



TFD 215



# Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD



# 2026-27

# CURRICULUM

# GUIDE

# HANDBOOK

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# Thornton Fractional Board of Education

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Becky Szuba	Asst. Superintendent of Teaching & Learning	708-585-2388
Dr. John O'Rourke	Interim Asst. Superintendent of Student Services and Equity	708-585-2315
Eric Mastey	Asst. Superintendent of Career Development	708-585-1116
Tamika McMillian	Executive Director of Finance	708-585-2303
Sabrina Keys	Business Manager	708-585-2334
April Jerger	Chief Human Resources Officer	708-585-2310
Paul Wakefield	Chief Technology Officer	708-585-2377
Phylicia Burford	Director of Food Services	708-585-2338
Miguel Gutierrez	Director of Technology Operations	708-585-2390
Christian Hooper	Director of Technology services	708-585-9795
Nicolette Lesniak	Director of Special Education	708-585-2383
LaQuesha Martin-Dean	Director of Teaching & Learning	708-585-2394
Tim Stephan	Director of Facilities	708-585-2316
Michael Zimmerman	Director of Career and Technical Education	708-585-1110

## Thornton Fractional Center for Academics & Technology / Alternative Learning

Dawn Walker	Interim Principal	708-585-2380
Lauren Johnson	Asst. Principal of Building Control	708-585-2393
Tameka Fowler	Counselor (A-Z)	708-585-2346
Wendy Bivins	Career Development Coordinator/ Counselor	708-585-1126
Rosalind Scaife	Early College and Program Coordinator	708-585-1150

## Thornton Fractional North

Brian Rucinski	Principal	708-585-1001
Mychael Webb	Asst. Principal of Curriculum and Instruction	708-585-1002
Christin Passarelli	Asst. Principal of Pupil Personnel Services	708-585-1003
Joshua Humphrey	Asst. Principal of Building Control	708-585-1004
Dr. Akiva Carson	Interim Student Services Coordinator	708-585-2320
DeVale Stubbs	Athletic Director	708-585-1027
Wendy Bivins	Career Development Coordinator / Counselor	708-585-1126
Rosalind Scaife	Early College and Program Coordinator	708-585-1150
Allison Braasch	Counselor (A-D)	708-585-1018
Juanita Medina	Counselor (E-K)	708-585-1032
Lauri Like	Counselor (L-Ri)	708-585-1019
Susan Olson	Counselor (RO-Z)	708-585-1020

## Thornton Fractional South

Lisa Bouler Daniels	Principal	708-585-2006
Rene Valdez	Asst. Principal of Curriculum and Instruction	708-585-2008
Brian Bergthold	Interim Asst. Principal of Pupil Personnel Services	708-585-2015
Cassandra Brackenridge	Asst. Principal of Building Control	708-585-1098
Dwight DeRamus	Interim Student Services Coordinator	708-585-2124
Marc Brewe	Athletic Director	708-585-2063
Wendy Bivins	Career Development Coordinator / Counselor	708-585-1126
Rosalind Scaife	Early College and Program Coordinator	708-585-1150
Matt Johnson	Counselor (A-COF)	708-585-2021
Nicole Burk	Counselor (COG-GRE)	708-585-2023
Jeff Majewski	Counselor (GRI-LEE)	708-585-2014
Angela Shama	Counselor (LEF-OS)	708-585-2196
Marcia James	Counselor (OT-SM)	708-585-2020
Emily Pickett	Counselor (SN-Z)	708-585-2022

# District 215 Statements

## Mission Statement

*To provide diverse learning opportunities that inspire all students to become life-long learners who contribute to their community.*

## Vision Statement

*To provide a diverse, relevant, and responsive learning environment in which scholars develop the skills necessary to be critical thinkers, problem-solvers, and productive members of society.*

## Guiding Principles for Effective Curriculum

- Students are engaged in cognitively challenging work during which they are aware of their learning and develop self-efficacy.
- Learning experiences provide for...
  - Student voice.
  - Immediate feedback.
  - Students' needs to be met through supports, interventions, and extensions.
  - High expectations.
  - Integration of reading, writing, and vocabulary development across disciplines.
- Learning experiences are conducive to...
  - Cultural responsiveness.
  - High expectations.
  - Strategies to engage and motivate students.
  - The formation of positive relationships with and among students.
- Learning environments are welcoming, positive, and inclusive.

## Equity Statement

*District 215 is committed to an overall culture of equity where the creation and implementation of policy, the allocation of resources, and access to opportunity are intentionally aligned to meet the needs of all student groups, regardless of: race, gender, gender identity, sexual orientation, socioeconomic status, ability, home or first language, religion, national origin, immigration status, age, or physical appearance.*

## Statement of Instructional Excellence

*District 215 learning environments engage our community of learners in cognitively challenging and culturally responsive learning experiences.*

## District 215 Commitment to Diverse Learners

*District 215 offers programs to support students of all abilities from racially, ethnically, culturally, and linguistically diverse backgrounds. This includes, but is not limited to:*

- A Transitional Bilingual Education program for Spanish-speakers and a Transitional Program of Instruction for students who speak languages other than Spanish
- A transition program with embedded work opportunities for our special education students
- Accelerated learning opportunities through college-credit bearing courses

# GRADUATION REQUIREMENTS

THORNTON FRACTIONAL TOWNSHIP HIGH SCHOOL REQUIRES STUDENTS TO  
SUCCESSFULLY COMPLETE 23 CREDITS IN THE FOLLOWING SUBJECT AREAS:

ENGLISH.....	4 CREDITS
SOCIAL STUDIES.....	3 CREDITS
SCIENCE.....	2 CREDITS
MATH.....	3 CREDITS
P.E.....	3.5 CREDITS
HEALTH .....	0.5 CREDITS
ELECTIVES .....	7 CREDITS
TOTAL REQUIRED .....	23 CREDITS



To graduate from Thornton Fractional High School District 215 a student must meet the following criteria, unless otherwise exempted:

1. Completing all District graduation requirements that are in addition to the State requirements.
2. Completing all courses as provided in the School Code, 105 ILCS 5/27-605.
3. Completing all minimum requirements for graduation as specified by State law.
4. Passing an examination on patriotism, principles of representative government, and proper use of the and display of the American flag.
5. Participating in state assessments (Spring ACT) that are required for graduation by Illinois state law.
6. Completion of (1) a Free Application for Federal Student Aid (FAFSA), (2) an application for State financial aid, or (3) an Ill. State Board of Education (ISBE) waiver form indicating that the student understands what these aid opportunities are and has chosen not to file an application.

If the student is not at least 18 years of age or legally emancipated, the student's parent/guardian must file one of these documents on the student's behalf. A student is exempt from this requirement if: (1) the student is unable to file a financial aid application or an ISBE waiver due to extenuating circumstances, (2) the Building Principal attests the District made a good faith effort to assist the student or the student's parent/guardian with filing a financial aid application or an ISBE waiver form, and (3) the student has met all other.



# ACADEMIC POLICIES AND DEFINITIONS

The District 215 mission is to provide diverse learning opportunities that inspire all students to become life-long learners who contribute to their community. With this in mind, all students should select the most challenging program for their ability. Students will develop a Four-Year Academic Plan. The Four-Year Academic Plan should be developed through discussions among the student, parent/guardian, Faculty and counselor. The student's Four-Year Academic Plan will serve several goals:

1. Students and their parent/guardians will engage in a process designed to identify and clarify post-high school aspirations.
2. Post-high school aspirations will be matched with a recommended Four-Year Academic Plan.
3. Ongoing exploration of post-high school interests and goals will occur throughout the student's high school career and, if needed, the Four-Year Academic Plan will be modified accordingly.

## TITLE I PROGRAMS

The Superintendent or designee shall pursue funding under the Elementary and Secondary Education Act (Improving the Academic Achievement of the Disadvantaged) to supplement instructional services and activities in order to provide all children a significant opportunity to receive a fair, equitable, and high-quality education and to close the educational achievement gaps. All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials, instructional supplies, and academic programs shall be provided in a manner that ensures equivalency among the District's schools.

For more detailed information on Title I, please reference our Thornton Fractional High School District 215 Board Policy on the [district's website](#).

## ASSIGNMENT OF CREDIT

### 1. Frame of Reference:

- A) All grading and credit shall be based upon a semester organization.
- B) Students generally shall be enrolled in a year course for the entire year. To fulfill a graduation requirement, students must receive credit for each semester required.

### 2. Procedure for Regular Enrollment:

- A) Students who successfully complete a semester course shall be awarded one half (.50) credit.
- B) Students who must drop a year course at the end of the first semester due to unforeseen circumstances will be awarded one half (.50) credit if they have satisfactorily completed the semester's work.
- C) Students who successfully complete both semesters of a full-year course will be awarded one half (.50) credit at the end of each semester.
- D) Students who pass the first semester but fail the second semester of a year course will be awarded one half (.50) credit at the end of the first semester and no credit for the second semester unless the student enrolls in and successfully completes a credit recovery option.
- E) Generally, If students fail the first semester of a year-long course, they will continue in the course in the second semester and have the opportunity to earn one-half (.50) credit upon successful completion of coursework in the second semester.

### 3. Other Means to Earn Credit:

- A) Credit Recovery
- B) Summer School
- C) Virtual Success Academy
- D) Virtual Academic Recovery
- E) High school credit earned at the junior high/middle school will be recorded on the District 215 transcript as a pass with no letter grade for students who demonstrate proficiency according to District 215's academic criteria.
- F) High School Credit for Non-District Experiences 6:310

The student seeking credit is responsible for (1) providing documents or transcripts that demonstrate successful completion of the experience, and (2) taking a proficiency examination, if requested. The Superintendent or designee shall determine which, if any, non-District courses or experiences will count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities. This section does not govern the transfer of credits for students transferring into the district.

