exploration of three-dimensional form. Students will give context to the visual statement through exposure to traditional/contemporary sculpture techniques. Credit earned in this course does apply toward graduation and satisfies the fine arts requirement.

**From:** The second level sculpture course provides an opportunity for the student to focus on a particular technique or material in the exploration of a personal statement. Additional methods and materials may be introduced at the discretion of the teacher.

**To:** Students will focus on a particular technique or material in the exploration of a personal statement in this second level sculpture course. Students may be introduced to additional methods and materials at the discretion of the teacher. Credit earned in this course does apply toward graduation and satisfies the fine arts requirement.

**From:** The third level sculpture course expects an in-depth exploration of the student's ability to individualize and focus on the acceptance of sculptural entity as a manifestation of self, concept, media, and technique.

**To:** Students will explore their ability to individualize and focus on the acceptance of sculptural entity as a manifestation of self, concept, media, and technique in this third level course. Credit earned in this course does apply toward graduation and satisfies the fine arts requirement.

**From:** This portfolio is intended to address two-dimensional (2-D) design issues. Design involves purposeful decision making about how to use the elements and principles of art in meaningful ways. For this portfolio, students are asked to demonstrate mastery of 2-D design through any two-dimensional medium or process, including, but not limited to, photography, digital imaging, collage, weaving, illustration, painting, graphic design and printmaking.

**To:** Students will demonstrate a mastery of 2-D design through any two-dimensional medium or process, including, but not limited to, photography, digital imaging, collage, weaving, illustration, painting, graphic design and printmaking.

27
From: This portfolio is intended to address sculptural issues. 3-D Design involves purposeful decision-making about using the elements and principles of art within space in meaningful ways. For this portfolio, students are asked to demonstrate mastery of 3-D design through any three-dimensional approach, including, but not limited to, figurative sculpture, architectural models, metal work, ceramics, glass work, installation, assemblage and 3-D fabric/fiber arts.

To: Students will demonstrate a mastery of 3-D design through any three-dimensional approach, including, but not limited to, figurative sculptures, architectural models, metal work, ceramics, glass work, installation, assemblage and 3-D fabric/fiber arts.

01191/01192  AP Studio Art Drawing
Grade Level:12
Prerequisite: Division Head Approval
Credit/Sem: 0.5
Change Course Description

From: The Drawing Portfolio is intended to address a very broad interpretation of drawing issues and media. Line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth and mark-making are drawing issues that can be addressed through a variety of means, which could include painting, printmaking, mixed media etc. Abstract and observational works may demonstrate drawing competence. The range of marks used to make drawings, the arrangement of those marks, and the materials used to make the marks are endless. There is no preferred (or unacceptable) style or content.

To: Students will explore a very broad interpretation of drawing issues and media that include line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth and mark-making are drawing issues that can be addressed through a variety of means, which could include painting, printmaking, mixed media etc.

01201/01202  Advanced Two-Dimensional Art Studio
Grade Level: 10-12
Prerequisite: 01380
Credit/Sem: 0.5
Change Course Description

From: This course continues and expands on Two-Dimensional Art 3 and is designed for those students who completed the first three courses. In this advanced course, the emphasis centers on contemporary issues in 2-D design. Students will search for personal approaches and solutions to creating a visual statement and exploring new techniques in various 2-D media. This course is advantageous to students interested in AP Studio Art at the collegiate level, and/or the exploration of various career pathways in Two-Dimensional Art. This course may be repeated for credit.

To: Students will focus on the emphasis centers on contemporary issues in 2-D design. Students will search for personal approaches and solutions to creating a visual statement and exploring new techniques in various 2-D media. This course may be repeated for credit.

01211/01212  Advanced Three-Dimensional Art Studio
Grade Level: 10-12
Prerequisite: 01350
Credit/Sem: 0.5
Change Course Description

From: This course progressively continues and expands on Three-Dimensional Art 3 and is designed for those students who completed the first three courses. In this advanced course, the emphasis centers on contemporary issues in 3-D design. Students will search for personal approaches and solutions to creating a visual statement and exploring new techniques in various 3-D media. This course is advantageous to students interested in AP Studio Art, the study of Three-Dimensional Art at the collegiate level, and/or the exploration of various career pathways in Three-Dimensional Art. This course may be repeated for credit.

To: Students will focus on the emphasis centers on contemporary issues in 3-D design. Students will search for personal approaches and solutions to creating a visual statement and exploring new techniques in various 3-D media. This course may be repeated for credit.

01220  Photography 1
Grade Level: 9-12
Credit/Sem: 0.5
Change Course Description

**From:** Employing design principles and visual elements, students will explore personal imagery and digital imaging. Camera, film, and darkroom processes and procedures will be the foundation of this class. This course satisfies the district's fine arts graduation requirement.

**To:** Students will explore personal imagery and digital imaging utilizing camera, film, and darkroom processes and procedures will be the foundation of this class. This course satisfies the district’s fine arts graduation requirement.

01230  Photography 2  
Grade Level: 9-12  
Prerequisite: 01220  
Credit/Sem: 0.5

Change Course Description

**From:** This course continues exploration of personal imagery while incorporating advanced darkroom techniques, alternative darkroom methods, and computer processes into student's photography.

**To:** Students will continue to explore personal imagery while incorporating advanced darkroom techniques, alternative darkroom methods, and computer processes.

01240  Photography 3  
Grade Level: 10-12  
Prerequisite: 01230  
Credit/Sem: 0.5

Change Course Description

**From:** This studio-based course is designed for the motivated student who is interested in further exploration of the art of photography. The class offers students the opportunity to advance their technical skills in traditional photography and digital imaging. Students will continue to develop a personal direction in their work.

**To:** Students will further explore the art of photography and advance their technical skills in traditional photography and digital imaging. Students will continue to develop a personal direction in their work.

01250  Art Survey  
Grade Level: 9-12  
Credit/Sem: 0.5

Change Course Description

**From:** This course offers students a hands-on art experience. In this abbreviated version of Art 1, students will receive instruction in drawing, painting, and three-dimensional art. Students will also study how visual art interrelates with the other arts. This course meets the district's fine arts graduation requirement.

**To:** Students will receive instruction in drawing, painting, and three-dimensional art. Students will also study how visual art interrelates with the other arts. This course meets the district’s fine arts graduation requirement.

01260  Graphic Arts Design  
Grade Level: 9-12  
Credit/Sem: 0.5

Change Course Description

**From:** This course combines study in visual art and graphic arts. The visual art component of the class explores two and three-dimensional design through a wide range of media including drawing, painting, jewelry, sculpture, and computer imaging. The graphic arts component will address technologies employed in the graphic arts field, ranging from layout to production printing. This course is offered in conjunction with Graphic Arts Design (06440). This course satisfies the district's fine arts graduation requirement.

**To:** Students will explore two and three-dimensional design through a wide range of media including drawing, painting, jewelry, sculpture, and computer imaging. Students will address technologies employed in the graphic arts field, ranging from layout to production printing. This course satisfies the district’s fine arts graduation requirement.

01270  Art Portfolio 1  
Grade Level: 11-12  
Credit/Sem: 0.5
From: This course is designed for advanced art students (mainly at the senior level) who wish to compile a portfolio of selected representational pieces of their work to fulfill college or technical art school entry requirements. Students will benefit from instructor assistance and expertise in developing a visual presentation of their artistic potential and range of capabilities.

To: Students will compile a portfolio of selected representational pieces of their work to fulfill college or technical art school entry requirements. Students in this advanced art class will benefit from instructor assistance and expertise in developing a visual presentation of their artistic potential and range of capabilities.

01280  Art Portfolio 2

Grade Level: 11-12
Credit/Sem: 0.5
Change Course Description

From: This course is intended for advanced art students (mainly at the senior level) who wish to compile a portfolio of selected representational pieces of their work to fulfill college or technical art school entry requirements. Students will benefit from instructor assistance and expertise in developing a visual presentation of their artistic potential and range of capabilities.

To: Students will further compile a portfolio of selected representational pieces of their work to fulfill college or technical art school entry requirements. Students in this advanced art class will benefit from instructor assistance and expertise in developing a visual presentation of their artistic potential and range of capabilities.

01291/01292  AP Studio Art (2-D, 3-D, Drawing)

Grade Level: 12
Credit/Sem: 0.5
Change Course Description

From: This advanced placement studio-based class is designed for the highly motivated and talented student who is interested in the practical art experience. The class offers high school students an opportunity to take a challenging college level course which focuses on more sophisticated concepts and techniques. Students have the option of submitting one of three different portfolios, Drawing, 2-D, or 3-D Design.

To: Students will be immersed in the practical art experience that allows students the opportunity of a challenging college level course which focuses on more sophisticated concepts and techniques. Students will submit portfolios that are either Drawing, 2-D, or 3-D Design.

01310  Introduction to 3-D Art

Grade Level: 9-12
Credit/Sem: 0.5
Change Course Description

From: Students will learn concepts of visual communication through exploration of visual design elements and principles utilizing three-dimensional materials. Clay, plaster, and metal are some of the materials that may be used. Students will use line, texture, shape, etc. to create objects that show an understanding of form, mass, and volume. Students will study sculpture and architecture from historic and contemporary periods when appropriate.

To: Students will learn concepts of visual communication through exploration of visual design elements and principles utilizing three-dimensional materials that include: clay, plaster, and metal are some of the materials that may be used. Students will study sculpture and architecture from historic and contemporary periods.

01330  3-D Art 1

Grade Level: 10-12
Credit/Sem: 0.5
Prerequisite: 01011/01012 or Division Head Approval
Change Course Description

From: Students will learn concepts of visual communication through exploration of visual design elements and principles utilizing three-dimensional materials. Clay, plaster, and metal are some of the materials that may be used. Students will use line, texture, shape, etc. to create objects that show an understanding of form, mass, and volume. Students will study sculpture and architecture from historic and contemporary periods when appropriate.
To: Students will explore three-dimensional design concepts through media such as jewelry, ceramics, and sculpture. Students will be introduced to techniques in construction and processes in three-dimensional design.

01340  3-D Art 2

Grade Level: 10-12
Prerequisite: 01330
Credit/Sem: 0.5
Change Course Description

From: This second level three-dimensional art course focuses on both additive and subtractive methods of working on sculptural forms. Students develop advanced methods of casting, fabricating, and modeling through media such as metal, ceramics, plastic, and wood.

To: Students will develop advanced methods of casting, fabricating, and modeling through media such as metal, ceramics, plastic, and wood.

01350  3-D Art 3

Grade Level: 10-12
Prerequisite: 01340
Credit/Sem: 0.5
Change Course Description

From: This course centers on contemporary issues in design. Students are encouraged to search for personal approaches and solutions to creating a visual statement and explore new techniques in media such as jewelry, sculpture, and ceramics.

To: Students will search for personal approaches and solutions to creating a visual statement and explore new techniques in media such as jewelry, sculpture, and ceramics. This course centers on contemporary issues in design.

01360  2-D Art 1

Grade Level: 10-12
Prerequisite: 01011/01012
Credit/Sem: 0.5
Change Course Description

From: This course centers on contemporary issues in design. Students are encouraged to search for personal approaches and solutions to creating a visual statement and explore new techniques in media such as jewelry, sculpture, and ceramics.

To: Students will search for personal approaches and solutions to creating a visual statement and explore new approaches in drawing, painting, printmaking, and mixed media. This course centers on contemporary issues in design.

01370  2-D Art 2

Grade Level: 10-12
Prerequisite: 01360
Credit/Sem: 0.5
Change Course Description

From: This second level two-dimensional art course focuses on contemporary artists and issues in contemporary art and art history. Students continue to search for personal approaches and solutions to creating a visual statement at an advanced conceptual level. Media used may include drawing, painting, printmaking, and mixed media processes.

To: Students will continue to search for personal approaches and solutions to creating a visual statement at an advanced conceptual level utilizing drawing, painting, printmaking, and mixed media processes. This second level two-dimensional art course focuses on contemporary artists and issues in contemporary art and art history.

01380  2-D Art 3

Grade Level: 10-12
Prerequisite: 01370
Credit/Sem: 0.5
Change Course Description

From: The third level of two-dimensional art focuses on art as problem-solving and communication. Students work to develop critical thinking in relationship to theories of aesthetics. This class explores art criticism regarding both student and professional art.
**To:** Students will work to develop critical thinking in relationship to theories of aesthetics and explore art criticism regarding both student and professional art. Students will also focus on art as problem-solving and communication.

01390    Advanced Imaging 1

<table>
<thead>
<tr>
<th>Grade Level: 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: Three (3) semesters of Art</td>
</tr>
<tr>
<td>Credit/Sem: 0.5</td>
</tr>
<tr>
<td>Change Course Description</td>
</tr>
</tbody>
</table>

**From:** This course is an interdisciplinary course where advanced art and photography students create images combining traditional forms of art with digital imagery from the computer. Students will learn the beginning levels of Adobe Photoshop and Fractal Painter with emphasis on the creative development of images.

**To:** Students will create images combining traditional forms of art with digital imagery from the computer in this advanced art and photography interdisciplinary course. Students will learn the beginning levels of Adobe Photoshop and Fractal Painter with emphasis on the creative development of images.

01400    Advanced Imaging 2

<table>
<thead>
<tr>
<th>Grade Level: 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: 01390</td>
</tr>
<tr>
<td>Credit/Sem: 0.5</td>
</tr>
<tr>
<td>Change Course Description</td>
</tr>
</tbody>
</table>

**From:** In Advanced Imaging 2, students will further their development of interdisciplinary art using the computer as the primary tool for creating images. Students will learn Hypertext Mark-Up Language (HTML), which is the basis of WWW authoring. They will create multimedia art that integrates text, images, sound, and video and explore advanced technology concerns such as layering, sequencing of images, digital tablet drawing, and sound applications. Experimental collaboration with other departments and other District 214 schools will be explored via Intra-Internet connections. Advanced Imaging 2 emphasizes personal development, artistic vision, and developing new ways of expression.

**To:** Students will further their development of interdisciplinary art using the computer as the primary tool for creating images utilizing multimedia art that integrates text, images, sound, and video and explore advanced technology concerns such as layering, sequencing of images, digital tablet drawing, and sound applications.

01410    Introductions to the Fine Arts 1

<table>
<thead>
<tr>
<th>Grade Level: 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change Prerequisite</td>
</tr>
</tbody>
</table>

**From:** Placement

**To:** Division Head Approval

<table>
<thead>
<tr>
<th>Credit/Sem: 0.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change Course Description</td>
</tr>
</tbody>
</table>

**From:** Exploring the imagination by emphasizing problem-solving and critical and creative thinking is the focus of this course. Through the study of visual art, dance, drama, and music students will become more aware of their own and other cultures which create the human mosaic. In the process, students will become more discriminating consumers and creators of fine art. (At JHHS - for deaf and hard-of-hearing education students only.) This course satisfies the district's fine arts graduation requirement.

**To:** Students will develop problem-solving and critical and creative thinking is the focus of this course through the study of visual art, dance, drama, and music. Students will become more aware of their own and other cultures which create the human mosaic. (At JHHS - for deaf and hard-of-hearing education students only.) This course satisfies the district’s fine arts graduation requirement.

01441/01442    AP Art History

<table>
<thead>
<tr>
<th>Grade Level: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change Prerequisite</td>
</tr>
</tbody>
</table>

**From:** 07151/07152 & Division

<table>
<thead>
<tr>
<th>Head Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit/Sem: 0.5</td>
</tr>
<tr>
<td>Change Course Description</td>
</tr>
</tbody>
</table>
From: The advanced placement offering in Art History is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history; an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. In the course, students examine and critically analyze major forms of artistic expression from the past and present from a variety of cultures. While visual analysis is the fundamental tool of the art historian, art history also emphasizes understanding works in context, considering issues as patronage, gender, and the functions and effects of works of art. This course satisfies the district's fine arts graduation requirement.

To: Students will gain an understanding of architecture, sculpture, painting, and other arts within diverse historical and cultural context in this advanced placement/ introductory college course in art history. Students will examine and analyze major forms of artistic expression from the past and present from various cultures. This course satisfies the district’s fine arts graduation requirement.

01450 Art Imaging 1
- Grade Level: 10-12
- Credit/Sem: 0.5
- Change Course Description

From: This is a beginning art course that teaches drawing, color theory, and the elements and principles of design. Students will use these tools in creative and inventive ways to communicate their visual ideas. The students use technology such as digital cameras, slide scanners, and flatbed scanners to digitize their original photographs, drawings, and designs. They also use Photoshop and Illustrator to manipulate and enhance their digital images. Students in this course create personal and original works of art. This course satisfies the district's fine arts graduation requirement.

To: Students will explore drawing, color theory, and the elements and principles of design. Students will use these tools in creative and inventive ways to communicate their visual ideas while utilizing digital cameras, slide scanners, and scanners to digitize their original photographs, drawings, and designs. This course satisfies the district’s fine arts graduation requirement.

01460 Art Imaging 2
- Grade Level: 10-12
- Change Prerequisite
- From: 01450 or Division Head Approval
- To: 01450
- Credit/Sem: 0.5
- Change Course Description

From: This is the second semester of a computer course which teaches students to create, analyze, and communicate visual ideas. The first course teaches the basics of art through the use of computers. This course centers on more complex and personal approaches to imaging. The students will learn advanced techniques in Adobe Photoshop and Adobe Illustrator. The emphasis is on the personal development of ideas and creative approaches to image making.

To: Students will create and express visual ideas in this second semester of a computer course. The first course teaches the basics of art through the use of computers. This course centers on complex and personal approaches to imaging. The students will learn techniques in Adobe Photoshop and Illustrator. Personal development of ideas and creative approaches to imaging is emphasized.

01490 Advanced Photography Studio
- Grade Level:10-12
- Prerequisite: 01240
- Credit/Sem: 0.5
- Change Course Description

From: This course progressively continues and expands on Photography 3 and is designed for those students who completed the first three courses. In this advanced courses, the emphasis is to develop the conceptual and technical skills necessary for an individual portfolio of work. This course is advantageous to students interested in AP Studio Art, the study of photography at the collegiate level, and/or the exploration of various career pathways in photography. This course may be repeated for credit.

To: Students will further develop the conceptual and technical skills necessary for an individual portfolio of work. This course is advantageous to students interested in AP Studio Art, the study of photography at the collegiate level, and/or the exploration of various career pathways in photography. This course may be repeated for credit.
<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Grade Level</th>
<th>Prerequisite</th>
<th>Credit/Sem</th>
<th>Change Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>01920</td>
<td>Intermediate Art 1</td>
<td>10-12</td>
<td>01011/01012</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>From:</strong> This course is an exploration of visual communication emphasizing the principles of design, the development of skills, and the pursuit of a personal imagery. Students will create in a variety of two and three-dimensional media which include drawing, painting, sculpture, and design. <strong>To:</strong> Students will practice visual communication emphasizing the principles of design, the development of skills, and the pursuit of a personal imagery. Students will create a variety of two and three-dimensional media which include drawing, painting, sculpture, and design.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01930</td>
<td>Intermediate Art 2</td>
<td>10-12</td>
<td>01920</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>From:</strong> This course is the continuation of Intermediate Art 1 (01920) emphasizing the building of skills in the development of personal imagery. <strong>To:</strong> Students will further develop visual communication emphasizing the principles of design, the development of skills, and the pursuit of a personal imagery. This course is the continuation of Intermediate Art 1 (01920) emphasizing the building of skills in the development of personal imagery.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01940</td>
<td>Advanced Art 1</td>
<td>11-12</td>
<td>01930</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>From:</strong> The emphasis of this course will be to develop the conceptual and technical skills necessary for an individual portfolio of work. With the instructor's assistance, advanced art students will compile portfolios of individually developed work. This course is advantageous to students interested in Advanced Placement Art and/or the study of art at the collegiate level. <strong>To:</strong> Students will develop the conceptual and technical skills necessary for an individual portfolio of work. Advanced art students will compile portfolios of individually developed work. This course is advantageous to students interested in Advanced Placement Art and/or the study of art at the collegiate level.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01950</td>
<td>Advanced Art 2</td>
<td>11-12</td>
<td>01940</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>From:</strong> This course is a continuation of Advanced Art 1 (01940) and is advantageous to students interested in Advanced Placement Art and/or the study of art at the collegiate level. <strong>To:</strong> Students will develop the conceptual and technical skills necessary for an individual portfolio of work. This course is advantageous to students interested in Advanced Placement Art and/or the study of art at the collegiate level. This course is a continuation of Advanced Art 1 (01940).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>62990</td>
<td>College Introduction to Visual Art</td>
<td>12</td>
<td></td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>To:</strong> AP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From: This honors course introduces the visual arts with an emphasis on creating awareness of aesthetics, artistic concepts, media, theory and criticism. In addition, students will develop a critical understanding of art and build visual literacy. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will develop an awareness of aesthetics, artistic concepts, media, theory and criticism and develop an understanding of visual literacy. To be enrolled in this dual credit course, students must meet prerequisites and complete all requirements. Upon completion of this course, students may receive college/university credit. See dual credit section in academic handbook for details.

01501/101502  Beginning Choir  
Grade Level: 9-12  
Change Prerequisite:  
From: Placement  
To: Division Head Approval  
Credit/Sem: 0.5  
Change Course Description

From: For students interested in gaining appreciation for music, this introductory course in choral music emphasizes the fundamentals of vocal production, sight reading, diction, and musical interpretation. Students learn these elements through various study and performance practices. Students will also study how music relates with the other arts. Classes may be divided into soprano/alto and tenor/bass sections. This course satisfies the district's Fine Arts graduation requirement.

To: Students will learn the fundamentals of vocal production, sight reading, diction, and musical interpretation. Additionally, students will learn the elements of choral singing through various study and performance practices. Classes may be divided into soprano/alto and tenor/bass sections. This course satisfies the district’s fine arts graduation requirement.

01510    Music Workshop  
Grade Level: 10-12 (Must be 16 yrs old)  
Credit/Sem: 0.5  
Change Course Description

From: This course will offer various avenues of musical exploration with student input in a semester-long course. Students have the opportunity to choose one strand to focus on for the duration of the semester. Avenue options may include music theory, music technology, songwriting, learning a new instrument, music research, musical theater, or original ideas with instructor approval. Students will develop critical thinking skills in the avenue of their choosing, culminating in a formal presentation at the semester's end. This course may be repeatable for credit.

To: Students will have the opportunity to choose one strand of music focus for the duration of the semester. Avenue options may include music theory, music technology, songwriting, learning a new instrument, music research, musical theater, or original ideas with instructor approval. This course may be repeated for credit.

01541/01542  Treble Choir  
Grade Level: 10-12  
Change Prerequisite  
From: Placement  
To: Division Head  
Credit/Sem: 0.5  
Change Course Description

From: Treble Choir is for sophomore, junior, and senior students with voices in the soprano/alto range. Studies of treble vocal literature, both historic and contemporary, are featured with emphasis placed on sight reading, ear training, vocal production, and musical expression. Students will also study how music interrelates with the other arts. This course satisfies the district's fine arts graduation requirement.

To: Students will study treble vocal literature, both historic and contemporary, are featured with emphasis placed on sight reading, ear training, vocal production, and musical expression. Treble Choir is for sophomore, junior, and senior students with voices in the soprano/alto range. This course satisfies the district’s fine arts graduation requirement.
Beginning Mixed Choir

From: This class will present choral music to beginning singers in a challenging and educational way stressing the basics of choral singing and fundamentals of music reading. Students will learn about good vocal technique as well as how music relates to other forms of art. The class is open to students who are interested in singing. (This course is recommended for girls in grades 10-12 and boys in grades 9-12.) This course satisfies the district’s fine arts graduation requirement.

To: Students will be taught choral music in a challenging and educational way stressing the basics of choral singing and fundamentals of music reading. Students will learn about good vocal technique as well as how music relates to other forms of art. (This course is recommended for girls in grades 10-12 and boys in grades 9-12.) This course satisfies the district’s fine arts graduation requirement.

Intermediate Mixed Choir

From: Intermediate Mixed Choir is for students with voices in the soprano/alto/tenor/bass range. Studies of vocal literature, both historic and contemporary are featured with emphasis placed on sight reading, ear training, vocal production, and musical expression. Students will also study how music interrelates with the other arts. This course satisfies the district's fine arts graduation requirement.

To: Students will study vocal literature, both historic and contemporary with emphasis placed on sight reading, ear training, vocal production, and musical expression. Intermediate Mixed Choir is for students with voices in the soprano/alto/tenor/bass range. This course satisfies the district’s fine arts graduation requirement.

Advanced Mixed Choir

From: Composed primarily of juniors and seniors, this selective mixed group of voices represents students capable of performing more advanced choral literature. Through various study and performance practices, students attain a high degree of proficiency in sight reading, ear training, and vocal development. Students will also study how music interrelates with the other arts. This course satisfies the district's fine arts graduation requirement.

To: Students will attain a high degree of proficiency in sight reading, ear training, and vocal development. Composed primarily of juniors and seniors, this selective mixed group of voices represents students capable of performing more advanced choral literature. This course satisfies the district’s fine arts graduation requirement.

Vocal Ensemble 1

From: Singers in Vocal Ensemble 1 are selected for their vocal and performance capabilities through the audition process. In most cases, membership in the Advanced Mixed Choir is required. Activities are performance oriented and often require theatrical movement. Students in this class study a wide variety of literature ranging from classical to popular/jazz styling, depending on the group's area of specialization. This course satisfies the district's fine arts graduation requirement.

To: Students will study a wide variety of literature ranging from classical to popular/jazz styling, depending on the group’s area of specialization. Activities are performance-oriented and often require theatrical movement. Singers in Vocal Ensemble 1 are selected through an audition process. This course satisfies the district’s fine arts graduation requirement.

Vocal Ensemble 2

From: 10-12 and 9-12 at RMHS

To: 9-12

Prerequisite: Consent of Instructor
Credit/Sem: 0.5
Change Course Description

From: Singers in Vocal Ensemble 2 are selected for their vocal and performance capabilities through the audition process. In most cases, membership in the Advanced Mixed Choir is required. Activities are performance oriented and often require theatrical movement. Vocal Ensemble 2 students explore a wide variety of literature ranging from classical to popular/jazz styling, depending on the group’s area of specialization. This course satisfies the district's fine arts graduation requirement.

To: Students will explore a wide variety of literature ranging from classical to popular/jazz styling, depending on the group’s area of specialization. Activities are performance oriented and often require theatrical movement. Singers in Vocal Ensemble 2 are selected through an audition process. This course satisfies the district’s fine arts graduation requirement.

01681/01682  AP Music Theory

Grade Level: 11-12
Change Prerequisite:
From: Division Head Approval
And Placement
To: Division Head Approval
Course/Sem: 0.5
Change Course Description

From: Advanced Placement Music Theory is a course designed for students interested in pursuing a career in a music-related field or those students interested in continuing their musical studies after high school. This class will focus on aural training, sight-reading, and advanced music analysis. In addition to reviewing the basics of music, students will explore advanced musical forms, historical periods, composers and compositional techniques. Students will really understand the "how" and "why" of music while at the same time preparing to take the AP examination in May.

To: Students will focus on aural training, sight-reading, and advanced music analysis. In addition to reviewing the basics of music, students will explore advanced musical forms, historical periods, composers and compositional techniques. Music Theory is designed for students interested in pursuing a career in a music-related field. Students will prepare to take the AP examination in May.

01740   Advanced Theater Workshop

Grade Level: 11-12
Prerequisite: 03310,03080 or Consent of Instructor
Credit/Sem: 0.5
Change Course Description

From: This course is a continuation and expansion of Acting 4 and is designed for those students who want to continue to explore and develop the conceptual and technical skills and leadership necessary for putting on various theatrical productions. This course is advantageous to students interested in the study of theatre, directing, or technical theater at the collegiate level, and/or the exploration of various career pathways in theatre. This does not fulfill the English graduation credit. This course may be repeated for credit.

To: Students will develop the conceptual and technical skills and leadership necessary for putting on various theatrical productions. This course is advantageous to students interested in the study of theatre, directing, technical theater and/or the exploration of career pathways in theatre. This does not fulfill the English graduation credit. This course may be repeated for credit.

01751/01752  Cadet Marching Band

Grade Level: 9--12
Course/Sem: 0.5
Change Course Description

From: Students with limited previous musical training and who lack the skills needed for entry into Concert Band are encouraged to take this course as it offers a study of basic music fundamentals and techniques in both individual and group situations. When large enrollments warrant more than one group, units may be designated as Cadet Band, Cadet Band A (woodwind players only), and Cadet Band B (brass and percussion players). Students will study how music interrelates with the other arts. This course satisfies the district's fine arts graduation requirement.
**To:** Students will study basic music fundamentals and techniques in both individual and group situations. Students with limited musical training and who lack the skills needed for entry into Concert Band are encouraged to take this course. This course satisfies the district’s fine arts graduation requirement.

01761/01762  Advanced Guitar Workshop

- **Grade Level:** 9-12
- **Change Prerequisite**
- **From:** 01851/01852 or Consent of Instructor
- **To:** 01851/01852
- **Course/Sem:** 0.5
- **Change Course Description**

**From:** This course progressively continues and expands on Guitar Ensemble and is designed for those students who completed the first two guitar courses. The emphasis will be on various genres of guitar music, advanced picking styles, and solo work. Topics will include more advanced classical guitar repertoire, flamenco, and jazz notation. As students advance, there will be a focus on ensemble playing: duos, trios, and quartets. Styles of guitar will include classical, jazz, and folk. This course is advantageous to students interested in music or guitar at the collegiate level, and/or the exploration of various career pathways in guitar and music. This course may be repeated for credit.

**To:** Students will study various genres of guitar music, advanced picking styles, and solo work. As students advance, there will be a focus on ensemble playing: duos, trios, and quartets. Styles of guitar will include classical, jazz, and folk. This course may be repeated for credit. This course satisfies the district’s fine arts graduation requirement.

01771/01772  Concert/Marching Band

- **Grade Level:** 9-12
- **Change Prerequisite**
- **From:** Audition/Placement
- **To:** Audition
- **Credit/Sem:** 0.5
- **Change Course Description**

**From:** An intermediate level band open to all qualified students, this performing group requires a basic musical background and fluency on one's instrument. Members join with the Symphonic/Marching Band to perform as a marching band during this season. Concert sessions entail a study of instrumentation fundamentals and techniques at individual, ensemble, and full band levels. Participation in other performing groups is encouraged, including advancement to Symphonic/Marching Band. Concert/Marching Band maintains an active performance schedule. Students will study how music interrelates with the other arts. Concert/Marching Band students must participate in Marching Band. This course satisfies the district's fine arts graduation requirement.

**To:** Students will learn and perform the marching band competition show. Students will study instrumentation fundamentals and techniques at individual, ensemble, and full band levels, Concert/Marching Band maintains an active performance schedule. Concert/Marching Band students must participate in the Marching Band Program. This course satisfies the district’s fine arts graduation requirement.

01781/01782  Symphonic/Marching Band

- **Grade Level:** 9-12
- **Change Prerequisite**
- **From:** Audition/Placement
- **To:** Audition
- **Credit/Sem:** 0.5
- **Change Course Description**

**From:** Open to all qualified students, the Symphonic/Marching Band studies and performs symphonic music literature that is both complex and challenging. During marching season, it combines with the Concert/Marching Band. In addition to a regular concert schedule, members may perform in a solo and/or ensemble situation. Participation in other musical organizations (orchestra, jazz, and pep bands) is encouraged. Students will study how music interrelates with the other arts. Symphonic/Marching Band students must participate in Marching Band Program. This course satisfies the district's fine arts graduation requirement.
To: Students will perform symphonic music literature that is complex and challenging. In addition to a concert schedule, members may perform in a solo and/or ensemble situation. Participation in other musical organizations (orchestra, jazz) is encouraged. Symphonic/Marching Band students must participate in Marching Band Program. This course satisfies the district’s fine arts graduation requirement.

01791/01792  Concert Orchestra
Grade Level: 9-12
Change Prerequisite
From: Audition/Placement
To: Audition
Credit/Sem: 0.5
Change Course Description

From: Concert Orchestra is a class for students who perform at the intermediate to advanced level. This class meets daily for one period and performs four to six times each year both in school and the community. Students receive one credit for each year they are in the class. This course meets the District 214 fine arts requirement.

To: Students will perform orchestra pieces at the intermediate to advanced level. This class meets daily for one period and performs four to six times each year both in school and the community. Students receive one credit for each year they are in the class. This course meets the District 214 fine arts requirement.

01801/01802  Jazz Band
Grade Level: 9-12
Change Prerequisite
From: 01771/01772, 01781/01782 and Division Head Approval
To: 01771/01772, 01781/01782
Course/Sem: 0.5
Change Course Description

From: Jazz Band students explore standard jazz repertoire as well as more advanced and contemporary compositions including those exploring unusual meters and metric change and non-conventional formal structures. Improvisation is expected of all students. Performance on various occasions is anticipated and encouraged. Students will study how music interrelates with the other arts. This course satisfies the district's fine arts graduation requirement.

To: Students will explore standard jazz repertoire as well as more advanced and contemporary compositions. Performance on various occasions is anticipated and encouraged. Students will study how music interrelates with the other arts. This course satisfies the district’s fine arts graduation requirement.

01811/01812  Instrumental Ensemble
Grade Level: 9-12
Prerequisite: Audition
Credit/Sem: 0.5
Change Course Description

From: Open to all instrumentalists regardless of their instrument, this course emphasizes the development and improvement of jazz techniques and improvisation. Outside classroom activities include several concerts throughout the school year. This course satisfies the district's fine arts graduation requirement.

To: Students will learn the development and improvement of jazz techniques and improvisation. Outside classroom activities include several concerts throughout the school year. This course satisfies the district’s fine arts graduation requirement.

01821/01822  Beginning Strings
Grade Level: 9-12
Credit/Sem: 0.5
Change Course Description

From: For the student who is interested in learning to play the violin, viola, cello, or string bass. This course offers instruction in music notation and simple rhythmic patterns as well as bowing techniques, finger and rhythm patterns, and an introduction to the higher positions. Students will study basic to moderately difficult musical literature as well as how music interrelates with the other arts.
To: Students will learn to play the violin, viola, cello, or string bass. This course offers instruction in music notation and simple rhythmic patterns as well as bowing techniques, finger and rhythm patterns. Students will study basic to moderately difficult musical literature as well as how music interrelates with other arts. This course satisfies the district’s fine arts graduation requirement.

01831/01832  Orchestra  
Grade Level: 9-12  
Change Prerequisite  
From: Audition/Placement  
To: Audition  
Credit/Sem: 0.5  
Change Course Description

From: For students wishing to become members of a major performing group. String sections meet daily. Orchestra members must be proficient on a string instrument as well as in basic music fundamentals. Orchestra achieves full symphonic instrumentation through the addition of selected woodwind, brass, and percussion players. Major concert performances are scheduled throughout the year at both the building and district levels. Students will also study how music interrelates with the other arts. This course satisfies the district's fine arts graduation requirement.  
To: Students will advance their fundamental orchestral skill sets. This course achieves full symphonic instrumentation through the addition of selected woodwind, brass, and percussion players. Major concert performances are scheduled throughout the year at both the building and district levels. This course satisfies the district’s fine arts graduation requirement.

01841/01842  Guitar 1  
Change Grade Level  
From: 9-12 and RMHS 10-12  
To: 9-12  
Credit/Sem: 0.5  
Change Course Description

From: Students interested in learning to play the classical guitar will receive instruction in music notation and simple rhythmic patterns as well as right and left-hand finger and rhythmic patterns. Students will study basic to moderately difficult music and how music interrelates with the other arts. This course satisfies the district's fine arts graduation requirement.  
To: Students will receive instruction in music notation and simple rhythmic patterns as well as right- and left-hand finger and rhythmic patterns. Students will study basic to moderately difficult music and how music interrelates with the other arts. This course satisfies the district’s fine arts graduation requirement.

01851/01852  Guitar 2  
Grade Level: 9-12  
Prerequisite: 01841/01842  
Credit/Sem: 0.5  
Change Course Description

From: This course is a continuation of Guitar 1. Topics will include classical guitar repertoire, 12 bar blues, improvisation and lead guitar, and finger picking styles (e.g., Travis picking).  
To: Students will learn classical guitar repertoire, 12 bar blues, improvisation and lead guitar, and finger picking styles (e.g., Travis picking). This course is a continuation of Guitar 1. This course satisfies the district’s fine arts graduation requirement.

01861/01862  Guitar Ensemble  
Grade Level: 11-12  
Change Prerequisite  
From: 01851/01852 or Consent of Division Head  
To: 01851/01852  
Credit/Sem: 0.5  
Change Course Description
From: This class will continue to build and expand the skills developed in Guitar 1 and 2. Students will participate and perform in ensembles of different size and instrumentation and will perform as soloists. They will explore music from the 16th to 21st century in a wide variety of styles and have the opportunity to develop their own music.

To: Students will continue to build and expand the skills developed in Guitar 1 and 2. Students will participate and perform in ensembles of different sizes and instrumentation and will perform as soloists. They will study music from 16th to 21st century in a wide variety of styles and develop their own music. This course satisfies the district’s fine arts graduation requirement.

01871/01872 Harmony and Arranging 1

From: This course is an intensive study of the music fundamentals: melody, harmony, rhythm, instrumentation, conducting, sight singing, and analysis as they apply to music literature of all historical periods. Students' projects in composition and arranging are designed for those students with a previous musical background. This course satisfies the district's fine arts graduation requirement.