# ACADEMIC POLICIES AND DEFINITIONS

## ACCELERATED PLACEMENT POLICY

Public Act 103-0743 amended the Accelerated Placement Act in 2024. New Proficiency Benchmarks were set in August 2025. Public Act 103-0743, effective Aug. 2, 2024, amended the Accelerated Placement Act to clarify that students who exceed state standards in English language arts (ELA), mathematics, or science on a state assessment administered under Section 2-3.64a-5 will automatically be enrolled into the next most rigorous level of advanced coursework offered by the high school in ELA, mathematics, science, social studies, humanities, or related subjects. Public Act 103-0743 clarifies that students that meet state standards will be given the option to enroll in the next most rigorous level of advanced coursework offered by the high school. However, no later than the 2027-28 school year, school districts must amend their accelerated placement policy to allow automatic eligibility for any student who meets state standards in ELA, mathematics, or science on a state assessment administered under Section 203.64a5 into the next most rigorous level of advance coursework.

## COURSE SCHEDULE CHANGES

The master schedule of classes is built based on staffing and student requests during the spring semester of the previous school year. All students are required to take a minimum 3 credits per semester unless a variation is requested in writing by his/her parents, subject to the approval of the principal in writing. Students and parents should familiarize themselves with the district curricular offerings via the District 215 Curriculum Guide and engage with their school counselor and teachers to ensure the student selects courses that are at the appropriate level, follow the appropriate sequence, and align with their postsecondary plans.

Due to the complexities of the scheduling process, the school administration reserves the right to adjust any student schedule during the school year to better meet overall needs. All course selections for the upcoming 2026 - 2027 school year will be considered final after the first Friday in March.

## COURSE - ADD or DROP

A student may request to add/drop a course within the first 5 days of school based on the following criteria:

- a. The student or parent discovers either a mistake or error on the student's schedule.
- b. The student is an upperclassman who needs a schedule change to add a course to meet graduation requirements.
- c. The student, parent, and counselor, as a result of an individual academic success conference which reviews the needs of the student, a determination is made to allow a schedule change.

## COURSE - ADD or DROP- LEVEL CHANGE

District 215 encourages students to engage in the most rigorous coursework available to them. The District offers three different levels of coursework each varying in rigor. The levels are as follows: Advanced Placement(AP), Honors (H), and College and Career preparatory. Level changes can occur up to the end of the 1st quarter or at the end of the semester based on availability within the new course and administrator approval. All requests for course-level changes must follow the established change review process at each campus. Final approval for the change must be granted by AP of Pupil Personnel Services or a designated building administrator.



# AP VS DUAL CREDIT

AP (Advanced Placement) courses offer college-level curriculum and exams, allowing high school students to potentially earn college credit based on their AP exam scores. Dual Credit courses, on the other hand, are college-level classes taken at the high school that provide students with both high school and college credits simultaneously. While AP credits are awarded based on exam performance, Dual Credit courses offer immediate college credits upon successful completion of the class.

## AP

The Advanced Placement (AP) Program provides students with the opportunity to pursue college level studies while still in high school and to receive advanced placement and/or credit when entering college. Qualified, academically oriented students in ninth through twelfth grades are eligible to participate in Advanced Placement Courses.

## DUAL CREDIT

Dual Credit courses offer you the opportunity to earn college credit for successfully completing a course at the high school level. In addition to earning college credit, dual credit courses offers you several benefits:

- You will have first-hand exposure to college-level work while still in high school.
- You can begin college with credits earned while you were in high school.
- You will have a smoother transition to college after the completion of high school due to the preparation a dual credit course will provide you.

## AP COURSES

- AP Chemistry
- AP Calculus
- AP European History
- AP English Language & Composition
- AP English Literature & Composition
- AP Psychology
- AP Spanish Language
- AP Spanish Literature and Culture
- AP United States History
- AP Music Theory
- AP Computer Science Principles
- AP Biology
- AP Physics 1
- AP Pre-Calculus
- AP Statistics
- AP Human Geography
- AP African-American Studies



# Thornton Fractional District 215

## Dual Credit Offerings



### WHAT IS THE DUAL CREDIT PROGRAM?

Students enrolled in any of the courses listed to the right are eligible to earn college credit.

#### Checklist for earning college credit for FREE:

1. Complete the dual credit registration form in class.
2. Provide accurate information, such as mailing address, email & phone number.
3. Finish your high school course with a grade of a "C" or higher.

#### Earning free college credit is as easy as 1, 2, 3!

See your counselor to sign up for a dual credit course at the high school.

Any questions regarding the Dual Credit Program please contact:

Mrs. Rosalind Scaife  
Early College & Career Coordinator  
RScaife@tfd215.org or 708.585.1150

Campus Codes  
TFN - TF North HS.  
TFS - TF South HS.  
TFC - TF Center for Academic & Technology

#### 21st Century Entrepreneurship

(TFN, TFS, TFC)

- ✓ 55C Course: BUS 130 - Starting Your Own Small Business - 4 College Credits

#### Foundations to Teaching

(TFN, TFS)

- ✓ 55C Course: Edu 110 - Foundation of American Education - 3 College Credits

#### Microsoft Office Technology

(TFN, TFS)

- ✓ 55C Course: MIS 101 - Computer Literacy and Applications - 3 College Credits

#### Project Lead the Way Introduction to Engineering

(TFC)

- ✓ 55C Course: CAD 100 - Introduction to CADD - 1.5 College Credits
- ✓ 55C Course: CAD 101 - Basic Drawing & Design - 3 College Credits

#### PLTW Principles of Engineering

(TFC)

- ✓ 55C Course: CAD 299 - Topics in Computer-Aided Design - 5 College Credits

#### Barbering I

(TFN)

- ✓ 55C Course: BAR 101 - Introduction to Barbering - 2 College Credits
- ✓ 55C Course: BAR 102 - Art of Barbering I - 2 College Credits
- ✓ 55C Course: BAR 103 - Salon Operations I - 4 College Credits
- ✓ 55C Course: BAR 113 - Salon Operations II - 4 College Credits
- ✓ 55C Course: BAR 202 - Art of Barbering III - 2 College Credits
- ✓ 55C Course: BAR 212 - Advanced Barbering I - 2 College Credits

#### Barbering II

(TFN)

- ✓ 55C Course: BAR 112 - Art of Barbering II - 2 College Credits
- ✓ 55C Course: BAR 114 - Barber Styling - 2 College Credits
- ✓ 55C Course: BAR 203 - Salon Operations III - 4 College Credits
- ✓ 55C Course: BAR 210 - Chemical Services I - 2 College Credits
- ✓ 55C Course: BAR 213 - Advanced Salon Operations I - 4 College Credits
- ✓ 55C Course: BAR 220 - Chemical Services II - 2 College Credits
- ✓ 55C Course: BAR 223 - Advanced Salon Operations II - 4 College Credits
- ✓ 55C Course: BAR 225 - Barber Management - 2 College Credits

#### Cosmetology I

(TFN)

- ✓ 55C Course: COS 110 - Introduction to Cosmetology - 2 College Credits
- ✓ 55C Course: COS 111 - Health and Safety - 2 College Credits
- ✓ 55C Course: COS 112 - Intro to Health Science in Cosmetology - 3 College Credits
- ✓ 55C Course: COS 113 - Nail Tech I - 2 College Credits
- ✓ 55C Course: COS 114 - Hair Styling I - 2 College Credits
- ✓ 55C Course: COS 115 - Hair Styling II - 2 College Credits
- ✓ 55C Course: COS 121 - Salon Operations I - 4 College Credits
- ✓ 55C Course: COS 122 - Salon Operations II - 4 College Credits
- ✓ 55C Course: COS 205 - Hair Styling III - 2 College Credits

#### Cosmetology II

(TFN)

- ✓ 55C Course: COS 116 - Esthetics - 2 College Credits
- ✓ 55C Course: COS 117 - Nail Tech II - 2 College Credits
- ✓ 55C Course: COS 206 - Chemical Services I - 2 College Credits
- ✓ 55C Course: COS 221 - Salon Operations III - 4 College Credits
- ✓ 55C Course: COS 222 - Salon Operations IV - 4 College Credits
- ✓ 55C Course: COS 225 - Salon Management for Cosmetology - 2 College Credits

#### Culinary Arts II

(TFN, TFC)

- ✓ JJC Course: CA 105 - Introduction to Culinary Arts Princ/Apps - 3 College Credits
- ✓ JJC Course: CA 106 - Applied Food Service Sanitation - 2 College Credits

Rev. 11/2025



# GRADING & REPORTING

Student grade reports are issued at the end of each 9-week period. The semester grade is the only grade recorded on student's permanent record. Semester grades are to be based on averaging 40% for each grading period and 20% for the final examination.

A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	59-0%

## GENERAL GRADING & METRICS

	REGULAR	HONORS	AP
A	4.0	4.4	4.8
B	3.0	3.3	3.6
C	2.0	2.2	2.4
D	1.0	1.1	1.2
F	0.0	0.0	0.0

### Honor Roll with High Distinction

- A 4.00 grade point average or higher
  - No failing course grades
- Enrolled in five or more academic credit courses

### Honor Roll with Distinction

- A 3.50 - 3.99 grade point average
  - No failing course grades
- Enrolled in five or more academic credit courses

### Honor Roll

- 3.00 - 3.49 grade point average
  - No failing course grades
- Enrolled in five or more academic credit courses.

Grade Point Average (GPA)

All courses will be counted toward a student's grade point average, except "Pass/Fail."





**ART**

**DEPARTMENT**

# ARTS

<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
<b>Art Fundamentals</b>	<b>Art Fundamentals</b>	<b>Art Fundamentals</b>	<b>Art Fundamentals</b>
	<b>3D Sculpting and Design</b>	<b>3D Sculpting and Design</b>	<b>3D Sculpting and Design</b>
	<b>Painting</b>	<b>Painting</b>	<b>Painting</b>
	<b>Drawing</b>	<b>Drawing</b>	<b>Drawing</b>

## **Art Fundamentals 711000**

**Course Length: Y Grade Levels: 9–12**

Art Fundamentals serves as an essential foundation for all subsequent art courses and is a prerequisite for advanced-level classes. The curriculum introduces students to key terminology, materials, and visual experiences across diverse artistic disciplines. Students explore the Elements and Principles of Art, various media and methods, and the organization of visual components. The course emphasizes the development of observational skills, application techniques, and critical thinking related to visual analysis. Additionally, it supports students in interpreting their visual surroundings and expressing personal ideas and emotions through artistic practice.