To: Students will engage in an intensive study of music fundamentals: melody, harmony, rhythm, instrumentation, conducting, sight singing, and analysis as they apply to music literature of all historical periods. Students’ projects in composition and arranging are designed for those with a previous musical background. This course satisfies the district’s fine arts graduation requirement.

01881/01882 Harmony and Arranging 2

From: Harmony and Arranging 2 is a continuation of the first year's study leading to advanced musical analysis, arranging, and original composition. Harmony and Arranging 2 is a college preparatory course for students intending to be music majors.

To: Students will expand upon the first year’s study, leading to advanced musical analysis, arranging, and original composition. Harmony and Arranging 2 is a college preparatory course for students intending to be music majors. This course satisfies the district’s fine arts graduation requirement.

01891/01892 Orchestral Winds and Percussion

From: Winds and percussion students who participate in a District 214 school band program will be in this course which will meet when the full orchestra practices.

To: Students will participate as winds and percussion in a District 214 school orchestra program. This course satisfies the district’s fine arts graduation requirement.

01901/01902 String Ensemble

From: This course emphasizes the standard 18th and 19th century string ensemble literature as well as the works of contemporary composers. Public performance may be an integral part of the course.

To: Students will emphasize the standard 18th and 19th century string ensemble literature as well as the works of contemporary composers. Public performance may be an integral part of the course. This course satisfies the district’s fine arts graduation requirement.
03051/03052  Fine Arts Workshop

Grade Level: 10-12
Credit/Sem: 0.5

Change Course Description

From: This course provides best practice lessons and activities for students to address the pragmatic, social, and communication skills, through fine arts (drama, arts, dance, or music). Utilizing fine arts as a vehicle for learning communication and interpersonal interaction skills in order to successfully negotiate in everyday life settings. The major focus is for students to develop better communication and generalization skills for college and career readiness. Within the class students will form peer-to-peer model and mentor relationships. As part of the requirement for this course there will be a performance component in order to fulfill the graduation fine arts credit. This course may be repeated for credit.

To: Students will practice activities to address the pragmatic, social, and communication skills, through fine arts. Utilizing fine arts as a vehicle for learning communication and interpersonal interaction skills to successfully negotiate in everyday life settings. Credit earned in this course does apply toward graduation and satisfies the fine arts requirement. This course may be repeated.

03080   Technical Theatre

Grade Level: 9-12
Credit/Sem: 0.5

Change Course Description

From: In this laboratory and classroom course for those interested in the backstage procedure of theatre, students learn the history, structure, and styles of drama. They also learn the construction and handling of scenery, the design and operation of lighting, the safe use of tools, the basics of stage managing, and the basic elements of running a play. Credit earned in this course does not apply to the number of credits required in English. However, the credit does apply toward graduation and satisfies the fine arts requirement with administrative approval. See Advance Theater Workshop Course 01740 for proper course sequencing.

To: Students will learn construction, handling of scenery, design and operation of lighting, the safe use of tools, the basics of stage managing, and basic elements of running a play. As part of the requirement for this course there will be a performance component in order to fulfill the graduation fine arts credit. This course satisfies the district’s fine arts graduation requirement.

Math Department

0000/0000  Data Modeling

Grade Level: 12
Prerequisite: 04660/04742
Credit/Sem: .5
Course Level: General Education
GRC: 19, 21

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

04441/04442  Mathematical Analysis

Change Grade Level

From: 12
To: 11-12
Change Prerequisite
From: Placement
To: Successful Completion of High School Math Requirements
Credit/Sem: 0.5
NCAA: Yes
Change Course Description
From: This course develops beginning and intermediate algebra skills and included an introduction to statistics. An emphasis will be placed on data modeling using linear, quadratic, exponential and logarithmic. Students will learn how to organize and interpret data and make predictions and decisions based on data. The course will be delivered through authentic application, problem-based instruction designed to build mathematical conceptual understanding and critical thinking skills. Students earning a C- or above over 2 semesters will be able to apply this course for college placement at community colleges and some universities.

To: Students will increase their algebra and statistics understanding; develop data modeling skills using linear, quadratic, exponential and logarithmic models. Students will learn to organize, interpret, and make predictions based on data obtained through authentic problem-based instruction designed to build mathematical conceptual understanding and critical thinking skills. Students who earn a C- or above average over 2 semesters may be able to apply this course for college placement at community college and some state universities.

04460   Mathematics 1
Grade Level: 9-12
Change Prerequisite
From: Placement
To: Division Head Approval
Credit/Sem: 0.5
Change Course Description

From: Students in this class will study the use of whole numbers, place value and number sentences, reading numbers, spelling and writing numbers, and the four basic operations with whole numbers. They will also practice the use of measurement including time, clocks, calendars, and rulers as well as the use of currency. Students will begin to apply statistical methods of organizing data and making predictions. Students who successfully complete this course should take Mathematics 2 (04470).

To: Students will study the use of whole numbers, place value and number sentences, reading numbers, spelling and writing numbers, and the four basic operations with whole numbers. Students will also practice the use of measurement including time, clocks, calendar, and rulers as well as the use of currency. Students will begin to apply statistical methods of organizing data and making predictions.

04470   Mathematics 2
Grade Level: 9-12
Change Prerequisite
From: Placement
To: Division Head Approval
Credit/Sem: 0.5
Change Course Description

From: In this class students focus on the use of whole numbers, place value and number sentences, and the four basic operations with fractions and decimals. They will also practice measurement including time, clocks, calendar, and rulers as well as the use of currency. Students will begin to apply statistical methods of organizing data and making predictions. Students who successfully complete this course should take Mathematics 3 (04480).

To: Students will learn the use of whole numbers, place value and number sentences, and the four basic operations with fractions and decimals. Students will practice measurement including time, clocks, calendar, and rulers as well as the use of currency. Students will begin to apply statistical methods of organizing data and making predictions.

04480   Mathematics 3
Grade Level: 9-12
Change Prerequisite
From: 04460 and 04470 or Equivalent, Placement
To: 04460 and 04470
Change Course Description
Credit/Sem: 0.5
From: This class emphasizes the use of whole numbers, fractions, and decimals in addition to one and two-step operations and ordering and comparing of whole numbers. Students will calculate various measurements, learn about charts, maps and basic measurements (English system), and study geometric figures. Statistical methods and skills will be broadened to include the collection, display, and interpretation of data. Students who successfully complete this course should take Mathematics 4 (04490).

To: Students will learn concepts related to whole numbers, fractions, and decimals in addition to one and two-step operations and ordering and comparing of whole numbers. Students will calculate various measurements, analyze units of measurement, and study geometric figures. Students will learn statistical methods to be broadened that include the collection, display, and interpretation of data.

04490 Mathematics 4
Grade Level: 9-12
Change Prerequisite
From: 04460 and 04470 or Equivalent, Placement
To: 04460 and 04470
Credit/Sem: 0.5
Change Course Description

From: This course emphasizes the use of whole numbers, fractions, and decimals in addition to the four basic operations with integers, the concept of a variable, solving one-step equations, and ordering and comparing of whole numbers. Students will calculate various measurements and determine the basic properties of geometric figures. Statistical methods and skills will be broadened to include the collection, display, and interpretation of data. Students who successfully complete this class should take Math 50 (04500).

To: Students will learn whole numbers, fractions, the four basic operations with integers, the concept of a variable, solving one-step equations, and ordering and comparing of whole numbers. Students will calculate measurements and determine the basic properties of geometric figures. Students will learn statistical methods and skills that include the collection, display, and interpretation of data.

04500 Mathematics 50
Grade Level: 9
Change Prerequisite
From: Placement
To: Division Head Approval
Credit/Sem: 0.5
Change Course Description

From: Students will advance their study of graphing including plotting points and apply their knowledge through problem solving. This course does not meet math graduation requirements.

To: Students will advance their study of graphing including plotting points and apply their knowledge through problem solving.

04510 Mathematics 51
Grade Level: 9
Change Prerequisite
From: 04500 or Placement
To: 04500 or Division Head Approval
Credit/Sem: 0.5
Change Course Description

From: Students will advance their study of whole numbers, decimals, fraction, and percent and begin their study of variables and solving one-step equations. This course does not meet math graduation requirements.

To: Students will advance their study of whole numbers, decimals, fraction, and percent and begin their study of variables and solving one-step equations.

04520 Mathematics 52
Grade Level: 9-10
Change Prerequisite
From: 04510 or Placement
To: 045410 or Division Head Approval  
Credit/Sem: 0.5  
Change Course Description

From: This course continues the study of topics in Mathematics 50 and 51.  This course does not meet math graduation requirements.  
To: Students will work with mathematical problems including those focused-on Order of Operations, the use of variables, solving word problems and using mental math, solving basic equations and working with exponents.

04530  Mathematics 53

Grade Level: 9-10  
Change Prerequisite  
From: 04520 or Placement  
To: 04520 or Division Head Approval  
Credit/Sem: 0.5  
Change Course Description

From: This course continues the study of topics in Mathematics 50, 51, and 52.  This course does not meet math graduation requirements.  
To: Students will continue to work with mathematical problems including those focused-on Order of Operations, the use of variables, solving word problems and using mental math, solving basic equations and working with exponents.

04540  Mathematics 54

Grade Level: 9-12  
Change Prerequisite  
From: 04530 or Placement  
To: 04530 or Division Head Approval  
Credit/Sem: 0.5  
Change Course Description

From: This course continues the study of topics from Mathematics 50-53.  This course does not meet math graduation requirements.  
To: Students will continue the study of topics from Mathematics 50-53.

04550  Mathematics 55

Grade Level: 9-12  
Change Prerequisite  
From: 04540 or Placement  
To: 04540 or Division Head Approval  
Credit/Sem: 0.5  
Change Course Description

From: This course completes the study of topics in Mathematics 50-54.  This course does not meet math graduation requirements.  
To: Students will complete the study of topics in Mathematics 50-54.

04561/04562  Mathematical Applications

Change Grade Level  
From: 12  
To: 11-12  
Change Prerequisite  
From: Completion of 04660 & 04670 or 04640 & 04650 or Division Head Approval  
To: Division Head approval  
Credit/Sem: 0.5  
NCAA: Yes
Change Course Description

From: This course emphasizes the use of math in everyday life. Students will be exposed to basic techniques in finance and consumer decisions making a personal budgeting and bill paying, programming using the TI-84, Microsoft Excel, measurement and estimation, and probability and statistics, and math as it relates to their career after high school. Students will be required to use the TI-84 graphing calculator, the Internet for research and planning, Microsoft Excel and word and may be asked to do research within our community.

To: Students will develop basic techniques in math as it relates to their life and career after high school. Topics may include finance and consumer decisions, simple programming, measurement, estimation, probability, and statistics.

04620   Algebra

Change Grade Level
From: 9-10
To: 9-12
Change Prerequisite
From: 04620
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes

Change Course Description

From: Topics in this course include applications of graphing, systems of equations, solving quadratic equations, and work with radicals. Completion of Algebra 04600,04610,04620,04630 is equivalent to the college preparatory Algebra courses.

To: Students will investigate, analyze, explain, and apply introductory algebraic concepts, including real number properties, equations and inequalities, graphing, polynomials and functions. Topics explored in Algebra 04620/04630 are similar to the topics in Algebra 04700/04710 with additional support and differentiation.

04630   Algebra

Change Grade Level
From: 9-10
To: 9-12
Change Prerequisite
From: 04620
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes

Change Course Description

From: Topics in this course include applications of graphing, systems of equations, solving quadratic equations, and work with radicals. Completion of Algebra 04600,04610,04620,04630 is equivalent to the college preparatory Algebra courses.

To: Students will investigate, analyze, explain, and apply introductory algebraic concepts, including real number properties, equations and inequalities, graphing, polynomials and functions. Topics explored in Algebra 04620/04630 are similar to the topics in Algebra 04700/04710 with additional support and differentiation. This completes the study of Algebra.

04640   Geometry

Change Grade Level
From: 10-11
To: 9-12
Change Prerequisite
From: 04640
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes

Change Course Description

From: The content of this course includes the study of the properties of two- and three-dimensional figures of Euclidean geometry with minor emphasis on proofs.
To: Students will investigate, analyze, explain, and apply the properties of two- and three-dimensional figures with an emphasis on Euclidean geometry. Applications of algebraic skills will be used to support spatial reasoning and conjecture. Topics explored in Geometry 04640/04650 are similar to the topics in Geometry 04720/04730 with additional support and differentiation.

04650   Geometry

Change Grade Level
From: 10-11
To: 9-12
Change Prerequisite
From: 04640
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: The content of this course includes the study of the properties of two- and three-dimensional figures of Euclidean geometry with minor emphasis on proofs.

To: Students will continue to investigate, analyze, explain, and apply the properties of two- and three-dimensional figures with an emphasis on Euclidean geometry. Applications of algebraic skills will be used to support spatial reasoning and conjecture. Topics explored in Geometry 04640/04650 are similar to the topics in Geometry 04720/04730 with additional support and differentiation. This completes the study of Geometry.

04660   Intermediate Algebra

Change Grade Level
From: 11-12
To: 9-12
Change Prerequisite
From: 04650 or 04730
To: Division Head Approval
Credit/Sem: 0.50
NCAA: Yes
Change Course Description

From: In this course students continue their study of equations, inequalities, polynomials, and systems of equations. They begin their study of polynomial, exponential, and logarithmic functions as well as conic sections.

To: Students will continue to investigate, explain, analyze and apply their previous algebra experiences in the study of equations, inequalities, polynomials, and systems of equations. They begin their study of polynomial, exponential, and logarithmic functions as well as conic sections. Algebra 04660 provides additional support and differentiation for students to begin Algebra II.

04700   Algebra

Change Grade Level
From: 9
To: 9-12
Change Prerequisite
From: 04600,04610 or Placement
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: In this course students continue their study of equations, inequalities, polynomials, and systems of equations. They begin their study of polynomial, exponential, and logarithmic functions as well as conic sections.

To: Students will investigate, analyze, explain, and apply introductory algebraic concepts, including real number properties, equations and inequalities, graphing, polynomials and functions.
04710 Algebra
Change Grade Level
From: 9
To: 9-12
Change Prerequisite
From: 4700 or Equivalent/Placement
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: In this course students continue their study of equations, inequalities, polynomials, and systems of equations. They begin their study of polynomial, exponential, and logarithmic functions as well as conic sections.

To: Students will investigate, analyze, explain, and apply introductory algebraic concepts, including real number properties, equations and inequalities, graphing, polynomials and functions. This course completes the study of Algebra.

04720 Geometry
Change Grade Level
From: 10
To: 9-12
Change Prerequisite
From: 04710
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: Instruction in Geometry includes the study of the properties of two- and three-dimensional figures of Euclidean geometry including proof. This is a college preparatory course.

To: Students will investigate, analyze, explain, and apply the properties of two- and three-dimensional figures with an emphasis on Euclidean geometry. Applications of algebraic skills will be used to support spatial reasoning and conjecture.

04730 Geometry
Change Grade Level
From: 10
To: 9-12
Change Prerequisite
From: 04720
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: Instruction in Geometry includes the study of the properties of two- and three-dimensional figures of Euclidean geometry including proof. This is a college preparatory course.

To: Students will investigate, analyze, explain, and apply the properties of two- and three-dimensional figures with an emphasis on Euclidean geometry. Applications of algebraic skills will be used to support spatial reasoning and conjecture. This course completes the study of Geometry.

04740 Algebra II
Change Grade Level
From: 11-12
To: 9-12
Change Prerequisite
From: 04660 or 04730
To: Division Head Approval
Credit/Sem: 0.5
From: Instruction in Algebra II includes the study of equations, inequalities, and polynomials; systems of linear and quadratic equations; radicals; polynomial, exponential and logarithmic functions; sequences and series; and conic sections. This is a college preparatory course.

To: Students will continue to investigate, explain, analyze and apply their previous algebra experiences in the study of equations, inequalities, polynomials, and systems of equations. They begin their study of polynomial, exponential, and logarithmic functions as well as conic sections.

04750 Algebra II

Change Grade Level
From: 11-12
To: 12

Change Prerequisite
From: 04740 or Division Head Approval
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes

From: This course completes the study of topics in Algebra II. This is a college preparatory course.

To: Students will continue to investigate, explain, analyze and apply their previous algebra experiences in the study of equations, inequalities, polynomials, and systems of equations. New topics will include polynomial, exponential, and logarithmic functions as well as conic sections. This course completes the study of Algebra II.

04800 Honors Algebra II

Change Grade Level
From: 11
To: 9-12
Change Prerequisite
From: 04800
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes

From: Instruction in this course includes a study of sequences and series: permutations, combinations and probability, systems of equations and inequalities, determinants and factoring, and an in-depth study of functions. This course emphasizes problem solving and critical thinking. This is a college preparatory course. This course emphasizes advanced algebra at a high mathematical level. This is a college preparatory course.

To: Students will investigate, analyze, explain, and apply the properties of sequences and series: permutations, combinations and probability, systems, determinants and factoring, and an in-depth study of functions. This course emphasizes problem-solving and critical thinking at a high mathematical level to prepare students for Honors Precalculus.

04810 Honors Algebra II

Change Grade Level
From: 11
To: 9-12
Change Prerequisite
From: 04800
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes

Change Course Description
From: Instruction in this course includes a study of sequences and series: permutations, combinations and probability, systems of equations and inequalities, determinants and factoring, and an in-depth study of functions. This course emphasizes problem solving and critical thinking. This is a college preparatory course. This course emphasizes advanced algebra at a high mathematical level. This is a college preparatory course.

To: Students will investigate, analyze, explain, and apply the properties of sequences and series: permutations, combinations and probability, systems, determinants and factoring, and an in-depth study of functions. This course emphasizes problem-solving and critical thinking at a high mathematical level to prepare students for Honors Precalculus. This course completes the study of Honors Algebra II.

04820 Honors Geometry

Change Grade Level
From: 9-10
To: 9-12

Change Prerequisite
From: Placement
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes

Change Course Description

From: This summer school course, along with second semester Honors Geometry, provides instruction in the study of the properties of two and three-dimensional figures of Euclidean geometry with an emphasis on deductive proofs. This is a college preparatory course.

To: Students will investigate, analyze, explain, and apply the properties of two- and three-dimensional figures with an emphasis on Euclidean geometry. Applications of algebraic skills will be used to support spatial reasoning and conjecture. This course is offered ONLY during summer school.

04830 Honors Geometry

Change Grade Level
From: 9-10
To: 9-12

Change Prerequisite
From: Placement
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes

Change Course Description

From: This summer school course, along with second semester Honors Geometry, provides instruction in the study of the properties of two and three-dimensional figures of Euclidean geometry with an emphasis on deductive proofs. This is a college preparatory course.

To: Students will investigate, analyze, explain, and apply the properties of two- and three-dimensional figures with an emphasis on Euclidean geometry. Applications of algebraic skills will be used to support spatial reasoning and conjecture. This course completes the study of Honors Geometry. This course is offered ONLY during summer school.

04840 Honors Precalculus

Change Grade Level
From: 11-12
To: 9-12

Change Prerequisite
From: 04810 With a Grade of C or Better, or Division Head Approval
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes
**Change Course Description**

*From:* This honors level Precalculus course is designed to teach the topics of functions, trigonometry, complex numbers, conic sections, analytic geometry, sequences and series, and an introduction to calculus including limits, continuity and end behavior. The purpose of this course is to prepare students for AP Calculus AB and/or a mathematics major college calculus course. This is a college preparatory course.

*To:* Students will investigate, analyze, explain and apply the following topics: functions, trigonometry, complex numbers, conic sections, analytic geometry, sequences and series, and an introduction to calculus including limits, continuity and end behavior.

04850  Honors Precalculus

**Change Grade Level**

*From:* 11-12

*To:* 9-12

**Change Prerequisite**

*From:* 04810 With a Grade of C or Better, or Division Head Approval

*To:* Division Head Approval

Credit/Sem: 0.5

NCAA: Yes

**Change Course Description**

*From:* This honors level Precalculus course is designed to teach the topics of functions, trigonometry, complex numbers, conic sections, analytic geometry, sequences and series, and an introduction to calculus including limits, continuity and end behavior. The purpose of this course is to prepare students for AP Calculus AB and/or a mathematics major college calculus course. This is a college preparatory course.

*To:* Students will investigate, analyze, explain and apply the following topics: functions, trigonometry, complex numbers, conic sections, analytic geometry, sequences and series, and an introduction to calculus including limits, continuity and end behavior. This course completes the study of Honors Precalculus.

04861/04862  AP Calculus AB

**Change Grade Level**

*From:* 11

*To:* 9-12

**Change Prerequisite**

*From:* 04850 and Division Head Approval

*To:* Completion of 04840/04850/ Division Head Approval

Credit/Sem: 0.5

NCAA: Yes

**Change Course Description**

*From:* This course investigates the fundamentals of differential and integral calculus in preparation for the Calculus AB advanced Placement examination. This college level course prepares upper level students for the Advanced Placement test in Calculus, a test for which many colleges grant college credit.

*To:* Students will explore, analyze, explain and apply concepts, methods, and applications of differential and integral calculus in preparation for the Calculus AB Advanced Placement Exam.

04881/04882  AP Statistics

**Change Grade Level**

*From:* 11-12

*To:* 10-12

**Change Prerequisite**

*From:* Division Head Approval

*To:* Division Head Approval

Credit/Sem: 0.5

NCAA: Yes
**Change Course Description**

**From:** This course will focus on four themes: exploratory analysis, planning of a study, probability, and statistical inference. Students will prepare to take the Advanced Placement Statistics exam. This is a college level course.

**To:** Students will explore and apply concepts and tools used for collecting, analyzing, and drawing conclusions from data in preparation for the Advanced Placement Statistics Exam.

04900  Honors Algebra II/Precalculus

**Change Grade Level**

**From:** 11

**To:** 9-12

**Change Prerequisite**

**From:** 04800

**To:** Division Head Approval

Credit/Sem: 0.5

NCAA: Yes

**Change Course Description**

**From:** Instruction in this course and Honors Algebra II includes a study of sequences and series, permutations, combinations and probability, systems of equations and inequalities, determinants and factoring, and an in-depth study of functions. This course emphasizes problem solving and critical thinking at the highest mathematical level. This course begins Honors Precalculus and is a college preparatory course.

**To:** Students will investigate, analyze, explain, and apply the properties of sequences and series, permutations, combinations and probability, systems, determinants and factoring, and an in-depth study of functions. With an introduction to precalculus, this course emphasizes problem solving and critical thinking at the highest mathematical level to prepare students for Honors Precalculus/Calculus A.

04910  Honors Algebra II/Precalculus

**Change Grade Level**

**From:** 11

**To:** 9-12

**Change Prerequisite**

**From:** 04800

**To:** Division Head Approval

Credit/Sem: 0.5

NCAA: Yes

**Change Course Description**

**From:** Instruction in this course and Honors Algebra II includes a study of sequences and series, permutations, combinations and probability, systems of equations and inequalities, determinants and factoring, and an in-depth study of functions. This course emphasizes problem solving and critical thinking at the highest mathematical level. This course begins Honors Precalculus and is a college preparatory course.

**To:** Students will investigate, analyze, explain, and apply the properties of sequences and series, permutations, combinations and probability, systems, determinants and factoring, and an in-depth study of functions. With an introduction to precalculus, this course emphasizes problem solving and critical thinking at the highest mathematical level to prepare students for Honors Precalculus/Calculus A. This course completes the study of Honors Algebra II/Precalculus.

04920  Honors Geometry

**Change Grade Level**

**From:** 11

**To:** 9-12

**Change Prerequisite**

**From:** 04800

**To:** Division Head Approval

Credit/Sem: 0.5
**NCAA: Yes**

**Change Course Description**

**From:** This course provides instruction in the study of the properties of two- and three-dimensional figures of Euclidean geometry with a major emphasis on deductive proofs. This is a college preparatory course.

**To:** Students will investigate, analyze, explain, and apply the properties of two- and three-dimensional figures of Euclidean geometry. Algebra skills will be applied and enhanced throughout in preparation for honors algebra II and other pre-calculus topics.

04930  **Honors Geometry**

**Change Grade Level**

**From:** 11  
**To:** 9-12

**Change Prerequisite**

**From:** 04800  
**To:** Division Head Approval

Credit/Sem: 0.5  
NCAA: Yes

**Change Course Description**

**From:** This course provides instruction in the study of the properties of two- and three-dimensional figures of Euclidean geometry with a major emphasis on deductive proofs. This is a college preparatory course.

**To:** Students will investigate, analyze, explain, and apply the properties of two- and three-dimensional figures of Euclidean geometry. Algebra skills will be applied and enhanced throughout in preparation for honors algebra II and other pre-calculus topics. This course completes the study of Honors Geometry.

04940  **Honors Algebra II/Precalculus/Calculus A**

**Change Grade Level**

**From:** 11  
**To:** 9-12

**Change Prerequisite**

**From:** 04900/04910 or Division Head Approval  
**To:** Division Head Approval

Credit/Sem: 0.5  
NCAA: Yes

**Change Course Description**

**From:** Honors Precalculus include the study of trigonometric, inverse, linear, quadratic polynomial, and rational function and their graphs. Additional topics of study are complex numbers, conic sections and limits, and an introduction to Calculus AB Topics. This is a college preparatory course.

**To:** Students will investigate, analyze, explain and apply the following: trigonometric, inverse, linear, quadratic polynomial, and rational function and their graphs. Students will also explore complex numbers, conic sections and limits.

04950  **Honors Precalculus/Calculus A**

**Change Grade Level**

**From:** 11  
**To:** 9-12

**Change Prerequisite**

**From:** 04940 or Division Head Approval  
**To:** Division Head Approval

Credit/Sem: 0.5  
NCAA: Yes

**Change Course Description**
From: Honors Precalculus include the study of trigonometric, inverse, linear, quadratic polynomial, and rational function and their graphs. Additional topics of study are complex numbers, conic sections and limits, and an introduction to Calculus AB Topics. This is a college preparatory course.

To: Students will investigate, analyze, explain and apply the following: trigonometric, inverse, linear, quadratic polynomial, and rational function and their graphs. Students will also explore complex numbers, conic sections and limits. This course completes the study of Honors Precalculus/Calculus A. This course begins, but does not complete, Calculus AB.

04961/04962 AP Calculus BC

Change Grade Level
From: 12
To: 9-12
Change Prerequisite
From: 04950 With a Grade of B or Better and Division Head Approval
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: AP Calculus BC explores the fundamentals of differential and integral calculus, infinite series, and differential equations in preparation for the Calculus BC Advanced Placement examination. This is a college level course.

To: Students will explore, analyze, explain and apply concepts, methods, and applications of differential and integral calculus, including topics such as parametric, polar, and vector functions, and series in preparation for the Calculus BC Advanced Placement Exam.

04971/04972 Mathematical Applications 101

Change Grade Level
From: 11-12
To: 10-12
Change Prerequisite
From: Division Head Approval
To: Completion of 04740/04750/
Division Head Approval
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: This course develops conceptual understanding, problem-solving, decision-making and analytic skills dealing with quantities and their magnitudes and interrelationships, using calculators and personal computers as tools. Includes: computing statistical measures such as central tendency and dispersion; computing correlation coefficients and regression equations; using normal distributions to test hypotheses; using logical statements and arguments in a real-world context; solving systems of equations and inequalities and modeling data; solving mathematical finance problems; and selecting and using appropriate approaches and tools in formulating and solving real-world problems. Upon successful completion of this course, students will receive Harper MTH 101 credit.

To: Students will develop conceptual understanding, problem-solving, decision making and analytic skills dealing with quantities and their magnitudes and interrelationships. Topics include but are not limited to: solving systems of equations and inequalities, trigonometry, and complex numbers.

04981 Calculus 3

Change Grade Level
From: 12
To: 11-12
Prerequisite: 04961/04962 and Division Head Approval
Credit/Sem: 0.5
NCAA: Yes
**From:** This course continues the study of calculus beyond BC Calculus. Students will study vector functions, multivariable functions, differential multiple integration, and vector calculus with applications to science and engineering. The second semester will be a study of differential equations. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements.

**To:** Students will investigate vector functions, multivariable functions, differential multiple integration, and vector calculus with applications to science and engineering. Students will develop techniques and practice applications of first order ordinary differential equations and higher order linear equations. Topics can include partial differential equations, Fourier series, boundary value problems and Sturm-Liouville theory. This course completes the study of Calculus 3.

**04982  Differential Equations**

**Change Grade Level**

**From:** 12

**To:** 11-12

Prerequisite: 04961/04962

and Division Head Approval

Credit/Sem: 0.5

NCAA: Yes

**Change Course Description**

**From:** This course continues the study of calculus beyond BC Calculus. Students will study vector functions, multivariable functions, differential multiple integration, and vector calculus with applications to science and engineering. The second semester will be a study of differential equations.

**To:** Students will investigate vector functions, multivariable functions, differential multiple integration, and vector calculus with applications to science and engineering. Students will develop techniques and practice applications of first order ordinary differential equations and higher order linear equations. Topics can include partial differential equations, Fourier series, boundary value problems and Sturm-Liouville theory. This course completes the study of Differential Equations.

**64400  College Algebra**

**Change Course Level**

**To:** AP

**Change Grade Level**

**From:** 12

**To:** 11-12

Prerequisite

**From:** 04740/04750 or

Division Head Approval

**To:** Division Head Approval

Credit/Sem: 0.5

NCAA: Yes

**Change Course Description**

**From:** This honors course emphasizes algebraic and graphical approaches to college algebra. Topics include but are not limited to: polynomial, rational, exponential, and logarithmic functions; systems of equations and inequalities; matrices and mathematical modeling. This course is recommended for students planning to continue studies in mathematics or a related STEM field. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

**To:** Students will explore algebraic and graphical approaches to college algebra. Topics include but are not limited to: polynomial, rational, exponential, and logarithmic functions; systems of equations and inequalities; matrices and mathematical modeling. This course is recommended for students planning to continue studies in mathematics or a related STEM field. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.
College Algebra-ASU

Change Course Level
To: AP
Grade Level: 12
Credit/Sem: 0.5
NCAA: Yes

Change Course Description

From: In this college level Algebra course, students will learn to apply algebraic reasoning to solve problems effectively. They will develop skills in linear and quadric functions, general polynomial functions, rational functions and exponential and logarithmic functions and study systems of linear equations. This course will emphasize problem-solving techniques, specifically by means of discussing concepts in each of three topics. Students successfully completing this course may receive early college credit.

To: Students will learn to apply algebraic reasoning to solve problems effectively. They will develop skills in linear and quadric functions, general polynomial functions, rational functions and exponential and logarithmic functions and also study systems of linear equations. This course will emphasize problem-solving techniques, specifically by means of discussing concepts in each of three topics. Students successfully completing this course may receive early college credit.

College Statistics

Change Course Level
To: AP
Change Grade Level
From: 11-12
To: 10-12
Prerequisite: 04750 or Division Head Approval
Credit/Sem: 0.5
NCAA: Yes

Change Course Description

From: This honors course includes descriptive and inferential statistics, including measures of central tendency and dispersion, confidence intervals, and hypothesis testing. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will investigate descriptive and inferential statistics including measures of central tendency and dispersion, confidence intervals, and hypothesis testing. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

College Math: A Human Endeavor

Grade Level: 11-12
Change Course Level
To: AP
Change Prerequisite
From: 04750 or Division Head Approval
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes

Change Course Description

From: This honors course teaches the development of mathematical reasoning and problem solving through concentrated student of three or four topics. Areas may include logic, sets, probability, statistics, graph theory and/or geometry. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.
To: Students will develop mathematical reasoning and problem solving through concentrated study of several of the following topics: logic, sets, probability, statistics, graph theory, number theory and/or geometry. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

64981 College Calculus 3

Change Course Level

To: AP

Change Grade Level

From: 12

To: 11-12

Prerequisite: 04961/04962 and Division Head Approval

Credit/Sem: 0.5

NCAA: Yes

Change Course Description

From: This course continues the study of calculus beyond BC Calculus. Students will study vector functions, multivariable functions, differential multiple integration, and vector calculus with applications to science and engineering. The second semester will be a study of differential equations. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will investigate vector functions, multivariable functions, differential multiple integration, and vector calculus with applications to science and engineering. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

64982 College Differential Equations

Change Course Level

To: AP

Change Prerequisite

From: 04961/04962 and Division Head Approval

To: 64981

Change Grade Level

From: 12

To: 11-12

Credit/Sem: 0.5

Change Course Description

From: This course continues the study of calculus beyond BC Calculus. Students will study vector functions, multivariable functions, differential multiple integration, and vector calculus with applications to science and engineering. The second semester will be a study of differential equations. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will investigate vector functions, multivariable functions, differential multiple integration, and vector calculus with applications to science and engineering. Students will develop techniques and practice applications of first order ordinary differential equations and higher order linear equations. Topics can include partial differential equations, Fourier series, boundary value problems and Sturm-Liouville theory. This course completes the study of College Differential Equations. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.
Science Department

05000  Experiential Medical Physiology and Biochemistry
Grade Level: 11-12
Prerequisite: 05021/05022, 05111/05112, Concurrent Enrollment in 05130, or Division Head Approval
Credit/Sem: 0.5
NCAA: Yes

Change Course Description

From: This course provides a semester-long period of hospital visitation and clinical observation designed to develop healthcare career involvement.
To: Students will have the opportunity to apply the experiences in 05130 via hospital visitation and clinical observation, both designed to develop healthcare career involvement.

05021/05022  Biology
Grade Level: 9-10
Change Prerequisite
From: 04710 or 04630, Placement
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes

Change Course Description

From: This course presents concepts and ideas concerning the commonality and diversity of all living organisms. The basic notion of life, including cellular and chemical processes necessary for life, is investigated in the laboratory and explained in the text and lectures. Further study focuses on man, life systems, and the interaction of man with his environment.
To: Students will develop an understanding surrounding the commonality and diversity of all living organisms and their interactions with each other. This lab-based course will teach students to explore, construct, model and analyze the basic notion of life, including cellular and chemical processes necessary for life.

05031/05032  Honors Biology
Change Grade Level
From: 9
To: 9-12
Change Prerequisite
From: Placement
To: None
Credit/Sem: 0.5
NCAA: Yes

Change Course Description

From: Honors Biology is similar to the topics in Biology 05021/05022 at a more challenging pace and depth.
To: Students will develop an understanding of the commonality and diversity of all living organisms and their interactions with each other. This lab-based course will teach students to explore, construct, model and analyze the basic notion of life, including cellular and chemical processes necessary for life. Topics explored are similar to the topics in 05021/05022 at an increased pace and depth.

05041/05042  Biology 504
Change Grade Level
From: 9-10
To: 9-12
Change Prerequisite
From: Placement
To: Division Head Approval
From: This laboratory-based course develops the skills related to scientific investigations as they apply to concepts concerning the commonality and diversity of all living organisms. The basic notion of life, including cellular and chemical processes necessary for life, is investigated through a variety of instructional means including laboratory investigations. Further study focuses on man, life systems, and the interaction of man with his environment.

To: Students will develop an understanding of the commonality and diversity of all living organisms and their interactions with each other. Students will explore, construct, model and analyze the basic notion of life, including cellular and chemical processes necessary for life. Topics explored in this course are similar to topics in 05021/05022 with additional support and differentiation.

05111/05112 Chemistry

Change Grade Level
From: 10-12
To: 9-12
Change Prerequisite
From: 04710 or 04630 or Placement
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: The content of this course includes a mathematically oriented study of atomic and molecular structure along with the forces which govern chemical change. Topics include energy, conservation laws, organization and structure of matter, equilibrium, reaction rate, and electrical and magnetic forces.

To: Students will develop a conceptual and mathematical understanding of the particulate nature of matter. This lab-based course will teach students to explore, construct, model and analyze the structure of matter, energy, and the potential interactions matter undergoes.

05121/05122 Honors Chemistry

Change Grade Level
From: 10-12
To: 9-12
Change Prerequisite
From: 04710 and Division Head Approval
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: The content of this course is similar to that of the Chemistry course 511, however, students explore topics in greater depth. Selected advanced topics in chemistry are added to challenge the science-oriented student with a strong math background.

To: Students will develop a conceptual and mathematical understanding of the particulate nature of matter. This lab-based course will teach students to explore, construct, model and analyze the structure of matter, energy, and the potential interactions matter undergoes. Topics explored in Honors Chemistry are similar to the topics in Chemistry 05111/05112 at an increased pace and depth.

05130 Honors Medical Physiology and Biochemistry

Grade Level: 12
Prerequisite: 05021/05022, 05111/05112,05280 Concurrent Enrollment
Credit/Sem: 0.5
NCAA: Yes
Change Course Description
**From:** This course provides an in-depth study of the structure and function of the human body and an introduction to organic chemistry and biochemistry.

**To:** Students will explore, model, and apply an in-depth study of the structure and function of the human body. Students will also investigate an introduction to organic chemistry and biochemistry.

05141/05142 Chemistry 514

<table>
<thead>
<tr>
<th>Change Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: 10</td>
</tr>
<tr>
<td>To: 9-12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Change Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: 05041/05042</td>
</tr>
<tr>
<td>To: Division Head Approval</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit/Sem:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.5</td>
</tr>
</tbody>
</table>

| NCAA: |
| Yes |

| Change Course Description |

**From:** This laboratory-based course provides a conceptual study of atomic and molecular structure along with the forces that govern chemical change. Topics include energy, conservation laws, organization and structure of matter, equilibrium, reaction rate, and electrical and magnetic forces. Students will develop skills related to scientific reasoning, data interpretation, and graphical analysis.