## **Drawing 712000**

**Course Length: Y Grade Levels: 10–12**

*Recommended Prerequisite: Art Fundamentals*

Drawing is an advanced-level course that builds upon the foundational skills acquired in Art Fundamentals. The curriculum guides students through a structured progression of drawing techniques aimed at initiating and enhancing their artistic abilities. Students engage with a variety of media and methods commonly used in the field of drawing. The course fosters familiarity with artistic tools and materials, while emphasizing the development of observational skills and thoughtful responses to visual elements. Through practice and critique, students refine their technical proficiency and deepen their understanding of visual expression.

## **Painting 713000**

**Course Length: Y Grade Levels: 10–12**

*Recommended Prerequisite: Art Fundamentals*

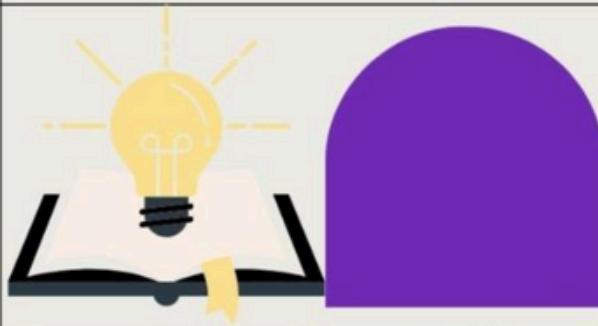
Painting is an advanced-level course that emphasizes a range of painting styles and techniques. Students receive instruction in watercolor, acrylic, and oil painting methods. The curriculum incorporates color theory and brushwork as foundational elements for creating expressive and dynamic compositions. Through analysis and discussion of artistic works, students gain a deeper understanding of stylistic approaches and creative processes essential to successful painting. The course fosters technical skill development and encourages individual artistic expression.

## **3D Sculpture and Design 717000**

**Course Length: Y Grade Levels: 10–12**

*Recommended Prerequisite: Art Fundamentals*

3D Sculpture and Design is an advanced-level course that explores spatial concepts through both traditional and contemporary sculptural methods. Students learn to translate ideas into three-dimensional forms using the four fundamental approaches: subtraction, manipulation, addition, and substitution. The curriculum incorporates historical techniques such as carving, modeling, building, assemblage, and casting. A wide range of materials is introduced, including clay, plaster, stone, found objects, and papier-mâché. The course emphasizes creative problem-solving, material exploration, and the development of spatial awareness in artistic practice.



# ENGLISH



# DEPARTMENT

# ENGLISH

4 CREDITS

## FRESHMAN

(9)

- ENGLISH 9
- ENGLISH LANGUAGE LEARNER I, II, III
- HONORS ENGLISH 9

## SOPHOMORE

(10)

- ENGLISH 10
- ENGLISH LANGUAGE LEARNER I, II, III
- HONORS ENGLISH 10

## JUNIOR

(11)

- AP LANGUAGE AND COMPOSITION
- AP LITERATURE
- ENGLISH 11
- ENGLISH LANGUAGE LEARNER I, II, III
- HONORS ENGLISH 11

## SENIOR

(12)

- AP LANGUAGE AND COMPOSITION
- AP LITERATURE
- ENGLISH 12
- ENGLISH LANGUAGE LEARNER I, II, III

## ELECTIVES

- SUCCESS SEMINAR- placement only
- THEATRE ARTS I

## ELECTIVES

- AFRICAN AMERICAN LITERATURE
- MEDIA ANALYSIS
- SPEECH
- THEATRE ARTS I
- THEATRE ARTS II
- THEATRE PRODUCTION

## ELECTIVES

- ADVANCED JOURNALISM NEWSPAPER
- ADVANCED JOURNALISM YEARBOOK
- AFRICAN AMERICAN LITERATURE
- CREATIVE WRITING
- MEDIA ANALYSIS
- SPEECH
- THEATRE ARTS I
- THEATRE ARTS II
- THEATRE PRODUCTION

## ELECTIVES

- ADVANCED JOURNALISM NEWSPAPER
- ADVANCED JOURNALISM YEARBOOK
- AFRICAN AMERICAN LITERATURE
- CREATIVE WRITING
- MEDIA ANALYSIS
- SPEECH
- THEATRE ARTS I
- THEATRE ARTS II
- THEATRE PRODUCTION

## AP Language and Composition 134400

College Credit Available

Course Length: Y      Grade Levels: 11-12

*Recommended Prerequisite: Successful completion of Honors English 10 or Honors English 11 with a "B" or higher.*

Advanced Placement Language and Composition is a college-level course that emphasizes rhetorical analysis and the art of argument. The curriculum focuses primarily on nonfiction texts, guiding students in the application of rhetorical concepts and strategies. Instruction includes structured discussion, the writing process, research techniques, and source evaluation to strengthen critical thinking and argumentation skills. Students are strongly encouraged to take the AP Exam in the spring, which offers the opportunity to earn college credit prior to graduation.

## AP Literature and Composition 144400

Course Length: Y      Grade Level: 11-12

College Credit Available

*Recommended Prerequisite:*

*Successful completion of Honors English 10 or Honors English 11 with a grade of B or higher.*

Advanced Placement Literature and Composition provides a rigorous, college-level study of literary texts, emphasizing the historical, cultural, and political contexts that shape them. Students engage in close reading and critical analysis to explore themes, character development, and tone. The curriculum fosters advanced writing and research skills aligned with post-secondary academic standards. Students are encouraged to take the AP Examination in the spring, which may result in college credit upon successful performance.

## English 9 113000

Course Length: Y      Grade Level: 9

English 9 introduces students to foundational English Language Arts skills as they begin their high school academic journey. Through the study of diverse literary genres and multimedia resources, students examine themes of self-identity and personal growth while making connections to broader societal contexts. The curriculum emphasizes reading for depth and meaning, writing for various purposes, vocabulary development, grammar, and public speaking. These skills are reinforced through thematic units focused on relationships, personal interests, and environmental awareness, supporting continued academic development throughout high school.

## English 10 123500

Course Length: Y      Grade Level: 10

English 10 builds upon the foundational exploration of self-identity introduced in English 9 by examining the concept of American citizenship through the lens of American literature. Students analyze a range of literary forms—including drama, short stories, novels, poetry, and nonfiction to develop critical thinking, analytical writing, vocabulary, grammar, public speaking, and research skills. The curriculum integrates literary study with historical context, emphasizing the natural connections between American literature and American history to deepen students' understanding of societal structures and cultural identity.

## **English 11 133500**

**Course Length: Y Grade Level: 11**

English 11 explores themes of culture, race, and identity through a diverse selection of global fiction and nonfiction texts. Unlike English 10, which centers on American literature, this course introduces students to literary works from unfamiliar cultures to expand their worldview and foster empathy and cultural awareness. Students engage with memoirs, poetry, and graphic novels while refining their skills in speaking, writing, research, and digital media.

## **English 12 144500**

**Course Length: Y Grade Level: 12**

English 12 provides a comprehensive survey of literature designed for senior-level students. The course emphasizes the development of academic writing and advanced critical thinking skills. Students analyze contemporary issues through a variety of literary genres, including drama, novels, poetry, and nonfiction. Vocabulary and grammar instruction is integrated throughout the curriculum. Additionally, students engage with critical literary theory to deepen their understanding of texts and their broader implications.

## **English Language Learner I 111201**

**Course Length: Y Grade Level: 9-12**

English Language Learner I is aligned with English Language Development Standards and is designed to support students with limited English proficiency. Placement is determined by performance on the WIDA Screener and/or ACCESS assessments. The course emphasizes the development of listening, comprehension, speaking, reading, and writing skills to help students succeed in academic content areas and navigate English-speaking environments. Credit earned in this course applies toward District 215 English graduation requirements. This course is intended for newcomers and students performing at or below the developing level of WIDA proficiency.

## **English Language Learner II 111202**

**Course Length: Y Grade Level: 9-12**

English Language Learner II is aligned with English Language Development Standards and is designed to support students with limited English proficiency. Placement is based on performance on the WIDA Screener and/or ACCESS assessments, as well as teacher recommendation. The course reinforces listening, comprehension, and speaking skills introduced in English Language Learner I, while placing greater emphasis on reading and writing development. Instruction prepares students to succeed in academic content areas and to navigate English-speaking environments. Credit earned in this course applies toward District 215 English graduation requirements. This course is intended for newcomers and students performing at or below the developing level of WIDA proficiency.

## **English Language Learner III 111203**

### **Course Length: Y Grade Level: 9-12**

Prerequisite: Students must have a composite proficiency level below 4.8 on the ACCESS assessment or below 5.0 on the WIDA Online Screener, which qualifies them as Limited-English Proficient (LEP) under Illinois criteria.

This course serves English learner students identified at the “Developing” and “Expanding” levels according to the six WIDA English Language Proficiency (ELP) levels. Instruction is guided by WIDA’s English Language Development Standards and Can-Do Descriptors. The curriculum strengthens students’ skills in speaking, listening, reading, and writing, building upon competencies acquired in ELL II. The course aims to support academic success across content areas and facilitate effective communication in English-speaking environments.

Students engage in learning about the history and culture of the United States, as well as the cultural backgrounds of their families. The instructional goal is to help students progress to the “Expanding” and “Bridging” proficiency levels and demonstrate overall English language proficiency on the ACCESS assessment.

Credit earned in this course fulfills part of the District 215 English graduation requirement. Placement is determined by WIDA Online Screener or ACCESS scores, in conjunction with teacher recommendation.

## **Honors English 9 114023**

### **Course Length: Y Grade Level: 9**

Honors English 9 introduces students to the exploration of self-identity through advanced literary study. The course is designed to prepare students for future enrollment in Advanced Placement English by emphasizing higher-level reading, writing, research, and speaking skills. Instruction encourages sophisticated thinking and personal reflection, guiding students to understand their identity and their place within the broader world.

## **Honors English 10 124023**

### **Course Length: Y Grade Level: 10**

*Recommended Prerequisite: Successful completion of Honors English 9 or a grade of “B” or higher in English 9*

Honors English 10 focuses on the theme of American citizenship as explored through various social structures. Building on the exploration of individual identity in English 9/Honors English 9, students examine their roles as American citizens through the study of American literature and its connections to historical and cultural contexts. The course emphasizes the development of expository, persuasive, and analytical writing skills, along with vocabulary enrichment. Instruction parallels the U.S. History curriculum, offering students a deeper understanding of the social and political issues reflected in literary texts. Analytical writing and research serve as foundational skills for future Advanced Placement coursework. Students also strengthen public speaking and debate abilities through targeted units of study.

## **Honors English 11 134023**

### **Course Length: Y Grade Level: 11**

*Recommended Prerequisite: Successful completion of Honors English 10 or a grade of “B” or higher in English 10*

Honors English 11 provides students with opportunities to strengthen academic reading and writing skills in preparation for senior-level Advanced Placement coursework. The course focuses on themes of culture, race, and identity through a variety of nonfiction texts from global perspectives. Building on the foundation of American literature studied in Honors English 10, students engage with literature from unfamiliar cultures to broaden their understanding and develop empathy and global awareness. Instruction includes the analysis of memoirs, poetry, and graphic novels, while also emphasizing the development of speaking, writing, research, and digital media skills. Public speaking and debate are integrated into several units of study to enhance communication and critical thinking.

These elective courses do not meet the English graduation requirement for District 215.

## **Academic Leadership 700600**

**Course Length: Y Grade Level: 12**

This course is designed for seniors who have demonstrated academic excellence and express a strong interest in serving as peer tutors. Through hands-on activities, students develop leadership skills and foster positive peer interactions.

Participants actively engage in tutoring, model effective study habits and strategies, and reinforce academic skills that contribute to student success. Academic leaders also assist peers with classroom content and support instructional goals. Students receive a pass/fail designation on their high school transcript.

## **Advanced Journalism – Newspaper 154100**

**Course Length: Y Grade Level: 11-12**

This two-semester elective course focuses on newspaper production for juniors and seniors. Students may enroll for one or both semesters. The curriculum emphasizes research, writing, editing, interviewing, listening, and communication skills. Students also utilize digital tools and technology to produce the school newspaper.

## **Advanced Journalism – Yearbook 154200**

**Course Length: Y Grade Level: 11-12**

This two-semester elective course centers on the production of the school yearbook. Students review key yearbook elements and learn to design and prepare pages using specialized software. The course integrates oral communication, listening, writing, photography, research, organization, and collaborative teamwork to support the publication process.

## **African American Literature 181600**

**Course Length: S Grade Level: 10-12**

This elective course introduces students to a wide range of African American authors and literary works. Students examine the African American experience through historical and social contexts, exploring themes and literary characteristics across various periods and communities.

## **Creative Writing 157000**

**Course Length: S Grade Level: 11-12**

This elective course develops students' skills in crafting original short stories, one-act plays, and poetry. The curriculum includes the study of writing techniques used by American and European authors, playwrights, and poets to enhance creative expression.

## **Media Analysis 181700**

**Course Length: S Grade Level: 10-12**

This elective course is designed for students interested in critically examining the impact of film and television on cultural and aesthetic values. Students analyze media through essays, critiques, and journals, evaluating its influence on the American cultural psyche using critical thinking and analytical frameworks.

## **Speech 183500**

**Course Length: S Grade Level: 10–12**

This elective course prepares students for public speaking in formal and informal settings. Students learn to organize and deliver presentations individually and in groups. The course emphasizes rhetorical theory and persuasive techniques, along with research, structure, and delivery skills.

## **Success Seminar 12000E**

**Course Length: Y Grade Level: 9**

Success Seminar is designed to support students in developing the academic and personal skills necessary for long-term success. The course emphasizes routines and strategies that foster independence and resourcefulness. Students engage in targeted instruction in morphology and word study, executive functioning, career and academic planning, literacy development, basic technology skills, and character reflection. The course is offered at two instructional levels—Functional and Emerging—based on each student’s literacy and executive functioning needs. Placement is determined through teacher recommendation, parent request, and/or assessment data. Although intended as a yearlong course, adjustments may be made based on individual student performance.

## **Theatre Arts I 181100**

**Course Length: Y Grade Level: 9–11**

This elective course introduces students to foundational elements of dramatic arts through acting and directing exercises such as pantomimes, improvisations, group scenes, and play scripts. Emphasis is placed on basic stage techniques and the role of character within the context of the play. Students also explore elements of theatre history and their influence on contemporary drama. Student performances and collaborative group work are essential components of the course.

## **Theatre Arts II 181200**

**Course Length: Y Grade Level: 10–12**

*Prerequisite: Theatre Arts I*

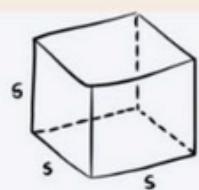
This elective course builds upon the foundational skills developed in Theatre Arts I, focusing on advanced dramatic elements including character development, vocal training, and movement techniques. Students perform scenes from various genres and produce one full-scale production each semester for an external audience. Writing and research assignments are required throughout the course.

## **Theatre Production 181300**

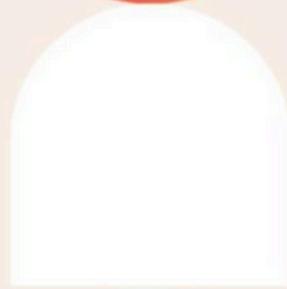
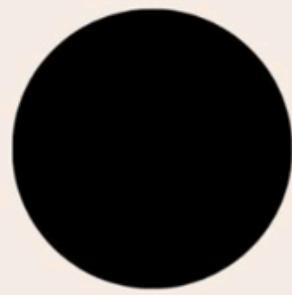
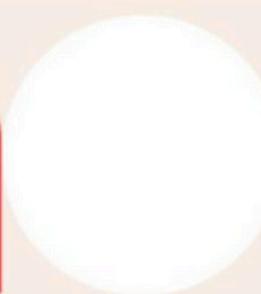
**Course Length: Y Grade Level: 10–12**

*Prerequisite: Theatre Arts I or Instructor Approval*

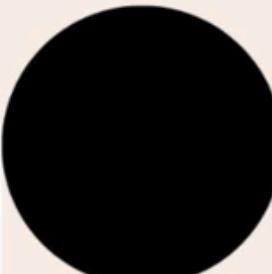
This elective course provides students with hands-on experience in the technical and design aspects of theatre production. Students engage in play analysis, set and costume design, prop construction, and dramaturgy. Course activities include working on actual T.F. South drama productions and preparing for future performances. Writing and research components include daily journaling, play analysis, project evaluations, and a research project.



$$V = s^3$$



# MATHEMATICS



# DEPARTMENT



# MATHEMATICS

3 CREDITS

## FRESHMAN

(9)

ALGEBRA I  
HONORS ALGEBRA I  
HONORS GEOMETRY

## SOPHOMORE

(10)

GEOMETRY  
HONORS ALGEBRA II  
HONORS GEOMETRY

## JUNIOR

(11)

ALGEBRA II  
\*\*AP COMPUTER  
SCIENCE  
AP PRE-CALCULUS  
AP STATISTICS  
HONORS ALGEBRA II  
PRE-CALCULUS

## SENIOR

(12)

AP CALCULUS  
\*\*AP COMPUTER  
SCIENCE  
AP PRE-CALCULUS  
AP STATISTICS  
\*COLLEGE  
PREPARATORY  
MATH  
PRE-CALCULUS  
STATISTICS

\* Placement based on specific criteria.

\*\*This CTE course (see description on p. 66).

## **Algebra I 513000**

### **Course Length: Y Grade Level: 9**

Algebra I serves as the foundational course for all future mathematics studies. The curriculum emphasizes expressions, equations, inequalities, graphing, and statistics. Students explore mathematical relationships and represent data using tables, graphs, and algebraic expressions. A graphing calculator is used throughout the course.

## **Algebra II 533000**

### **Course Length: Y Grade Level: 10–12**

*Recommended Prerequisite: Successful completion of Geometry*

This course focuses on the application of algebraic concepts including statistics, quadratic and exponential expressions, powers and roots, and related functions. Students master logarithmic, rational, radical, polynomial, and other advanced functions, both for their theoretical properties and practical applications in modeling real-world scenarios. A graphing calculator is used throughout the course.

## **AP Calculus 545000**

### **Course Length: Y Grade Level: 12**

*Recommended Prerequisite: Successful completion of AP Precalculus or teacher recommendation*

#### **College Credit Available**

This advanced placement course follows the AP Calculus AB curriculum and emphasizes differential and integral calculus, with a focus on real-world applications. Students are strongly encouraged to take the AP Exam in the spring to earn college credit. A graphing calculator is used throughout the course.

## **AP Precalculus 544200**

### **Course Length: Y Grade Level: 11–12**

*Recommended Prerequisite: Successful completion of Honors Algebra II*

#### **College Credit Available**

AP Precalculus prepares students for college-level calculus and supports readiness for advanced mathematics and science courses. The curriculum includes a broad study of function types foundational to careers in mathematics, physics, biology, health science, business, social science, and data science. Students are strongly encouraged to take the AP Exam in the spring to earn college credit. A graphing calculator is used throughout the course.