**To:** Students will develop a conceptual and mathematical understanding of the particulate nature of matter. This lab-based course will teach students to explore, construct, model and analyze the structure of matter, energy, and the potential interactions matter undergoes. Topics explored in this course are similar to the topics in Chemistry 05111/05112 with additional support and differentiation.

05161/05162 Physics

<table>
<thead>
<tr>
<th>Change Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: 11-12</td>
</tr>
<tr>
<td>To: 9-12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Change Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: 04730</td>
</tr>
<tr>
<td>To: Division Head Approval</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit/Sem:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.5</td>
</tr>
</tbody>
</table>

| NCAA: |
| Yes |

| Change Course Description |

**From:** This course is a laboratory experience with mathematical emphasis. Topics include the study of conservation laws, space and time measurement, optics and waves, electricity, magnetism, energy, forces, and motion.

**To:** Students will develop a conceptual and mathematical understanding of the nature and properties of matter and energy. This lab-based course will teach students to explore, construct, model and analyze interactions between objects.

05180 Genetics

<table>
<thead>
<tr>
<th>Change Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: 11-12</td>
</tr>
<tr>
<td>To: 12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Change Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: 05021/05022 and 05111/05112 With a Grade of C or Better</td>
</tr>
<tr>
<td>To: 05021/05022 and 05111/05112</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit/Sem:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.5</td>
</tr>
</tbody>
</table>

| NCAA: |
| Yes |

| Change Course Description |

**From:** This course is an in-depth study of Mendelian and molecular genetics. Students will delve into the areas of recombinant DNA technology and DNA fingerprinting. Students will examine current issues such as cloning, genetically engineering crops, and DNA profiling.

**To:** Students will explore, model, and apply an in-depth study of the structure and function of the human body. Students will also investigate an introduction to organic chemistry and biochemistry.
05191/05192  Physics

Change Grade Level
From: 11
To: 9-12
Change Prerequisite
From: 05041/05042 and 05111/05112
or Division Head Approval
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: This laboratory-based course provides a conceptual framework for the study of physics. Skills related to scientific investigation, data interpretation, and graphical analysis will be developed within the topics of energy, forces, motion, astronomy, optics, acoustics, electricity, and magnetism.
To: Students will develop a conceptual and mathematical understanding of the nature and properties of matter and energy. This lab-based course will teach students to explore, construct, model and analyze interactions between objects. Topics explored in Physics 519 are similar to the topics in Physics 05161/05162 with additional support and differentiation.

05201/05202  AP Physics 1

Change Grade Level
From: 11-12
To: 9-12
Change Prerequisite
From: 05121/05122 and
Division Head Approval
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: Advanced Placement Physics 1 is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. This course will prepare students to take the AP Physics test.
To: Students will develop a conceptual and mathematical, algebra-based, understanding of an introductory college-level physics course. Students will cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves.

05250  Environmental Science

Change Grade Level
From: 11-12
To: 9-12
Change Prerequisite
From: 05021/05022 and
05111/05112 or
Division Head Approval
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: This course explores the basic ecological principles applied in the study of mankind and his impact on the environment. Students investigate the causes and effects of pollution, animal endangerment, natural resources, and energy.
To: Students will explore the basic ecological principles applied in the study of mankind and its impact on the environment. Students will investigate, model and analyze the causes and effects of pollution, animal endangerment, natural resources and energy.

05260 Ecology

Change Grade Level
From: 11-12
To: 9-12
Change Prerequisite
From: 05021/05022 and 05111/05112 or Division Head Approval
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: Ecology provides the opportunity to study people and other living organisms interacting with the environment. This detailed study includes fundamental ecological concepts such as ecosystem, population dynamics, abiotic factors, world biomes, balance in nature, and energy transfer.

To: Students will study people and other living organisms interacting with the environment. Students will model and analyze fundamental ecological concepts such as ecosystems, population dynamics, abiotic factors, world biomes, balance in nature, and energy transfer.

05270 Oceanography

Grade Level: 11-12
Change Prerequisite
From: 05021/05022 and 05141/05142 or Division Head Approval
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: This course provides introduction to oceanography to give the student a basic understanding of the geological, physical, chemical, and biological properties of the sea and sea life. Content will include shoreline development, ocean basin, topography, waves, current, properties of salt water, and marine organisms.

To: Students will explore an introduction to oceanography. Students will investigate, model and analyze the geological, physical, chemical and biological properties of the sea and sea life, including shoreline development, ocean basin, topography, waves, current, properties of salt water and marine organisms.

05280 Human Physiology

Grade Level: 11-12
Change Prerequisite
From: 05021/05022 and 05111/05112 or Division Head Approval
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: This course provides an in-depth study of the structure and function of human systems.

To: Students will investigate, model and analyze an in-depth study of the structure and function of human systems.
05310  Zoology

Change Grade Level
From: 11-12
To: 9-12

Change Prerequisite
From: 05021/05022 and 05141/05142
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes

Change Course Description

From: This course studies animal anatomy and physiology with emphasis on comparative study of the taxonomical groups of animals. Laboratory work includes dissection and microscope use.
To: Students will explore, model and analyze animal anatomy and physiology with an emphasis on comparative study of the taxonomic groups.

05330  Advance Space Science

Grade Level: 11-12
Change Prerequisite
From: 05041/05042 and 05141/05142
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes

Change Course Description

From: This course will involve a detailed and comprehensive study of the cosmos, cosmologies, star evaluations, galaxies and the possibility of existence of extraterrestrial life. This course will extend the background and knowledge students have developed in earlier science coursework in the area of space science.
To: Students will explore a comprehensive study of the cosmos. Cosmologies, star evaluations, galaxies and the possibility of existence of extraterrestrial life will be investigated.

05341/05342  Advanced Biology

Grade Level: 11-12
Change Prerequisite
From: 05111/05112 or Division Head Approval
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes

Change Course Description

From: This course provides an advanced treatment of major concepts from the following six fields of study in life science: molecular/cellular biology, genetics, microbiology, zoology, botany, and ecology. Each of these topics is the focus of inquiry and laboratory investigation with an emphasis on the practical and relevant applications of curriculum concepts. This course offers an alternative to seniors interested in having advanced experiences with a variety of life science topics.
To: Students will explore advanced concepts from the following six fields of study in life science: molecular/cellular biology, genetics, microbiology, zoology, botany, and ecology.

05360  Human Physiology 2

Change Grade Level
From: 11-12
To: 9-12
Change Prerequisite
From: Completion of courses 05021/05022 and 05111/05112 with a Grade of C or Better  
To: Division Head Approval  
Credit/Sem: 0.5  
NCAA: Yes  
Change Course Description

From: The Human Physiology 2 course is a one semester class that provides an in-depth study of the structure and function of the human systems that are not covered in the current Human Physiology 1 class. Students will be able to explore the human body, health, diseases, and medically related careers. The course will consist of lectures, labs, and projects and can be taken independently of Human Physiology. The class will cover the anatomy and physiology of the major body systems (Anatomical Terminology (students who took Human Physiology 1 would be completing an independent project), Cardiovascular System, Respiratory System, Endocrine System, Reproductive System, Lymphatic System, and Digestive System), as well review basic biology and chemistry as it applies to these systems. Hands on labs and virtual dissections are fundamental to this class and are incorporated throughout the curriculum.  
To: Students will explore the human body, health, diseases, and medically related careers not experienced in Human Physiology 1. Students will investigate, model and analyze areas of anatomy and physiology including major body systems, the cardiovascular system, the respiratory system, the endocrine system, the reproductive system, the lymphatic system, and digestive system.

05411/05412  AP Biology  
Change Grade Level  
From: 11-12  
To: 9-12  
Change Prerequisite  
From: 05021/05022, 05111/05112, Concurrent Enrollment in 05421/05422 and Division Head Approval  
To: Division Head Approval  
Credit/Sem: 0.5  
NCAA: Yes  
Change Course Description

From: This course provides a detailed presentation of the fundamental principles of life through a content experience. The general topics, which will place emphasis on both plants and animals, include the chemical basis of life; the cell; genetics and reproduction; evolution; the structure, function, and classification of organisms; and ecology. One aim of the course is to prepare students for satisfactory performance on the Advanced Placement examination given in May. Students enrolled in this class will be strongly encouraged to take the Advanced Placement examination. This course must be taken concurrently with Advanced Placement Biology (Lab).  
To: Students will develop an understanding of an introductory college-level biology course. Students will cultivate their understanding of biology as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions.

05421/05422  AP Biology (Lab)  
Change Grade Level  
From: 11-12  
To: 9-12  
Prerequisite: Concurrent Enrollment in 05411/05412  
Credit/Sem: 0.5  
NCAA: Yes  
Change Course Description

From: This course provides a detailed presentation of the fundamental principles of life through a laboratory experience. This course must be taken concurrently with Advanced Placement Biology (Lecture).
To: Students will engage in laboratory experiences that support the lecture presentation of the topics covered in AP Biology 05411/05412. This course must be taken concurrently with AP Biology 05411/05412.

05431/05432  AP Environmental Science

Change Grade Level  
From: 11-12  
To: 9-12  
Prerequisite: 05021/05022, 05111/05112 and Division Head Approval  
Credit/Sem: 0.5  
NCAA: Yes  
Change Course Description  

From: The content of this course is approximately equal to a one-semester, introductory-level college course in environmental science. The topics covered are interrelationships in the natural world, identifying and analyzing environmental problems both natural and human-made, evaluating the relative risks associated with these problems, and examining alternative solutions for resolving or preventing them. The aim of this course is to prepare students for satisfactory performance on the Advanced Placement examination given in May. Students enrolled in this class will be strongly encouraged to take the Advanced Placement examination.  
To: Students will investigate the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. In Advanced Placement Environmental Science, students will identify natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them.

05441/05442  AP Physics C

Grade Level: 12  
Change Prerequisite  
From: 05171/05172 and Concurrent Enrollment in 04861/04862 & Division Head Approval  
To: Concurrent enrollment or prior completion of 04860 or 04960  
Credit/Sem: 0.5  
NCAA: Yes  
Change Course Description  

From: This course is intended for students who have completed one year of Physics and one year of Chemistry. Students should expect to apply rigorous mathematics in the development of theories, analysis of laboratory data, and solution of problems. The primary focus of this course will be problem solving and mathematical model construction to explain mechanics (statistics, kinematics, and dynamics).  
To: Students will investigate Mechanics & Electricity and Magnetism in Advanced Placement Physics C, a calculus-based physics course. Students will cultivate their understanding of physics topics which include: changes in motion, force interactions between objects, fields and conservation laws. Students will investigate phenomena using the science practices, while incorporating calculus.

05451/05452  AP Chemistry

Change Grade Level  
From: 11-12  
To: 10-12  
Change Prerequisite  
From: 05111/05112 or 05121/05122,04750, 04760 & Completion of/ or Enrollment in 05161/05162 or 05171/05172, Enrollment in
05461/05462 or Division Head Approval
To: 05111/05112 or 05121/05122
and concurrent enrollment in
05161/05162 or 05461/05462
Credit/Sem: 0.5
NCAA: Yes

Change Course Description

From: The content of this course is approximately equivalent to a first-year college chemistry course. Students will examine structure, bonding states of matter, reactions (type, stoichiometry, kinetics, and equilibrium), thermodynamics, and descriptive examination. Students are strongly encouraged to take the Advanced Placement examination in May. This course must be taken concurrently with Advanced Placement Chemistry (Lab).

To: Students will investigate the particulate nature of matter through the lens of four big ideas in Advanced Placement Chemistry: scale, proportion and quantity; structure and properties; transformations; and energy. Specific topics to be modeled and analyzed include atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

05461/05462  AP Chemistry (Lab)

Change Grade Level
From: 11-12
To: 10-12
Prerequisite: Concurrent
Enrollment in 05451/05452
Credit/Sem: 0.5
NCAA: Yes

Change Course Description

From: The laboratory experiences provided by this course support the lecture presentation of the topics covered in Advanced Placement Chemistry (Lecture). Students will demonstrate their understanding of chemistry topics through a variety of laboratory activities. This course must be taken concurrently with Advanced Placement Chemistry (Lab).

To: Student will engage in lab practices that support the topics explored in AP Chemistry 05451/05452. This course must be taken concurrently with AP Chemistry 05451/05452.

05501/05502  AP Physics C (Lab)

Change Grade Level
From: 12
To: 11-12
Change Prerequisite
From: 05171/05172 and Concurrent
Enrollment in 04861/04862
To: Concurrent enrollment in
05441/05442
Credit/Sem: 0.5
NCAA: Yes

Change Course Description

From: The laboratory experiences provided in this course support the lecture presentation of the topics covered in Advanced Placement Physics C (Lecture). Students will demonstrate their understanding of the principles of physics topics through a variety of laboratory experiences. This course may not be offered at all schools.

To: Student will engage in lab practices that support the lecture presentation of the topics covered in AP Physics C 05441/05442. This course must be taken concurrently with AP Physics C 05441/05442.

07981/07982  Agricultural Biology

Change Grade Level
From: 9
To: 9-12
Change Prerequisite
From: Completion of a Biology
To: Division Head Approval  
Credit/Sem: 0.5  
NCAA: Yes  
Change Course Description

From: This course presents concepts and ideas concerning the commonality and diversity of all living organisms. Using Agriculture as a learning vehicle, the course emphasizes the central concepts and inter-relationships among the following topics: cellular and chemical processes necessary for life, growth and reproduction in plants and animals, plant and animal genetics, and heritability of traits. Course content is investigated in the laboratory connecting the idea of life science with agriculture applications and explained in the text and lectures. Further study focuses on life sciences and the interaction and relationships among plants, animals, and humans. This course will also introduce students to careers in and connected to Agriculture.

To: Students will investigate ideas concerning the commonality and diversity of all living organisms. Using agriculture as a learning vehicle, students will model and analyze the central concepts and interrelationships among the following topics: cellular and chemical processes necessary for life, growth and reproduction in plants and animals, plant and animal genetics, and heritability of traits.

08160 Honors Physics in Healthcare
Change Grade Level  
From: 11  
To: 11-12  
Change Prerequisite  
From: Completion of 60180 and concurrent enrollment in a Health Career Pathway course  
To: Concurrent Enrollment in a Health Careers Pathway Course  
Credit/Sem: 0.5  
Change Course Description

From: This honors course provides students with a survey study of the introductory algebra-based physics necessary for further study of the human body and health careers. Topics include motion, forces, inertia, momentum, impulse, work, energy, wave, sound, light and optics. This first semester course is paired with a second semester study of College Introduction to Human Anatomy and Physiology.

To: Students will investigate the human body and health careers using an algebra-based, physics lens. Students will model and analyze topics which include motion, forces, inertia, momentum, impulse, work, energy, wave, sound, light and optics. This first semester course is paired with a second semester study of College Introduction to Human Anatomy and Physiology (68340).

57981/57982 Honors Agricultural Biology
Grade Level: 10-12  
Prerequisite: Completion of Biology  
Credit/Sem: 0.5  
NCAA: Yes  
Change Course Description

From: This course presents concepts and ideas concerning the commonality and diversity of all living organisms. Using Agriculture as a learning vehicle, the course emphasizes the central concepts and inter-relationships among the following topics: cellular and chemical processes necessary for life, growth and reproduction in plants and animals, plant and animal genetics, and heritability of traits. Course content is investigated in the laboratory connecting the idea of life science with agriculture applications and explained in the text and lectures. Further study focuses on life sciences and the interaction and relationships among plants, animals, and humans. This course will also introduce students to careers in and connected to Agriculture.

To: Students will investigate ideas concerning the commonality and diversity of all living organisms. Using agriculture as a learning vehicle, students will model and analyze the central concepts and interrelationships among the following topics: cellular and chemical processes necessary for life, growth and reproduction in plants and animals, plant and animal genetics, and heritability of traits.
**Introduction to Solar System-ASU**

**Grade Level:** 12  
**Change Course Level**  
**To:** AP  
**Credit/Sem:** 0.5  
**NCAA:** Yes  
**Change Course Description**

**From:** In this introductory lecture and laboratory course, students will explore the origins, structure, contents and evolution of our solar system and exosolar planetary systems. Students will cover the history of astronomy, properties of light instruments, the study of the solar system and nearby stars. Students successfully completing this course may receive early college credit.

**To:** Students will explore the origins, structure, contents and evolution of our solar system and exosolar planetary systems. Students will cover the history of astronomy, properties of light instruments, the study of the solar system and nearby stars. Students successfully completing this course may receive early college credit.

**College Introduction to Nanotechnology**

**Change Course Level**  
**To:** AP  
**Change Prerequisite**

**From:** 05021/05022, 05111/0512, 05161/05162  
**To:** Division Head Approval  
**Credit/Sem:** 0.5  
**NCAA:** Yes  
**Change Course Description**

**From:** In this honors class students will learn to operate a Scanning Electron microscope, an atomic force microscope, a scanning tunneling microscope, a 3D optical imager, and a broad package of various chemical and biological materials that they will use in completing the hands-on lab experiments in nanotechnology. The curriculum covers the areas of: Nanotechnology Basics, NanoPhysics, NanoChemistry, NanoBiology, and Environmental, Health and Safety perspectives on nanotechnology. Students will become leaders in working in the Nano Lab and will assist in exposing under level student to the possibilities in the lab. Students will design, plan and conduct a yearlong research-based investigation to address a research question related to nanotechnology. Through this process, students will develop their skills related to research methodology; employment of ethical research practices; and assessment, analysis, and synthesis of information as they address a research question. Students will explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

**To:** Students will learn to operate research equipment (such as a scanning electron microscope) to complete hands-on lab experiments in nanotechnology. Students will conduct a research-based investigation related to nanotechnology, developing their skills related to research methodology; employment of ethical research practices; and assessment, analysis, and synthesis of information. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

**College Geospatial Technology**

**Change Course Level**  
**To:** AP  
**Credit/Sem:** 0.5  
**NCAA:** Yes  
**Change Course Description**
From: Geographic Information System (GIS) is the process of combining different layers of maps to manipulate data and provide information. Today, it is used in every sector from politics, health, to business. This class includes introduction to GIS and careers, geographic concepts: maps, scale, spatial patterns, map critiquing and designs. The final project includes solving a real-world problem using GIS information. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will learn the Geographic Information System (GIS) is the process of combining different layers of maps to manipulate data and provide information. Today, it is used in every sector from politics, health, to business. This class includes introduction to GIS and careers, geographic concepts: maps, scale, spatial patterns, map critiquing and designs. The final project includes solving a real-world problem using GIS information. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

68340 College Introduction to Human Anatomy and Physiology

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Completion of Honors Physics</td>
</tr>
<tr>
<td>Credit/Sem:</td>
<td>0.5</td>
</tr>
<tr>
<td>NCAA:</td>
<td>Yes</td>
</tr>
<tr>
<td>Change Course Level</td>
<td>AP</td>
</tr>
</tbody>
</table>

From: This honors course surveys the human body, with emphasis on basic physical and chemical concepts, anatomy, physiology and embryology. Designed to meet the needs of students in certain allied health career programs. This is the second semester course paired with Honors Physics in Healthcare. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in the academic handbook for details.

To: Students will learn about the human body, with emphasis on basic physical and chemical concepts, anatomy, physiology and embryology. Designed to meet the needs of students in certain allied health career programs. This is the second semester course paired with Honors Physics in Healthcare. Upon successful completion of this dual credit course, students may receive college/university credit. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements.

Social Sciences Department

00000 College Macroeconomics-EIU

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Division Head Approval</td>
</tr>
<tr>
<td>Grade/Sem:</td>
<td>.5</td>
</tr>
<tr>
<td>Course Level:</td>
<td>AP</td>
</tr>
<tr>
<td>GRC:</td>
<td>19, 30</td>
</tr>
</tbody>
</table>

Students will explore the policy options, such as changes in taxation, government spending, the money supply or interest rates, available to government agents to achieve the goal of stable prices, high employment, and steady growth.

00000 College Microeconomics-EIU

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Division Head Approval</td>
</tr>
<tr>
<td>Grade/Sem:</td>
<td>.5</td>
</tr>
<tr>
<td>Course Level:</td>
<td>AP</td>
</tr>
<tr>
<td>GRC:</td>
<td>19, 30</td>
</tr>
</tbody>
</table>

Students will explore consumer behavior, how firms decide upon profit-maximizing price and output rates under various market conditions, and of the labor and capital markets.
07561/07562  Social Science

Change Grade Level
From: 9
To: 9-12
Change Prerequisite
From: Placement
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: This course introduces students to the disciplines of social science: sociology, economics, anthropology, psychology, geography, and political science. Course work will stress critical thinking, note taking, vocabulary, and other social studies skills. This course fulfills the graduation requirement for civics.
To: Students will be introduced to the multiple disciplines of social science: sociology, economics, anthropology, psychology, geography, and political science. The coursework will stress critical thinking, note taking, vocabulary and other social study skills. The course fulfills the graduations requirement for civics.

07571/07572  World Studies: Social Science

Grade Level: 9-10
Change Prerequisite
From: Placement
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: This is an interdisciplinary course that combines World History and an English course to give students more opportunity to develop higher critical thinking skills and understand the interdependence of these disciplines. Instructors will use literature and writing to connect historical and cultural themes that have prevailed throughout history. This course will encourage flexibility in thinking by providing opportunities to look at ideas from different perspectives.
To: Students will take an interdisciplinary approach to English and World History to give students more opportunity to develop literacy and higher-level thinking skills. Students will use literature and writing to connect historical and cultural themes that have prevailed throughout history.

07581/07582  World History

Grade Level: 10-12
Change Prerequisite
From: Placement
To: Placement/Division Head Approval
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: This course is a survey of the development of civilization from prehistoric times to the present day. Topics will include how man has governed himself; his religious expressions and aspirations; developments in science and technology; problems of war and peace; and creative expressions in architecture, art, and literature.
To: Students will learn about the development of civilization from prehistoric times to the present day. Topics will include how governments evolved, religion, developments in science and technology; conflict; and the arts. Students will evaluate the contributions of the civilizations of Africa, Asia, Europe and the Americas; and how those contributions have influenced the current world order.

07611/07612  American Studies: U.S. History

Change Grade Level
From: 11-12
To: 11
Change Prerequisite
From: Placement and Concurrent
From:  The course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. Students learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. This course will prepare students to take the Advanced Placement exam.

To:  Students will acquire a deeper understanding of their cultural heritage through an interdisciplinary approach through American History and American Literature and Expository Writing. The literature will appear within a historical context, and the important trends and themes will be humanized by the presence of creative arts. This course meets the U.S. History requirement.

07641/07642  U.S. History

From:  This course is a required two-semester course investigating the history of America from the age of discovery to the present. Teachers may present material in either chronological or topical units. Students take the federal and state constitutions, Declaration of Independence, and flag code test required for graduation during this course.

To:  Students will investigate the history of America from the age of discovery to the present. The material may be presented in either chronological or thematic units. Students will also engage in topics such as the federal and state constitutions, Declaration of Independence, and the flag code; which will prepare them for the Constitution test, which is a graduation requirement.

07651/07652  AP World History

From:  This course develops a greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. Using their knowledge and skills, students will explore comparisons among major societies. This course will prepare students to take the Advanced Placement exam.

To:  Students will develop a greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. Using their knowledge and skills, students will explore comparisons among major societies. This course will prepare students to take the Advanced Placement exam.

07661/07662  AP U.S. History

From:  The course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. Students learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. This course will prepare students to take the Advanced Placement exam.
To: Students will use historical thinking skills to analyze US History. Students will learn to analyze primary documents—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. This course will prepare students to take the Advanced Placement exam.

07671/07672 AP European History

Change Grade Level
From: 10-12
To: 11-12
Change Prerequisite
From: Division Head Approval and Placement
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: This course provides an accelerated study of European history. Students acquire understandings equivalent to those gained in a college level introductory course. Coursework offers general narrative of European history from 1450. The course also includes an examination of the political, diplomatic, intellectual, cultural, social, and economic history of Europe. The course will prepare students to take the Placement Exam. To: Students will use historical thinking skills to analyze European History. Students will learn to analyze primary documents—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. This course will prepare students to take the Advanced Placement exam.

07700 Sociology

Grade Level: 11-12
Change Prerequisite
From: Placement
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: This course provides a behavioral study of oneself as an individual and his relationship to his social environment. Instruction emphasizes methods, concepts, and the analysis of various social phenomena. Specific units of study include the concept of culture, social stratification, minorities, interpersonal relationships, marriage and the family, and death and dying. To: Students will study oneself as an individual and his relationships to his social environment. Student learning will emphasize methods, concepts, and the analysis of various social phenomena. Specific units of study include the concept of culture, social stratification, diversity, interpersonal relationships, marriage and the family, and death and dying.

07710 Sociology 1

Grade Level: 11-12
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: This course provides a behavioral study of oneself in relationship to human group behavior. Specific units will include sociological methodology, cultures, institutions, values, marriage, family, sexuality, and social issues. This course will introduce consumer education topics that will be completed in Sociology 2 (07720). Students must complete both semester courses (07710 and 07720) to satisfy the state consumer education requirement. To: Students will study oneself in relationship to human group behavior. Student learning will emphasize methods, concepts, and the analysis of various social phenomena. Specific units of study will include the concept of culture, social stratification, diversity, interpersonal relationships, marriage and the family, and death and dying.
From: This course provides a behavioral study of oneself in relationship to human group behavior. Specific units will include: sociological methodology, cultures, institutions, values, marriage, family, sexuality, and social issues. This course will complete the study of consumer education topics. Students must take both semester courses (07710 and 07720) must be taken to satisfy the state consumer education requirement.

To: Students will study oneself in relationship to human group behavior. Student learning will focus on the following specific units: sociological methodology, cultures, institutions, values, marriage, family, sexuality and social issues.

From: This course introduces the student to the terms and concepts used by psychologists. Areas of study will include, but not be limited to, oneself, perception, memory and thought, theories of learning development, personality, and emotions and feelings.

To: Students will engage in a behavioral study of oneself in relationship to human group behavior. Specific units will include: sociological methodology, cultures, institutions, values, marriage, family, sexuality, and social issues.

From: This course covers abnormal psychology, states of consciousness and emotions, and stress in greater detail. In addition, students learn about self-awareness, problems of the unconscious, and social psychology.

To: Students will continue their study of the field of psychology. Student learning will expand to more in-depth units such as abnormal psychology, treatment, social psychology and more.

From: This course provides an accelerated study of psychology. Students acquire understandings equivalent to those gained in a college level introductory course. Coursework offers a general study of terms and concepts that psychologists use as well as concentration in theories of learning development, personality, emotions, feelings, self-awareness, problems of the unconscious, and social psychology. This course will prepare students to take the Advanced Placement Exam.

To: Students will acquire understandings equivalent to those gained in a college level introductory course. This course is an accelerated study of psychology. Coursework will offer a general study of concepts and theories of the biological bases, learning, development, personality and social psychology. This course will prepare students to take the Advanced Placement Exam.
07790  American Law

Grade Level: 9-12
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

**From:** This course provides an orientation to America’s legal system and provides students with an opportunity to explore potential careers within the field of law. This course covers an overview of civil law, criminal law, constitutional law, juvenile justice, individuals’ rights, influence on consumers, prejudice and discrimination, and American attitudes. The course gives students an insight into the causes and consequences of legal and societal problems that they face in the United States today.

This course does not meet the consumer education graduation requirement.

**To:** Students will learn about America’s legal system and will have an opportunity to explore potential careers within the field of law. This course will cover an overview of civil law, criminal law, constitutional law, individuals’ rights, prejudice, and American attitudes. Students an insight into the causes and consequences of legal and societal problems that they face in the United States today.

07810  World Religions 1

Grade Level: 11-12
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

**From:** This course is designed to develop reading and writing skills in an effort to expand analytical thinking skills as we study the cultures and religions of the world. Students will examine both contemporary and ancient texts to connect cultural and historical themes that have existed throughout diverse civilizations. This course will encourage critical thinking and writing skills by providing opportunities to compare and contrast the cultures and religions in the context of their social and historical origins.

**To:** Students will develop reading and writing skills in an effort to expand analytical thinking skills as they will study the cultures and religions of the world. Students will examine both contemporary and ancient texts to connect cultural and historical themes that have existed throughout diverse civilizations. This course will encourage opportunities to compare and contrast Eastern cultures and religions.

07820  World Religions 2

Grade Level: 11-12
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

**From:** This course is designed to develop reading and writing skills in an effort to expand analytical thinking skills as we study the cultures and religions of the world. Students will examine both contemporary and ancient texts to connect cultural and historical themes that have existed throughout diverse civilizations. This course will encourage critical thinking and writing skills by providing opportunities to compare and contrast the cultures and religions in the context of their social and historical origins.

**To:** Students will develop reading and writing skills in an effort to expand analytical thinking skills as they will study the cultures and religions of the world. Students will examine both contemporary and ancient texts to connect cultural and historical themes that have existed throughout diverse civilizations. This course will encourage opportunities to compare and contrast Western cultures and religions.

07830  Economics

Grade Level: 10-12
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

**From:** This course is taught on a college preparatory level with emphasis on broad economic theory and principles. Coursework addresses business, banking, labor, international trade, production, distribution, consumption, investment, and supply and demand. This course fulfills the state consumer education requirement.
To: Students will be introduced to a broad range of economic theories and principles. Coursework will address business, banking, labor, international trade, production, distribution, consumption, investment, and supply and demand.

07840  Political Science
Grade Level: 11-12
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: This course is taught on a college preparatory level with emphasis on broad economic theory and principles. Coursework addresses business, banking, labor, international trade, production, distribution, consumption, investment, and supply and demand. This course fulfills the state consumer education requirement.

To: Students will be exposed to America's political system with an emphasis on origins and development. Student learning will focus on the executive and legislative branches, the courts, law enforcement, pressure groups, and political behavior.

07871/07872  AP U.S. Government and Politics
Grade Level: 11-12
Change Prerequisite
From: Division Head Approval and Placement
To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: This course provides an accelerated study of American government for academically capable juniors and seniors. Students work to understand the nature of governmental decisions and political power in the United States by discussing such topics as the constitutional foundations of American government, political parties and interest groups, civil rights, and civil liberties. This course will prepare students to take the Advanced Placement Exam.

To: Students will develop an understanding of the nature of governmental decisions and political power in the United States by discussing such topics as the constitutional foundations of American government, political parties and interest groups, civil rights, and civil liberties. This course will prepare students to take the Advanced Placement Exam.

07880  Criminal and Civil Law
Grade Level: 10-12
Prerequisite: 07790
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: This course provides students with an overview of both criminal and civil law. Students will investigate fundamental legal elements of criminal and civil law, the interpretation of law through the courts, and the relationships between law, society, and the justice system. The course focuses on the development of legal reasoning and communication through the analysis and discussion of the principles of law. Students will explore careers within the legal career pathway.

To: Students will investigate fundamental legal elements of criminal and civil law, the interpretation of law through the courts, and the relationships between law, society, and the justice system. The course will focus on the development of legal reasoning and communication through the analysis and discussion of the principles of law. Students will explore careers within the legal career pathway.

07890  Constitutional Law
Grade Level: 10-12
Prerequisite: 07790
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: This course provides students with an overview of Constitutional Law. The course focuses on the legal issues raised by the United States Constitution. The course focuses on the development of legal reasoning and communication
through the analysis and discussion of the principles of law. Students will explore careers within the legal career pathway.

To: Students will focus on the legal issues raised by the United States Constitution. Students will develop legal reasoning and communication through the analysis and discussion of the principles of law. Students will explore careers within the legal career pathway.

07910 Advanced Legal Concepts

From: Applying the principles they learned in previous courses, students in this class would explore advanced legal concepts and legal issues. Students will engage with professionals from the legal field and investigate and develop solutions to a real-world related problem.

To: Students will apply the principles they learned in previous law pathway courses. Students in this class will also explore advanced legal concepts and legal issues. Students will engage with professionals from the legal field and investigate and develop solutions to a real-world career and engage in simulations where they can apply learned concepts.

07931/07932 AP Economics – Micro & Macro

From: This course provides an accelerated study in the field of economics. Students acquire understandings equivalent to those gained in a college level introductory course. Course study emphasizes broad economic theory and principles such as supply and demand, the profit maximizing production level for firms, decisions regarding the use of labor and other resources, and the role of government in economics. This course will prepare students to take the Advanced Placement Exam and also fulfills the consumer education requirement for graduation.

To: Students will learn broad economic theories and principles such as supply and demand, the profit maximizing production level for firms, decisions regarding the use of labor and other resources, and the role of government in economics. This course will prepare students to take the Advanced Placement Exam.

09301/09302 Human Geography

From: This course is designed for students who need study of and practice in basic writing and reading within the content of social science. Students will understand the world's physical features, how they blend with social systems and how they affect economies, politics, and human interaction. By understanding how political and economic systems influence international events, students will develop the skills and knowledge they will need to be contributing citizens. Students will be able to make informed choices, prudently use resources, and function as effective participants in the economies around them. The curriculum will be differentiated to accommodate the skill level of the student. This course fulfills the graduation requirement for civics.

To: Students will understand the world's physical features, how they blend with social systems and how they affect economies, politics, and human interaction. This course is designed for students who will need to study and practice basic writing and reading within the content of social science.

09311/09312 Human Geography

From: Placement

To: Division Head Approval
From: This course focuses on the world's physical features, how they blend with social systems, and how they affect economies, politics, and human interaction. By understanding how political and economic systems influence international events, students will develop the skills and knowledge they will need to be contributing citizens: they will be able to make informed choices, prudently use resources, and function as effective participants in the economies around them. This course fulfills the graduation requirement for civics.

To: Students will understand the world's physical features, how they blend with social systems and how they affect economies, politics, and human interaction. By understanding how political and economic systems influence international events, students will develop the skills and knowledge they will need to be contributing citizens.

09330 Sociology of Service Learning – Fall

Grade Level: 10-12
Credit/Sem: 0.5
NCAA: Yes

From: This course applies sociological theory to the study of human behaviors in various community contexts including traditional and special education settings as well as in a variety of local social service agencies. Students will study socialization and its effect on exceptional children, the family, the community, and themselves. Students will identify needs in the community, develop programs, and participate in existing programs that meet the needs of the school and the community. This course does not meet the consumer education requirement. A student may take either the fall or spring semester, or both, but can only complete each semester once. The spring course may be taken before the fall course.

To: Students will apply sociological theory to the study of human behaviors in various community contexts including traditional and special education settings as well as in a variety of local social service agencies. Students will identify needs in the community, develop programs, and participate in existing programs that meet the needs of the school and the community.

09340 Sociology of Service Learning-Spring

Grade Level: 10-12
Credit/Sem: 0.5
NCAA: Yes

From: This course focuses student learning around societal groups that lack equal access to wealth, power, and prestige in our community. Students will combine academic knowledge and experiential "hands on" learning with a focus on the elderly, minority groups, and the homeless. Students will learn strategies to make a positive impact on the lives of these groups and more. This course does not meet the consumer education requirement. A student may take either the fall or spring semester, or both, but can only complete each semester once. The spring course may be taken before the fall course.

To: Students will apply sociological theory to the study of human behaviors in various community contexts including societal groups that lack equal access to wealth, power, and prestige in our community. Students will combine academic knowledge and experiential “hands on” learning with a focus on the elderly, minority groups, and the homeless.

09351/09352 AP Human Geography

Grade Level: 9
Change Prerequisite

From: Division Head Approval and Placement

To: Division Head Approval
Credit/Sem: 0.5
NCAA: Yes

Change Course Description
**From:** This course provides an accelerated study of Human Geography, Politics, and Economics equivalent to those gained in a college level introductory course. Emphasis will be on ways that early civilizations throughout the world developed systems in beliefs about the nature of the world and how these and other beliefs resulted in laws, religions, languages, economics, communication, and technology that have shaped the modern world. Students will understand how political and economic systems influence international events. This course will prepare students to take the Advanced Placement exam. This course fulfills the graduation requirement for civics.

**To:** Students will learn how early civilizations throughout the world developed beliefs about the nature of the world and how these and other beliefs resulted in laws, religions, languages, economics, communication, and technology that have shaped the modern world. This course will prepare students to take the Advanced Placement exam.

09371/09372  World History

<table>
<thead>
<tr>
<th>Change Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: 10-12</td>
</tr>
<tr>
<td>To: 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Change Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: Placement</td>
</tr>
<tr>
<td>To: Division Head Approval</td>
</tr>
</tbody>
</table>

Credit/Sem: 0.5  
NCAA: Yes

**From:** This course is designed for students who need study of and practice in basic writing and reading within the content of world history. This course is a survey of the development of civilization from prehistoric times to the present day. Topics will include how man has governed himself, his religious expressions and aspirations, developments in science and technology, problems of war and peace, and creative expressions in architecture, art, and literature. The curriculum will be differentiated to meet the skill level of the student. This course meets the world history graduation requirement.

**To:** Students will learn about the development of civilization from prehistoric times to the present day. Students will evaluate the contributions of the civilizations of Africa, Asia, Europe and the Americas; and how those contributions have influenced the current world order.