## **Applied Math 551000**

### **Course Length: Y Grade Level: 12**

*Recommended Prerequisite: Successful completion of Algebra II*

This course provides students with practical mathematical skills essential for success in the trades, technical careers, and everyday life. Students strengthen their understanding of fundamental mathematical concepts, including operations with fractions, decimals, percentages, measurement, unit conversions, and formulas commonly used in technical fields. The curriculum emphasizes financial mathematics, focusing on topics such as wages and compensation, taxes, loans, interest, and personal budgeting. In addition, students prepare for the Armed Services Vocational Aptitude Battery (ASVAB) test by developing the mathematical reasoning and problem-solving skills necessary for success on the exam. Through real-world applications and hands-on problem-solving activities, students learn to apply mathematics as a critical tool for decision-making in both professional and personal contexts.

## AP Statistics 543400

### Course Length: Y Grade Level: 11-12

*Recommended Prerequisite: Successful completion of Honors Algebra I and Honors Algebra II, or Algebra I and Algebra II with teacher recommendation*

#### College Credit Available

AP Statistics is equivalent to a one-semester, non-calculus-based college course in statistics. Students learn key concepts and tools for collecting, analyzing, and interpreting data. The course covers four major themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students are strongly encouraged to take the AP Exam in the spring to earn college credit.

## College Preparatory Math 555000

### Course Length: Y Grade Level: 12

*Required Prerequisite: Seniors who have met the high school math graduation requirement but are not projected ready for college-level math*

This course prepares students for college and career pathways requiring general education mathematics competencies in quantitative literacy and statistics. Students strengthen skills in numeracy, estimation, measurement, quantitative reasoning, statistical analysis, and algebraic modeling. Instruction is delivered through authentic, problem-based learning designed to build conceptual understanding and critical thinking. Students who earn a grade of 'C' or higher in both semesters receive guaranteed placement into a college-level math course (MATH 115 or MATH 126) at South Suburban College within 18 months of graduation, without a placement exam.

*\*Placement is subject to specific criteria.*

## Geometry 523000

### Course Length Y Grade Level: 10

This course emphasizes logical reasoning and the study of geometric shapes and figures. Real-world applications and previously learned algebraic concepts are integrated throughout topics such as the distance formula, Pythagorean Theorem, right triangle trigonometry, and polygon classification. A graphing calculator and other technologies are used to support instruction.

## Honors Algebra I 516023

### Course Length: Y Grade Level: 9

This advanced-level course serves as the foundation for high school mathematics and bridges concrete mathematical understanding to abstract reasoning. Topics include simplifying expressions, solving equations and inequalities, systems of equations, and graphing linear functions and relations. Real-world applications, problem-solving, data analysis, mathematical communication, and appropriate use of technology are emphasized throughout the course. A graphing calculator is used regularly.

## Honors Algebra II 534023

### Course Length: Y Grade Level: 10-11

*Recommended Prerequisite: Successful completion of Honors Geometry*

This advanced, fast-paced course enhances students' algebraic skills and problem-solving abilities. Students explore quadratic, polynomial, rational, radical, exponential, and logarithmic functions in both real and complex contexts. Technology, including graphing calculators and software, is used for computation and exploration. Real-world applications and abstract reasoning are integrated to reinforce the relevance of algebraic functions.

## **Honors Geometry 524023**

**Course Length: Y Grade Level: 9-10**

*Recommended Prerequisite: Passed 8th Grade Algebra I Proficiency Exam, successful completion of Honors Algebra I, or Algebra I with teacher recommendation*

This advanced course develops students' ability to describe, analyze, and understand geometric structures. Through technology, hands-on activities, and investigations, students examine geometric shapes and relationships. Emphasis is placed on reasoning and constructing mathematical arguments using various forms of proof. A graphing calculator is used throughout the course.

## **Pre-Calculus 544100**

**Course Length: Y Grade Level: 11-12**

*Recommended Prerequisite: Successful completion of Algebra II*

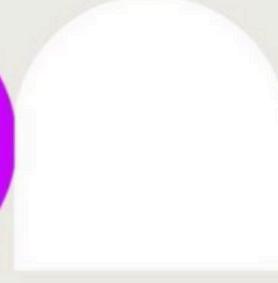
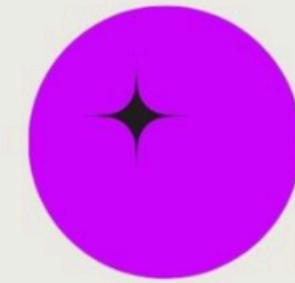
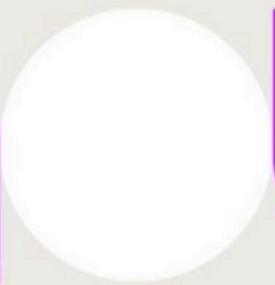
Pre-Calculus provides students with an in-depth exploration of advanced mathematical concepts, including number systems, polynomials, rational expressions, equations, inequalities, functions, relations, trigonometry, and analytic geometry. The course emphasizes the use of technology to enhance conceptual understanding and problem-solving skills. Students engage in graphical, numerical, and algebraic modeling of functions, fostering a comprehensive approach to mathematical analysis. This course serves as a foundational preparation for post-secondary studies and careers in mathematics, engineering, medicine, architecture, science, and computer-related fields. A graphing calculator is required.

## **Statistics 543100**

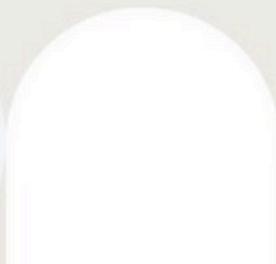
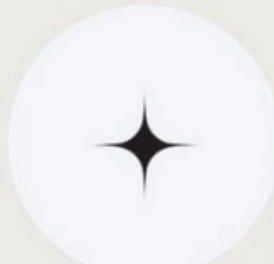
**Course Length: Y Grade Level: 12**

*Recommended Prerequisite: Successful completion of Algebra II*

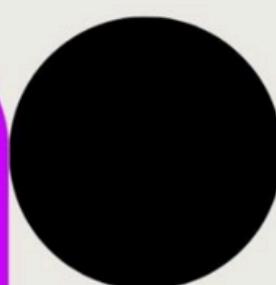
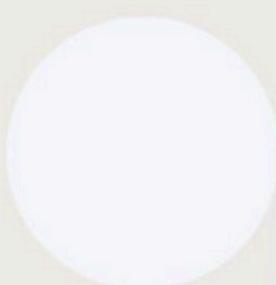
Statistics introduces students to the scientific methods used to interpret and analyze data. The course begins with mathematical modeling, focusing on the analysis of functions and graphs to make data-driven predictions. The latter portion emphasizes practical data analysis, including the study of uncertainty, probability theory, and counting principles. Students learn to organize, summarize, and draw conclusions from data using statistical techniques. This course provides essential preparation for future academic and professional pursuits in business, medicine, architecture, agriculture, social sciences, natural sciences, and applied sciences. A graphing calculator is required.



# MUSIC



# DEPARTMENT



# MUSIC

Performance Ensembles	Exploratory Courses (No Experience Required)	Theory & Advanced Courses
<b>Cadet Band</b>	<b>Concert Choir</b>	<b>Advanced Choir</b>
<b>Cadet Percussion</b>	<b>Piano</b>	<b>AP Music Theory</b>
<b>Concert Band</b>	<b>Guitar</b>	
<b>Symphonic Band</b>	<b>Music Design and Tech I &amp; II</b>	
<b>Chorale</b>		

## **Advanced Choir 724900**

**Course Length: Y Grade Level: 9–12**

*Prerequisite: Concert Choir, Chorale, or Audition*

Advanced Choir is the highest-level vocal ensemble offered. Students continue developing music reading and vocal performance skills introduced in Concert Choir or Chorale, with deeper exploration of music theory and advanced vocal techniques. The curriculum includes traditional choral literature as well as contemporary and popular music. Students perform at school concerts, community events, athletic activities, and vocal competitions.

## **AP Music Theory 799900**

**Course Length: Y Grade Level: 10–12**

*Prerequisite: Ability to read and write musical notation; basic performance skills in voice or instrument are strongly recommended*

AP Music Theory is equivalent to one or two semesters of a college-level introductory music theory course. The curriculum covers musicianship, theoretical concepts, musical materials, and compositional procedures. Students develop aural skills through dictation, sight singing, and harmonic analysis. Emphasis is placed on fluency in musical notation and performance through sight singing. Performance is also part of the curriculum through the practice of sight singing. Notational skills, speed, and fluency with basic materials are also emphasized. Students are strongly encouraged to take the AP Exam in the spring, which may provide college credit.

## **Cadet Band 728800**

**Course Length: Y Grade Level: 9–10**

Cadet Band is designed for students with little or no prior experience in instrumental music. The course provides group instruction in music fundamentals and instrumental techniques, preparing students for advancement into higher-level ensembles. Students also complete a unit on Marching Band fundamentals to support future participation in the performing Marching Band. After-school rehearsals and performances are required. Piano, organ, and guitar are not included in the instructional program.

## **Cadet Percussion 728801**

**Course Length: Y Grade Level: 9–12**

Cadet Percussion includes both beginning and advanced percussion students. Through collaborative performance using traditional percussion instruments, students develop music literacy and ensemble skills. The group performs as the drumline for the Marching Band during football season and transitions to concert and symphonic percussion roles for the remainder of the school year. Participation in Band Camps, Marching Band, concerts, festivals, parades, weekly rehearsals, and competitions is required. Piano, organ, and guitar are not included in the instructional program.

## **Chorale 721900**

**Course Length: Y Grade Level: 9–12**

*Prerequisite: Concert Choir or Audition*

Chorale is designed for intermediate vocal students. The course reinforces music reading, ear training, and vocal technique through the performance of traditional and contemporary choral literature, including popular, inspirational, and jazz repertoire. Students perform at school concerts, community events, athletic activities and music festivals.

## **Concert Band 728900**

**Course Length: Y Grade Level: 9–12**

*Prerequisite: Audition or Band Director Recommendation*

Concert Band is an intermediate-level instrumental ensemble open to students who play woodwind, brass, or percussion instruments. The course focuses on developing fundamental performance skills. Students are required to participate in Band Camp, Marching Band, concerts, festivals, parades, weekly rehearsals, and competitions. Piano, organ, and guitar are not included in the instructional program.