09381/09382  U.S. History

<table>
<thead>
<tr>
<th>Grade Level: 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change Prerequisite</td>
</tr>
<tr>
<td>From: Placement</td>
</tr>
<tr>
<td>To: Division Head Approval</td>
</tr>
</tbody>
</table>

Credit/Sem: 0.5  
NCAA: Yes

**From:** This course is designed for students who need study of and practice in basic writing and reading within the content of American History. This course will provide study in the history of America from the age of discovery to the present. Students take the federal and state constitutions, Declaration of Independence, and flag code test required for graduation. The curriculum will be differentiated to meet the skill level of the student. This course meets the U. S. History graduation requirement.

**To:** Students will learn the history of America from the age of discovery to the present. Students take the federal and state constitutions, Declaration of Independence, and flag code test required for graduation. This course meets the U. S. History graduation requirement.

59940  Consumer Education

<table>
<thead>
<tr>
<th>Change Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: 11-12</td>
</tr>
<tr>
<td>To: 9-12</td>
</tr>
</tbody>
</table>

Credit/Sem: 0.5  
NCAA: Yes

Change Course Description
From: This course teaches instruction in financial literacy, including installment purchasing (including credit scoring, managing credit debt, and completing a loan application), budgeting, savings and investing, banking (including balancing a checkbook, opening a deposit account, and the use of interest rates), understanding simple contracts, State and federal income taxes, personal insurance policies, the comparison of prices, and homeownership (including the basic process of obtaining a mortgage and the concepts of fixed and adjustable rate mortgages, subprime loans, and predatory lending), and an understanding of the roles of consumers interacting with agriculture, business, labor unions and government in formulating and achieving the goals of the mixed free enterprise system. This course meets the consumer education graduation requirement.

To: Students will learn financial literacy, including installment purchasing, budgeting, savings and investing, banking, understanding simple contracts, State and federal income taxes, and personal insurance policies. This course meets the consumer education graduation requirement.

59950 Civics

Grade Level: 11-12
Credit/Sem: 0.5
NCAA: Yes

From: This course provides the foundational knowledge for understanding the purposes, principles and practices of American government as established by the United States Constitution. Students will be expected to understand their rights and responsibilities as American citizens and how to exercise these rights and responsibilities in local, state, and national government. This course gives students a deep understanding of what it means to live in a democratic society. This course meets the civic graduation requirement.

To: Students will gain understanding of the purposes, principles and practices of American government as established by the United States Constitution. Students will understand their rights and responsibilities as American citizens and how to exercise these rights and responsibilities in local, state, and national government. This course meets the civic graduation requirement.

67001 Human Origins-ASU

Grade Level: 12
Change Course Level

To: AP

Credit/Sem: 0.5
NCAA: Yes

From: This course guides students through an exploration of the scientific evidence for the evolution of humans and our fossil relatives and humankind’s place in the natural world. It includes an introduction to evolutionary theory, an overview of the hominin fossil record and what that record teaches us about our place in nature. Dr. Donald Johanson, a world-renowned paleoanthropologist who found the skeleton known as Lucy, will present an exciting in-depth exploration of paleoanthropological field research from his unique perspective. Students successfully completing this course may receive early college credit.

To: Students will explore the scientific evidence for the evolution of humans and our fossil relatives and humankind’s place in the natural world. It includes an introduction to evolutionary theory, an overview of the hominin fossil record and what that record teaches us about our place in nature. Dr. Donald Johanson, a world-renowned paleoanthropologist who found the skeleton known as Lucy, will present an exciting in-depth exploration of paleoanthropological field research from his unique perspective. Students successfully completing this course may receive early college credit.

67300 Introduction to Sociology-ASU

Grade Level: 12
Credit/Sem: 0.5
NCAA: Yes

From: This course provides the foundational knowledge for understanding the purposes, principles and practices of American government as established by the United States Constitution. Students will be expected to understand their rights and responsibilities as American citizens and how to exercise these rights and responsibilities in local, state, and national government. This course gives students a deep understanding of what it means to live in a democratic society. This course meets the civic graduation requirement.

To: Students will gain understanding of the purposes, principles and practices of American government as established by the United States Constitution. Students will understand their rights and responsibilities as American citizens and how to exercise these rights and responsibilities in local, state, and national government. This course meets the civic graduation requirement.

67001 Human Origins-ASU

Grade Level: 12
Change Course Level

To: AP

Credit/Sem: 0.5
NCAA: Yes

From: This course guides students through an exploration of the scientific evidence for the evolution of humans and our fossil relatives and humankind’s place in the natural world. It includes an introduction to evolutionary theory, an overview of the hominin fossil record and what that record teaches us about our place in nature. Dr. Donald Johanson, a world-renowned paleoanthropologist who found the skeleton known as Lucy, will present an exciting in-depth exploration of paleoanthropological field research from his unique perspective. Students successfully completing this course may receive early college credit.

To: Students will explore the scientific evidence for the evolution of humans and our fossil relatives and humankind’s place in the natural world. It includes an introduction to evolutionary theory, an overview of the hominin fossil record and what that record teaches us about our place in nature. Dr. Donald Johanson, a world-renowned paleoanthropologist who found the skeleton known as Lucy, will present an exciting in-depth exploration of paleoanthropological field research from his unique perspective. Students successfully completing this course may receive early college credit.
From: In this online sociology class, you will explore the social processes and functions groups form and follow over time. You will learn how individuals both actively impact and are shaped by their communities, and you will explore the formation and persistence of societies that consist of diverse groups of people. You will also gain valuable insight into the dynamics of group relationships, including how to effectively interact with others within a group. Finally, you will learn how the study of sociology applies to your daily life as well as the most pressing social events of our time.

To: Students will explore the social processes and functions groups form and follow over time in this online course. Students will also gain valuable insight into the dynamics of group relationships, including how to effectively interact with others within a group. Finally, students will learn how the study of sociology applies to daily life.

67630 College World Religions

Grade Level: 11-12
Prerequisite: 07810
Credit/Sem: 0.5
NCAA: Yes
Change Course Level

To: AP
Change Course Description

From: This honors dual credit course is designed to develop reading and writing skills in an effort to expand analytical thinking skills as we study the cultures and religions of the world. Students will examine both contemporary and ancient texts to connect cultural and historical themes that have existed throughout diverse civilizations. This course will encourage critical thinking and writing skills by providing opportunities to compare and contrast the cultures and religions in the context of their social and historical origins. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will examine both contemporary and ancient texts to connect cultural and historical themes that have existed throughout diverse civilizations and compare and contrast the cultures and religions in the context of their social and historical origins. See dual credit section in academic handbook for details.
To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

67850 College Middle Eastern Politics

Grade Level: 11-12
Credit/Sem: 0.5
NCAA: Yes
Change Course Level

To: AP
Change Course Description

From: This honors course is intended for students interested in Middle Eastern political, social, economic, military, religious and terrorist forces in the Middle East. Investigates the politics of specific countries in the area. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will gain understanding of Middle Eastern political, social, economic, military, religious and terrorist forces in the Middle East. Students will investigate the politics of countries in the area. Upon completion of this dual credit course, students may receive college/university credit.

69590 College Legal Research

Grade Level: 12
Credit/Sem: 0.5
NCAA: Yes
Change Course Level

To: AP
Change Course Description
From: An introduction to legal research and the preparation of written arguments and the delivery of oral arguments advocating for the position on a mock client. The course will include role-playing simulations in which students represent attorneys in simulated appellate course proceedings. Focus will be on analysis of the substantive legal and constitutional issues involved in the annual American Undergraduate Moot Court Association case problem, which changes from year to year. Course topics also include how to locate, read and analyze Supreme Court opinions and statutes, writing strategies for legal briefs, oral argument strategy, and general court structure and procedure. Students will travel to attend at least one intercollegiate moot court competition per semester of enrollment as determined by the instructor.

To: Students will gain understanding of legal research and the preparation of written arguments and the delivery of oral arguments advocating for the position on a mock client. The course will include role-playing simulations. Students will travel to attend a moot court competition per semester of enrollment as determined by the instructor. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

World Languages Department

00000/00000 College Intermediate Spanish
Grade Level: 11-12
Prerequisite: Spanish 3
Grade/Sem: .5
Course Level: AP
GRC: 14, 19

Students will review grammar; practice in conversation and composition; reading of selected Spanish material. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

07001/07002 French 1
Grade Level: 9-12
Credit/Sem: 0.5
NCAA: Yes

From: This course provides an introduction into the French language and culture with an emphasis on understanding and speaking elementary French phrases used in everyday conversation. Students first learn listening comprehension, pronunciation, and speaking skills. Reading and writing are learned through the study of previously introduced materials.

To: Students will be introduced to the target language and culture with a focus on listening, speaking, reading and writing. Students will develop topical vocabulary and knowledge of elementary grammar. Students will also gain insight into a variety of cultures through geography, class discussions and readings.

07021/07022 French 2
Grade Level: 9-12
Prerequisite: 07001/07002 or Equivalent
Credit/Sem: 0.5
NCAA: Yes

From: This course exposes students to more complex materials in grammar and the basic skills. Students broaden their skills in listening, comprehension, speaking, reading and writing. Listening activities are further developed with the use of video presentations and laboratory activities. In addition, students refine their cultural perception through exposure to French films, French contemporary songs, and French magazine articles.

To: Students will expand on the skills introduced in level 1. Students will engage in reading and writing activities, which reinforce the listening and speaking activities. In addition, students will develop the ability to read and write for educational and recreational purposes. Students will refine their cultural knowledge through films, songs, articles and supplementary readings.
07031/07032  Honors Italian 3

Grade Level: 11-12
Prerequisite: 07461/07462
Credit/Sem: 0.5
NCAA: Yes

Change Course Description

From: This course is designed for students who wish to expand their knowledge of the language and reinforce the skills introduced in Italian 1 and 2 with added emphasis on oral communication and speaking the language. Students continue to develop composition and creative writing skills. They also give oral presentations in Italian about short stories, fairy tales, or cultural subjects.

To: Students will expand their knowledge of the language and reinforce the skills introduced in levels 1 and 2. Students will focus on developing composition skills, and speaking the language in non-structured situations, including language lab activities. Students will be introduced to literature, the arts, and history in the target language.

07041/07042  Honors Italian 4

Grade Level: 11-12
Prerequisite: 07471/07472
Credit/Sem: 0.5
NCAA: Yes

Change Course Description

From: This course includes having students attain a high degree of competency in reading, writing, listening, and speaking the language. Students explore a variety of literary periods and writes of the Italian literature. Course work includes the study of novels, plays, and contemporary short stories with continued emphasis on developing speaking and composition skills. Special projects are included.

To: Students will attain a high degree of competency in reading, writing, listening, and speaking in the target language. Students will explore a variety of literary periods. Students will engage in vocabulary development, complex grammatical structures and cultural comparisons through readings and laboratory activities. Students will continue to develop composition skills and oral communication.

07061/07062  Honors French 3

Grade Level: 10-12
Prerequisite: 07021/07022
Credit/Sem: 0.5
NCAA: Yes

Change Course Description

From: This course continues the work of French 2 although its content corresponds to a higher level of complexity or expression. The major focus is to expand the students' knowledge of basic grammatical concepts essential to the mastery of the French language. This class places additional emphasis on vocabulary development and cross-cultural comparisons through supplementary readings, film units, and laboratory activities.

To: Students will be exposed to more complex materials in grammar and the basic skills. Students broaden their skills in listening, comprehension, speaking, reading and writing. Listening activities are further developed with the use of video presentations and laboratory activities. In addition, students refine their cultural perception through exposure to French films, French contemporary songs, and French magazine articles.

07081/07082  Honors French 4

Grade Level: 11-12
Prerequisite: 07050/07052
Credit/Sem: 0.5
NCAA: Yes

Change Course Description

From: This course focuses on a series of mini-units of French practical vocabulary, advanced grammatical concepts, and cultural readings including French history, French geography, French arts, French technology, and aspects of daily life in France (such as cuisine, the media, and holiday celebrations). This course, usually conducted entirely in French, develops competency in oral communication and improves writing skills using French literature and poetry.
**To:** Students will attain a high degree of competency in reading, writing, listening, and speaking in the target language. Students will explore a variety of literary periods. Students will engage in vocabulary development, complex grammatical structures and cultural comparisons through readings and laboratory activities. Students will continue to develop composition skills and oral communication.

07101/07102  AP French Language

Grade Level: 11-12
Prerequisite: 07051/07052 or 07071/07072 and Division Head Approval
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

**From:** Students in this course follow an intensive regimen of speaking, reading comprehension, listening comprehension, and writing practice. They learn to write well-planned compositions on a variety of subjects and participate regularly in discussions on various topics. This course will prepare students to take the Advanced Placement exam as well as college entrance examinations.

**To:** Students will master advanced language concepts in reading, writing, speaking, and listening. Students will have the opportunity for written and spoken self-expression. This course will prepare students to take the Advanced Placement Examination as well as college entrance examinations.

07121/07122  German 1

Grade Level: 9-12
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

**From:** This course focuses on an introduction to the German language and culture. Course work primarily emphasizes listening comprehension and conversation in controlled situations, but reading and writing are also important aspects. Students develop basic knowledge of German geography, cross-cultural differences, and current events are introduced.

**To:** Students will be introduced to the target language and culture with a focus on listening, speaking, reading and writing. Students will develop topical vocabulary and knowledge of elementary grammar. Students will also gain insight into a variety of cultures through geography, class discussions and readings.

07131/07132  German 2

Grade Level: 9-12
Change Prerequisite

**From:** 07121/07122

**To:** 07121/07122 or Equivalent
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

**From:** This class focuses on conversation and development of listening comprehension. Students will increase their knowledge of structural concepts and vocabulary gives them greater fluency in the language. This course integrates a more in-depth study of German geography, cross-cultural differences, and current events is integrated into the course.

**To:** Students will expand on the skills introduced in level 1. Students will engage in reading and writing activities, which reinforce the listening and speaking activities. In addition, students will develop the ability to read and write for educational and recreational purposes. Students will refine their cultural knowledge through films, songs, articles and supplementary readings.

07161/07162  Honors German 3

Grade Level: 10-12
Prerequisite: 07131/07132
Credit/Sem: 0.5
NCAA: Yes
Change Course Description
From: This course emphasizes conversation, listening comprehension, reading, and writing. Readings provide introduction to German literature and history and a further intensification of the study of culture.

To: Students will expand their knowledge of the language and reinforce the skills introduced in levels 1 and 2. Students will focus on developing composition skills, and speaking the language in non-structured situations, including language lab activities. Students will be introduced to literature, the arts, and history in the target language.

07181/07182  Honors German 4

   Grade Level: 11-12
   Prerequisite: 07151/07152
   Credit/Sem: 0.5
   NCAA: Yes
   Change Course Description

From: This course continues to emphasize proficiency in the four basic skills of comprehension, speaking, reading, and writing through an in-depth study of German literature (and the arts), history, and culture.

To: Students will attain a high degree of competency in reading, writing, listening, and speaking in the target language. Students will explore a variety of literary periods. Students will engage in vocabulary development, complex grammatical structures and cultural comparisons through readings and laboratory activities. Students will continue to develop composition skills and oral communication.

07201/07202  AP German

   Grade Level: 11-12
   Change Prerequisite
   From: 07151/07152 and Division
   Head Approval
   To: 07161/07162 or 07181/07182
   and Division Head Approval
   Credit/Sem: 0.5
   NCAA: Yes
   Change Course Description

From: Students in this course follow an intensive regimen of speaking, reading comprehension, listening comprehension, and writing practice. Students will write well-planned compositions on a variety of topics and participate regularly in discussions of current events and ideas, continue to review vocabulary used in everyday situations, and study intricate grammatical structures. This course will prepare students to take the Advanced Placement Exam as well as college entrance examinations.

To: Students will master advanced language concepts in reading, writing, speaking, and listening. Students will have the opportunity for written and spoken self-expression. This course will prepare students to take the Advanced Placement Examination as well as college entrance examinations.

07241/07242  Honors Mandarin Chinese 3

   Grade Level: 9-12
   Prerequisite: 07231/07232
   Credit/Sem: 0.5
   NCAA: Yes
   Change Course Description

From: Students who demonstrate proficiency in Mandarin Chinese 1 and 2 are encouraged to further develop their abilities in Honors Mandarin Chinese 3. Emphasis will be placed on writing, speaking, reading, and listening tasks that are increasingly complex. Students will be expected to use Mandarin Chinese in both structured and unstructured settings including language lab activities as well as apply their cultural and historical knowledge to modern communication.

To: Students will expand their knowledge of the language and reinforce the skills introduced in levels 1 and 2. Students will focus on developing composition skills, and speaking the language in non-structured situations, including language lab activities. Students will be introduced to literature, the arts, and history in the target language.
07261/07262  AP Italian Language and Culture

Grade Level: 12
Change Prerequisite

From: 07481/07482 and Division Head Approval
To: 07031/07032 or 07041/07042
Credit/Sem: 0.5
NCAA: Yes

Change Course Description

From: Students learn to master and apply advanced language concepts in the skills of reading, writing, speaking, and listening.
To: Students will master advanced language concepts in reading, writing, speaking, and listening. Students will have the opportunity for written and spoken self-expression. This course will prepare students to take the Advanced Placement Examination as well as college entrance examinations.

07291/07292  AP Japanese Language and Culture

Grade Level: 12
Change Prerequisite

From: 07531/07532 or Consent of Instructor
To: 07531/07532
Credit/Sem: 0.5
NCAA: Yes

Change Course Description

From: This course will prepare students for the AP Japanese test given each May. Students will develop listening, speaking, reading, and writing skills in Japanese commensurate with typical college students who have received 300 hours of college instruction. Students are expected to attain proficiencies in the ACTFL Intermediate-Low to Intermediate-Mid range.
To: Students will master advanced language concepts in reading, writing, speaking, and listening. Students will have the opportunity for written and spoken self-expression. This course will prepare students to take the Advanced Placement Examination as well as college entrance examinations.

07301/07302  AP Chinese Language and Culture

Grade Level: 11-12
Change Prerequisite

From: Level 4
To: 07311/07312 and Division Head Approval
Credit/Sem: 0.5
NCAA: Yes

Change Course Description

From: The AP Chinese Language and Culture course is designed to be comparable to fourth semester (or the equivalent) college/university courses in Mandarin Chinese. These college courses, which deepen students’ immersion into the language and culture of the Chinese-speaking world, typically represent the point at which students complete approximately 250 hours of college-level classroom instruction. Course work provides students with opportunities to perform intermediate to advanced-level tasks, and students are expected to achieve proficiencies throughout, and sometimes beyond, the intermediate range, as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. This AP course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities) as outlined in the Standard
To: Students will master advanced language concepts in reading, writing, speaking, and listening. Students will have the opportunity for written and spoken self-expression. This course will prepare students to take the Advanced Placement Examination as well as college entrance examinations.
Honors Mandarin Chinese 4

Grade Level: 9-12
Change Prerequisite
From: Completion of level 3 and Teacher Recommendation
To: 07241/07242 and Teacher Recommendation
Credit/Sem: 0.5
NCAA: Yes

From: This course emphasizes a high degree of competency in reading, writing, listening, and speaking skills. Students explore a variety of literacy periods. Course work includes the study of novels, plays, and contemporary short stories with continued emphasis on developing speaking and composition skills. Student will be prepared to study AP Mandarin Language & Culture.

To: Students will attain a high degree of competency in reading, writing, listening, and speaking in the target language. Students will explore a variety of literary periods. Students will engage in vocabulary development, complex grammatical structures and cultural comparisons through readings and laboratory activities. Students will continue to develop composition skills and oral communication.

Spanish 1

Grade Level: 9-12
Credit/Sem: 0.5
NCAA: Yes

From: This course is an introduction to the Spanish language and culture with an emphasis on understanding and speaking the language. Students will develop listening, speaking, reading, and writing skills and acquire topical vocabulary and knowledge of elementary grammar. This class also provides insight into Hispanic culture (geography, cross-cultural differences, and current events).

To: Students will be introduced to the target language and culture with a focus on listening, speaking, reading and writing. Students will develop topical vocabulary and knowledge of elementary grammar. Students will also gain insight into a variety of cultures through geography, class discussions and readings.

Spanish 2

Grade Level: 9-12
Prerequisite: 07331/07332 or Equivalent
Credit/Sem: 0.5
NCAA: Yes

From: This course will expand the listening, speaking, reading, and writing skills that were introduced in Spanish 1. Writing, reading for comprehension, vocabulary acquisition, cultural awareness, career awareness, and learning and study skills are given increased emphasis.

To: Students will expand on the skills introduced in level 1. Students will engage in reading and writing activities, which reinforce the listening and speaking activities. In addition, students will develop the ability to read and write for educational and recreational purposes. Students will refine their cultural knowledge through films, songs, articles and supplementary readings.

Spanish for Native Speakers 2

Grade Level: 9-12
Prerequisite: Teacher Recommendation
Credit/Sem: 0.5
NCAA: Yes
From: This course will focus on advanced literature and composition with special emphasis on understanding and appreciating Hispanic literature and culture. In addition, students will develop advanced vocabulary and sentence structure through major literary works such as novels and poems. Students' oral fluency will develop through presentations and class discussions. After successfully completing this course, and with a final assessment by the instructor, students may have the opportunity to advance to Spanish 4, 5, and even Advanced Placement Spanish.

To: Students will be introduced to the formal study of Spanish and Latin American literary texts, from medieval times through the present. The course content reflects the equivalent of a third-year college course. Students will learn the biographical, historical, and cultural information related to each particular reading in order to fully conceptualize the work. Text analysis, thematic analysis, poetry analysis, literary terminology, and essay development will also be covered in great depth. Students will also further their knowledge of the Spanish language and Hispanic cultures and increase oral proficiency. This course will prepare students to take the College Board Advanced Placement Exam as well as college entrance examinations.

07371/07372 AP Spanish Literature
Grade Level: 11-12
Prerequisite: 07381/07382 or 07401/04002 and Division
Head Approval
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: AP Spanish Literature introduces students to the formal study of Spanish and Latin American literary texts, from medieval times through the present. The course content reflects the equivalent of a third-year college course. Students will learn the biographical, historical, and cultural information related to each particular reading in order to fully conceptualize the work. Text analysis, thematic analysis, poetry analysis, literary terminology, and essay development will also be covered in great depth. Students will also further their knowledge of the Spanish language and Hispanic cultures and increase oral proficiency. This course will prepare students to take the College Board Advanced Placement Exam as well as college entrance examinations.

To: Students will engage in the study of Spanish and Latin American literary texts. Students will apply their knowledge of the Spanish language and Hispanic cultures. This course will prepare students to take the College Board Advanced Placement Exam as well as college entrance examinations.

07391/07392 Honors Spanish 3
Grade Level: 10-12
Change Prerequisite
From: 07351/07352 or 07361/07362 or Teacher Recommendation
To: 07351/07352 or 07361/07362
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: This course is for those students who wish to expand their knowledge of grammatical concepts essential to the mastery of the Spanish language, and who wish to reinforce the skills introduced in Spanish 1 and 2. Emphasis is placed on developing composition skills, and speaking the language in non-structured situations, including language lab activities. Literature, the arts, and history are introduced.

To: Students will expand their knowledge of the language and reinforce the skills introduced in levels 1 and 2. Students will focus on developing composition skills, and speaking the language in non-structured situations, including language lab activities. Students will be introduced to literature, the arts, and history in the target language.

07411/07412 Honors Spanish 4
Grade Level: 11-12
Change Prerequisite
From: 07381/07382
To: 07391/07392
Credit/Sem: 0.5
From: This course provides a study of a variety of literary periods and styles of Hispanic literature with an emphasis on oral communication. Novels, plays, poetry, and contemporary short stories are studied, giving the student more advanced insight into Hispanic civilization and literature. A systematic grammar review is provided at this level. Continued emphasis is placed on developing composition skills. Opportunities may be provided for students to pursue their own interests through special projects, including language lab activities.

To: Students will attain a high degree of competency in reading, writing, listening, and speaking in the target language. Students will explore a variety of literary periods. Students will engage in vocabulary development, complex grammatical structures and cultural comparisons through readings and laboratory activities. Students will continue to develop composition skills and oral communication.

07431/07432 AP Spanish Language

Grade Level: 11-12
Change Prerequisite
From: 07381/07382 or 07401/07402 and Division Head Approval
To: 07391/07392 or 07411/07412
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: Students in this course are submitted to an intensive regimen of practice of speaking, reading comprehension, listening comprehension, and writing. Students will write well-planned compositions on a variety of subjects. Students participate regularly in discussions of current events and ideas, as well as continue to review vocabulary used in everyday situations and study complex grammatical structures. This course will prepare students to take the Advanced Placement Examination as well as college entrance examinations.

To: Students will master advanced language concepts in reading, writing, speaking, and listening. Students will have the opportunity for written and spoken self-expression. This course will prepare students to take the Advanced Placement Examination as well as college entrance examinations.

07451/07452 Italian 1

Grade Level: 9-12
Credit/Sem: 0.5
NCAA: Yes
Change Course Description

From: This course presents an introduction to the Italian language and culture. Listening, speaking, reading, and writing skills are developed with an emphasis on understanding and speaking the language. Students will master the basic structures of everyday conversation and writing. Every effort is made to provide students with opportunities for self-expression in concrete situations. To introduce students to contemporary, non-touristic Italian life and culture, the themes of the various supplementary activities such as dialogue, readings, geography, and history, help convey to students what life is like in Italy today.

To: Students will be introduced to the target language and culture with a focus on listening, speaking, reading and writing. Students will develop topical vocabulary and knowledge of elementary grammar. Students will also gain insight into a variety of cultures through geography, class discussions and readings.

07461/07462 Italian 2

Grade Level: 9-12
Prerequisite: 07451/07451
Credit/Sem: 0.5
NCAA: Yes
Change Course Description
From: This course expands the skills introduced in Italian 1. Reading and writing activities reinforce the listening and speaking activities as well as develop the ability to read and write for educational and recreational purposes. Students also advance their study of Italian culture.

To: Students will expand on the skills introduced in level 1. Students will engage in reading and writing activities, which reinforce the listening and speaking activities. In addition, students will develop the ability to read and write for educational and recreational purposes. Students will refine their cultural knowledge through films, songs, articles and supplementary readings.

07501/07502 Japanese 1

Grade Level: 9-12
Credit/Sem: 0.5
NCAA: Yes

Change Course Description

From: This course introduces the Japanese language and culture with an emphasis on understanding and speaking elementary phrases and sentences used in everyday conversation. The first semester introduces Japanese phonetic script. Oral activities help students learn to understand and speak Japanese, while mnemonics and computer programs help students remember the written characters. Students gain insight into Japanese culture and geography through class discussions, readings, and audio-visual materials.

To: Students will be introduced to the target language and culture with a focus on listening, speaking, reading and writing. Students will develop topical vocabulary and knowledge of elementary grammar. Students will also gain insight into a variety of cultures through geography, class discussions and readings.

07511/07512 Japanese 2

Grade Level: 9-12
Change Prerequisite

From: Successful completion of
07501/07502 or Equivalent Proficiency

To: 07501/07502
Credit/Sem: 0.5
NCAA: Yes

Change Course Description

From: This course provides a further introduction to the Japanese language and culture with an emphasis on understanding and speaking elementary Japanese phrases and sentences used in everyday conversation. Students develop not only listening comprehension, pronunciation, and speaking skills, but also reading and writing skills in Japanese script. Students continue to gain insight into Japanese culture and geography through class discussions, the text, and audio-visual materials.

To: Students will expand on the skills introduced in level 1. Students will engage in reading and writing activities, which reinforce the listening and speaking activities. In addition, students will develop the ability to read and write for educational and recreational purposes. Students will refine their cultural knowledge through films, songs, articles and supplementary readings.

07591/07592 Honors Japanese 3

Grade Level: 9-12
Change Prerequisite

From: Successful completion of
07511/07512 or Equivalent Proficiency

To: 07511/07512
Credit/Sem: 0.5
NCAA: Yes

Change Course Description

From: This course provides students with the opportunity to continue their studies of the Japanese language and culture. Students receive more practice in conversational Japanese and explore a large number of Kanji (based written characters). Students write short letters and paragraphs in Japanese and further develop their reading skills and knowledge of Japanese syntax. Students advance their insight into Japanese culture through class discussions, readings, and audio-visual materials.
**To:** Students will expand their knowledge of the language and reinforce the skills introduced in levels 1 and 2. Students will focus on developing composition skills, and speaking the language in non-structured situations, including language lab activities. Students will be introduced to literature, the arts, and history in the target language.

07601/07602  Honors Japanese 4

- Grade Level: 9-12
- Change Prerequisite

**From:** Successful completion of 07521/07522 or Equivalent Proficiency

**To:** 07521/07522

- Credit/Sem: 0.5
- NCAA: Yes

**Change Course Description**

**From:** This course builds on the base in Japanese language and culture developed in Japanese 1-3. Students learn more advanced grammatical topics and more difficult Kanji while continuing to practice listening, speaking, reading, and writing in the language. Students continue to gain insight into Japanese culture through class discussions, readings in Japanese and English, and audio-visual materials.

**To:** Students will attain a high degree of competency in reading, writing, listening, and speaking in the target language. Students will explore a variety of literary periods. Students will engage in vocabulary development, complex grammatical structures and cultural comparisons through readings and laboratory activities. Students will continue to develop composition skills and oral communication.

60271/60272  American Sign Language 1 & 2 (Harper College)

- Grade Level: 12
- Change Course Level

**To:** AP

- Credit/Sem: 0.75
- NCAA: Yes

**Change Course Description**

**From:** The first semester of this honors course introduces the student to American Sign Language with emphasis on comprehension and production of basic language functions, grammatical structures and level-appropriate vocabulary. The course presents information about the deaf community and culturally appropriate behaviors. The course is designed for students with no previous experience in American Sign Language. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

The second semester of this honors course reviews American Sign Language vocabulary, language functions and grammatical structures presented in SGN 101. The course integrates material previously presented in the first semester and further develops language comprehension and production skills at increasing levels of complexity. The course applies increasingly complex grammatical structures to language functions and presents and integrates additional information about deaf culture into language usage. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

**To:** Students will be introduced to American Sign Language focusing on comprehension and production of basic language functions, grammatical structures and level-appropriate vocabulary first semester. Students will review vocabulary, language functions and grammatical structures second semester. This course will present and integrate additional information about deaf culture into language usage. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.
CTE Department

0000 Introduction to Agriculture Pathway (Career Education)
Grade Level: 10-12
Prerequisite: Completion of Biology
Grade/Sem: 0.5
GRC:17,19

Students will explore the agricultural industry, specifically in areas of food, fiber, and natural resources, and discover the economic, social, and environmental implications of sustainable practices. Student will cover basic concepts in the animal, food, plant, and environmental sciences in preparation for advanced agricultural coursework and explore career opportunities in agriculture.

0000 AgriBusiness (Career Education)
Grade Level: 10-12
Prerequisite: Completion of Agricultural Biology
Grade/Sem: 0.5
GRC:17,19

Students will explore business management in ag and develop and improve business and employability skills to prepare for careers in agribusiness and business. Students will investigate and develop viable business plans to solve local problems. Students will present business plans to student peers and members of the local professional community, building potential community partnerships.

0000 Veterinary Science II (Career Education)
Grade Level: 10-12
Prerequisite: Completion of Agriculture Biology and Veterinary Science I
Grade/Sem: 0.5
GRC:17,19

Students will explore scientific concepts relating to the anatomy, physiology, genetics, reproduction, parasitology, posology, nutrition, and disease of companion animals and livestock. Students will explore veterinary and medical careers through hands-on-labs. Students will explore the role animals play in daily life, as well as animal ethics and welfare issues.

0000 Sustainable Urban Agriculture (Career Education)
Grade Level: 10-12
Prerequisite: Completion of Agriculture Biology and Veterinary Science I
Grade/Sem: 0.5
GRC:17,19

Students will explore the ethical, practical, and scientific aspects of agricultural sustainability addressing economic, social and environmental impacts of food and urban farming. Students will investigate systems to reduce waste while increasing profit and efficiency. Students will discover career opportunities in sustainable urban agriculture.

02850 Fabrication Technology 1 (Technical Education)
Grade Level: 9-10
Credit/Sem: 0.5
NCAA: Yes

From: In this introductory course, students will learn to apply fundamental drafting, 3D Modeling and design skills. Students will learn to use computer aided drafting programs to produce various projects. Students will use wood, metal, and 3D printers throughout the year, ensuring student understanding the design and production process. This course should be considered as the first course in the Architectural & Construction or Manufacturing Pathways.
To: Students will apply fundamental 3D Modeling and design skills to produce several projects. Students will use a variety of machines and materials throughout the year, ensuring students understanding design and production processes. This course should be considered as the first course in the Architectural & Construction or Manufacturing Pathways.

02860 Fabrication Technology 2 (Technical Education)  
Grade Level: 9-10  
Credit/Sem: 0.5  
Change Course Description

From: In this advanced course, students will learn to apply drafting software to design and produce their own projects. Students will take on specific jobs with set constraints, focusing on various design principles such as form and function, aesthetics and more. Students will use a variety of wood working tools, CNC operated machines and 3D modeling software to design and produce projects. This course will follow the introductory Fabrication Technology I course.

To: Students will experience several projects with set constraints, focusing on various design principles such as form and function, aesthetics and more. Students will use a variety of wood working tools, CNC operated machines and 3D modeling software to design and produce projects. This course will follow the introductory Fabrication Technology I course.

02891/02892 Career Development Academy (Career Education)  
Grade Level: 12  
Credit/Sem: 1.5  
Change Course Description

From: In this yearlong program, students will participate in a series of workplace experiences in various fields of skilled labor. These could include health care, manufacturing, public & private entities, hospitality, and information technology. Students will experience a combination of on-the-job training and related classroom instruction under the supervision of professionals in which workers learn the practical and theoretical aspects of a highly skilled occupation. A rotational model allows for students to experience several different career sectors to ensure they are Career Ready upon graduation.

To: Students will participate in workplace experiences in various fields of skilled labor such as health care, manufacturing, hospitality, and/or information technology. Students will experience a combination of on-the-job training & related classroom instruction under the supervision of professionals learning the practical and theoretical aspects of a highly skilled occupation.

03371/03372 Career Skills Training (Career Education)  
Grade Level: 9-12  
Credit/Sem: 0.5  
Change Course Description

From: This course is for all students who want to gain an understanding of themselves and their relationship with the world of work. Students will participate in career development simulations designed to provide a base of experience for making personal and career related decisions. Students will learn how to locate, organize, evaluate, and used career relate data and thus be better prepared for real world experiences.

To: Students will participate in career development simulations designed to provide a base of experience for making personal and career related decisions. Students will learn how to locate, organize, evaluate, and used career relate data and thus be better prepared for real world experiences.

03381/03382 Employee Development (Career Education)  
Grade Level: 11-12  
Credit/Sem: 0.5  
Change Course Description

From: This course provides students with a supported community-based workplace-learning environment designed to support a student’s development of appropriate requisite work habits and behavior, career readiness and soft-skills. Students are required to demonstrate appropriate work-related skills in order to increase maturity, self-awareness and enhance work ethic and pride in performance. A Job Coach provides students with training, daily monitoring and ongoing support. This course may be repeated.
To: Students will participate in a supported community-based workplace-learning environment designed to support a student’s development of appropriate requisite work habits and behavior, career readiness and soft-skills. Students are required to demonstrate appropriate work-related skills in order to increase maturity, self-awareness and enhance work ethic and pride in performance. A Job Coach provides students with training, daily monitoring and ongoing support. This course may be repeated.

03400        Work Experience (Career Education)    
Grade Level: 10-12 (Must be 16 years old) 
Credit/Sem: 0.25 
Change Course Description

From: This course provides students with workplace learning supports linked to concurrent independent employment. This experience is designed to support student career and post-secondary decision-making. In addition to providing evidence of completion of a minimum of 30 hours of employment, student must also complete coordinated assignments. Students who successfully complete all requirements of this course will receive a grad of P.

To: Students will use workplace learning supports linked to concurrent independent employment. This experience is designed to support student career and post-secondary decision-making. In addition to providing evidence of completion of a minimum of 30 hours of employment, student must also complete coordinated assignments. Students who successfully complete all requirements of this course will receive a grad of P.

04370        Veterinary Science (Career Education)    
Grade Level: 10-12 
Prerequisite: Completion of a Biology 
Credit/Sem: 0.5 
Change Course Description

From: This course introduces students to the field of veterinary science. Major topics include veterinary terminology, safety, sanitation, anatomy/physiology, clinical exams, hospital procedures, parasitology, posology, laboratory techniques, nutrition, disease, office management, and animal management. Career exploration will focus on veterinarian, veterinary lab technicians, office lab assistant, small animal production, research lab assistant, and animal nutritionist lab technician. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration, and reinforcement of academic concepts.

To: Students will be introduced to the field of veterinary science. Major topics include veterinary terminology, safety, sanitation, anatomy/physiology, clinical exams, hospital procedures, parasitology, posology, laboratory techniques, nutrition, disease, office management, and animal management. Various careers will be explored.

05601/05602   Introduction to Business (Business Education)    
Grade Level: 9-12 
Credit/Sem: 0.5 
Change Course Description

From: Introduction to Business is designed for all students interested in understanding how economics relates to everyday living in the business world for the worker, consumer, and citizen. Students will learn about banking, insurance, credit, practical money management, consumer protection, communications, and career planning. This course satisfies the state consumer education requirement.