## **Concert Choir 725900**

**Course Length: Y Grade Level: 9–12**

Concert Choir is open to students of all musical backgrounds and abilities. The course introduces music reading, ear training, and vocal technique through the performance of traditional and contemporary choral literature, including popular, inspirational, and jazz repertoire. Students perform at school concerts, community events, athletic activities, and music festivals.

## **Guitar 728700**

**Course Length: Y Grade Level: 9–12**

Guitar is an introductory-level course for students with little or no prior musical experience. Students learn the basics of music reading, chord structure, and melodic development using a six-string acoustic guitar, either classical or folk. Electric guitars are not permitted. Through the study of basic music theory, students gain the skills to perform popular or folk songs using chords or melody.

## **Music Design and Technology I 793100**

**Course Length: S Grade Level: 9–12**

Music Design and Technology I is designed for students with no prior musical experience. The course introduces the elements of music, the nature of sound, and basic music notation. Students explore a wide range of musical genres and engage in creative expression through technology. Using digital tools, students manipulate pre-recorded sounds and create projects involving looping, sequencing, recording, and composing.

## **Music Design and Technology II 793200**

**Course Length: S Grade Level: 9–12**

*Prerequisite: Music Design and Technology I*

Music Design and Technology II builds upon the foundational skills developed in Music Design and Technology I. Students advance their proficiency in GarageBand and Audacity, and apply their knowledge to create original projects. These include producing a podcast featuring a teacher from another discipline and developing a music video using iMovie, paired with a song composed by the student.

## **Piano 791000**

**Course Length: Y Grade Level: 9–12**

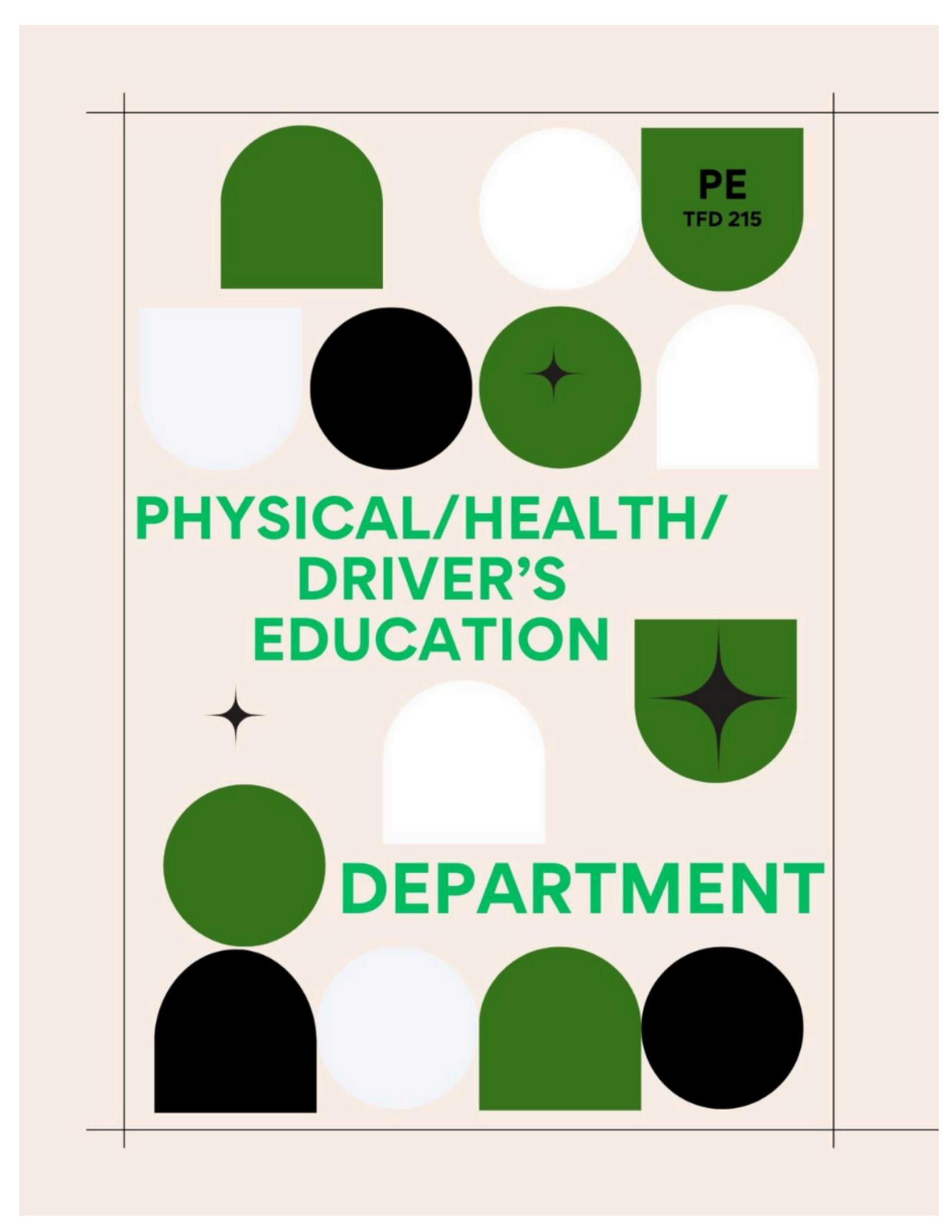
Piano is a beginning-level course designed for students with no prior experience. Instruction focuses on basic note reading, fingering techniques, music theory, and introductory piano literature. Students develop reading and performance skills for personal enjoyment and preparation for collegiate music study. The course is taught in a laboratory setting using electronic keyboard stations.

## **Symphonic Band 729900**

**Course Length: Y Grade Level: 9–12**

*Prerequisite: Audition or Band Director Recommendation*

Symphonic Band is the most advanced instrumental ensemble offered. Membership is based on playing ability and a demonstrated level of professionalism, including dedication and the ability to work independently and collaboratively. The ensemble performs a wide range of musical styles, including classical and popular genres. The curriculum builds upon concepts introduced in Concert Band with greater depth and complexity. Students are required to participate in Band Camp, Marching Band, concerts, festivals, parades, weekly rehearsals, and competitions. Piano, organ, and guitar are not included in the instructional program.



PE  
TFD 215

# PHYSICAL/HEALTH/ DRIVER'S EDUCATION

## DEPARTMENT

# PHYSICAL EDUCATION

3.5 CREDITS

## FRESHMAN

(9)

- FOUNDATIONS OF PHYSICAL EDUCATION
- HEALTH

## SOPHOMORE

(10)

- ADVANCED WEIGHT TRAINING AND CONDITIONING
- FITNESS I
- HEALTH
- INDIVIDUAL SPORTS
- PHYSICAL EDUCATION LEADER TRAINING
- RECREATIONAL SPORTS
- TEAM SPORTS
- WEIGHT TRAINING I

## JUNIOR

(11)

- ACCELERATED FITNESS
- ADVANCED WEIGHT TRAINING AND CONDITIONING
- FITNESS I
- HEALTH
- INDIVIDUAL SPORTS
- PHYSICAL EDUCATION LEADER TRAINING
- RECREATIONAL SPORTS
- TEAM SPORTS
- WEIGHT TRAINING I

## SENIOR

(12)

- ACCELERATED FITNESS
- ADVANCED WEIGHT TRAINING AND CONDITIONING
- FITNESS I
- HEALTH
- INDIVIDUAL SPORTS
- RECREATIONAL SPORTS
- TEAM SPORTS
- WEIGHT TRAINING I

## DRIVER EDUCATION

### SURVEY OF PE WITH DRIVER EDUCATION ( Grade Level 10-12 )

- Prerequisites for the regular school year classroom enrollment are:
  - Age 15 years with oldest students given first priority unless circumstances based on need warrant prior consideration. Sophomore status is required.
  - The State of Illinois requires that a student must have had "a passing grade in at least 8 courses during the previous two semesters prior to enrolling in Driver Education." Summer school classes are not considered.

## **Accelerated Fitness 817500**

**Course Length: Y Grade Level: 11-12**

*Recommended Prerequisite: Fitness*

Accelerated Fitness is designed for advanced students seeking to enhance their physical conditioning. The course emphasizes progressive methods of strength training and cardiovascular fitness. Students apply knowledge gained in Aerobic Fitness to develop personalized fitness programs. Instruction includes the use of various fitness equipment to improve endurance, strength, and flexibility.

## **Advanced Weight Training and Conditioning 815810**

**Course Length: Y Grade Level: 10-12**

*Recommended Prerequisite: Weight Training I*

Advanced Weight Training and Conditioning focuses on the five core components of fitness: muscular strength, muscular endurance, flexibility, body composition, and cardiorespiratory endurance. Strength training occurs in the weight room and includes core exercises and structured lifting routines. Conditioning activities target agility, flexibility, running, balance, plyometrics, reaction time, coordination, and speed development. Daily participation in physical activity is required. Students are strongly encouraged to have prior experience in weight training and to be involved in extracurricular athletics. Students enrolled in Driver's Education may take this course as a semester course.

## **Fitness I 815410**

**Course Length: S Grade Level: 10-12**

Fitness I promotes health-related physical fitness through activities that enhance cardiorespiratory endurance, flexibility, muscular strength, muscular endurance, balance, rhythm, and positive health behaviors. Students engage in step aerobics, resistance training, circuit training, Pilates, yoga, and stability exercises. The course includes use of the aerobic conditioning lab and fitness center. Fitness data is collected and analyzed to monitor progress.

## **Foundations of Physical Education**

**811200**

**Course Length: S Grade Level: 9**

Foundations of Physical Education is a required course for all ninth-grade students. The curriculum introduces wellness concepts and fundamental physical fitness skills through a variety of activities. Units may include volleyball, softball, track and field, fitness assessments such as the AAHPERD Physical Best Program or the President's Challenge, introductory weight training, and related fitness exercises.

## **Health 821000**

**Course Length: S Grade Level: 9-10**

Health is designed to develop students' critical thinking skills and promote informed decision-making regarding personal well-being. The course provides tools to achieve and maintain total health. Topics include human growth and development, body systems and functions, personal hygiene, exercise, nutrition, substance use and abuse, stress management, mental health, suicide prevention, and communicable and non-communicable diseases, including dental and sexually transmitted diseases.

## **Individual Sports 817100**

**Course Length: S Grade Level: 10-12**

Individual Sports is designed to improve students' physical skills and fitness levels through participation in leisure activities focused on individual and partner engagement. The curriculum includes three-week units that introduce a variety of lifetime sports and activities. Emphasis is placed on personal development, skill acquisition, and lifelong fitness.

## **Physical Education Leader Training 814200**

**Course Length: S Grade Level: 10-11**

*Recommended Prerequisite: Teacher Recommendation*

Physical Education Leader Training develops leadership skills and promotes positive peer interaction. Students learn to coach peers, officiate games, and implement team-building strategies across various physical activities. Successful completion may qualify students to serve as P.E. leaders in future courses such as Adaptive Physical Education or Foundations of Physical Education.

## **Recreational Sports 817300**

**Course Length: S Grade Level: 10-12**

Recreational Sports enhances students' physical fitness and skill development through participation in informal and leisure-based sports. Activities are organized in three-week units and include sports commonly played beyond high school. The course encourages lifelong engagement in physical activity.

## **Survey of Physical Education with Driver Education 815500**

**Course Length: S Grade Level: 10-12**

This course is divided into two phases: one quarter focuses on the classroom portion of Driver Education, and the other on Physical Education. Students who successfully complete the classroom phase and meet district prerequisites may participate in Behind-the-Wheel instruction outside regular school hours. The Physical Education portion emphasizes cooperative team and group activities to improve physical skills and fitness.

*Driver Education Prerequisites:*

- *Must be at least 15 years old, with priority given to older students unless special circumstances apply.*
- *Must have earned passing grades in at least eight courses during the previous two semesters (summer school courses do not count).*
- *Sophomore status is required*

## **Team Sports 817200**

**Course Length: S Grade Level: 10-12**

Team Sports focuses on improving physical fitness and skill development through cooperative team-based activities. Students participate in three-week units that emphasize teamwork, communication, and fitness. The course promotes lifelong physical activity and encourages students to incorporate fitness into their daily routines.

## **Weight Training I 815710**

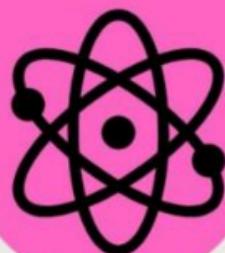
**Course Length: Y Grade Level: 10-12**

Weight Training I provides students with structured opportunities to develop strength and improve overall physical conditioning. The course emphasizes the physiological response of the human body to resistance training. Students learn proper training principles and techniques, and gain practical experience in measuring, evaluating, and interpreting physical progress. Participation in extracurricular athletics is strongly recommended.

Students enrolled in Driver's Education may take this course as a semester course.

**S**  
TFD 215

# SCIENCE



# DEPARTMENT

# SCIENCE

2 CREDITS

**FRESHMAN**  
**(9)**

**SOPHOMORE**  
**(10)**

**JUNIOR**  
**(11)**

**SENIOR**  
**(12)**

- BIOLOGY
- HONORS BIOLOGY

- CHEMISTRY
- HONORS CHEMISTRY

- AP BIOLOGY
- AP CHEMISTRY
- PHYSICS
- AP PHYSICS I
- ANATOMY & PHYSIOLOGY
- CHEMISTRY
- EARTH SCIENCE

- AP BIOLOGY
- AP CHEMISTRY
- PHYSICS
- AP PHYSICS I
- ANATOMY & PHYSIOLOGY
- EARTH SCIENCE

## **Anatomy & Physiology 352000**

**Course Length: Y Grade Level: 11-12**

Anatomy & Physiology provides an in-depth study of the structure and function of the human body, beginning at the cellular level and progressing through organ systems. Students engage in laboratory experiments, dissections, and technology-based activities that prepare them for future studies in health sciences and medical fields.

## **AP Biology 314400**

**Course Length: Y Grade Level: 11-12**

*Recommended Prerequisite: Successful completion of Honors Biology and Honors Chemistry, or Biology and Chemistry with teacher recommendation*

AP Biology is an introductory college-level course that develops students' understanding of biological concepts through inquiry-based investigations. Topics include evolution, cellular processes (energy and communication), genetics, information transfer, ecology, and biological interactions. At least 25% of instructional time is dedicated to hands-on laboratory work. Students are strongly encouraged to take the AP Exam in the spring to earn potential college credit.

## **AP Chemistry 324600**

**Course Length: Y Grade Level: 11-12**

*Recommended Prerequisite: Successful completion of Honors Chemistry with a grade of C or higher, or chemistry teacher recommendation*

AP Chemistry is a college-level course designed for students interested in science, engineering, or related fields. The curriculum emphasizes the relationships between elements, compounds, and chemical reactions. Students use advanced laboratory techniques and technology to analyze and synthesize chemical data. Students are strongly encouraged to take the AP Exam in the spring to earn potential college credit.

## **AP Physics I 356000**

**Course Length: Y Grade Level: 11-12**

AP Physics is an algebra-based, introductory college-level course that explores fundamental concepts in physics through inquiry-based investigations. Topics include kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque, rotational motion, and mechanical waves. Students are strongly encouraged to take the AP Exam in the spring to earn potential college credit.

## Biology 323000

### Course Length: Y Grade Level: 9

This course aligns with the Next Generation Science Standards and emphasizes three-dimensional learning through phenomenon-based storylines. Students develop critical thinking and decision-making skills by engaging with real-world scientific phenomena. Core concepts include DNA, genetics, and evolution. Students apply their conceptual understanding to new contexts through laboratory investigations, field studies, and collaborative learning experiences integrated throughout the academic year.

## Chemistry 353000

### Course Length: Y Grade Level: 10-11

*Recommended Prerequisite: Successful completion of Algebra I with a grade of C or higher*

This course introduces students to the study of matter, its properties, and composition. It emphasizes scientific inquiry through laboratory experiments, real-world applications, technology integration, and mathematical reasoning. Students enhance their problem-solving and critical thinking skills in a structured and engaging environment.

## Earth Science 351088

### Course Length: Y Grade Level: 11-12

Recommended Prerequisite: Biology

This laboratory-based course covers major topics including astronomy, Earth's physical characteristics, natural resources, landform development, oceanography, Earth's history, weather and climate, and topographic map usage. Students continue to develop inquiry skills through hands-on investigations, technology use, and research-based methodologies.

## Honors Biology 314023

### Course Length: Y Grade Level: 9

This advanced course follows the Next Generation Science Standards and incorporates three-dimensional learning through phenomenon-based storylines. Students strengthen their critical thinking, decision-making, mathematical computation, and graphical analysis skills by examining real-world phenomena. Key concepts include DNA, genetics, and evolution. The curriculum integrates laboratory investigations, inquiry-based learning, field studies, collaborative activities, and self-directed projects throughout the year.

## **Honors Chemistry 324023**

**Course Length: Y Grade Level: 10**

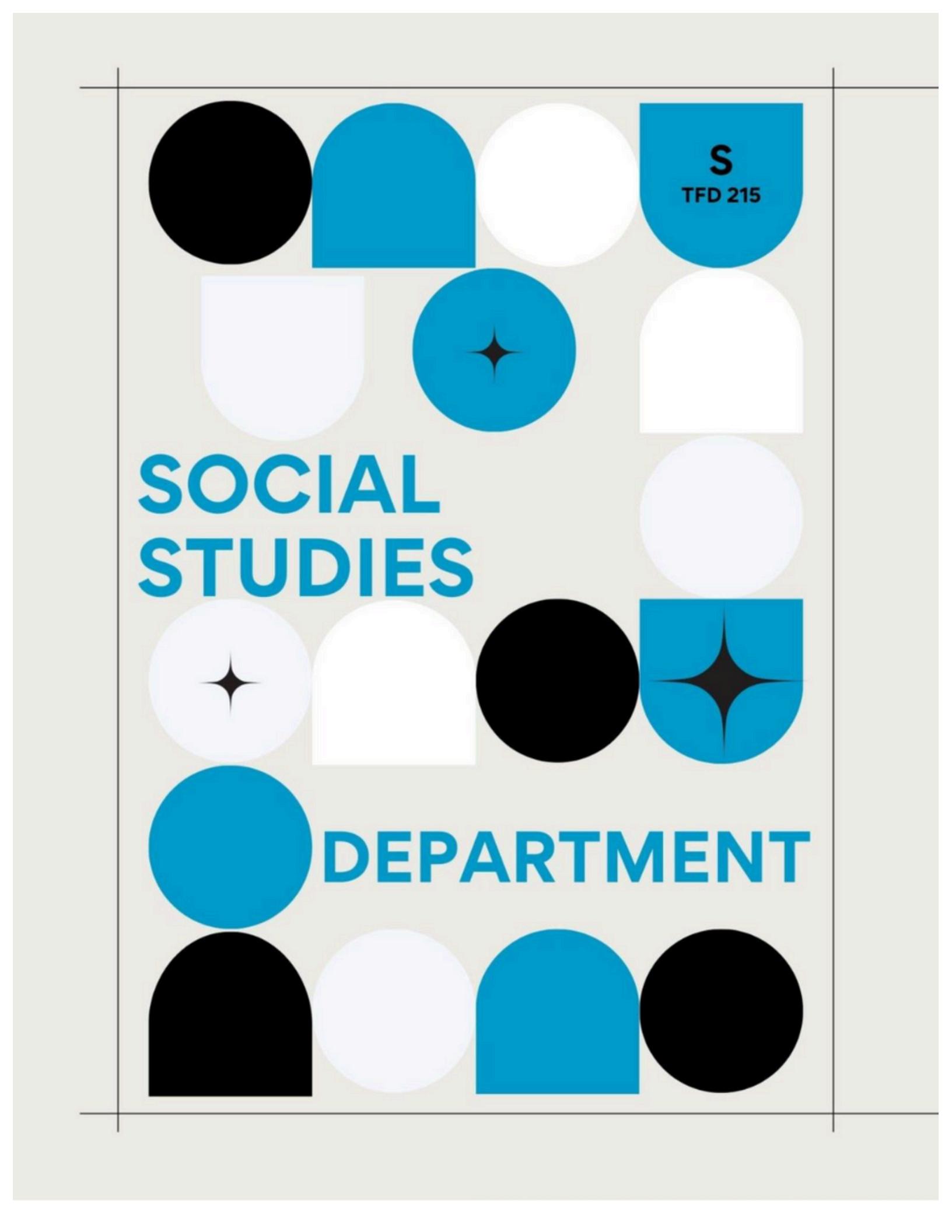
*Recommended Prerequisite: Successful completion of an honors-level mathematics course with a grade of 'C' or higher, or a recommendation from a mathematics or science teacher.*

Honors Chemistry provides an in-depth exploration of matter and the changes in its composition. The curriculum integrates laboratory experimentation, formal lab reports, and the use of technology to prepare students for advanced science coursework. The course emphasizes mathematical relationships and requires a solid foundation in Algebra.