To: Students will understand how economics relates to everyday living in the business world for the worker, consumer, and citizen. Students will learn about banking, insurance, credit, practical money management, consumer protection, communications, and career planning.

05720        Sports and Entertainment Marketing (Business Education)    
Change Grade Level
From: 10-12 or Division Head Approval
To: 9-12
Credit/Sem: 0.5 
Change Course Description

From: This highly engaging interactive class will emphasize marketing principles through exposure to professional sports teams, entertainment businesses, and high-tech companies. Students will have the opportunity to hear numerous
speakers in the professional sports, entertainment, and technology industries and take field trips to observe different careers available in marketing. Areas of study will include careers in marketing, opportunity analysis, promotion, pricing, product development, distribution, case studies, and marketing plan development.

To: Students will study careers in marketing, opportunity analysis, promotion, pricing, product development, distribution, case studies, and marketing plan development. Also, students will have the opportunity to hear numerous speakers in the professional sports, entertainment, and technology industries and take field trips to observe different careers available in marketing.

05740  Small Business Management (Business Education)
Grade Level: 11-12
Credit/Sem: 0.5
Change Course Description

From: This course is designed for students interested in managing a small business. This course focuses on problems involved in starting and operating a successful small business, selecting the location, determining how to borrow money, budgeting and credit, management, accounting and marketing.

To: Students will manage a small business. The course focuses on problems involved in starting and operating a successful small business, selecting the location, determining how to borrow money, budgeting and credit, management, accounting and marketing.

05751/05752  Entrepreneurship 2 (Business Education)
Grade Level: 11-12
Prerequisite: 05682 or Consent of Instructor
Credit/Sem: 0.5
Change Course Description

From: In this course, students will build on what they learned in Entrepreneurship 1 with continued emphasis on developing and running a small business.

To: Students will build on what they learned in Entrepreneurship 1 with continued emphasis on developing and running a small business.

05820  Practicum in Early Childhood Education 3 (Family and Consumer Services)
Grade Level: 10-12
Prerequisite: 05910 and 05950
Credit/Sem: 0.5
Change Course Description

From: This is an advanced course for students that have successfully completed levels of Practicum in Early Childhood Education 1 and 2. This course provides students with actual onsite work experience with children. Emphasis will be placed on the creation of a career portfolio based on the students' goals and interests in the area of early childhood education. Students pursuing careers in k-12 education, Psychology, Social Work, and areas of the medical field such as therapists, pediatricians, and nursing, will benefit from this class.

Upon completion of this course and in addition to coursework identified by Harper College, students will receive Harper ECE101 credit. Harper ECE credit can only be earned once from the following courses: 05820, 05820, 05920 and 05950.

To: Students will have work experiences with pre-school aged children. Emphasis will be placed on the creation of a career portfolio based on the students’ goals and interests working in the area of early childhood education.

05830  Practicum in Early Childhood Education 4 (Family and Consumer Services)
Grade Level: 10-12
Prerequisite: 05920, 05950 and 05820
Credit/Sem: 0.5
Change Course Description

From: In this lab-oriented class students will develop activities that incorporate Illinois State Board of Education (ISBE) Early Childhood Standards. Students will create, implement, and assess a comprehensive portfolio. Students will
become familiar with emerging curriculum, scheduling, materials and equipment. Teacher's roles and leadership skills are emphasized. This course would be beneficial to students with an interest in pursuing a career related to education. Upon completion of this course and in addition to coursework identified by Harper College, students will receive Harper ECE101 credit. Harper ECE credit can only be earned once from the following courses: 05820, 05820, 05920 and 05950.

**To:** Students will have work experiences with pre-school aged children. Emphasis will be placed on the creation of a career portfolio based on the students’ goals and interests working in the area of early childhood education.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade Level</th>
<th>Credit/Sem</th>
<th>Change Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>05841/05842</td>
<td>Husky Inn (Family and Consumer Services)</td>
<td>9-12</td>
<td>0.5</td>
<td></td>
</tr>
</tbody>
</table>

**From:** This exploratory course prepares students in the basic concepts of foods, clothing, and home and family living. Study emphasizes the development of basic and interpersonal skills needed to function as a productive individual. Students learn through lab settings and will require individual and group participation.

**To:** Students will learn the basic concepts of foods, clothing, and home and family living. Study emphasizes the development of basic and interpersonal skills needed to function as a productive individual. Students learn through lab settings and will require individual and group participation.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade Level</th>
<th>Credit/Sem</th>
<th>Change Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>05850</td>
<td>Fashion Design (Family and Consumer Services)</td>
<td>9-12</td>
<td>0.5</td>
<td></td>
</tr>
</tbody>
</table>

**From:** This course provides an overview of the fashion industry, including design, construction, production and marketing of women's, mens, and children's fashions from development of fibers and fabrics to the strategies of fashion merchandisers and retailers.

**To:** Students will learn about the fashion industry, including design, construction, production and marketing of women's, mens, and children's fashions from development of fibers and fabrics to the strategies of fashion merchandisers and retailers.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade Level</th>
<th>Credit/Sem</th>
<th>Change Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>05940</td>
<td>Sociology of Marriage and Family (Family and Consumer Services)</td>
<td>11-12 or 10 with Division Head Approval</td>
<td>0.5</td>
<td></td>
</tr>
</tbody>
</table>

**From:** This course applies psychological theory to the study of human behaviors in various sociological contexts including traditional family life, single parent family environments, and cross-cultural comparisons. Units of study include personality development, human sexuality, mate selection, parenting, death and dying, and consumer economics. This course satisfies the state consumer education requirement and one-half elective social science credit.

**To:** Students will learn the psychological theory to the study of human behaviors in various sociological contexts including traditional family life, single parent family environments, and cross-cultural comparisons. Units of study include personality development, human sexuality, mate selection, parenting, death and dying, and consumer economics. This course satisfies the state consumer education requirement and one-half elective social science credit.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade Level</th>
<th>Credit/Sem</th>
<th>Change Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>06051/06052</td>
<td>Automotive Systems (Technical Education)</td>
<td>9-12</td>
<td>0.5</td>
<td></td>
</tr>
</tbody>
</table>

**From:** This course provides a blend of hands-on skills and theoretical knowledge of the automobile. Lab exercises will emphasize preventive maintenance and entry-level job requirements. Students will explore each automotive system from both scientific and practical points of view and have ample opportunity to work on his/her own vehicle for lab experience. However, having a car or drivers license is not required.

**To:** Students will experience a variety of hands-on skills and theoretical knowledge of an automobile. Lab activities will emphasize preventive maintenance and entry-level career requirements. Students will explore each automotive system from both a scientific and operational view and will have an opportunity to work on their vehicle for lab experience.
Diagnostic Testing and Repair (Technical Education)

Grade Level: 10-12
Credit/Sem: 0.5
Change Course Description

From: This course is designed to offer an in-depth investigation into the automobile and how it is repaired. Students will develop diagnostic skills through the use of lab test equipment typical of that used in the auto service industry. Through work on student and faculty vehicles as well as lab demonstration stations, students will learn automotive repair skills. By the completion of this course, each student will have a working knowledge of basic diagnosis, testing, and repair procedures. These skills can provide a basis for an entry-level job in the automotive industry.
To: Students will experience an in-depth investigation into the automobile and how it is maintained and repaired. Students will develop diagnostic skills through the use of lab test equipment typical of that used in the auto service industry. With successful completion of this course, students will have a working knowledge of fundamental diagnosis, testing, and repair procedures.

Personal Auto (Technical Education)

Grade Level: 9-12
Credit/Sem: 0.5
Change Course Description

From: This course is one-semester in length with an emphasis on hands-on preventive maintenance and diagnostic and repair skills. The level of skill development will be aimed at what a person could be expected to do with common tools and materials. The goal of the course is not to train automotive technicians, but to develop knowledgeable consumers and home mechanics. Students will receive information about purchasing new and used cars as well as what is necessary to keep a car running safely and properly.
To: Students will learn preventive maintenance and diagnostic and repair skills for cars. The goal of the course is not to train automotive technicians, but to develop knowledgeable consumers and home mechanics. Students will receive information about purchasing new and used cars as well as what is necessary to keep a car running safely and properly.

Design 214 Practical Architecture (Technical Education)

Grade Level: 9-12
Credit/Sem: 0.5
Change Course Description

From: In this course students learn how residential buildings are planned and constructed. The student will also learn how to produce the necessary drawings used by contractors to either build or remodel a home. The student will have the opportunity to design and draw his or her own house plans including floor plans, elevations, kitchen layouts, site plans, and perspectives. Coursework will introduce computer-aided drafting and how it relates to the field of architecture. This course is recommended for those students who are interested in architecture, interior design, the building trades, or other architectural related fields.
To: Students will learn how residential buildings are planned and constructed. The student will also learn how to produce the necessary drawings used by contractors to either build or remodel a home. The student will have the opportunity to design and draw his or her own house plans including floor plans, elevations, kitchen layouts, site plans, and perspectives. Coursework will introduce computer-aided drafting and how it relates to the field of architecture. This course is recommended for those students who are interested in architecture, interior design, the building trades, or other architectural related fields.

Personal Finance (Business Education)

Grade Level: 9-12
Credit/Sem: 0.5
Change Course Description

From: Personal Finance is a course designed to help students understand the impact of individual choices on occupational goals, and future earnings potential. Real world topics covered will include income, money and risk management, spending and credit, as well as saving and investing. Students will design personal and household budgets; simulate use of checking and saving accounts; demonstrate knowledge of finance, debt, and credit management; and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed
personal financial decisions. Projects for this class involve interactive computer assignments that simulate real-life decision-making skills. This course satisfies the Illinois State Consumer Education graduation requirement.

**To:** Students will gain a foundational understanding for making informed personal financial decisions. Projects for this class involve interactive computer assignments that simulate real-life decision-making skills. This course satisfies the Illinois State Consumer Education graduation requirement.

---

**06250  Graphic Arts Technology 1 (Technical Education)**

**From:** This course provides students with an overview of the graphic arts industry and will give them an opportunity to become involved with hands-on experiences in lithography and screen-printing. Each student will have opportunities to gain an insight into the graphic arts industry in order to investigate a possible career.

**To:** Students will receive an overview of the graphic arts industry and will give them an opportunity to become involved with hands-on experiences in lithography and screen-printing. Each student will have opportunities to gain an insight into the graphic arts industry in order to investigate a possible career.

---

**06260  Graphic Arts Technology 2 (Technical Education)**

**From:** This course is designed for students who want to further their investigation into a career in graphic arts. The students will concentrate on lithography and screen printing in addition to desktop publishing, layout and design, camera work, stripping and platemaking, safety, press work, bindery and screen printing. Students will have ample time to develop and explore job skills.

**To:** Students will further their investigation into a career in graphic arts. The students will concentrate on lithography and screen printing in addition to desktop publishing, layout and design, and screen printing. Students will have ample time to develop and explore job skills.

---

**06270  Graphic Arts Technology 3 (Technical Education)**

**From:** This course is designed for students who would like to further their investigation into a career in graphic arts. The students will concentrate on lithography and screen printing in addition to desktop publishing, layout and design, camera work, stripping and platemaking, safety, press work, bindery, and screen printing. Students will have ample time to develop and explore job skills.

**To:** Students will further their investigation into a career in graphic arts. The students will concentrate on screen printing, desktop publishing, layout and design. Students will have ample time to develop and explore job skills.

---

**06280  Graphic Arts Technology 4 (Technical Education)**

**From:** This course gives students insight into the graphic arts industry. Students enrolled in this course will develop basic job entry skills in lithography and screen-printing, and will be able to decide about pursuing a career in graphic arts.

**To:** Students will be given insight into the graphic arts industry. Students enrolled in this course will develop basic job entry skills in desktop publishing and screen-printing, and will be able to make decisions about pursuing a career in graphic arts.

---

**06401/06402  Math and Technology (Technical Education)**

**From:** This course gives students insight into the graphic arts industry. Students enrolled in this course will develop basic job entry skills in lithography and screen-printing, and will be able to decide about pursuing a career in graphic arts.

**To:** Students will be given insight into the graphic arts industry. Students enrolled in this course will develop basic job entry skills in desktop publishing and screen-printing, and will be able to make decisions about pursuing a career in graphic arts.

---

**Grade Level:** 9-12

**Credit/Sem:** 0.5

---

## Change Course Description

---

97
From: This course is designed for students who desire to apply mathematics concepts in a problem-solving environment. During the course, students will apply theories of measurement, ratios, geometrical structures, algebraic equations, and graphical methods to develop an understanding of engineering topics related to building construction.

To: Students will learn mathematics concepts in a problem-solving environment. During the course, students will apply theories of measurement, ratios, geometrical structures, algebraic equations, and graphical methods to develop an understanding of topics related to building construction.

06440 Graphic Arts Design (Technical Education)
Grade Level: 9-12
Credit/Sem: 0.5

From: This course will present information about computers used in the graphic arts field including computer hardware, software, terminology, and desktop publishing. Students will explore the traditional areas of paste-up, key lining, production of text, and artwork with the use of the computer. They will also have an opportunity to plan, design, and produce a finished printed product. This course is team taught by the art and graphic arts departments and meets the fine arts requirement when taken in conjunction with Graphic Design 1 (01260).

To: Students will learn graphic arts software, which includes Adobe Photoshop, Illustrator, and In Design desktop publishing. They will also have an opportunity to plan, design, and produce silk screening products. This course is team taught by the art and graphic arts departments and meets the fine arts requirement when taken in conjunction with Graphic Design 1 (01260).

06500 Career Exploration (Career Education)
Grade Level: 10-12
Credit/Sem: 0.5

From: This course is for all students who want to gain an understanding of themselves and their relationship to the world of work. Students will participate in career development simulations designed to provide a base of experience for making personal and career related decisions. Students will learn how to locate, organize, evaluate, and use career related data and thus be better prepared for real world expectations.

To: Students will gain an understanding of themselves and their relationship to the world of work. Students will participate in career development simulations designed to provide a base of experience for making personal and career related decisions. Students will learn how to locate, organize, evaluate, and use career related data and thus be better prepared for real world expectations.

06511/06512 Cooperative Work Training 1 (Career Education)
Grade Level: 11-12
Prerequisite: Must be 16 years old, Consent of Coordinator, and Concurrent Enrollment in 06521/06522
Credit/Sem: 0.5

From: Classroom instruction will include employment search techniques, interview skills, career exploration, and the development of a post-secondary plan. Throughout the course instruction will emphasize problem solving, decision-making, communication, and management issues that thread their way through the work place. Completion of this course will satisfy the consumer education requirement. As a result, this course will also concentrate on banking, insurance, credit, housing, taxes, automobile purchasing, investments, and financial planning. Students also enrolled in Cooperative Work Training Internship 1 (06521/06522) will earn an additional work credit.

To: Students will learn about employment search techniques, interview skills, career exploration, and the development of a post-secondary plan. Throughout the course instruction will emphasize problem solving, decision-making, communication, and management issues that thread their way through the work place. Completion of this course will satisfy the consumer education requirement. As a result, this course will also concentrate on banking, insurance, credit, housing, taxes, automobile purchasing, investments, and financial planning. Students also enrolled in Cooperative Work Training Internship 1 (06521/06522) will earn an additional work credit.
From: Cooperative Work Training Internship 1 (C.W.T. 1) is practical work training that takes place in our community businesses. Students will experience on-the-job training at various entry levels and semi-skilled occupations. Students will work a minimum of 12 hours per week at businesses approved by the teacher coordinator. The coordinator will make periodic visits to employment sites to monitor each student's progress.

To: Students will learn about practical work training that takes place in our community businesses. Students will experience on-the-job training at various entry levels and semi-skilled occupations. Students will work a minimum of 12 hours per week at businesses approved by the teacher coordinator. The coordinator will make periodic visits to employment sites to monitor each student's progress.

From: This course prepares a student for a systematic, orderly transition into gainful employment upon the fulfillment of his/her formal education. Students complete assignments and activities that are coordinated with on-the-job experiences. This program helps students make the transition from school to the world of work. Completion of this course satisfies the consumer education requirement.

To: Students will prepare for a systematic, orderly transition into gainful employment upon the fulfillment of his/her formal education. Students complete assignments and activities that are coordinated with on-the-job experiences. This program helps students make the transition from school to the world of work. Completion of this course satisfies the consumer education requirement.

From: The Inter-Related Career Education student receives on-the-job training at a qualified community resource in an occupation of his/her choice. The local firm or training station hires the student as a part-time employee and provides the practical training necessary to make the student proficient in that occupation. The coordinator will make periodic visits to the employment site to monitor the student's progress.

To: Students will receive on-the-job training at a qualified community resource in an occupation of his/her choice. The local firm or training station hires the student as a part-time employee and provides the practical training necessary to make the student proficient in that occupation. The coordinator will make periodic visits to the employment site to monitor the student's progress.

From: This is an introductory course designed for students who are interested in working with preschool children. Students observe, plan, and teach children in our preschool facility while providing a healthy and stimulating
environment for them. They acquire the experience and skills needed to work with children. This is an excellent
opportunity for students who may be considering teaching as a profession.

To: Students will participate in an introductory course designed for students who are interested in working with preschool
children. Students observe, plan, and teach children in our preschool facility while providing a healthy and stimulating
environment for them. They acquire the experience and skills needed to work with children. This is an excellent
opportunity for students who may be considering teaching as a profession.

06781/06782  Cosmetology (Career Education)
Grade Level: 12
Prerequisite: Application and
Interview
Credit/Sem: 0.5

Change Course Description

From: This 1-year program satisfies 750 hours of the 1500-hour State of Illinois Cosmetology license requirements for
student who are interested in pursuing a career in hair, nail and aesthetics. High School District 214 will provide tuition
costs for the first year. Students are responsible for course materials and providing reliable transportation. The
Cosmetology training sites include Technology Center of DuPage and Technology Campus of Lake County. Students
will have an option of selecting one of these sites which meets their scheduling and personal needs. Both programs may
include required attendance during evenings and non-attendance days including Saturdays, and summer and holiday
breaks.

To: Students will participate in a 1-year program that satisfies 750 hours of the 1500-hour State of Illinois Cosmetology
license requirements. Courses take place at Technology Center of Du Page and Technology Campus of Lake County.
Program may include required attendance during evenings and non-attendance days including Saturdays, and summer and
holiday breaks.

06791/06792  Power-On-Site Training (Technical Education)
Grade Level: 11-12
Change Prerequisite
From: 06062 and Interview Selection
Process
To: 06062
Credit/Sem: 1.0

Change Course Description

From: This program provides technical automotive training and shop work in a commercial enterprise under the direction
of a service manager. Training experience includes two hours of work each day with an experienced mechanic or parts
person employed by the place of business. A teacher-coordinator will place the student as well as visit the training station
to monitor and evaluate the student's progress.

To: Students will receive technical automotive training and shop work in a commercial enterprise under the direction of a
service manager. Training experience includes two hours of work each day with an experienced mechanic or parts person
employed by the place of business.

06801/06802  Robotics 1 (Technical Education)
Grade Level:9-12
Credit/Sem: 0.5

Change Course Description

From: This course will apply problem solving as a tool for the process of machine design. Students will use skills to
create, design, and fabricate radio-controlled robots. First year students participating in the District’s Wildstang FIRST
Robotics program will receive Robotics 1 credit for their participation. Students must apply to participate in WildStang
FIRST Robotics.

To: Students will apply problem-solving as a tool for the process of machine design. Students will use skills to create,
design, and fabricate radio-controlled robots. First-year students participating in the District’s Wildstang FIRST Robotics
program will receive Robotics 1 credit for their participation. Students must apply to participate in WildStang FIRST
Robotics or Robot Rumble.

06811/06812  Robotics 2 (Technical Education)
**From:** This course is an elective course that emphasizes the use of the theories, laws, and models of physics to solve problems in modern engineering applications. Students will learn the process needed to successfully design machines to solve specific problems. It will follow a format leading to an engineering competition. Second year students participating in the District’s Wildstang FIRST Robotics program will receive Robotics 2 credit for their participation. Students must apply to participate in WildStang FIRST Robotics.

**To:** Students will emphasize the use of the theories, physics to solve problems in modern engineering applications. Students will learn to successfully design machines to solve specific problems. Students must apply to participate in WildStang FIRST or Robot Rumble Robotics.

06821/06822  Robotics 3 (Technical Education)

**From:** This course is a continuation of Robotics 2 and will demand an understanding of the theories and laws of physics. Students in the class will be expected to apply theories and laws of physics in designing systems such as robotic arms, drive systems, lift systems, and material selections. This course is recommended for a student interested in a career in engineering. It will follow a format leading to an engineering competition. Third year students participating in the District’s Wildstang FIRST Robotics program will receive Robotics 3 credit for their participation. Students must apply to participate in WildStang FIRST Robotics.

**To:** Students will be expected to apply theories and laws of physics in designing systems such as robotic arms, drive systems, lift systems, and material selections. Third year students participating in the District’s Wildstang FIRST Robotics program will receive Robotics 3 credit for their participation. Students must apply to participate in WildStang FIRST or Robot Rumble Robotics.

06830   Teacher Internship Program (Family and Consumer Services)

**From:** This program is designed for students who wish to explore a career in education. It is similar to a student teaching experience because interns perform a variety of tasks representative of the daily activities of a teacher. These tasks include large or small group instruction, preparation of instructional materials, and clerical work. Interns may choose to work with a certified teacher at their high school or at a local elementary or middle school. Students are required to provide their own transportation to off-campus locations.

**To:** Students will explore a career in education. It is similar to a student teaching experience because interns perform a variety of tasks representative of the daily activities of a teacher. These tasks include large or small group instruction, preparation of instructional materials, and clerical work. Interns may choose to work with a certified teacher at their high school or at a local elementary or middle school. Students are required to provide their own transportation to off-campus locations.

06841/06842  Robotics 4 (Technical Education)
From: This course is a continuation of Robotics 3 and will require a student to apply physics to design and building systems. Each student will go through an engineering model for product development: design, construct, and test. With the completion of a design, the student must use tools and materials to build a functioning prototype that will be tested and evaluated to see if it meets its specified function. It will follow a format leading to an engineering competition. Fourth year students participating in the District’s WildStang FIRST Robotics program will receive Robotics 4 credit for their participation. Students must apply to participate in WildStang FIRST Robotics.

To: Students will apply physics to design and building systems. Students will integrate the engineering model for product development: design, construct and test. Fourth-year students participating in the robotics program will receive Robotics 4 credit for their participation. Students must apply to participate in WildStang FIRST Robotics. This course may be repeated.

06881/06882  PLTW- Introduction to Engineering Design  (Technical Education)
Grade Level: 9-12
Credit/Sem: 0.5
Change Course Description

From: Introduction to Engineering Design encourages students to be creative and apply decision-making and problem-solving skills to specific design problems, using powerful computer hardware and software (Inventor) to develop 3-D models or solid renderings. Using a CAD (computer aided design) system, students explore the design process through creating, analyzing, rendering, and producing-model.

To: Students will be creative and apply decision-making and problem-solving skills to specific design problems, using powerful computer hardware and software (Inventor) to develop 3-D models or solid renderings. Using CAD (computer aided design) students apply the design process through creating, analyzing, rendering, and producing-model.

06891/06892   PLTW- Computerized Integrated Manufacturing (Technical Education)
Grade Level: 10-12
Prerequisite: 06882
Credit/Sem: 0.5
Change Course Description

From: Computerized Integrated Manufacturing builds on the solid modeling skills developed in Introduction to Engineering Design of prototyping, robotics, and automation. Students will solve problems by using computer controlled rapid prototyping and CNC equipment to construct models of their 3-D models. They will also explore the fundamentals of robotics, learning how this technology functions in an automated manufacturing environment. Finally, students will learn how to evaluate their design solutions before producing their prototypes.

To: Students will build on the solid modeling skills developed in PLTW-IED of prototyping, robotics, and automation. Students will solve problems by using computer controlled rapid prototyping and CNC equipment to construct models of their 3D models. Students will also explore the integration of robotics, learning how this technology functions in an automated manufacturing environment.

06901/06902  PLTW- Civil Engineering and Architecture (Technical Education)
Grade Level: 10-12
Prerequisite: 06882
Credit/Sem: 0.5
Change Course Description

From: This course provides an overview of civil engineering and architecture, emphasizing how they are related and interdependent. Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as the roles of civil engineers and architects, project planning, site planning, building design, project documentation and presentation.

To: Students will use state of the art software to solve real-world problems and communicate solutions to hands-on projects and activities related to Civil Engineering and Architecture. In this course, students will learn about the roles of civil engineers and architects, project planning, site planning, building design, project documentation and presentation.

06921/06922   PLTW- Principles of Engineering (Technical Education)
Grade Level: 11-12
Prerequisite: 06882
Credit/Sem: 0.5
Change Course Description
From: Principles of Engineering is designed to help students understand career possibilities in engineering and engineering technology. Exploring engineering systems and manufacturing processes, students will continue to develop the problem-solving skills used on the college level and in the work place. In addition, students will learn how engineers address concerns about the social and political consequences created by technological change.

To: Students will explore engineering systems and manufacturing processes, and continue to develop the problem-solving skills used on the college level and in the work place. In addition, students will learn how engineers address concerns about the social and political consequences created by technological change.

06931/06932  PLTW-Engineering Design and Development (Technical Education)
Grade Level: 11-12
Prerequisite: 06992
Credit/Sem: 0.5
Change Course Description

From: Applying the principles they learned in previous courses, students in this class will work in small teams to design and construct the solution to an engineering problem involving a wide range of engineering applications. Students will keep journals that will become part of their portfolios. Each team will be responsible for delivering progress reports and making final presentations to an outside review panel.

To: Students will apply the principles they learned in previous PLTW courses, work in small teams to design and construct the solutions to an engineering problem involving a wide range of engineering applications. Each team will be responsible for delivering progress reports and making a final presentation to an outside review panel to demonstrate their ideas.

06950   Media Technology 1 (Technical Education)
Grade Level: 9-12
Credit/Sem: 0.5
Change Course Description

From: In this course students are introduced to the methods, software, and equipment used in television and radio broadcasting. Students will learn the basics of camera operation, lighting and audio techniques, and editing methods used in the production of video. Students will also learn to create multimedia presentations that can be used in other academic and vocational environments.

To: Students will be introduced to the methods, software, and equipment used in television and radio broadcasting. Students will learn the basics of camera operation, lighting and audio techniques, and editing methods used in the production of video. Students will also learn to create multimedia presentations that can be used in other academic and vocational environments.

06960   Media Technology 2 (Technical Education)
Grade Level: 9-12
Credit/Sem: 0.5
Change Course Description

From: This course will enable students to demonstrate the fundamental principles of video production applying the concepts and skills learned in the introductory course, Media Technology 1. Students will have the opportunity to use equipment and software independently to create video productions to be aired on closed circuit television and utilized in the schools' morning announcements.

To: Students will demonstrate the fundamental principles of video production applying the concepts and skills learned in the introductory course, Media Technology 1. Students will have the opportunity to use equipment and software independently to create video.

06970   Media Technology 3 (Technical Education)
Grade Level: 10-12
Credit/Sem: 0.5
Change Course Description
From: This course offers students hands-on experience in a television broadcast setting. Technology and techniques will be learned and delivered within the school building through the daily production of morning announcement programming. Students will also focus on the enhancement of storyboards and how ethical issues affect the media industry. Concepts taught in Media Technology 1 and 2 will be developed to produce high quality video productions.

To: Students will experience hands-on television broadcast setting. Students will also focus on the enhancement of storyboards and how ethical issues affect the media industry. Concepts taught in Media Technology 1 and 2 will be developed to produce high quality video productions.

06980 Media Technology 4 (Technical Education)  
Grade Level: 10-12  
Credit/Sem: 0.5  
Change Course Description

From: This course is the capstone course in the Media Technology sequence. It is an active learning class that focuses on the design, writing, and production of a variety of program formats to be used exclusively for community broadcast over local access cable channels. Students will build upon their experiences from Media Technology 1, 2, and 3 to produce extended segments from concept through post-production and distribution. They will receive experiential training within a production studio, on location, and in the engineering and editing rooms.

To: Students will focus on the design, writing, and production of a variety of program formats to be used exclusively for community broadcast. Students will build upon their experiences from Media Technology 1, 2, and 3 to produce extended segments from concept through postproduction and distribution.

08181/08182 Introduction to Healthcare Field 1 (D214) (Health Sciences)  
Grade Level: 9-12  
Change Prerequisite

From: None  
To: Division Head Approval

Change Course Description

From: This course is a survey course offering a broad range of information on career opportunities in the health field and available educational programs in Illinois. Students will survey medical terminology based upon the body systems approach and begin to uncover professional vocabulary as required in the health occupations. Participation in this course will assist the high school student in making appropriate career decisions in the health occupations.

To: Students will be offered a broad range of information on career opportunities in the health field and available educational programs in Illinois. Students will survey medical terminology based upon the body systems approach and begin to uncover professional vocabulary as required in the health occupations.

08190 Introduction to Healthcare 2 (D214) (Health Sciences)  
Change Grade Level

From: 11-12  
To: 10-12  
Prerequisite: 08181/08182  
Credit/Sem: 0.5  
Change Course Description

From: This course builds on the knowledge learned in previous courses, as students will begin to explore more advanced healthcare concepts and issues. The course provides a broad range of information on career opportunities in the health field and available educational programs in Illinois. Students will survey medical terminology based upon the body systems approach and begin to uncover professional vocabulary as required in the healthcare field. Participation in this course will assist the high school student in making appropriate career decisions in the health occupations.

To: Students will build on the knowledge learned in previous courses, as students will begin to explore more advanced healthcare concepts and issues. The course provides a broad range of information on career opportunities in the health field and available educational programs in Illinois. Students will survey medical terminology based upon the body systems approach.

08211/08212 Medical Terminology (D214) (Health Sciences)  
Grade Level: 9-12  
Credit/Sem: 0.5
From: This course emphasizes the origin and the basic structure of medical words, including prefixes, suffixes, word roots, combining forms and plurals. Offers pronunciation, spelling, and definition of medical terms based on the body systems approach. Emphasis on rendering a professional vocabulary is required for work in the health care field. Students who pass Harper College’s competency exam will qualify for Harper Medical Terminology HSC 112 credit.

To: Students will learn the origin and the basic structure of medical words including prefixes, suffixes, word roots, combining forms and plurals. Offers pronunciation, spelling, and definition of medical terms based on the body systems approach. Emphasis on rendering a professional vocabulary required for work on the healthcare field.

08350   Food Science (Family and Consumer Services)
Grade Level: 10-12
Prerequisite: Completion of a Biology
Credit/Sem: 0.5

From: This course introduces the scientific agricultural approach to animal science and selection, and plant and land science. Agricultural career opportunities will be emphasized. Providing instruction in the foundations of the various segments of the agricultural industry, this course develops basic scientific knowledge and skills pertaining to management of plant and animal production. Topics in plant production include major phases of plant growth and production decisions (i.e. germination, growth regulation). Topics in animal production include major phases of animal agriculture and production decisions (i.e. nutrition, processing animal products). Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration, and reinforcement of academic concepts.

To: Students will develop basic scientific knowledge and skills pertaining to management of plant and animal production. Topics in plant production include major phases of plant growth and production decisions. Topics in animal production include major phases of animal agriculture and production decisions.

08270   Health Careers Seminar
Grade Level: 12
Prerequisite: Program Admission
Credit/Sem: 0.5

This course focuses on developing critical thinking and information literacy skills to make better-informed decisions regarding college and career planning. Special emphasis is given to the questions, methods, and career and college options relating to an area of academic or thematic interest. Additional information about material to be covered will be available with pre-registration materials each time that the course is offered. Participation in this course will assist the high school student in making appropriate career decisions in the health occupations.

09040/09050  Computer Programming, Mobile App, and Networking (Computer Education)
Grade Level: 9-12
Credit/Sem: 0.5

From: This is a collaborative, lab based, hands-on course focusing on the development of applications for mobile devices and an introduction to computer networking basics. Students will work in teams, using real-world tools and processes to develop and redesign existing mobile apps in addition to building new apps of their own. Students do not need any prior computer programming experience to successfully complete this course.

To: Students will focus on the development of applications for mobile devices and an introduction to computer networking basics. Students will work in teams, using real-world tools and processes to develop and redesign existing mobile apps in addition to building new apps of their own. Students do not need any prior computer programming experience to successfully complete this course.

09091/09092  AP Computer Science-A (Computer Education)
Grade Level: 10-12
Prerequisite: Division Head Approval
Change Course Description

From: Students in this class will design and implement computer programs using current computer language. Topics will include searching and sorting techniques, numerical methods, and recursion. Upon completion of this course students will be able to take the advanced placement Computer Science A exam.

To: Students will design and implement computer programs using current computer language. Topics will include searching and sorting techniques, numerical methods, and recursion. Upon completion of this course students will be able to take the advanced placement Computer Science A exam.

09441/09442  District Youth Apprenticeship (Career Education)

Change Grade Level

From: 10-12
To: 12

Change Prerequisite

From: Application Process
To: None

Change Course Description

From: This is an advanced course available for students who are involved in a district-approved youth apprenticeship consisting of a combination of on-the-job training and related instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation. Youth apprenticeships will involve students being placed at an employer site for work and training. Participation in youth apprenticeships is available by application only.

To: Students will be involved in a district-approved youth apprenticeship consisting of a combination of on-the-job training and related instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation. Youth apprenticeships will involve students being placed at an employer site for work and training.

09500  District Micro-Internship (Career Education)

Grade Level: 10-12
Prerequisite: Must be 16 years old
Credit/Sem: 0.25

Change Course Description

From: This course provides students with a community-based workplace learning experience that is designed to support a student’s career interests and post-secondary decision-making. Students must be able to work independently in the community for 30 hours during a semester, with periodic support and feedback provided by staff. Students are responsible for providing reliable transportation, and need to consider their schedule and after school activities prior to applying for admission to this program. This course may be repeated.

To: Students will work a community-based workplace learning experience that is designed to support a student’s career interests and post-secondary decision-making. Students must be able to work independently in the community for a minimum of 30 hours during a semester, with periodic support and feedback provided by staff.

09531/09532  Digital Media Production (Technical Education)

Grade Level: 10-12
Credit/Sem: 0.5

Change Course Description

From: This course is a study of film and digital media production, with a focus on the mass communications career pathway. Beginning instruction is offered in the areas of studio camera operation, audio engineering, lighting theory, writing for a script, directing, and non-linear editing with an emphasis on underlying principles of various digital media technology. In this course, instruction will also include various lectures from professionals working in the industry. This
opportunity will jump start the networking process that is this industry while learning the most current and best practices in the current work field. This hands–on course will include professional field experience for additional internship credit. Those field experiences may include, but are not limited to: community engagement & outreach, film production, live event coverage/broadcasts, podcasts, and television production. Student who complete this course will have a distinct advantage when moving onto a career in Mass Communications, giving them the opportunity to work with industry standard equipment & software while working alongside industry professionals to produce professional quality media. **To:** Students will focus on the mass communications career pathway. Beginning instruction is offered in the areas of studio camera operation, audio engineering, lighting theory, writing for a script, directing, and nonlinear editing with an emphasis on underlying principles of various digital media technology.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade Level</th>
<th>Credit/Sem</th>
<th>Prerequisite</th>
<th>Change Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>09540</td>
<td>Production &amp; Editing I (Technical Education)</td>
<td>9-12</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>09540 and Division</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Head Approval</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09550</td>
<td>Production &amp; Editing II (Technical Education)</td>
<td>9-12</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09610</td>
<td>Foundation of Learning and Development (Family and Consumer Services)</td>
<td>9-12</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09620</td>
<td>Introduction to Teaching Methods (Family and Consumer Services)</td>
<td>9-12</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From: This laboratory course concentrates on the practical application of knowledge gained during Foundations for Learning and Development. The student will learn hands-on fundamentals of lesson planning and instruction applicable to all levels of teaching. Students will plan activities, teach, supervise, and observe children in a preschool setting. This course is part of a sequence of courses which may earn a student dual credit. See dual credit section in academic handbook for details.

To: Students will concentrate on the practical application of knowledge gained during Foundations for Learning and Development in this laboratory class. The student will learn hands-on fundamentals of lesson planning and instruction applicable to all levels of teaching. Students will plan activities, teach, supervise, and observe children in a preschool setting.

09731/09732 Work Orientation 1 (Career Education)

From: This course is designed as a freshman level class. It is an introduction to the world of work. The focus is on job awareness and how the student fits into the work community. Areas to be addressed include vocabulary, want ads and abbreviations, job applications, and job expectations and qualifications.

To: Students will develop work habits and career ready skills for real life applications. The goal of the course is for students to acquire the necessary skills for independent job placement. Students will eventually be placed at an independent work site without adult assistance.

09741/09742 Work Orientation 2 (Career Education)

From: This course is designed as a sophomore level class. It is a continuation of Work Orientation 1. Additional areas to be addressed include: why people work, job interests, and job finding skills.

To: Students will develop work habits and career ready skills for real life applications. The goal of the course is to develop independence for students to acquire the necessary skills for a future independent job placement. This course is the second year for students requiring continued support in their growth of their work skills.

09761/09762 In School Work (Career Education)

From: This course is designed as a junior level class. The focus is on meeting job expectations. This is often the first work experience for the student. It is usually in a one-to-one work situation. Students work on such things as: getting to work on time, calling the boss when they are going to be absent, completing job task correctly and remaining on task.

To: Students will participate in the building based micro-business and develop skills as part of the micro-business. This participation will eventually lead them to a job placement in a supported work environment in the community.

09861/09862 Medical Science Academy (Health Science Education)

From: This is an advanced course for students interested in careers in medicine. Students alternate days of on-site experiential learning with college-level coursework in the classroom. Using a 150-minute block of time daily, this course blends topics existing in other areas of the curriculum with material to be developed specifically for this field of study. Students will play an active role in the learning process. Class topics will be determined in part by the experiences the
students have on-site, and analyzed through an increased amount of classroom seminar/discussion format. In addition, students will pursue issues of personal interest.

**To:** Students will explore careers in the medical field. Students alternate days of on-site experiential learning with college-level coursework in the classroom. Using a 150-minute block of time daily, this course blends topics existing in other areas of the curriculum with material to be developed specifically for this field of study. Students will play an active role in the learning process.

09870 Internship Program (Career Education)

**Change Course Description**

**From:** This is an advanced course available for students who are extremely committed to pursuing a specific career and have the knowledge, skill, and dedications required to engage in a very rigorous and challenging authentic learning experience. Internships allow students to be placed at various sites in either the first or second semester or during the six weeks of summer school. All internships are unpaid. Consider your schedule and after school activities prior to applying for admission to this program.

**To:** Students will be placed in Internships. Internships allow students to be placed at various sites in either the first or second semester or during the six weeks of summer school in the community for a minimum of 60 hours, with periodic support and feedback provided by staff. All internships are unpaid. Consider your schedule and after school activities prior to applying for admission to this program.

10301/10302 Advanced Concepts in Coding and Development (Computer Education)

**Change Course Description**

**From:** Applying the principles they learned in previous courses, students in this class will work to develop a solution/solutions to a real-world problem(s) or need(s), which demonstrate their computer programming abilities. Students will keep journals, are responsible for delivering progress reports, and will make a final presentation as to their work and products.

**To:** Students will work to develop a solution/solutions to a real-world problem(s) or need(s), which demonstrate their computer programming abilities. Students will keep journals, are responsible for delivering progress reports, and will make a final presentation as to their work and products.

10401/10402 Advanced Network Systems and Cybersecurity (Computer Education)

**Change Course Description**

**From:** Building on principles learned in previous classes this class will provide students with a comprehensive hands-on-overview of network security, including authentication, encryption, digital certificates, perimeter topologies, remote access, cryptography, and operational security. Students will participate to solve industry real world problems and challenges related to networks and cybersecurity.

**To:** Students will be provided with a comprehensive hands-on overview of network security, including authentication, encryption, digital certificates, perimeter topologies, remote access, cryptography, and operational security. Students will participate to solve industry real world problems and challenges related to networks and cybersecurity.

10601/10602 AP Computer Science Principles/Mobile APP Development (Computer Education)

**Change Course Description**

**From:** Students will continue their development of applications for mobile devices and will expand their use of advanced features and coding principles this collaborative lab based, hands-on course. Upon completion of this course students will be able to take the Advanced Placement exam in Computer Science Principles.
**To:** Students will continue their development of applications for mobile devices and will expand their use of advanced features and coding principles this collaborative lab based, hands-on course. Upon completion of this course students will be able to take the Advanced Placement exam in Computer Science Principles.

57800   Introduction to Culinary Arts (Career Education)  
Grade Level: 9-12  
Credit/Sem: 0.5  
Change Course Description  
**From:** This is an introductory course in food preparation and nutrition that includes classroom and laboratory experiences. Class work emphasizes time management and safety as students gain basic knowledge and skills in food preparation. Units of instruction include breakfast foods, lunches, convenience cooking, and desserts. This course replaces Foods 1 course.  
**To:** Students will be introduced to food preparation and nutrition that includes classroom and laboratory experiences. Class work emphasizes time management and safety as students gain basic knowledge and skills in food preparation. Units of instruction include breakfast foods, lunches, convenience cooking, and desserts.

57900   Advanced Culinary Arts (Career Education)  
Grade Level: 9-12  
Prerequisite: 57800  
Credit/Sem: 0.5  
Change Course Description  
**From:** This class is a continuation of the principles and techniques taught in Foods 1 using and expanding the students' knowledge as they study advanced techniques and applications. Students are introduced to a wide variety of culinary styles as well as career opportunities related to the profession. Units of study include working with meats, poultry, and pasta. This course replaces Foods 2 course.  
**To:** Students will continue the principles and techniques taught in Foods 1 using and expanding the students' knowledge as they study advanced techniques and applications. Students are introduced to a wide variety of culinary styles as well as career opportunities related to the profession. Units of study include working with meats, poultry, and pasta.

60060   College Introductory Electronics (Harper College) (Career Education)  
Grade Level: 11-12  
Credit/Sem: 0.5  
Change Course Level  
**From:** This honors course introduces fundamentals of electricity and magnetism. The course covers basic electrical laws and principles. The course presents electrical quantities, units, symbols and notation; examines foundational electronic materials and components; presents elementary DC (direct current) and AC (alternating current) network analysis, key semiconductor devices, and simple analog and digital circuits. The course also covers electrical safety considerations, laboratory instrumentation and test and measurement techniques. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.  
**To:** Students will be introduced to fundamentals of electricity and magnetism. The course covers basic electrical laws and principles. The course also covers electrical safety considerations, laboratory instrumentation and test and measurement techniques. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

60070   College Industrial Control Systems (Harper College) (Career Education)  
Grade Level: 11-12  
Credit/Sem: 0.5  
Change Course Level
To: AP
Change Course Description

From: Students in this honors class will study resistive circuits involving electronic devices. Students will explore volt-ampere characteristics and the physics of diodes, transistors, and other semiconductor devices with emphasis on biasing and the setting of DC levels to make the device function. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details. Students should consult their counselor for meeting times.

To: Students will study resistive circuits involving electronic devices. Students will explore volt-ampere characteristics and the physics of diodes, transistors, and other semiconductor devices with emphasis on biasing and the setting of DC levels to make the device function. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

60080     College Refrigeration Fundamentals (Career Education)

From: This honors course offers career exploration along with development of job entry skills through a competency-based approach to learning. Students examine basic terminology, fundamental loss of energy behavior and transportation, description of various systems and related trouble diagnoses, and an introduction to domestic and commercial cooling and heating equipment. Students should have some mechanical aptitude or interest. A strong background in mathematics or science is not essential. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details. Students should consult their counselor for meeting times and days.

To: Students will be exposed to career exploration along with development of job entry skills through a competency-based approach to learning. Students examine basic terminology, fundamental loss of energy behavior and transportation, description of various systems and related trouble diagnoses, and an introduction to domestic and commercial cooling and heating equipment. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

60090     College Refrigeration Systems (Harper College) (Career Education)

From: This honors course continues to develop principles and concepts learned in previous courses. The course familiarizes students with components and accessories added to basic refrigeration systems for special applications. The course develops trouble-diagnosing procedures. Upon successful completion of the course, students will receive Harper Refrigeration Systems (RAC 102) credit.

To: Students will continue to develop principles and concepts learned in previous courses. The course familiarizes students with components and accessories added to basic refrigeration systems for special applications. The course develops trouble-diagnosing procedures. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

60100     College Introduction to Criminal Justice (Harper College) (Career Education)
To: AP
Change Course Description

From: This honors course studies the history, role, development and constitutional aspects of law enforcement and public safety. The course includes a review of agencies and functions involved in processes of administration of criminal justice. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will study the history, role, development and constitutional aspects of law enforcement and public safety. The course includes a review of agencies and functions involved in processes of administration of criminal justice. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

60120 College Introduction to Corrections (Harper College) (Career Education)
Grade Level: 12
Credit/Sem: 0.5
Change Course Level

To: AP
Change Course Description

From: This honors course provides the student with an integrated knowledge about the system through which the criminal offender is processed. Emphasis will be placed upon the philosophical bases of punishment and treatment techniques in institutional and community-based programs plus parole programs. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will be provided with an integrated knowledge about the system through which the criminal offender is processed. Emphasis will be placed upon the philosophical bases of punishment and treatment techniques in institutional and community-based programs plus parole programs. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

60130 College Introduction Fire Science (Career Education)
Grade Level: 11-12
Credit/Sem: 0.5
Change Course Level

To: AP
Change Course Description

From: This honors course provides an overview of fire protection; career opportunities in fire protection and related fields; philosophy and history of fire protection/service; fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; fire protection systems; introduction to fire strategy and tactics. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will be provided an overview of fire protection; career opportunities in fire protection and related fields; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; and other basic topics. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

60140 College Fire Behavior and Combustion (Harper College) (Career Education)
Grade Level: 11-12
Prerequisite: 60130
From: This honors course explores the theories and principles of how and why fires start, spread, and are brought under control. Students will relate the principles by which fires spread with the appropriate methods of control. This is a dual credit course offered at Harper College. Students will receive three semester hours of Harper College FIS121 credit.

To: Students will explore the theories and principles of how and why fires start, spread, and are brought under control. Students will be able to relate the principles by which fires spread with the appropriate methods of control. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

60150 College Heating Principles (Career Education)

Grade Level: 11-12
Credit/Sem: 0.5
Change Course Level
Change Course Description

From: This honors course is the introductory course for students interested in heating, air conditioning, and refrigeration systems. This course describes sources and methods of producing heat for residential, commercial and industrial systems. The course develops skills in testing, adjusting, and replacing heating system components. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will explore the theories and principles of how and why fires start, spread, and are brought under control. Students will relate the principles by which fires spread with the appropriate methods of control. This is a dual credit course offered at Harper College. Students will receive three semester hours of Harper College FIS121 credit. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

60160 College Heating and Cooling Controls (Harper College) (Career Education)

Grade Level: 11-12
Prerequisite: 60180
Credit/Sem: 0.5
Change Course Level
Change Course Description

From: This honors course describes the purposes and principles of operation and causes of failure in electrical components common to residential and small commercial systems. Emphasizes wiring schematics and diagrams. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will learn heating, air conditioning, and refrigeration systems in this introductory class. This course describes sources and methods of producing heat for residential, commercial and industrial systems. The course develops skills in testing, adjusting, and replacing heating system components. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

60180 College Introduction to the Health Care Field (Harper College) (Health Science Education)

Grade Level: 9-12
Credit/Sem: 0.5
Change Course Level
To: AP  
Change Course Description

From: This honors program is a survey course offering a broad range of information on career opportunities in the health field and available educational programs in Illinois. Participation in this course will assist the high school student in making appropriate career decisions in the health occupations. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will explore a broad range of information on career opportunities in the health field and available educational programs in Illinois. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

60190 College Health Occupations Career Observation (Harper College) (Health Science Education)  
Grade Level: 11-12  
60180 or Concurrent Enrollment in 60180  
Credit/Sem: 0.5  
Change Course Level

From: This honors course provides students an opportunity to observe selected occupations within a health care setting. The student will attend 13 two-hour sessions under the supervision of the instructor and departmental specific mentors. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will be provided an opportunity to observe selected occupations within a health care setting. The student will attend 13 two-hour sessions under the supervision of the instructor. Students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

60200 College Nursing Assistant Training (Health Science Education)  
Grade Level: 11-12  
Change Prerequisite

From: ACT Readiness of 20  
To: Standardized Test Readiness  
Change Course Level

To: AP  
Credit/Sem: 1.5  
Change Course Description

From: This honors course provides theory and training in the basic skills essential to the practice of health care workers who will assist the nurse in the care of patients in a variety of health care settings. The course includes simulated practice and opportunity for clinical application. The course is approved by the Illinois Department of Public Health, Office of Health Regulations and successful completion is required for application for the Nurse Aide Competency exam. For a student to be eligible for dual credit and enrolled in this course, they must meet the Harper course prerequisites including ACT Reading score of 20 or better or SAT Evidence Based Reading and Writing score of 510 or better, 3.0/4.0 seven semester GPA, or pass Harper’s English Essay exam. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Participation in this course will assist the high school student in making appropriate career decisions in the health occupations.

To: Students will be provided theory and training in the basic skills essential to the practice of health care workers who will assist the nurse in the care of patients in a variety of health care settings. The course includes simulated practice and opportunity for clinical application. Successful completion is required for application for the Illinois State Nurse Aide Competency exam. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete
dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

60260 College Fashion Industry Career Practicum and Seminar (Harper College) (Family and Consumer Services)

Grade Level: 12
Credit/Sem: 0.5
Change Course Level

From: This honors course studies an overview of career and employment possibilities in the fashion businesses and industries and places emphasis on individual career path selections through interest testing and career counseling. Students will attend class each week in addition to participating 10 hours per week in an internship at a local business. A student must have a fashion related job before the first day of class. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Student will receive an overview of career and employment possibilities in the fashion businesses and industries and places emphasis on individual career path selections through interest testing and career counseling. Students will attend class each week in addition to participating 10 hours per week in an internship. A student must have a fashion related job before the first day of class. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

60500 College Introduction to Early Childhood Education (Family and Consumer Services)

Grade Level: 12
Prerequisite: 05920
Credit/Sem: 0.5
Change Course Level

From: This honors course provides an overview of early childhood care and education, including the basic values, structure, organization and programming. Students will examine their personal qualities in relationship to the expectations of this field. This course includes directed observation in a variety of programs and settings. Fifteen (15) hours of observation is required. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will receive an overview of early childhood care and education, including the basic values, structure, organization and programming. Students will examine their personal qualities in relationship to the expectations of this field. This course includes directed observation in a variety of programs and settings. Fifteen (15) hours of observation is required. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

60700 College Introduction to Education (Family and Consumer Services)

Grade Level: 10-12
Credit/Sem: 0.5
Change Course Level

From: This honors course introduces teaching as a profession in the American Education system. The course offers a variety of perspectives on education including historical, philosophical, social, legal, ethical issues in a diverse society. This course includes organizational structure and school governance. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.
To: Students will gain a greater perspective on education including historical, philosophical, social, legal, ethical issues in a diverse society. Students enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

60740  College IT Fundamentals (Computer Education)
Grade Level: 9-12
Credit/Sem: 0.5
Change Course Level
To: AP
Change Course Description

From: This honors dual credit course provides students with a hands-on introduction to operating systems and related concepts. Includes hardware, software, file systems, directory structures, files and attributes, text editors’ applications, and maintenance. Compares and contrasts GUI and command line interfaces in a variety of current operating systems. Students successfully completing this course will have the opportunity to sit for COMP TIA’s IT Fundamentals exam. To be enrolled in this dual credit course, students must meet dual credit requirements. Upon successful completion of this course, student may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will learn from opportunities in the ProStart program to apply and expand their culinary arts skills and knowledge in the workplace environment. Students must complete a minimum of 400 hours at the work site. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, student may receive college/university credit. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

60801/60802  College ProStart Internship (Family and Consumer Services)
Grade Level: 9-12
Prerequisite: Previous or Concurrent Enrollment in 65711
Credit/Sem: 0.5
Change Course Level
To: AP
Change Course Description

From: This honors, dual credit course provides opportunities for students in ProStart program to apply and expand culinary arts skills and knowledge in the workplace environment. Students will have an onsite supervisor who will assign duties in the workplace as well as receive additional on-campus support and assessment. The student must complete a minimum of 400 hours at the work site. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, student may receive college/university credit. See dual credit section in academic handbook for details. Student not meeting dual credit prerequisites and requirements may still be enrolled in Internship Program (09870).

To: Students will learn from opportunities in the ProStart program to apply and expand their culinary arts skills and knowledge in the workplace environment. Students must complete a minimum of 400 hours at the work site. Upon successful completion of this dual credit course, the student may receive college/university credit. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

65551/65552  College Accounting (Business Education)
Grade Level: 11-12
Credit/Sem: 0.5
Change Course Level
To: AP
Change Course Description

From: This course presents accounting as an information system that produces summary financial statements primarily for users external to a business. Emphasizes the reporting of the effect of transactions and other economic events on the financial statements, accrual v. cash basis, the accounting cycle, monetary assets, inventories, fixed assets, current and long-term liabilities, and owner's equity. The course assumes a corporate form of organization.
To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

**To:** Students will learn accounting as an information system that produces summary financial statements primarily for users external to a business. Emphasizes the reporting of the effect of transactions and other economic events on the financial statements, accrual v. cash basis, the accounting cycle, monetary assets, inventories, fixed assets, current and long-term liabilities, and owner’s equity. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

65641/65642  College Business (Business Education)

<table>
<thead>
<tr>
<th>Change Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: 11-12</td>
</tr>
<tr>
<td>To: 10-12</td>
</tr>
<tr>
<td>Credit/Sem: 0.5</td>
</tr>
</tbody>
</table>

**Change Course Level**

**From:** This course presents marketing as a focus on methods involved in distribution of goods and services. Roles and functions of marketing institutions in business system. Product, price, promotion, and distribution channel policies. Topics include: marketing mix, marketing research, market segmentation, consumer behavior, industrial goods market, product planning, branding and packaging policies, retail and wholesale operations, advertising plans, marketing planning sales promotion techniques, break-even analysis, global marketing, careers in marketing, economic systems, and business ethics.

To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

**To:** Students will learn marketing as a focus on methods involved in business systems. Topics include: marketing mix, research, & segmentation, consumer behavior, product planning, branding and packaging, retail and wholesale operations, advertising plans, marketing planning sales promotion techniques, break-even analysis, global marketing, careers in marketing, economic systems, and business ethics. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

65681/65682  College Entrepreneurship 1 (Business Education)

<table>
<thead>
<tr>
<th>Grade Level: 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit/Sem: 0.5</td>
</tr>
</tbody>
</table>

**Change Course Description**

**From:** This honors course offers students an authentic entrepreneurship experience, allowing them to create and fully develop their own product or service. Real entrepreneurs and business experts serve as volunteer coaches and mentors guiding student teams through the Lean Startup processes of developing hypotheses about a business concept, testing those hypotheses, adapting, and further iteration. The program also includes foundational business topics such as marketing and finance. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

**To:** Students will have an authentic entrepreneurship experience, allowing them to create and fully develop their own product or service. Real entrepreneurs and business experts serve as volunteer coaches and mentors guiding student teams through the "Lean Startup" processes. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.
65711/65712  College Culinary Arts/ProStart 1 (Family and Consumer Services)
Grade Level 11-12 (10 with Instructor Consent)
Prerequisite: 05780
Credit/Sem: 0.5
Change Course Level
To: AP
Change Course Description

From: This honors course helps students attain the knowledge and develop skills for the foodservice industry, our country's fastest-growing industry. Students will sharpen culinary skills while gaining experience in the industry. This course will follow the ProStart curriculum certified by the National Restaurant Association (NRA) and Illinois Restaurant Association (IRA) and over the first year of a two-year program. A related, School-Business partnership will enhance the students' understanding of the commercial food skill standards, with a chance to intern in a related job. This course is part of the District 214 dual credit program and will grant Harper College credit toward an associate degree. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will attain the knowledge and develop skills within the foodservice industry. Students will follow the ProStart curriculum certified by the National Restaurant Association (NRA) and Illinois Restaurant Association (IRA). Upon successful completion of this dual credit course, students may receive college/university credit.

65801/65802  College Culinary Arts/ProStart 2 (Family and Consumer Services)
Grade Level: 11-12 (10 with Instructor Consent)
Prerequisite: 65711/65712
Grade/Sem: 0.5
Change Course Level
To: AP
Change Course Description

From: This honors course is an advanced study of the culinary arts and pastry creation. Students study career opportunities within the areas of foods and nutrition, and elements of technology are integrated. Units of study may include international and regional cuisine, as well as high-level baking and pastry techniques. It also is a continuum of advanced culinary preparation skill development. Students are involved in the research and development of original food products and presentations. Instruction in this course will stress the use of web-based resources, the study of careers in the food and nutrition fields, and the development of original recipes for publication. Opportunities for internships are available. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will study career opportunities within the areas of foods and nutrition, and elements of technology are integrated. All students are involved in the research and development of original food products and presentations. Upon successful completion of this dual credit course, students may receive college/university credit.

65860  College Fashion Merchandising (Family and Consumer Services)
Grade Level: 9-12
Credit/Sem: 0.5
Change Course Level
To: AP
Change Course Description

From: This honors course provides all the phases of fashion merchandising, not only in business aspects, but also in the aesthetic and creative sides of fashion, such as window display, fashion basics and textiles. Students will study fashion history and trends as well as their influence on our lives. In addition, they survey the development of style leading up to contemporary design. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.
To: Students will learn about the fashion merchandising industry, which includes business aspects, aesthetic and creative sides of fashion, and the presentation of products and materials. Students will study fashion history and trends as well as their influence on our lives. Upon successful completion of this dual credit course, students may receive college/university credit.

65870 College Fashion Construction (Family and Consumer Services)
Grade Level: 9-12
Prerequisite: 05850
Credit/Sem: 0.5
Change Course Level

To: AP

From: This honors course provides students the opportunity to demonstrate a working knowledge of handling fabrics, utilizing correct grain lines, stitches, seams, zippers, buttons and basic construction methods of garment making in a laboratory setting. Garments are constructed as well as a skills book. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will have an opportunity to demonstrate their working knowledge of handling fabrics, utilizing correct grain lines, stitches, seams, zippers, buttons and while constructing a variety of garments in our lab. Upon successful completion of this dual credit course, students may receive college/university credit.

65950 Practicum in Early Childhood Education 2 (Family and Consumer Services)
Grade Level: 9-12
Prerequisite: 05920
Credit/Sem: 0.5
Change Course Level

To: AP

From: Practicum in Early Childhood Education 2 (PECE 2) is a lab-oriented course where students have advanced opportunities to observe, supervise, and teach children with a variety of needs. Students will explore, research, and implement the most current teaching trends and techniques in early childhood education. In addition, students in PECE 2 will focus on developing individual responsibility in preparing learning modules for instruction. The PECE 2 experience will include student interaction with special needs and ELL preschool children. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will explore, research, and implement the most current teaching trends and techniques in early childhood education. In addition, students will focus on developing individual responsibility in preparing learning modules for instruction. Upon successful completion of this dual credit course, students may receive college/university credit.

66071/66072 College Vocational Automotive (Technical Education)
Grade Level: 11-12
Prerequisite: 06062 or Consent of Instructor
Credit/Sem: 0.5
Change Course Level

To: AP

From: This honors course provides an in-depth exploration of the specific sub-assemblies of the automobile. This course concentrates on repairs to a variety of automotive systems. Emphasis is placed on the use of sophisticated diagnostic and repair skills typical of the auto industry. Students completing this course will be well prepared to continue post-secondary education leading to the national Automotive Service of Excellence (ASE) certification as an automotive technician. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.
**To:** Students will be provided with an in-depth exploration of the specific sub-assemblies of the automobile. Students completing this course will be well prepared to continue post-secondary education leading to the national Automotive Service of Excellence (ASE) certification as an automotive technician. This dual credit course, students may receive college/university credit.

66091/66092  College Automotive Engine Performance and Electrical System (Technical Education)

Grade Level 10-12
Change Course Level
**To:** AP
Change Prerequisite
**From:** 06062 or Consent of Instructor
**To:** 06051/06052 Automotive Systems
Credit/Sem: 0.5
Change Course Description

**From:** This honors course teaches the fundamental skills required to test, adjust, and repair the computer-controlled automobile system using state of the art electrical and computer based diagnostic equipment. The modern automobile operates with a computer based electrical control system. Study of the electrical control system will enhance the students' knowledge of the electrical components and computer-controlled systems directly related to engine operation and performance, emission controls, and fuel consumption. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

**To:** Students will learn the skills required testing, adjusting, and repairing the computer-controlled automobile system using state of the art electrical and computer based diagnostic equipment. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

66191/66192  College Practical Architectural Construction-PAC Year 1 (Career Education)

Grade Level: 10-12
Prerequisite: Consent of PAC Instructor
Credit/Sem: 1.0
Change Course Level
**To:** AP
Change Course Description

**From:** This honors course provides actual on-site work experience. Students have the opportunity to work with the tools of carpentry and related trades while building a single-family residence on a chosen job site in the district. This course is part of the District 214 dual credit program. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

**To:** Students will be provided actual on-site work experience. Students have the opportunity to work with the tools of carpentry and related trades while building a single-family residence on a chosen job site in the district. This course may be repeated. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

66193/66194  College Practical Architectural Construction- PAC Year 2 (Career Education)

Grade Level: 10-12
Prerequisite: 66191/66192
Credit/Sem: 0.5
Change Course Level
**To:** AP
Change Course Description

**From:** This honors course provides actual on-site work experience. Students have the opportunity to work with the tools of carpentry and related trades while building a single-family residence on a chosen job site in the district. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon
successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details. This course may be repeated.

To: Students will be provided actual on-site work experience. Students have the opportunity to work with the tools of carpentry and related trades while building a single-family residence on a chosen job site in the district. This course may be repeated. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

66241/66242 College Cybersecurity and Mobility (Computer Education)

Grade Level: 11-12
Prerequisite: 09091/09092 or Division Head Approval
Credit/Sem: 0.5
Change Course Level

To: AP

Change Prerequisite

From: 09091/09092 and Division Head Approval

To: 09091/09092

Change Course Description

From: This honors course is intended to provide a basic survey of the importance of IT security awareness and data confidentiality. This course exposes students to aspects of information security and provides tangible examples of the importance and value of securing data, both for themselves and the organization. Students will be introduced to legislation, local, state and federal privacy policies and liability of individuals and institutions related to data confidentiality and integrity. Students will explore risk management, security policies, and common threats and countermeasures, and experiment with best practices in access control and password policies. Other concepts covered will be Cyber Ethics, Cyber Law, Digital Forensics, and Cyber Incident Analysis and Response. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will be exposed to aspects of information security and provides tangible examples of the importance and value of securing data, both for themselves and the organization. Students will be introduced to legislation, local, state and federal privacy policies and liability of individuals and institutions related to data confidentiality and integrity. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

66301/66302 College Advanced Graphic Arts (Technical Education)

Grade Level: 10-12
Prerequisite:06260 or 06440
Credit/Sem: 0.5
Change Course Level

To: AP

From: This honors course prepares students for post-secondary experiences in the graphic arts industry. This capstone course can lead directly to a number of post-secondary institutions that award certificated, associate and baccalaureate degrees, and establishes skills that transition directly into the workspace. This class's production-oriented atmosphere challenges students to build on previous course work and become self-directed learners who create professional, high profile printing projects. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will prepare for post-secondary experiences in the graphic arts industry. This capstone course can lead directly to a number of post-secondary institutions that award certificated, associate and baccalaureate degrees, and establishes skills that transition directly into the workspace. This class's production-oriented atmosphere challenges students to build on previous course work and become self-directed learners who create professional, high profile printing projects. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details. To be enrolled in this dual credit course, students must meet dual
credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

66640 College Medical Terminology (Harper College) (Health Science Education)
Grade Level: 10-12
Credit/Sem: 0.5
Change Course Level

To: AP
Change Course Description

From: Emphasizes the origin and the basic structure of medical words, including prefixes, suffixes, word roots, combining forms and plurals. Offers pronunciation, spelling, and definition of medical terms based on the body systems approach. Emphasis on rendering a professional vocabulary required for work in the health care field. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will learn the basic structure of medical words, including prefixes, suffixes, word roots, combining forms and plurals. Offers pronunciation, spelling, and definition of medical terms based on the body systems approach. Emphasis on rendering a professional vocabulary required for work in the health care field. This dual credit course, students may receive college/university credit.

66740 College A+ Hardware (Computer Education)
Grade Level: 9-12
Prerequisite: 60740
Credit/Sem: 0.5
Change Course Level

To: AP
Change Courses Description

From: This honors course provides students with experience installing, configuring, maintaining, upgrading, diagnosing, troubleshooting, and networking recent and current personal computer hardware. Students successfully completing this course will have the opportunity to sit for the first of two exams required for Comp TIA A+ certification. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will be provided with experience installing, configuring, maintaining, upgrading, diagnosing, troubleshooting, and networking recent and current personal computer hardware. Students successfully completing this course will have the opportunity to sit for the first of two exams required for Comp TIA A+ certification. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

66750 College CISCO Networking Basics (Computer Education)
Grade Level: 9-12
Credit/Sem: 0.5
Change Course Level

To: AP
Change Course Description

From: This honors course is the first of two semester courses in the computer repair program course capstone sequence. The course content is regulated by industry standards and rewards the student, after successful completion of two semesters, with an industry certificate. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will be enrolled in a course that is the first of two semester courses in the computer repair program course capstone sequence. The course content is regulated by industry standards and rewards the student, after successful completion of two semesters, with an industry certificate. To be enrolled in this dual credit course, students must meet
dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

66760  College CISCO Routers and Routing Basics (Computer Education)
Grade Level: 9-12
Prerequisite: 66750
Credit/Sem: 0.5
Change Course Level

To: AP
Change Course Description

From: This honors course is the second of two semester courses in the computer repair program course capstone sequence. The course content is regulated by industry standards and rewards the student, after successful completion of two semesters, with an industry certificate. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will be enrolled in the second of two semester courses in the computer repair program course capstone sequence. The course content is regulated by industry standards and rewards the student, after successful completion of two semesters, with an industry certificate. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

66800  College A+ Operating Systems Technology (Technical Education)
Grade Level: 9-12
Prerequisite: 66740
Credit/Sem: 0.5
Change Course Level

To: AP
Change Course Description

From: This honors course provides students with experience installing, configuring, upgrading, diagnosing, troubleshooting, and networking recent and current personal computer operating systems. Students successfully completing this course will have the opportunity to sit for the second of two exams for Comp TIA’s A+ Certification. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will experience installing, configuring, upgrading, diagnosing, troubleshooting, and networking recent and current personal computer operating systems. Students successfully completing this course will have the opportunity to sit for the Comp TIA’s A+ Certification exam. Upon successful completion of this dual credit course, students may receive college/university credit.

66810  College Computer Networking  (Technical Education)
Grade Level: 9-12
Prerequisite: 66800
Credit/Sem: 0.5
Change Course Level

To: AP
Change Course Description

From: This honors course provides students with hands-on experience implementing and maintaining computer networks. It includes networking standards, architecture, operations, security and troubleshooting using current network operating systems. Students successfully completing this course will have the opportunity to sit for Com TIA’s Network+ exam. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will have hands-on experience with networking standards, architecture, operations, security and troubleshooting using current network operating systems. Students successfully completing this course will have
opportunity to take the Comp TIA’s Network+ exam. Upon successful completion of this dual credit course, students may receive college/university credit.

66820  College Manufacturing Internship (Technical Education)  
Grade Level: 9-12  
Prerequisite: Previous or Concurrent Enrollment in 69631  
Credit/Sem: 0.5  
Change Course Level  
To: AP  
Change Course Description

From: This honors, dual credit course provides opportunities for students to apply and expand manufacturing skills and knowledge in the workplace environment. Students will have an on-site supervisor who will assign duties in the workplace as well as receive additional on-campus support and assessment. The student must complete a minimum of 100 hours at the worksite. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will apply and expand their manufacturing skills and knowledge in the workplace environment. Students will have an on-site supervisor who will assign duties in the workplace. The student will be required to complete a minimum of 100 hours at the worksite to receive credit. Upon successful completion of this dual credit course, students may receive college/university credit.

66830  College Introduction to Aviation  
Grade Level: 9-12  
Credit/Sem: 0.5  
Change Course Level  
To: AP  
Change Course Description

From: This course acquaints student with the many aspects of career opportunities in the aviation industry. To be enrolled in this course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will learn many aspects of and career opportunities in the aviation industry. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

66840  College Aviation Physics (Technical Education)  
Grade Level: 9-12  
Credit/Sem: 0.5  
Change Course Level  
To: AP  
Change Course Description

From: Students will study the laws of physics with aviation applications, including structure of matter, gas laws, heat transfer, and properties of liquids. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will study the laws of physics with aviation applications, including structure of matter, gas laws, heat transfer, and properties of liquids. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

66850  College Aviation Fundamentals (Technical Education)  
Grade Level: 11-12  
Prerequisite: 66830
From: Students will learn about aerodynamics, aircraft design, stability, control, Federal Aviation Administration regulations and publications, weight and balance, and ground handling of aircraft. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will learn about aerodynamics, aircraft design, stability, control, Federal Aviation Administration regulations and publications, weight and balance, and ground handling of aircraft. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

66911/66912 PLTW-Digital Electronics (Technical Education)

From: Digital Electronics is an honors course in applied logic. Students will explore the digital circuits found in video games, watches, calculators, digital cameras, and thousands of other devices. They will investigate digital logic and how digital devices can control automated equipment and use industry standard, electronic design software to build circuits and export designs. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will explore the digital circuits found in video games, watches, calculators, digital cameras, and thousands of other devices. Students will investigate digital logic and how digital devices can control automated equipment prior to constructing circuits. Upon successful completion of this dual credit course, students may receive college/university credit.

66941/66942 PLTW- Aerospace Engineering (Technical Education)

From: This course focuses on the fundamentals of atmospheric and space flight. Students explore the physics of flight and bring the concepts to life by designing an airfoil, propulsion system, and rockets. Students learn basic orbital mechanics using industry-standard software and explore robot systems through projects such as remotely operated vehicles. The course also acquaints student with many aspects of career opportunities in the aviation industry. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will explore the physics of flight and bring the concepts to life by designing and airfoil, propulsion system, and rockets. Students learn basic orbital mechanics using industry-standard software. The course also acquaints students with career opportunities within the aviation industry. Upon successful completion of this dual credit course, students may receive college/university credit.

68171/68172 College Nursing Assistant Training (D214)

From: 68211/68212, ACT
Reading or Placement Score
To: Completion or Concurrent
Enrollment in 68220
Credit/Sem: 0.75
Change Course Level
To: AP
Change Course Description

From: This honors course provides theory and training in the basic skills essential to the practice of health care workers who will assist the nurse in the care of patients in a variety of health care settings. The course includes simulated practice and opportunity for clinical application. The course is approved by the Illinois Department of Public Health, Office Health Regulations and successful completion is required for application for the Nurse Aide Competency exam. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will learn the origin and the basic structure of medical words, including prefixes, suffixes, word roots, combining forms and plurals. Offers pronunciation, spelling, and definition of medical terms based on the body systems approach. Emphasis on rendering a professional vocabulary required for work in the health care field. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

68220  College Medical Terminology (D214) (Health Sciences)

Grade Level: 10-12
Prerequisite: 08181/08182
Credit/Sem: 0.5
Change Course Level
To: AP
Change Course Description

From: This honors course emphasizes the origin and the basic structure of medical words, including prefixes, suffixes, word roots, combining forms and plurals. Offers pronunciation, spelling, and definition of medical terms based on the body systems approach. Emphasis on rendering a professional vocabulary is required for work in the health care field. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will learn the origin and the basic structure of medical words, including prefixes, suffixes, word roots, combining forms and plurals. Offers pronunciation, spelling, and definition of medical terms based on the body systems approach. Professional vocabulary is required for work in the health care field. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

68250  College Human Anatomy (Health Sciences)

Grade Level: 12
Prerequisite: Program Admission
Course/Sem: 0.5
Change Course Level
To: AP
Change Course Description

From: This honors course introduces the anatomy of the human body; the following systems studied either regionally or systemically: integumentary, skeletal, articular, muscular, circulatory, lymphatic, nervous, respiratory, digestive, excretory, endocrine and reproductive. Includes some introductory histology. Specially designed for students in health careers, biology, and physical education. Strongly recommended preparation: One year of high school biology with a grade of C or better or BIO 110. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Participation in this course will assist the high school student in making appropriate career decisions in the health occupations.

To: Students will be introduced to the anatomy of the human body; the following systems studied either regionally or systemically: integumentary, skeletal, articular, muscular, circulatory, lymphatic, nervous, respiratory, digestive, excretory, endocrine and reproductive. Includes some introductory histology. Specially designed for students in health careers, biology, and physical education. Strongly recommended preparation: One year of high school biology with a grade of C or better or BIO 110. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Participation in this course will assist the high school student in making appropriate career decisions in the health occupations.
careers, biology, and physical education. To be enrolled in this dual credit course, students must meet dual credit
prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may
receive college/university credit.

68260  College Structured Study/Seminar Human Anatomy (Health Sciences)
Grade Level: 12
Prerequisite: Program Admission
Sem/Cr: 0.5
Change Course Level
To: AP

From: This honors course introduces the anatomy of the human body; the following systems studied either regionally or
systemically: integumentary, skeletal, articular, muscular, circulatory, lymphatic, nervous, respiratory, digestive,
excretory, endocrine and reproductive. Includes some introductory histology.

To: Students will study the anatomy of the human body; the following systems studied either regionally or systemically:
integumentary, skeletal, articular, muscular, circulatory, lymphatic, nervous, respiratory, digestive, excretory, endocrine
and reproductive. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual
credit requirements. Upon successful completion of this dual credit course, students may receive college/university
credit.

68270  College Health Careers/Caring Careers (Health Sciences)
Grade Level: 12
Prerequisite: Program Admission
Credit/Sem: 0.5
Change Course Level
To: AP

From: This honors course focuses on developing critical thinking and information literacy skills to make better-informed
decisions regarding college and career planning. Special emphasis is given to the questions, methods, and career and
college options relating to an area of academic or thematic interest. Additional information about material to be covered
will be available with pre-registration materials each time that the course is offered. To be enrolled in this dual credit
course, students must meet dual credit prerequisites and complete dual credit requirements. Participation in this course
will assist the high school student in making appropriate career decisions in the health occupations.

To: Students will experience the anatomy of the human body; the following systems studied either regionally or
systemically: integumentary, skeletal, articular, muscular, circulatory, lymphatic, nervous, respiratory, digestive, excretory, endocrine and reproductive. Includes some introductory histology. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

68280  College Introduction to Human Anatomy and Physiology (Health Science Education)
Grade Level: 12
Prerequisite: Program Admission
Credit/Sem: 0.5
Change Course Level
To: AP

From: This honors course surveys the human body, with emphasis on basic physical and chemical concepts, anatomy,
physiology and embryology. Designed to meet the needs of students in certain allied health career programs. Knowledge
of high school biology is assumed. To be enrolled in this dual credit course, students must meet dual credit prerequisites
and complete dual credit requirements. Participation in this course will assist the high school student in making
appropriate career decisions in the health occupations.

To: Students will learn about the human body, with emphasis on basic physical and chemical concepts, anatomy,
physiology and embryology. Designed to meet the needs of students in certain allied health career programs. Knowledge
of high school biology is assumed. To be enrolled in this dual credit course, students must meet dual credit prerequisites
and complete dual credit requirements. Participation in this course will assist the high school student in making
appropriate career decisions in the health occupations. To be enrolled in this dual credit course, students must meet dual
credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

68290  College Human Physiology (Health Science Education)

Grade Level: 12
Prerequisite: Program Admission
Credit/Sem: 0.5
Change Course Level

To: AP
Change Course Description

From: This honors course emphasizes physiological principles at the molecular, cellular, tissue, organ and system level, as they pertain to the human organism. The following systems are studied in detail: skeletal, muscular, circulatory, nervous, digestive, respiratory, urinary, reproductive and endocrine. In this course, special applications will be made to meet the needs of students in health careers, biology and physical education. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Participation in this course will assist the high school student in making appropriate career decisions in the health occupations.

To: Students will study the physiological principles at the molecular, cellular, tissue, organ and system level, as they pertain to the human organism. The following systems are studied in detail: skeletal, muscular, circulatory, nervous, digestive, respiratory, urinary, reproductive and endocrine. In this course, special applications will be made to meet the needs of students in health careers, biology and physical education. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Participation in this course will assist the high school student in making appropriate career decisions in the health occupations.

To: Enrollment in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

68300  College Structured Study/Seminar Human Anatomy (Health Science Education)

Grade Level: 12
Prerequisite: Program Admission
Credit/Sem: 0.5
Change Course Level

To: AP
Change Course Description

From: This honors course is a structured study/seminar emphasizing physiological principles at the molecular, cellular, tissue, organ and system level, as they pertain to the human organism. The following systems are studied in detail: skeletal, muscular, circulatory, nervous, digestive, respiratory, urinary, reproductive and endocrine.

To: Students will learn in a structured study/seminar emphasizing physiological principles at the molecular, cellular, tissue, organ and system level, as they pertain to the human organism. The following systems are studied in detail: skeletal, muscular, circulatory, nervous, digestive, respiratory, urinary, reproductive and endocrine. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

68310  College NLN Prep Courses (Health Science Education)

Grade Level: 12
Prerequisite: Program Admission
Credit/Sem: 0.5
Change Course Level

To: AP
Change Course Description

From: This honors course is a prep course for the NLN exam, which is used for entrance in the Nursing (RN), Practical Nursing Certificate, Dental Hygiene, Diagnostic Cardiac Sonography, Diagnostic Medical Sonography, and Radiologic Technology programs. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Participation in this course will assist the high school student in making appropriate career decisions in the health occupations.

To: Students will study for the NLN exam in this prep course, which is used for entrance in the Nursing (RN), Practical Nursing Certificate, Dental Hygiene, Diagnostic Cardiac Sonography, Diagnostic Medical Sonography, and Radiologic Technology programs. To be enrolled in this dual credit course, students must meet dual credit prerequisites and
complete dual credit requirements. Participation in this course will assist the high school student in making appropriate
career decisions in the health occupations. To be enrolled in this dual credit course, students must meet dual credit
prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may
receive college/university credit.

68850 College Aviation Fundamentals (Technical Education)

  Grade Level: 11-12
  Prerequisite: 66830
  Credit/Sem: 0.5
  Change Course Level

From: Students will learn about aerodynamics, aircraft design, stability, control, Federal Aviation Administration
regulations and publications, weight and balance, and ground handling of aircraft. To be enrolled in this dual credit
course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion
of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook
for details.

To: Students will learn about aerodynamics, aircraft design, stability, control, Federal Aviation Administration
regulations and publications, weight and balance, and ground handling of aircraft. Upon successful completion of this
dual credit course, students may receive college/university credit.

69150 College Production 1 (Technical Education)

  Grade Level: 11-12
  Prerequisite: 09540 or Division
  Head Approval
  Credit/Sem: 0.5
  Change Course Level

From: This honors dual credit production-centered course teaches the foundational elements of visual storytelling
through video, television, and film. These foundational elements include narrative construction, visual composition,
genre aesthetics, visual rand development, characterization, and non-linear editing in order to communicate a unified
message through video, audio, ad graphics. To be enrolled in this dual credit course, students must meet dual credit
prerequisites and complete dual credit requirements. Participation in this course will assist the high school student in
making appropriate career decisions in the health occupations.

To: Students will learn the foundational elements of visual storytelling through video, television, and film. These
foundational elements include narrative construction, visual composition, genre aesthetics, visual rand development,
characterization, and non-linear editing in order to communicate a unified message through video, audio, ad graphics.
Upon successful completion of this dual credit course, students may receive college/university credit.

69631/69632 College Advanced Machine Technology (Technical Education)

  Grade Level: 11-12
  Credit/Sem: 0.5
  Change Course Level

From: This honors course covers the fundamentals of precision machining theory and practices, which are aligned with
the standards established by the National Tooling and Manufacturing Association. This class will help prepare students
for a future in the various precision machining occupations and related fields. Students will become familiar with the
hand tools, manual & Computer Numerical Control (CNC) equipment that are commonly found in the industry. Students
will study blueprint interpretation, precision measurement, tooling, machine setup, work holding and general
metalworking processes. Students enrolled in this course may work towards level one certification with the National
Institute for Metalworking Skills Inc (NIMS). Upon successful completion of this course, students will receive Harper
Introduction to Manufacturing and Safety (MFT102) and Machine Processing (MFT105) credit. course covers the
fundamentals of precision machining theory and practices, which are aligned with the standards established by the
National Tooling and Manufacturing Association. This class will help prepare students for a future in the various
precision machining occupations and related fields. Students will become familiar with the hand tools, manual & Computer Numerical Control (CNC) equipment that are commonly found in the industry. Students will study blueprint interpretation, precision measurement, tooling, machine setup, work holding and general metalworking processes. This course provides theory and training in the basic skills essential to the practice of health care workers who will assist the nurse in the care of patients in a variety of health care settings. The course includes simulated practice and opportunity for clinical application. The course is approved by the

**To:** Students will become familiar with the hand tools, manual & Computer Numerical Control equipment. Students will study blueprint interpretation, precision measurement, tooling, machine setup, and work holding. Students may work towards level one certification with the National Institute for Metalworking Skills Inc. This dual credit course, students may receive college/university credit.

69641/69642 College Advanced CNC Manufacturing (Technical Education)

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>69631/69632</td>
</tr>
<tr>
<td>Credit/Sem:</td>
<td>0.5</td>
</tr>
<tr>
<td>Change Course Level</td>
<td></td>
</tr>
</tbody>
</table>

**To:** AP

**Change Course Description**

**From:** This honors course is designed for students who may be pursuing a career in precision metalworking or related computer machining applications and covers advanced applications of precision machining theory and practice. It includes lathes, O.D. and I.D. grinders, tool grinders, and milling machines. Students study production machining, feed and speed application, and quality control techniques and will become fluent in operating Computer Numerical Control (CNC) equipment. Students enrolled in this course may work towards certification with the National Institute for Metalworking Skills Inc. (NIMS). A local business advisory board will provide students with information on real life experiences, job observation, and job applications. This course provides theory and training in the basic skills essential to the practice of health care workers who will assist the nurse in the care of patients in a variety of health care settings. The course includes simulated practice and opportunity for clinical application. The course is approved by the Illinois Department of Public Health, Office Health Regulations and successful completion is required for application for the Nurse Aide Competency exam. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

**To:** Students will study production machining, feed and speed application, and quality control techniques and will become fluent in operating Computer Numerical Control equipment. Students enrolled in this course may work towards level one and two certification with the National Institute for Metalworking Skills Inc. (NIMS). This dual credit course, students may receive college/university credit.

69981/69982 College Education Academy (Family and Consumer Services)

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Application</td>
</tr>
<tr>
<td>Credit/Sem:</td>
<td>1.0</td>
</tr>
<tr>
<td>Change Course Level</td>
<td></td>
</tr>
</tbody>
</table>

**To:** AP

**Change Course Description**

**From:** This is an advanced course for students interested in careers in education. Students alternate days of on-site experiential learning with college-level coursework in the classroom. Using a 150-minute block of time daily, this course blends topics existing in other areas of the curriculum with material to be developed specifically for this field of study. Students will play an active role in the learning process. Class topics will be determined in part by the experiences the students have on-site, and analyzed through an increased amount of classroom seminar/discussion format. In addition, students will pursue issues of personal interest. This course, taught at Rolling Meadows High School, is open to all district students. This course provides theory and training in the basic skills essential to the practice of health care workers who will assist the nurse in the care of patients in a variety of health care settings. The course includes simulated practice and opportunity for clinical application. The course is approved by the Illinois Department of Public Health, Office Health Regulations and successful completion is required for application for the Nurse Aide Competency exam. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit
requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will alternate days of on-site experiential learning with college-level coursework in the classroom. Class topics are determined by the experiences the students have on-site and analyzed through an increased amount of classroom seminar/discussion format. Upon successful completion of this dual credit course, students may receive college/university credit.

Health, Physical Education and Driver Education

04931/04932 Personal Training Certification
Grade Level: 12
Semester Course: Cr/ Sem: 0.5
Change Course Description

From: This course is designed to give students the knowledge and understanding necessary to prepare for the ACE personal trainer certification exam and become effective personal trainers. This course presents the ACE Integrated Fitness Training (ACE IFT) Model as a comprehensive system for designing individualized programs based on each client's unique health, fitness, and goals. The information covered by this course and the ACE IFT Model will help students learn how to facilitate rapport, adherence, self-efficacy and behavior change in clients, as well as design programs that help clients to improve posture, movement, flexibility, balance, core function, cardio respiratory fitness, and muscular endurance and strength. This course will have a lab and classroom component.

To: Students will be preparing for the ACE personal trainer certification exam by designing programs that help clients to improve posture, movement, flexibility, balance, core function, cardio respiratory fitness, and muscular endurance and strength. This course will have a lab and classroom component.

08440 Beginning Strength and Conditioning
Grade Level: 9-12
Prerequisite: Division Head Approval
Credit/Sem: 0.25
Change Course Description

From: This course is recommended as a prerequisite for Advanced Strength and Conditioning for freshman and sophomores. Sophomores may take Advanced Strength and Conditioning without taking this course only with the approval of the division head. Instruction includes the freshman outcomes plus strength and conditioning techniques and practices. Students must participate at high intensity levels of strength and cardiovascular activities.

To: Students will learn the fundamentals of strength training and conditioning techniques. They will participate in strength and cardiovascular activities that will improve fitness and overall wellness.

08491/08492 Exercise Physiology
Grade Level: 9-12
Credit/Sem: 0.25
Change Course Description

From: This course will focus on the interaction of the disciplines of physical education, human physiology, medical terminology, and healthcare and will offer students a broad range of information on career opportunities in the health field and available educational programs. Students will engage in a variety of exercise protocols while simultaneously learning the corresponding physiological concepts that relate to each form of exercise. Students will explore a variety of exercises and the physiological responses associated with each form from both the perspective of an acute exercise session and the long-term adaptations that result from an extended exercise program. Participation in this course will assist the high school student in making appropriate career decisions in the health occupations.

To: Student will focus on the disciplines of physical education, human physiology, medical terminology, and healthcare while providing information on career opportunities in the health field and available educational programs. Students will engage in a variety of exercise protocols while simultaneously learning the corresponding physiological concepts that relate to each form of exercise.
08500 Modified Physical Education

Grade Level: 9-12
Change Prerequisite

From: Placement
To: Division Head Approval
Credit/Sem: 0.25
Change Course Description

From: This course offers physical education activities for individuals who, by physician prescription, are unable to participate in the regular physical education curriculum. This class emphasizes development and implementation of prescribed exercise programs as directed by the physician. The Modified Physical Education program will also focus on health-related physical fitness concepts and appropriate skill-related fitness activities as approved by the physician. This course may be substituted for any PE course at any time provided the student meets all other enrollment criteria.

To: Students will engage in differentiated physical activity when they are unable to participate in the regular physical education curriculum. This class emphasizes development and implementation of prescribed exercise programs as directed by health-care professionals.

08510 Freshman Physical Education 1

Grade Level: 9
Change Prerequisite

From: Placement
To: Division Head Approval
Credit/Sem: 0.25
Change Course Description

From: This course introduces concepts for personal development in health-related fitness and physical skills; these include cardiovascular exercise, body composition, strength, endurance, and flexibility, which will be the basis for the four-year physical education program. Students will develop physical and health-related fitness skills through participation in individual and field activities.

To: Students will be introduced to concepts for personal development in health-related fitness and physical skills; these include cardiovascular exercise, strength, endurance, and flexibility, which will be the basis for the four-year physical education program. Students will develop physical and health-related fitness skills through participation in individual and team activities.

08520 Freshman Physical Education 2

Grade Level: 9
Change Prerequisite

From: Placement
To: Division Head Approval
Change Course Description

From: This course introduces concepts for personal development in health-related fitness and physical skills; these include cardiovascular exercise, body composition, strength, endurance, and flexibility, which will be the basis for the four-year physical education program. Students will develop physical and health-related fitness skills through participation in individual and team activities.

To: Students will be introduced to concepts for personal development in health-related fitness and physical skills; these include cardiovascular exercise, strength, endurance, and flexibility, which will be the basis for the four-year physical education program. Students will develop physical and health-related fitness skills through participation in individual and team activities in this second semester of the freshman physical education course.

08530 Physical Education

Grade Level: 10-12
Change Prerequisite

From: Placement
To: 08510/08520 or Division Head Approval
Credit/Sem: 0.25
Change Course Description
From: This course focuses on personal health with emphasis on health-related fitness; students will work on exercise, cardiovascular, body composition, strength, endurance, and flexibility. Students engage in fitness activities based on their fitness level. A variety of fitness, skills, individual, and field activities will promote the development of lifetime fitness leisure skills.

To: Students will focus on personal health with emphasis on health-related fitness; students will work on exercise, cardiovascular, body composition, strength, endurance, and flexibility. Students engage in fitness activities based on their fitness level. A variety of fitness, skills, individual, and field activities will promote the development of lifetime fitness leisure skills.

08540  Physical Education

Grade Level: 10-12
Change Prerequisite:

From: Placement
To: Division Head Approval
Credit/Sem: 0.25
Change Course Description

From: This course focuses on personal health with emphasis on health-related fitness; students will work on exercise, cardiovascular, body composition, strength, endurance, and flexibility. Students engage in fitness activities based on their fitness level. A variety of fitness, skills, individual, and field activities will promote the development of lifetime fitness leisure skills.

To: Students will focus on personal health with emphasis on health-related fitness; students will work on exercise, cardiovascular, body composition, strength, endurance, and flexibility. Students engage in fitness activities based on their fitness level. A variety of fitness, skills, individual, and field activities will promote the development of lifetime fitness leisure skills.

08550  Dance 1

Grade Level: 9-12
Change Prerequisite:

From: Placement
To: Division Head Approval
Credit/Sem: 0.25
Change Course Description

From: This course engages students in basic dance education as an art form, and lifetime physical activity. Students explore ballet, contemporary, jazz, and choreographic techniques. Male and female students are encouraged to register. Successful completion of this course meets the fine arts and physical education graduation requirements.

To: Students will explore ballet, contemporary, jazz, and choreographic techniques. Successful completion of this course meets the fine arts and physical education graduation requirements.

08560  Dance 2

Grade Level: 10-12
Change Prerequisite:

From: Placement
To: Division Head Approval
Credit/Sem: 0.25
Change Course Description

From: This course will focus on the interaction of the disciplines of physical education, human physiology, medical terminology, and healthcare and will offer students a broad range of information on career opportunities in the health field and available educational programs. Students will engage in a variety of exercise protocols while simultaneously learning the corresponding physiological concepts that relate to each form of exercise. Students will explore a variety of exercises and the physiological responses associated with each form from both the perspective of an acute exercise session and the long-term adaptations that result from an extended exercise program. Participation in this course will assist the high school student in making appropriate career decisions in the health occupations.

To: Students will build upon the technical fundamental skills of dance taught in Dance 1. Students will strengthen their dance education in ballet, contemporary, jazz, and choreographic techniques. Students will also continue to gain experience as a performer. Successful completion of this course meets the fine art and physical education requirements.
From: Orchesis is an advanced dance class for students selected by audition. This course emphasizes the development of advanced techniques in numerous dance forms as well as creative expression, aesthetic discrimination, and performance qualities. Male and female students are encouraged to audition. Successful completion of this course meets the fine arts and physical education graduation requirements.

To: Students will develop advanced techniques in numerous dance forms as well as creative expression, aesthetic discrimination, and performance qualities. Students are selected by audition and will satisfy the fine arts and physical education requirements.

08580 Junior Leader 1

From: As part of the Leaders program, this course provides a "practicum" for the student to demonstrate the skills learned in Leaders 1. The student may choose either an elective course or regular physical education for his/her Junior Leaders 2 experience.

To: Students will engage in leadership training within a variety of physical education settings. Students will actively participate in and learn how to lead small and large group activities as well as improve their communication, organization, and problem-solving skills.

08590 Junior Leader 2

From: This course allows students to utilize the leadership techniques they learned in Junior Leader and Junior Leader 2. The student will actively participate in and lead small and large group activities and assist physical education teachers in teaching, testing, officiating, and handling the managerial tasks associated with physical education instruction. This course may be repeated for one additional semester.

To: Students will be provided a practicum which expands their knowledge learned in 08580. Students may choose an elective course or regular physical education for their Junior Leaders 2 experience.

08600 Senior Leader

From: This course allows students to utilize the leadership techniques they learned in Junior Leader and Junior Leader 2. The student will actively participate in and lead small and large group activities and assist physical education teachers in
teaching, testing, officiating, and handling the managerial tasks associated with physical education instruction. This course may be repeated for one additional semester.

**To:** Students will utilize the leadership techniques they learned in Junior Leader 1 and Junior Leader 2. The student will actively participate in and lead small and large group activities and assist physical education teachers in teaching, testing, officiating, and handling the managerial tasks associated with physical education instruction. This course may be repeated for one additional semester.

08640 Dance 3

**From:** This course builds upon the technical skills of dance skills taught in Dance 2. Students will learn at an intermediate and advance level. Male and female students are encouraged to register. Successful completion of this course meets the fine arts and physical education graduation requirements.

**To:** Students will learn dance at an intermediate and advance level while exploring various styles of dance. Successful completion of this course meets the fine arts and physical education graduation requirements.

08650 Advanced Swimming

**From:** The emphasis of this course is on swimming as a lifelong activity. It develops advanced swimming and life safety skills as well as the fitness level to do so. This course offers an opportunity for obtaining Lifeguard certification.

**To:** Students will learn swimming as a lifelong activity while developing advanced swimming and life safety skills as well as the fitness level to do so. Students may be afforded the opportunity to obtain a Lifeguard certification.

08660 Advanced Strength and Conditioning

**From:** This is an advanced physical education class for students interested in achieving their highest level of health-related fitness. Class activity emphasizes improving health-related fitness through weight training, exercises, and running programs.

**To:** Students will engage in aquatic-related activities while learning advanced swimming techniques. This course will promote life safety skills and students may be afforded the opportunity to obtain a Lifeguard certification.

08670 Power Gymnastics

**From:** This is an introductory course with major emphasis on the techniques, skills, and terminology commonly used in men's gymnastics events: vaulting, floor exercise, side horse, pommel bar, horizontal bars, and rings. Various gymnastic and health-related fitness activities develop the individual's physical and gymnastics skills. This course may not be repeated except with permission from the division head.
To: Students will learn and improve a variety of techniques, skills, and terminology commonly used in men’s gymnastics events: vaulting, floor exercise, side horse, pommel bar, horizontal bars, and rings. This course may not be repeated except with permission from the division head.

08680 Grace Gymnastics

Grade Level: 9-12
Prerequisite: 9-None,
10-12-08510 or 08530 and
08520 or 08540
Credit/Sem: 0.25
Change Course Description

From: This is an introductory course with major emphasis on the techniques, skills, and terminology commonly used in women's gymnastics: balance beam, uneven bars, vaulting, and floor exercise. Various gymnastic and health-related fitness activities develop the individual's physical fitness and gymnastics skills. This course may not be repeated except with permission from the division head.

To: Students will be introduced to major emphasis on the techniques, skills, and terminology commonly used in women’s gymnastics: balance beam, uneven bars, vaulting, and floor exercise. Various gymnastic and health-related fitness activities develop the individual’s physical fitness and gymnastics skills. This course may not be repeated except with permission from the division head.

08690 Health Education

Grade Level: 10
Change Prerequisite
From: Placement
To: Division Head Approval
Credit/Sem: 0.5
Change Course Description

From: This course presents a broad range of topics that will acquaint the student with the major concepts of wellness and personal and public health. In this course, students will be trained on how to properly administer cardiopulmonary resuscitation and how to use an automated external defibrillator.

To: Students will learn the major concepts of wellness and personal and public health. In this course, students will be trained on how to properly administer cardiopulmonary resuscitation and how to use an automated external defibrillator.

08740 Yoga and Mindful Movement Practices

Grade Level: 10-12
Credit/Sem: 0.25
Change Course Description

From: This course is a mind-body approach to physical activity. The class will offer an in-depth study of the fundamental principles of yoga techniques and related mindful movement practices. Students will be given the tools to reduce tension, increase energy levels, move efficiently, and develop self-awareness. As the semester progresses, opportunities will exist for students learn how to safely tailor their practice to meet their individual needs. Cardiovascular conditioning, journaling, self-reflection, and self-directed practice are included. Students of diverse backgrounds and athletic ability will benefit, no experience necessary.

To: Students will learn a mind-body approach to physical activity. The class will offer an in-depth study of the fundamental principles of yoga techniques and related mindful movement practices. Students will be given the tools to reduce tension, increase energy levels, move efficiently, and develop self-awareness. They will also learn to safely tailor their practice to meet their individual needs.

08750 Advanced Activities (Fall)

Grade Level: 10-12
Prerequisite: 08510,08520;
Must have attained fitness levels 1
and 2, teacher recommendation
Credit/Sem: 0.5
Change Course Description
From: This is an advanced physical education class for students interested in participating in flag/touch football, floor hockey, and volleyball at levels considerably higher than the traditional physical education class. Class activity emphasizes fitness through participation as well as higher levels of skills and strategy.
To: Students will emphasize fitness through a variety of individual and team activities. This course is an advanced physical education class for students who are interested in competing at higher levels of skill and strategy.

08760 Advanced Activities (Spring)
Grade Level: 10-12
Change Prerequisite
From: 08510, 08520; must have attained fitness levels 1 and 2,
Teacher Recommendation
To: 08510 and 08520
Credit/Sem: 0.25
Change Course Description

From: This is an advanced physical education class for students interested in participating in volleyball, basketball, and softball at levels considerably higher than the traditional physical education class. Class activity emphasizes fitness through participation as well as higher levels of skills and strategy.
To: Students will emphasize fitness through a variety of individual and team activities. This course is an advanced physical education class for students who are interested in competing at higher levels of skill and strategy.

08770 Advanced Activities (Racquet Sports)
Grade Level: 10-12
Change Prerequisite
From: 08510, 08520; must have attained fitness levels 1 and 2,
Teacher Recommendation
To: 08510 and 08520
Credit/Sem: 0.25
Change Course Description

From: This is an advanced physical education class for students interested in participating in tennis, badminton, and pickle ball at levels considerably higher than the traditional physical education class. Course activity focuses on fitness through participation as well as higher levels of skills and strategy.
To: Students will emphasize fitness through a variety of individual and team racquet sports like tennis, badminton, and pickle ball. This course is an advanced physical education class for students who are interested in competing at higher levels of skill and strategy.

08800 Lifestyle Fitness
Grade Level: 9-12
Prerequisite: Consent of Instructor
Credit/Sem: 0.25
Change Course Description

From: Lifestyle Fitness is a Physical Education class that explores the physical and nutritional aspects of lifetime wellness. The primary areas of study include physical fitness and physiology, nutritional fitness and lifetime healthy habits.
To: Students will explore the physical and nutritional aspects of lifetime wellness. The primary areas of study include individual physical fitness and physiology, nutritional fitness, and lifetime healthy habits.

08840 Sports Medicine 1
Grade Level: 9-12
Credit/Sem: 0.5
Change Course Description

From: This is an introductory course designed to expose the student to the spectrum of options available in the field of sports medicine. The student will learn about the people, places, technologies, and careers in sports medicine as well as acquire knowledge and skills related to solving sports medicine problems. This course does not count toward physical education requirements.
**To:** Students will learn about the people, places, technologies, and careers in sports medicine as well as acquire knowledge and skills related to solving sports medicine problems. Student Primary causes of injuries; analysis of preventive measures; care of injuries in relation to type of tissue involved.

08850 Sports Medicine 2

<table>
<thead>
<tr>
<th>Grade Level: 10-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: 08840</td>
</tr>
<tr>
<td>Credit/Sem: 0.5</td>
</tr>
<tr>
<td>Change Course Description</td>
</tr>
</tbody>
</table>

**From:** This course is a continuation of Sports Medicine 1 with emphasis on extending the knowledge and skill development started in the prerequisite course. Topics will include the study of various body parts and systems, flexibility, strength, injury recognition, athletic first aid, and rehabilitation. The course will have a classroom component, a lab component, and will require an independent research project. This course does not count toward physical education requirements

**To:** Students will study the various body parts and systems, flexibility, strength, injury recognition, athletic first aid, and rehabilitation. The course will have a classroom and a lab component.

09650 Driver Education Classroom

<table>
<thead>
<tr>
<th>Grade Level: 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: Selection Based</td>
</tr>
<tr>
<td>On Birth Date and IL Eligibility Requirement</td>
</tr>
<tr>
<td>Credit/Sem: 0.25</td>
</tr>
<tr>
<td>Change Course Description</td>
</tr>
</tbody>
</table>

**From:** Students will receive a minimum of 30 hours of classroom instruction in the semester. The curriculum includes topics related to defensive driving techniques, attitudes and emotions, adverse driving conditions, buying/maintaining/insuring a vehicle, the effects of alcohol and drugs on driving, information included in the Rules of the Road booklet, and other driving related issues. This course satisfies District 214’s driver education graduation requirement.

**To:** Students will learn about the complexities of owning and driving an automobile. The class will focus on safe driving techniques and the dangers of impaired and/or distracted driving.

09660 Driver Education Lab

<table>
<thead>
<tr>
<th>Grade Level: 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: Selection Based</td>
</tr>
<tr>
<td>On Birth Date and IL Eligibility Requirement</td>
</tr>
<tr>
<td>Credit/Sem: 0.0</td>
</tr>
</tbody>
</table>

**From:** This course provides “behind the wheel experience” for students enrolled in the driver education program. This lab will include six hours of behind the wheel instruction. A student must also hold a valid Illinois permit for nine months and turn sixteen years of age before they can obtain an Illinois driver license.

**To:** Students will receive 6 hours of behind the wheel instruction in conjunction with the classroom portion of the driver education curriculum. Each student must also hold a valid Illinois permit for nine months and turn sixteen years of age before they can obtain an Illinois driver license.

68660 College Advanced Strength and Conditioning

<table>
<thead>
<tr>
<th>Grade Level: 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: 08510 and 08520 or 08440 or Division Head Approval</td>
</tr>
<tr>
<td>Credit/Sem: 0.5</td>
</tr>
</tbody>
</table>
From: This is an advanced physical education class for students interested in achieving their highest level of health-related fitness. Class activity emphasizes improving health-related fitness through weight training, exercises, and running programs.

To: Students will participate in class activity emphasizes improving health-related fitness through weight training, exercises, and running programs. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

68810 College Basic Care and Prevention of Athletic Injuries

From: This honors dual credit course provides students’ knowledge on the primary causes of injuries, analysis of preventive measures; care of injuries in relation to type of tissue involved. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

To: Students will gain knowledge on the primary causes of injuries, analysis of preventive measures; care of injuries in relation to type of tissue involved. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

Special Programs

02250 Preparatory Study Skills

From: Students enrolled in Study Skills will develop strategies for time management, task completion, test preparation, test completion, communication, and problem solving.

To: Students will develop strategies for time management, task completion, test preparation, test completion, communication, and problem solving.

02390/02400 AVID 1

From: AVID (Advancement via Individual Determination) is a four-year program that prepares students for advanced placement courses in high school and future college level coursework. This class focuses on developing writing, inquiry, collaboration and reading through the content areas as well as communication, self-advocacy, leadership, and organization/time management skills. As students progress through the program an additional focus on college and career research, developing the college entrance essay as well as the college application and financial aid process is integral to the AVID experience.

To: Students will develop writing, inquiry, collaboration and reading through the content areas as well as communication, self-advocacy, leadership, organization/time management skills, and additional focus on college and career research.
Developing the college entrance essay as well as the college application and financial aid process is integral to the AVID experience.

02410/02420 AVID 2

From: AVID (Advancement via Individual Determination) is a four-year program that prepares students for advanced placement courses in high school and future college level coursework. This class focuses on developing writing, inquiry, collaboration and reading through the content areas as well as communication, self-advocacy, leadership, and organization/time management skills. As students progress through the program an additional focus on college and career research, developing the college entrance essay as well as the college application and financial aid process is integral to the AVID experience.

To: Students will develop writing, inquiry, collaboration and reading through the content areas as well as communication, self-advocacy, leadership, organization/time management skills, and additional focus on college and career research. Developing the college entrance essay as well as the college application and financial aid process is integral to the AVID experience.

02430/02440 AVID 3

From: AVID (Advancement via Individual Determination) is a four-year program that prepares students for advanced placement courses in high school and future college level coursework. This class focuses on developing writing, inquiry, collaboration and reading through the content areas as well as communication, self-advocacy, leadership, and organization/time management skills. As students’ progress through the program an additional focus on college and career research, developing the college entrance essay as well as the college application and financial aid process is integral to the AVID experience.

To: Students will develop writing, inquiry, collaboration and reading through the content areas as well as communication, self-advocacy, leadership, organization/time management skills, and additional focus on college and career research. Developing the college entrance essay as well as the college application and financial aid process is integral to the AVID experience.

02450/02460 AVID 4

From: AVID (Advancement via Individual Determination) is a four-year program that prepares students for advanced placement courses in high school and future college level coursework. This class focuses on developing writing, inquiry, collaboration and reading through the content areas as well as communication, self-advocacy, leadership, and organization/time management skills. As students’ progress through the program an additional focus on college and career research, developing the college entrance essay as well as the college application and financial aid process is integral to the AVID experience.

To: Students will develop writing, inquiry, collaboration and reading through the content areas as well as communication, self-advocacy, leadership, organization/time management skills, and additional focus on college and career research. Developing the college entrance essay as well as the college application and financial aid process is integral to the AVID experience.

02601/02602 AP Seminar

From: AVID (Advancement via Individual Determination) is a four-year program that prepares students for advanced placement courses in high school and future college level coursework. This class focuses on developing writing, inquiry, collaboration and reading through the content areas as well as communication, self-advocacy, leadership, and organization/time management skills. As students’ progress through the program an additional focus on college and career research, developing the college entrance essay as well as the college application and financial aid process is integral to the AVID experience.

To: Students will develop writing, inquiry, collaboration and reading through the content areas as well as communication, self-advocacy, leadership, organization/time management skills, and additional focus on college and career research. Developing the college entrance essay as well as the college application and financial aid process is integral to the AVID experience.
Approval
Credit/Sem: 0.5

Change Course Description

From: AP Seminar is a foundational course that engages students in cross curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research based written essays, and design and deliver oral and visual presentations, both individually.!!

To: Students will engage in cross curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research based written essays, and design and deliver oral and visual presentations, both individually.

02611/02612 AP Seminar-English

Change Course Level

From: 10-12
To: 9-12
Prerequisite: Division Head

Approval
Credit/Sem: 0.0

Change Course Description

From: AP Seminar is a foundational course that engages students in cross curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research based written essays, and design and deliver oral and visual presentations, both individually.

To: Students will explore the complexities of academic and real-world topics by analyzing divergent perspectives by using an inquiry framework. Students will synthesize information from multiple sources, develop perspectives in research-based essays, and design/deliver oral and visual presentations. This course meets the language arts graduation requirement.

02701/02702 AP Research

Grade Level: 12
Prerequisite: Division Head

Approval
Credit/Sem: 0.5

Change Course Description

From: AP Research allows students to deeply explore an academic topic, problem, or issue of interest. Through this exploration, students design, plan, and conduct a yearlong research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000-5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

To: Students will explore an academic topic, problem, or issue of individual interest. Students design, plan, and conduct a yearlong investigation to address a research question. Students will understand research methodology; ethical research practices; and synthesizing information as they address a research question. The course culminates in an academic paper and a presentation.

06570 Adventure Learning

Grade Level: 11-12
Change Course Description

From: Students will participate in activities that promote cooperation, trust, communication, problem-solving and creativity through a series of controlled activities. These activities range from icebreakers to trust activities leading to skills that students will transfer to real-life situations. Activities will focus on problem-solving skills as the students encounter a number of difficult challenges ranging from physical tasks to getting along with others who may not have the same goals as they do. Three challenge field trips are included in this course; one near the end of the semester serves as a culminating activity.

To: Students will participate in activities that promote cooperation, trust, communication, problem-solving and creativity through a series of controlled activities. These activities range from icebreakers to trust activities leading to skills that students will transfer to real-life situations. Activities will focus on problem-solving skills as the students encounter a number of difficult challenges ranging from physical tasks to getting along with others who may not have the same goals as they do. Three challenge field trips are included in this course; one near the end of the semester serves as a culminating activity.

06580 Service Learning-70 Hours

From: This program provides a structured experience in volunteerism, laying the groundwork for involved citizenship. Students will participate in a variety of community service experiences under the supervision and/or monitoring of District 214 coordinators. Students may choose from an extensive array of existing programs and activities, or may individually customize experiences with the assistance and approval of the coordinator. Students will have to log a minimum of 70 hours of service learning within a two-year time frame to receive credit for this course.

To: Students will participate in a variety of community service experiences under the monitoring of District 214 staff. Students will individually customize experiences with prior approval, and will have to log a minimum of 70 hours of service learning.

08911/08912 Strategies for Learning

From: This course is offered to students requiring assistance in the development of learning strategies for success in their core curriculum subjects. It also integrates the skills taught in this course with the students' required subjects by developing activities that incorporate the learning activities and assignments that the students receive from their other instructors. The purpose of this course is to help students develop effective study skills, and a positive self-concept. Additional focus will be given to addressing executive functions along with career and life planning goals.

To: Students will develop learning strategies for success in their core curriculum subjects. Students will integrate skills taught from this course and will apply effective study skills, promote self-advocacy and establish a positive self-concept. Additionally, students will focus on addressing executive functioning proficiency along with preparing for college, career and life readiness.

08921/08922 Strategies for Learning 2

From: Counselor Approval

To: Division Head Approval

Change Prerequisite

Change Course Description

Credit/Sem: 0.5
To: Division Head Approval
Credit/Sem: 0.5
Change Course Description

From: This course is offered to students requiring assistance in the development of learning strategies for success in their core curriculum subjects. It also integrates the skills taught in this course with the students' required subjects by developing activities that incorporate the learning activities and assignments that the students receive from their other instructors. The purpose of this course is to help students develop effective study skills, and a positive self-concept. Additional focus will be given to addressing executive functions along with career and life planning goals.

To: Students will develop learning strategies for success in their core curriculum subjects. Students will integrate skills taught from this course and will apply effective study skills, promote self-advocacy and establish a positive self-concept. Additionally, students will focus on addressing executive functioning proficiency along with preparing for college, career and life readiness.

08931/08932 Strategies for Learning 3

Change Grade Level
From: 9
To: 9-12
Change Prerequisite
From: Counselor Approval
To: Division Head Approval
Change Course Description

08941/08942 Strategies for Learning 4

Change Grade Level
From: 9
To: 9-12
Change Prerequisite
From: Counselor Approval
To: Division Head Approval
Change Course Description

08980 Life and Career Planning-70 hours

Grade Level: 9-12
Credit/Sem: 0.5
Change Course Description
From: This course tracks and documents student participation in the life and career-planning program.
To: Students will use this course to track and document participation in the life and career-planning program.

Naval Science Department

08451/08452 Naval Science 1
Grade Level: 9-11
Credit/Sem: 0.5
Change Course Description
From: This course introduces the beginning cadet to the Navy and the NJROTC program. Students will gain an appreciation for the heritage and traditions of America, with recognition of the historically significant role of sea power. By learning the basics of leadership and citizenship, cadets earn a growing sense of pride in their organization, peers, and self.
To: Students will gain an appreciation for the heritage and traditions of America, with recognition of the historically significant role of sea power. By learning the basics of leadership and citizenship, cadets earn a growing sense of pride in their organization, peers, and self. This course introduces the beginning cadet to the Navy and the NJROTC program.

08461/09462 Naval Science 2
Grade Level: 10-12
Prerequisite: 08451/08452
Credit/Sem: 0.5
Change Course Description
From: This course helps students establish commendable citizenship standards, high leadership goals, good study habits, and a sense of responsibility; develop appreciation for authority in a democratic society; learn about the organization of and professions in the Navy; and gain a deeper awareness of the vital importance of the world's oceans to the continued economic, political, military, and environmental well-being of the United States.
To: Students will establish commendable citizenship standards, high leadership goals, good study habits, and a sense of responsibility; develop appreciation for authority in a democratic society; learn about the organization of and professions in the Navy; and gain a deeper awareness of the vital importance of the world's oceans to the continued economic, political, military, and environmental well-being of the United States.

08471/08472 Naval Science 3
Grade Level: 11-12
Prerequisite: 08461/08462
Credit/Sem: 0.5
Change Course Description
From: This course helps students establish commendable citizenship standards, high leadership goals, good study habits, and a sense of responsibility; develop appreciation for authority in a democratic society; learn about the organization of and professions in the Navy; and gain a deeper awareness of the vital importance of the world's oceans to the continued economic, political, military, and environmental well-being of the United States.
To: Students will establish commendable citizenship standards, high leadership goals, good study habits, and a sense of responsibility; develop appreciation for authority in a democratic society; learn about the organization of and professions in the Navy; and gain a deeper awareness of the vital importance of the world's oceans to the continued economic, political, military, and environmental well-being of the United States.

08481/08482 Naval Science 4
Grade Level: 12
Prerequisite: 08471/08472
Credit/Sem: 0.5
Change Course Description
From: This course helps senior cadets develop their leadership skills through practical application of concepts and techniques acquired in previous courses and through reading and discussions of advanced leadership topics and themes. Seniors are usually in positions of responsibility and authority within the unit, leading and assisting others.
To: Students will develop their leadership skills through practical application of concepts and techniques acquired in previous courses and through reading and discussions of advanced leadership topics and themes. Senior cadets are usually in positions of responsibility and authority within the unit, leading and assisting others.
Policy and Procedures

INTRODUCTION
Section I of the Academic Handbook provides the list of career pathways available to D214 students. Section II is a catalog of all Board of Education approved courses offered at our educational sites. Section III contains district-wide academic policies, procedures and practices, and general information that is important to the academic planning process. In addition to this handbook, District 214 publishes a Student & Parent Handbook which includes information on attendance, behavior, co-curricular participation, transportation, and other student services. This document can be accessed at https://www.d214.org/district-departments/d214-student-handbook.

DISTRICT 214 MISSION (Policy 1:30)
Our Primary Mission is to help all students learn the skills, acquire the knowledge, and develop the behaviors necessary for them to reach their full potential as citizens who can meet the challenges of a changing society. Our Secondary Mission is to provide residents with opportunities for lifelong learning.

DISTRICT 214 GOALS AND OBJECTIVES (Policy 3:10) - Information is shared in Student/Parent Handbook

DISTRICT 214 INSTRUCTIONAL PHILOSOPHY (Reference Policy 6:10)
The Board of Education’s primary mission is to help all students learn the skills, acquire the knowledge, and develop the behaviors necessary for them to reach their full potential as citizens who can meet the challenges of a changing society. The Board expects priorities for instruction, the evaluation system, and graduation requirements to reflect its commitment to student learning.

District Instructional Goals
1. As measured by the Board-approved College/Career Readiness Indicators, the District will increase student success annually or will exceed a threshold established by the Board after two years of data are collected and analyzed.
   **College Readiness Indicators**
   Students are College Ready if they meet either the academic or standardized testing benchmarks listed below: GPA 2.8 out of 4.0 and one or more of the following benchmarks:

   - Advanced Placement Exam (3+)
   - Advanced Placement Course (A, B or C)
   - Dual Credit College English and/or Math (A,B or C)
   - College Developmental/Remedial English and/or Math (A,B, or C)
   - Algebra II (A, B, or C)
   - International Baccalaureate Exam (4+)
   - College Readiness Placement Assessment (Standardize test benchmarks minimum College score)
   - SAT Exam: Math (530) Reading and Writing(480)
   - ACT Exam: English (18) Reading (22) Science (23) Math (22)

   **Additional Factors that Contribute to College Success:** Earning As, Bs, Cs; FAFSA completion; enrollment in career pathway course sequence; college academic advising; participation in college bound bridge programs; senior year math class completion of a math class after Algebra II.

   **Career Ready Indicators**
   Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.

   Career Cluster Identified and two or more of the following benchmarks:
   - 90% attendance  
   - Industry Credential
   - 25 hours of Community Service  
   - Dual Credit Career Pathway Course
   - Workplace Learning Experience  
   - Two or more organized Co-Curricular Activities

2. As measured by the growth from PSAT and SAT, the percent of students meeting or exceeding national growth norms from PSAT to SAT will increase annually or will exceed a threshold established by the Board after two years of data are collected and analyzed.

145
COURSE SELECTION
Course selection is as much a commitment by the student as the school. Students should ask teachers, counselors, and administrators for help in selecting courses and discuss their plans, decisions, and choices with their parent(s)/guardian(s).
Requesting a course does not guarantee that the course will be available. Sometimes it is necessary to cancel courses due to insufficient enrollment or other factors. Irresolvable scheduling conflicts may also occur. Students should have alternative course selections and backup plans ready in the event of such situations. Courses are reviewed each year. Any course not taught for two years is placed on the archive list.

COURSE ACHIEVEMENT LEVELS
In addition to the general education program the district offers three curriculum achievement levels to meet the learning needs of individual students. Weighted grading is based on a course’s achievement level and course titles indicate their achievement levels.
Advanced Placement/ College (A = 5.0/4.0)
A designation of “AP,” Advanced Placement, in the course title indicates the course follows the College Board’s guidelines for that subject’s official AP course description and has been authorized by the College Board through the AP Course Audit process. Students take college level courses while in high school and may take advanced placement exams in May. Colleges may give credit and/or advanced placement to students on the basis of exam scores. The district will also offer the AP/5.0 weight to any International Baccalaureate (IB) courses (if they become available); Project Lead-the-Way (PLTW) courses (with the exception of 06931/06932 Engineering Design and Development); 06461/06462 Introduction to Nanotechnology, and courses 0 and 04090 Western Literature and Thought 1 and 2, and 04981/04982 College Calculus 3 and Differential Equations and any early college credit course designated by a course number beginning with the number six.
Many colleges and universities move students who successfully complete Project Lead-the-Way (PLTW) in high school to a higher-level engineering class freshmen year. Students taking PLTW in high school can earn college credit from a number of participating universities/colleges. Colleges may give credit to students who achieve an 85 percent average in their high school course, earn a 70 percent or higher on the college credit exam, and complete a portfolio of coursework. For more information on District 214 EEO policy see https://www.d214.org/district-departments/d214-student-handbook/
Honors (A = 4.5)
Honors courses are offered at 4.5 grade weight, more rigorous than general education courses, are designed for students who have an outstanding record of achievement in a particular subject area. The honors title will be limited to core academic area courses where there are not AP/Honors options at that course level and all World Languages levels 3 and 4.
General Education (A = 4.0)
General education courses are taught at grade level. These course titles do not contain any achievement level designation.
Preparatory (A = 4.0)
Preparatory courses are specially designed to address the learning needs of students who are below grade level (general education level). The purpose of preparatory courses is to move students to grade level study in the general education curriculum. Teachers monitor student progress to determine if and when a student is ready to move to the general education curriculum.

DUAL CREDIT OPTIONS
The Dual Credit program allows high school students an opportunity to satisfy high school graduation requirements and simultaneously earn college credit. District 214 currently has agreements with numerous colleges and universities for dual credit with Eastern Illinois University, Harper Community College, Lewis University, National Louis University, Northeastern Illinois University, and Triton College. High school instructors and college faculty deliver college level course content and meet college learning outcomes in order to qualify the courses for dual credit.
Students enrolling in a dual credit course with a college partnering with D214 shall be classified as a student of that college and must abide by their rules and guidelines.
Students must meet both District 214 and college or university’s prerequisites in order to be eligible to receive dual credit. District transcript review or placement testing may be required to meet the prerequisites for some courses.
Dual Credit students are additionally held to the college or university’s policies, procedures, and withdrawal dates, which are communicated to students through the dual credit courses syllabi. Students withdrawing from dual credit may receive a “W” or “F” on their college or university academic transcript according to the college or university’s withdrawal policies. A “W” on a college or university transcript may not affect a student’s college or university’s GPA; however, it still may have an impact on future financial aid eligibility. Similarly, any grade earned in dual credit courses will be transcripted through the college or university, and may affect GPA, hours earned, and future financial aid eligibility. While District 214 strives to develop dual credit opportunities which maximize students’ post-secondary opportunities, transferability of college or university credit is at the discretion of a receiving post-secondary institution.

To be eligible and registered for dual credit, students must complete and turn in the District 214 Guardian Permission form and complete the institution specific dual credit application and forms as necessary all required District 214 and college/university partner application materials at www.apply214.org. Students who fail to complete all necessary forms and applications may be ineligible to be enrolled in the dual credit course. Students should see their counselor regarding these forms and steps. Questions about transferability of any dual credit courses should be directed to the college/university in which they are interested in attending.

STUDENT SOCIAL AND EMOTIONAL DEVELOPMENT (Policy 6:65) Information is shared in Student/Parent Handbook

CLASS STANDING AND PLACEMENT (ORGANIZATION OF INSTRUCTION) (Reference Policy 6:30)
The School District has instructional levels for grades 9 through 12. Students, for the instructional purposes, may be placed in groups within a school that do not necessarily follow grade level designation. For purposes of attendance reporting and other records, however, each student is assigned a grade-level placement. Students shall not be promoted to the next higher-grade level based upon age or any other social reasons not related to the academic performance of the student. Decisions to promote or retain students in any grade level shall be based on successful earning of minimum units of credit.

Counselors annually review each student’s achievement record and class standing. A student’s classification is generally determined by the cumulative units of credit earned by the beginning of the school year (fall semester). The school notifies a student and his/her parent(s)/guardian(s) when the student falls below the minimum units listed below. Classification Minimum Earned Units of Credit
Sophomore 5
Junior 10
Senior 15

Students who are behind in earning credit are expected to do one or more of the following:
1. enroll in summer school;
2. increase the number of courses they take;
3. take an accredited correspondence or online learning course or apply for a District 214 independent study course;
4. enroll, if a senior, in the Young Adult Program; and/or
5. continue to enroll in high school beyond the typical four years.

GRADING AND PROMOTION (Reference Policy 6:280)
Final Grades ad Progress Reports
3. Final grades, which include the results of any comprehensive examination/assessment, are given at the end of the semester (term at WHS) reflect the achievement of course standards, and are recorded on the student transcripts (permanent records).

HIGH SCHOOL DISTRICT 214 GRADUATION REQUIREMENTS

Mathematics
3.0 credit units including one unit of Algebra 1 and 1 unit of Geometry year must be a course that includes Geometry content.

Social Science
2.0 credit units including 1 year of U.S. History or combination of U.S. History and American Government and one semester civics.
PROCESS TO DETERMINE HONOR ROLL STATUS

The district compiles honor rolls in January and June to recognize student achievement. Students are placed on the “A” honor roll if they are full-time students (see Full-Time Status), have a semester grade point average at the end of the semester in January and/or June of at least 3.50, and have no final letter grade lower than a “B” in honors/general/preparatory course or a “C” in an AP college course (or its equivalent in AP courses). Students are placed on the “B” honor roll if they are full-time students (see Full-Time Status), have a semester grade point average at the end of the semester in January and/or June of at least 3.0 or higher, and have no final letter grade lower than a “C” in any course (no equivalent in AP courses).

Students who earn credit through independent study, proficiency, and accredited correspondence or online learning options are eligible for honor roll providing they meet all other criteria for honor roll eligibility.

A student is ineligible for honor roll status if he/she is not a full-time student, has a final grade in at the end of the semester January or June of “D,” “F” or “WF”.

The school uses the higher of a student’s two grade point averages (weighted and non-weighted) to determine honor roll status. Courses which fulfill the Physical education graduation requirement and driver education courses count toward academic status but are not calculated into a student’s GPA.

Honor Roll Awards

Schools provide special recognition for students who have been on the “A” or “B” honor roll for four and seven consecutive semesters (computed after 1st semester each year). Students receive their recognition second semester.

Students must meet the following course and credit requirements to graduate. These course/credit requirements are defined by and include the district’s learning goals and standards. Specific information about each requirement is available at each site. In order to receive a diploma from a District 214 high school, a student must:

REQUIRED COURSE SUBSTITUTION (Reference Policy 6:310)

In accordance with Board-approved procedures and upon the request and approval in writing of a student’s parent or guardian, a student may satisfy one or more high school course or graduation requirements by substitution for and successfully completing in place of the high school course or graduation requirement a related vocational or technical education course completely describes containing at least 50% of the content of the required course or graduation requirement for which it is substituted.

The following courses are approved for substitution:

May Substitute courses below for Sociology 1 (07710) and Sociology 2 (07720):

- BGHS - Human Growth and Development (05910)
- Practicum in Early Childhood Education 1 (05920)
- EGHS - Cooperative Work Training 1 (06511/06512)
- EGHS - Interrelated Career Education 1 (06601/06602)

May Substitute courses below for Photography (01220):

- BGHS - Graphic Arts (06250) and Advanced Graphic Arts (06260)

CONSUMER EDUCATION REQUIREMENT

Students meet the consumer education graduation requirement by passing one of the following courses or combination of courses:

- Information Processing for Consumers (05531)
- Personal Finance (06210)
- Introduction to Business (05601/05602)
- Cooperative Work Training 1 (06511/06512)
- Consumer Education (05940 or 59940)
- Interrelated Career Education 1 (06601/06602)
- Life Studies Orientation/Consumer Education Sociology 1 and 2 (07710 and 07720)
• Economics (07830)
• Sociology of Marriage and Family (05940 or 07730)
• Law and the Individual (07860)
• AP Economics - Micro and Macro (07931/07932)

IMPORTANT CREDIT EXCEPTIONS
1. The following courses do not count toward the English graduation requirement.
   - Acting 1 (03060)
   - Acting 2 (03070)
   - Acting 3 (03060)
   - Acting 4 (03310)
   - Advanced Speech (03030)
   - Broadcast Journalism (03190)
   - College Summer Theater: Technical (66100)
   - College Summer Theater: Production (66200)
   - Debate (03010)
   - Film Study (03090)
   - Journalistic Writing 1 (03110)
   - Journalistic Writing 2 (03120)
   - Journalistic Writing 3 (03130)
   - Journalistic Writing 4 (03140)
   - Journalistic Writing 5 (03240)
   - Journalistic Writing 6 (03250)
   - Journalistic Writing 7 (03260)
   - Journalistic Writing 8 (03270)
   - Technical Theater 1 (03080)
   - Yearbook 1 (03150)
   - Yearbook 2 (03160)
   - Yearbook 3 (03170)
   - Yearbook 4 (03180)
   - Yearbook 5 (03320)
   - Yearbook 6 (03330)
   - Yearbook 7 (03340)
   - Yearbook 8 (03350)
   - World Cinema (02970)
2. The following courses do not count toward the Mathematics graduation requirement.
   - Math 50 (04500)
   - Math 51 (04510)
   - Math 52 (04520)
   - Math 53 (04530)
   - Math 54 (04540)
   - Math 55 (04550)

3. Community Resources
   A maximum of 4 units of credit from Service Learning and similar courses may count toward graduation:
   - Service Learning-70 hours (06580)
   - Teacher Internship Program (06830)
   - Social Studies Practicum (07940)
4. Music Program
   A maximum of 4 units of credit may count toward graduation.
5. Life and Career Planning (08980)
   Course can be repeated @ 70 hours = 0.5 unit of elective credit.
GEOMETRY IN CONSTRUCTION
Students will experience geometry in construction through the integration of geometry content in a construction course. This program will allow students to apply traditional geometry concepts in a hands-on setting where they will apply mathematical concepts with a variety of activities and projects. This course meets the state and district math graduation requirement for geometry content.

HOMEWORK (Reference Policy 6:290) - Information is shared in Student/Parent Handbook

PROOF OF ATTENDANCE - Information is shared in Student/Parent Handbook

ATTENDANCE AND TRUANCY (Reference Policy 7:70) Information shared in Student/Parent Handbook

STUDENT REMEDIATION - Information shared in Student/Parent Handbook

SUBSTITUTIONS FOR PHYSICAL EDUCATION
(Reference Policy 6:310)
Students in grades 9 to 12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for reasons below. The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student’s individual circumstances, as appropriate; 1. Enrolling in a marching band program for credit;
2. Enrolling in a Reserve Officer’s Training Corps (ROTC) program sponsored by the district;
3. Ongoing participation in an interscholastic athletic program (students in grades 9-12);
4. Enrollment in academic classes that are required for admission to an institution of higher learning (student must be in the 11th or 12th grade); or
5. Enrollment in academic classes required for graduation from high school, provided that failure to take such class will result in the student being unable to graduate (student must be in 11th or 12th grade). Attendance in Physical Education class will be excused for the entire semester during which students participate in athletic competitions. If an athletic season spans two semesters, students may request a waiver for only one of the semesters. Only students who have no study halls in their semester schedule are eligible to substitute a PE course. Under no circumstances shall these students be permitted to enroll in other classes in lieu of the waived Physical Education class. An associate principal or the assistant principal for student services shall verify students’ participation or potential participation in said athletic programs. Non-participation on the athletic team will result in the loss of waiver privileges and will require students to return to their Physical Education class immediately in order to avoid a failing grade in required Physical Education class. In this case, students will have the opportunity to earn grades and credit based on their work and performance during the remainder of their attendance in the Physical Education class.

PASS/NO CREDIT (P/NC) AND AUDIT (AT) OPTION
Students may take the Pass/No Credit or audit in lieu of regular grading in elective courses. Students receiving a “P” grade will receive the appropriate course credit. No course credit is awarded for audit courses. Students are expected to discuss their reasons for taking the Pass/No Credit or audit option with their parents, counselor, and the teacher of the course. Colleges and universities may or may not accept Pass/No Credit courses to meet admission requirements. The required forms for Pass/No Credit or audit grading options are available in each school’s counseling office.
Guidelines
1. Students must declare their intent to take the Pass/No Credit or Audit option before the first day of the seventh week of the semester. (Wheeling High School students must declare their intent before the end of the first 3.5 weeks of the term.)
2. Students must be enrolled in at least six full-credit bearing courses, or an equivalent, under regular grading procedures to be eligible for the Pass/No Credit or Audit option (except during summer school). If a student drops the sixth credit-bearing course, the Pass/No Credit or Audit course reverts to normal grading.

3. The Pass/No Credit or Audit option does not apply to specific core courses required for graduation.

4. Students must meet all course prerequisites.

5. The grading standards of the class apply, and students must meet the same minimum standards to pass as other students in the class.

6. Either “P” (pass), “NC” (no credit), or “AT” (audit) are recorded on the student’s report card and transcript.

7. Grades “P”, “NC” and “AT” are not used in computing grade point average. However, the “P” grade in a credit-bearing course does count toward earning academic credit.

GUIDELINES FOR REPEATING A COURSE

Repeating a Failed Course

If a student repeats and passes a previously failed course, the failing grade (“F” or “WF”) will be replaced by “RE” (repeat) on the student’s permanent record; the course title, new grade, and teacher of record will be recorded in the term that the course is repeated and passed;

the student will receive the appropriate credit and grade points. If the student repeats the same course several times, all previous grades will be changed to “RE” when the student successfully passes the course. The following guidelines apply to repeating a failed course:

1. Repeating the same course (number and title) can only be completed without administrative permission through summer school, young adult program, alternative school or in credit recovery. The administration can give permission for students to repeat a class during the regular school day.

2. If a student repeats a failed course with a course that has a different number, title, description, and/or level, he/she must complete a “Request to Repeat a Course” form. The student must work with his/her counselor to complete and submit it, before enrolling in the course, to the assistant/associate principal for student services who will initiate the review and instruction. No grade will be changed unless an approved form is on file with the student’s counselor and the registrar.

Repeating a Passed Course for a Higher Grade

If a student repeats a course (same or alternative) for which he/she has already earned a passing grade and credit, the highest grade earned in that course and the teacher giving it are recorded in the term earned and the lower grade(s) is changed to “RE” (repeat).

The following additional guidelines apply to repeating previously passed courses:

The student must work with his/her counselor to complete the “Request to Repeat a Course” form and submit it, before enrolling in the course, to the assistant / associate principal for student services who will initiate the review and approval process. Repeating a passed course for a higher grade requires the final approval of the associate principal for instruction. No grade will be changed unless an approved form is on file with the student’s counselor and the registrar.

DEFINITIONS OF ACADEMIC MISCONDUCT

A. Scholastic Dishonesty

A breach of the standards of academic integrity including all forms of academic cheating (e.g., plagiarism, collusion, falsifying academic records) and any other act designed to give unfair academic advantage to the student.

B. Cheating

Any attempt to defraud, deceive, or mislead the teacher and/or school administration in arriving at an honest evaluation of learning. Cheating includes aiding other students in cheating, as well as the inappropriate use of technology that transmits data.

C. Plagiarism
A form of cheating that involves presenting as one’s own, the ideas or work of another. Plagiarism is not a question of intent. Any use of the content or style of another’s intellectual product without proper recognition of the source constitutes plagiarism.

D. Furnishing False Information
Writing an exam or term paper for another student; soliciting another person to take an exam or write a paper for one’s own class; submitting the same work in more than one course when doing so is prohibited; or representing oneself as another person.

E. Creating an Improper Disadvantage
Removing, defacing, hiding, or deliberately withholding library books, electronic devices; other materials; contaminating laboratory sample, etc.

F. Theft/Damage of Intellectual Property
Sabotaging or stealing another person’s assignment, book, paper, notes, experiment, or project; improperly accessing or electronically interfering via computer or other means with the property of another person.

CO-CURRICULAR ACTIVITIES (Policy 6:190)
Co-curricular activities are school-sponsored programs for which some or all of the activities are outside the instructional day. They do not include field trips, homework, or occasional work required outside the school day for a scheduled class.

Academic Criteria for Participation
Selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District’s policies and procedures. Participation in co-curricular activities is dependent upon course selection and successful progress in those courses. In order to be eligible to participate in any school-sponsored or school-supported athletic or co-curricular activity, a student must satisfy the Illinois High School Association’s scholastic standing requirements. Any student-participant failing to meet these academic criteria shall be suspended from the activity until the specified academic criteria are met.

1. The activity will contribute to the leadership abilities, social well-being, self-realization, good citizenship, or general growth of student-participants…

ILLINOIS HIGH SCHOOL ASSOCIATION (IHSA) SCHOLASTIC STANDING REQUIREMENTS (IHSA Bylaw 3.020)
- Athletics
- Badminton Girls
- Baseball Boys
- Basketball Boys and Girls
- Bass Fishing Team
- Bowling Girls
- Competitive Cheerleading
- Competitive Dance
- Cross-Country Boys and Girls
- Football Boys
- Golf Boys and Girls
- Gymnastics Boys and Girls
- Soccer Boys and Girls
- Softball Girls
- Swimming and Diving Boys and Girls
- Tennis Boys and Girls
- Track and Field Boys and Girls
- Volleyball Boys and Girls
- Water Polo Boys and Girls
- Wrestling Boys

INTERNET SAFETY POLICY (Policy 6:235)
The Board of Education of Township High School District No. 214 ("Board") has adopted the following policy in accordance with the Children’s Internet Protection Act and the Neighborhood Children’s Internet Protection Act (P.L. 106-554).

Full details on this policy can be found at [https://www.d214.org/district-departments/d214-student-handbook/](https://www.d214.org/district-departments/d214-student-handbook/)

**SUMMER SCHOOL (Reference Policy 6:310)**

... Summer school is an important supplement to, or an extension or expansion of, the regular school year. The district provides a two-semester summer school program. Registration is held in the spring (2nd semester). Students can obtain more detailed information about summer school and summer school registration from each school’s counseling office in February....

**SPECIAL ACADEMIC PROGRAMS**

**Young Adult Program (YAP)**
District 214 offers a specialized evening program, located at the Forest View Educational Center (FVEC), designed to help young adults earn their high school diploma. The Young Adult Program (YAP) offers classes that run either Monday and Wednesday or Tuesday and Thursday. There are two classes each evening that start at 4:30 p.m. and 6:30 p.m. This program is designed for students who are not able to attend day school and need to complete their high school requirements in the evening. In addition, YAP offers credit recovery for students who are currently enrolled in a District 214-day school. With the permission of their parents, guidance counselor, school administration and the YAP Coordinator, this program allows students to successfully complete high school graduation requirements.

In order to take classes at YAP, students:
• must be living within the attendance boundaries of High School District 214.
• must be enrolled at their District 214 home school.
• must be at least 16 years of age and have a minimum of 10 credits if attending YAP only.
• must be 15 years of age with no credit minimum if attending day school and YAP.

**Vanguard School (VNGD)**
In 1997, District 214 established this unique learning environment for non-special education students in grade 9, 4th quarter who are not currently accumulating academic credit at the expected rate and who wish to earn a District 214 diploma. Vanguard School is a pioneering effort that provides a non-traditional education where a team of teachers implement new instructional techniques, uses innovative curriculum, and utilizes community resources to meet the academic needs and career aspirations of students. Students spend half of the school day providing service in the community and half of the school day in academic endeavors. Referrals are made through Student Services screening teams at each high school. Admission is the result of collaboration among school representatives, Vanguard School staff, the student, and his/her parent(s)/guardian(s).

Vanguard is a school of personalized learning, serving students from each of the 6 comprehensive high schools. Vanguard offers a different academic environment, allowing students to work more closely with teachers. Students work on core content classes at their own pace, often allowing for more accelerated credit acquisition. Students work closely with a “team leader” who helps guide academic choices and experiential opportunities. Through social-emotional support, we build positive relationships that help students find their pathway to success.

As part of the District 214 school community, Vanguard remains connected to the mission and goals of the district. Staff members implement innovative learning techniques and work to build student skills in the core curriculum. Many of the classroom activities use experiential learning strategies and a hands-on approach that fosters student engagement. Our unique connection beyond the classroom utilizes community resources to meet the post-high school goals of the students. Vanguard offers several weekly community service and/or career-focused opportunities to help students prepare to be engaged citizens, ready for the career path of their choice.

**The Academy at Forest View (TAFV)**
The Academy at Forest View serves students with Special Education eligibility whose social-emotional and academic needs require intensive supports in a therapeutic setting. Students are referred to The Academy at Forest View through the IEP process. The Academy at Forest View supports instruction towards high school graduation credits for students needing a smaller setting with supports for social-emotional learning. As students progress academically and demonstrate growth towards managing their needs, teams plan for classes and extracurricular opportunities within our District 214 comprehensive high schools. Through career exploration activities, students are encouraged to identify their post-school interests and engage in experiential learning with our community partners. **The Academy at Forest View**
serves the District 214 community to provide a highly structured and nurturing learning environment in which students actively grow towards their aspirations.

**District 214 Life: Life and Career Planning**

District 214 is committed to preparing high school students for success in the 21st century. That preparation includes a solid academic core of communication and math skills, an understanding of the natural and social world, an ability to access information for lifelong learning, and the skills for problem solving and decision-making. One of the most important and difficult decisions that our young people face is the choice of a career and life work. To be able to make that important decision a student must be aware of the vast number of careers available and have access to information about each; 2. understand his/her skills and interests and how those match career fields; 3. have opportunities to explore possible career fields; 4. build the requisite skills and knowledge through a coherent sequence of courses and post-secondary education; and 5. gain valuable workplace skills and “try on” careers to see if they fit through work experience. The district’s career planning guide describes the connection between career interests and course choices. Students are encouraged to review this guide when planning their course selection and to take advantage of the many opportunities for career exploration provided by their school. Students and families may use the Naviance computer program, which is designed to help with career explorations and the college searches. The Naviance program allows communication between what is being covered in the guidance sessions at school and to reinforce this communication at home. This program also serves as an additional communication tool from counselors to families reminding students of upcoming sessions, and correspondence through school Gmail accounts. The District 214 life program at Forest View serves students pursuing transition services beyond their high school graduation requirements. In recognition of the variety of post-school plans our students have for their future, our goal is to propel students towards their future career, educational, and life-ready plans. Learning, Independence, Fulfillment, and Enrichment captures the self-determination approach to providing authentic experiences for our students. Classroom programming includes functional academics, social skills, executive functioning, and learning independent living skills. Students participate in work-based learning to develop vocational skills and interests. Community based learning helps develop student skills needed to access resources to promote independence in the community. The IEP Transition Plan drives team planning for coordination for services beyond school.

**English Language Learners Program (ELL) (Policy 6:160)**

The District offers opportunities for resident English Language Learners to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain. The Superintendent or designee shall develop and maintain a program for English Language Learners that will:

1. Assist all English Language Learners to achieve English proficiency, facilitate effective communication in English, and encourage their full participation in school activities and programs as well as promote participation by the parents/guardians of English Language Learners.
2. Appropriately identify students with limited English proficiency.
3. Comply with State law regarding the Transitional Bilingual Educational Program and Transitional Program of Instruction.
4. Comply with any applicable State and federal requirements for the receipt of grant money for English Language Learners and programs to service them.
5. Determine the appropriate instructional program and environment for English Language Learners.
6. Annually assess the English proficiency of English Language Learners and monitor their progress in order to determine their readiness for a mainstream classroom environment.
7. Include English Language Learners, to the extent required by State and Federal law, in the District’s student assessment program to measure their achievement in reading/language arts and mathematics.
8. Provide information to the parents/guardians of English Language Learners about:
   1) the reasons for their child’s identification,
   2) their child’s level of English proficiency,
   3) the method of instruction to be used, 4) how the program will meet their child’s needs,
   5) specific exit requirements of the program,
   6) how the program will meet their child’s individualized education program, if applicable, and 7) information on parent/guardian rights.

Parents/guardians will be regularly apprised of their child’s progress and involvement will be encouraged.

**TALENT DEVELOPMENT PROGRAM (TDP)**

The Talent Development Program (TDP) provides a district wide network of support for high achieving, highly motivated students looking to engage with their peers through achievement activities that extend their academic experiences beyond
the school day. Students enrolling in the District 214 advanced placement program during their freshman and/or sophomore year will be invited to participate as a member of TDP. Enrichment activities serve as a resource for families seeking strategies to support the college and career planning, in addition to the social emotional needs of their student. TDP offers students life and career planning opportunities ranging from general career awareness activities to extensive summer internships in specific careers (e.g., journalism, computer operations, financial services, engineering, veterinary medicine, law, medical and health careers, business, and architecture). There are no courses in the District 214 curriculum that are designated exclusively for TDP students. A full range of Advanced Placement courses provide a rigorous curriculum for TDP students. It is essential that each student in TDP work closely with his/her counselor when selecting courses. Parents should be closely involved in this process. Talent Development Program offers high-achieving, highly motivated students opportunities to gain new skills and enhance existing talents through special programs. Students taking Advanced Placement courses are automatically enrolled in the program. Students who wish to challenge themselves academically and personally also can participate. TDP empowers students to position themselves for success beyond the classroom. The Talent Development Program includes the TDP Summer Enrichment Series and the TDP Student Leadership Committee.

TDP Summer Enrichment Series
TDP Summer Enrichment is a District-wide program comprising innovative weeklong courses that reach beyond traditional classroom lessons. These non-credit seminars cover a wide array of areas, including graphic arts, forensic science, culinary arts, automotive care, creative writing and more. An all-District summer musical also is part of the TDP Summer Enrichment series.

STUDENT TESTING AND ASSESSMENT PROGRAM
(Reference Policy 6:340)
The District student assessment program provides information for determining individual student achievement and instructional needs; curriculum and instruction effectiveness; and school performance measured against District student learning objectives and statewide norms.
The Superintendent or designee shall manage the student assessment program that, at a minimum:
1. Uses the State assessment system and any other appropriate assessment methods and instruments, including norm and criterion-referenced achievement tests, aptitude tests, proficiency tests, and teacher-developed tests.
2. Tests the grades and subjects according to the schedule required by the State assessment system. The district’s assessment program may include testing students in grades not required by State law to be tested.
3. Tracks the achievement of all students.
4. Provides each student and his or her parents/custodians with an evaluation of the student’s learning on the basis of test and assessment results. See policy 6:280, Grading and Promotion.
5. Utilizes professional testing practices.
Overall student assessment data on tests required by State law will be aggregated by the District and reported, along with other information, on the District’s annual report card. Board policy 7:340, Student Records, and its implementing procedures govern recordkeeping and access issues.
This is an articulated series of standardized assessments administered by District 214, covering the subject areas of English, reading, writing, mathematics, and science:
8th Grade (Fall) PSAT 8/9
9th Grade (Spring) PSAT 8/9
10th Grade (Spring) PSAT 10
11th Grade (Spring) SAT
Illinois Science Assessment (Spring)

PROCEDURE FOR TRANSFERRING CREDIT
Foreign Transfer Students: Credit for English Courses
The administration grants transfer credit for English courses taken in a foreign country toward meeting the District 214 English/Language Arts graduation requirement based on the presentation of an official transcript and in accordance with the following guidelines:
1. If a student’s performance on the ESL placement assessment battery places the student in mainstream English/Language Arts courses at a level of Introduction to Literature and Writing or higher, the administration may grant
credit toward meeting the English/Language Arts graduation requirement for English courses taken in foreign countries depending on an analysis of the student’s transcript(s), ESL placement test results, and performance in the first term English course. A maximum of 1.0 unit of English credit toward meeting the English/Language Arts graduation requirement for each preceding year of high school (e.g., a transfer student placed as a first semester junior) is awarded a maximum of 2.0 units of transfer credit toward meeting the English/Language Arts graduation requirements.

2. If a student is placed in the ESL program, the administration may grant credit toward meeting the English/Language Arts graduation requirement based on ESL placement, transcript analysis, and performance in his/her entry ESL courses.
   a. A maximum of 1.0 unit of ESL credit toward meeting the English Language Arts graduation requirement is awarded to the student placed in ESL 2.
   b. A maximum of 2.0 units of ESL credit toward meeting the English/Language Arts graduation requirement is awarded to the student placed in ESL 3.

3. No credit toward meeting the English/Language Arts graduation requirement is awarded to a student placed in Introduction to ESL 1 (08001/08002), Introduction to ESL 1 Reading (08011/08012), ESL 1 Strategies (08021/08022), and ESL 1 (08031/08032). If the official foreign transcript shows that the student took an English course(s), the student can earn elective credit toward the total number of units needed for graduation. A maximum of 1.0 unit of ESL elective credit toward the total number of credits needed for graduation is awarded to the student placed in course number 08001/08002, 08011/08012, 08021/08022, and 08031/08032 unless approved by the Assistant Principal of Student Services or designee.

**SEAL OF BILITERACY**

District 214 students have the opportunity to be recognized by the State of Illinois for earning proficiency in English and one additional language. The Illinois State Board of Education’s Seal of Biliteracy program will place an official seal on diplomas and confer official recognition on transcripts of those students who qualify.

The Seal of Biliteracy is awarded to those whose proficiency level is equivalent to the Intermediate High scale set by the American Council on the Teaching of Foreign Languages. To qualify for the Seal of Biliteracy, seniors must:

- Earn a minimum composite score of 21 on an official administration of the ACT, OR
- Reach the ACT college readiness benchmark of 18 for the English subject area test OR
- Earn a minimum score of 540 on the Evidenced Based Reading and Writing portion of an official administration of the SAT, OR
- Earn a minimum overall composite score of 4.8 on the ACCESS for ELLs exam, AND
- Have earned a 4 or a 5 on the AP language exam, OR
- Earn a minimum of an I-5 on all components of ACTFL’s Assessment of Performance toward Proficiency in Languages (AAPPL) exam, a minimum of Intermediate High on all components of AVANT’s STAMP 4S exam, or a minimum of B1 on the Standard Test of Bulgarian as a Foreign Language. The following languages can be assessed with the AAPPL exam: Arabic, Chinese (Mandarin), French, German, Hindi, Italian, Japanese, Korean, Portuguese, Russian, Spanish, and Thai. The AVANT STAMP 4S assessment is offered for Hebrew and Polish. The Standard Test of Bulgarian as a Foreign Language is an online assessment. For more information about this assessment, please call the number listed below.

The cost of the AAPPL and STAMP 4S assessments will be $25, which includes an administrative fee. The Standard Test of Bulgarian as a Foreign Language will be offered through the Consulate General of the Republic of Bulgaria and will cost $150. For more information about this assessment, please contact Angela Sisi at angela.sisi@d214.org.

AAPPL and STAMP 4S testing in the fall of 2020 will be for seniors only.

For more information, contact Angela Sisi, the Director of Language Development, at (847)718-7836.