## **Physics 355100**

**Course Length: Y Grade Level: 11-12**

Physics introduces students to a broad range of topics including mechanics, kinematics, wave phenomena, electricity, and nuclear physics. Instruction is delivered through hands-on laboratory experiments, real-world applications, and technology-enhanced learning experiences. The course fosters problem-solving and critical thinking skills through conceptual and practical engagement.



S  
TFD 215

# SOCIAL STUDIES

# DEPARTMENT

# SOCIAL STUDIES

3 CREDITS

## FRESHMAN (9)

- AP HUMAN GEOGRAPHY
- HONORS WORLD HISTORY
- WORLD HISTORY

## SOPHOMORE (10)

- AP EUROPEAN HISTORY
- AP HUMAN GEOGRAPHY
- AP U.S. HISTORY
- HONORS U.S. HISTORY
- U.S. HISTORY

## JUNIOR (11)

- AP EUROPEAN HISTORY
- AP HUMAN GEOGRAPHY
- AP U.S. HISTORY
- CIVICS
- ECONOMICS
- HONORS CIVICS
- HONORS ECONOMICS

## SENIOR (12)

- AP EUROPEAN HISTORY
- AP HUMAN GEOGRAPHY
- AP U.S. HISTORY
- CIVICS
- ECONOMICS
- HONORS CIVICS
- HONORS ECONOMICS

## ELECTIVES

- AMERICAN DIVERSITY
- AP PSYCHOLOGY

## ELECTIVES

- AMERICAN DIVERSITY
- AP AFRICAN AMERICAN STUDIES
- AP PSYCHOLOGY
- HISTORY OF CHICAGO
- PSYCHOLOGY
- SOCIOLOGY

## ELECTIVES

- AMERICAN DIVERSITY
- AP AFRICAN AMERICAN STUDIES
- AP PSYCHOLOGY
- HISTORY OF CHICAGO
- PSYCHOLOGY
- SOCIOLOGY

## **AP European History 245000**

**Course Length: Y Grade Level: 10-12**

College Credit Available

AP European History examines the political, diplomatic, economic, social, intellectual, and cultural developments in Europe from the High Renaissance to the present. The course includes a brief review of classical and medieval periods to analyze their influence on modern Europe. Students are strongly encouraged to take the AP Exam in the spring, which may provide the opportunity to earn college credit. Successful completion of this course may fulfill the World History graduation requirement.

## **AP Human Geography 255600**

**Course Length: Y Grade Level: 9-12**

College Credit Available

AP Human Geography introduces students to the systematic study of patterns and processes that shape human understanding, use, and modification of Earth's surface. Students apply spatial concepts and landscape analysis to examine socioeconomic organization and its environmental impacts. The course also explores the tools and methods used by geographers in research and application. Students are strongly encouraged to take the AP Exam in the spring, which may provide the opportunity to earn college credit. Successful completion of this course may fulfill the World History graduation requirement.

## **AP U.S. History 245100**

**Course Length: Y Grade Level: 10-12**

College Credit Available

AP U.S. History is a reading- and writing-intensive course designed for students seeking college credit. The curriculum covers major historical themes from the Puritan era to contemporary issues. Emphasis is placed on the analysis of primary sources and historical scholarship. Students are strongly encouraged to take the AP Exam in the spring, which may provide the opportunity to earn college credit. Successful completion of this course may fulfill the U.S. History graduation requirement.

## **Civics 232100**

**Course Length: S Grade Level: 11-12**

Civics provides students with an understanding of governmental institutions, current societal issues, and democratic processes. The course includes simulations and opportunities for informed civic engagement. It fulfills both state and federal Constitution requirements.

## **Economics 231500**

**Course Length: S Grade Level: 11-12**

Economics introduces students to key principles of the American economic system and personal finance. The first section focuses on topics such as supply and demand, international trade, market structures, and economic challenges including unemployment, inflation, and taxation. The second section addresses consumer issues including career planning, investments, savings, insurance, banking, and financial literacy. This course fulfills the Consumer Education requirement established by the State of Illinois.

## **Honors Civics 235123**

**Course Length: S Grade Level: 11-12**

*Meets State and Federal Constitution Requirements*

Honors Civics provides students with the opportunity to examine foundational governmental institutions, explore current societal issues, and participate in simulations of democratic processes. The course emphasizes civil discourse, argumentative writing, and informed civic action. It also introduces leadership principles by exploring the qualities of effective leaders and the importance of civic engagement.

## **Honors Economics 234023**

**Course Length: S Grade Level: 11-12**

*Fulfills Consumer Education Requirement (State of Illinois)*

Honors Economics enhances students' understanding of two primary content areas: the operation of the American economy and comparative economic systems. Topics include supply and demand, international trade, the market system, and alternative models. Students enrolled at the honors level engage in more rigorous assessments, extended written assignments, and additional readings. The course incorporates research on current economic events and requires students to organize and present findings through various projects.

## **Honors U.S. History 224023**

**Course Length: Y Grade Level: 10**

Honors U.S. History covers the same historical content as the standard U.S. History course, with increased emphasis on historical analysis, primary sources, college-preparatory writing, and in-depth projects. The course traces political, social, and economic developments from Pre-Columbian America to the present.

## **Honors World History 214023**

**Course Length: Y Grade Level: 9**

Honors World History explores the same content as the standard World History course, with enhanced focus on primary documents and sources. The course prepares students for continued academic study and active participation in a global society.

## **U.S. History 223000**

**Course Length: Y Grade Level: 10**

*Required for Graduation (State of Illinois)*

U.S. History introduces students to the nation's development from Pre-Columbian times to the modern era. Students analyze the roles of individuals, groups, and institutions in the pursuit of safety, freedom, equality, and justice. The course emphasizes multiple perspectives, including those of historically underrepresented groups, and explores complex causes of historical events.

## **World History 213000**

**Course Length: Y Grade Level: 9**

World History examines the historical foundations of global developments and the forces that have shaped the modern world. The course traces major events and transformations from the first transoceanic encounters through the contemporary era, including significant milestones such as the fall of communism. Emphasis is placed on geographic, political, economic, and social factors in alignment with Illinois state standards.

**These elective courses do not fulfill the Social Studies graduation requirement for District 215.**

## **American Diversity 231600**

**Course Length: S Grade Level: 10-12**

American Diversity is an elective course that examines the social, historical, and cultural experiences of various minority groups in the United States. These include African Americans, Asian Americans, Latinos/Hispanics (including Chicanos, Puerto Ricans, and Cubans), Native Americans, Jewish Americans, women, Arab Americans, European Americans, and aging populations. Students engage in critical analysis of topics such as affirmative action, educational equity, and multiculturalism. The course aims to foster understanding of diverse communities and promote appreciation for cultural differences.

## **AP African American Studies 231800**

**Course Length: Y Grade Level: 11-12**

College Credit Available

AP African American Studies is an interdisciplinary course that explores the diversity of African American experiences through authentic and varied sources. Students investigate key themes from early African kingdoms to contemporary challenges and achievements. The curriculum emphasizes historical, literary, visual, and data analysis skills. The course centers on the study of Black communities in the United States within the broader context of Africa and the African diaspora.

## **AP Psychology 255500**

**(college credit available)**

**Course Length: Y Grade Level 10-12**

AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas. While the course offers much personal and practical information, it is also intended to prepare students for college. Students will be highly encouraged to take the AP Exam in the spring which will provide them with opportunity to earn college credit prior to leaving high school.

## **History of Chicago 261000**

**Course Length: S Grade Level: 11-12**

*Recommended Prerequisite: U.S. History*

History of Chicago is an elective course that explores the city's development from its founding to the present. Students examine Chicago's economic, political, and cultural evolution through topics such as Fort Dearborn, the Great Fire of 1871, the World's Columbian Exposition of 1893, architectural innovation, and modern-day diversity. The course includes literary analysis of excerpts from The Jungle by Upton Sinclair and The Devil in the White City by Erik Larson.

## **Psychology 255000**

### **Course Length: S Grade Level: 11-12**

Psychology is an elective course that introduces students to the study of human behavior. Topics include scientific investigation, learning principles, nervous system physiology, personality development, and stress management. The course also addresses current issues in psychology and encourages students to apply psychological concepts to their own lives.

## **Sociology 251200**

### **Course Length: S Grade Level: 11-12**

Sociology is an elective course that explores the development of individuals within society from birth to death. Students examine how culture, social class, and personality shape human behavior and group dynamics. The course emphasizes life stages, social mobility, and the roles individuals play within various social structures.

**S**  
TFD 215

# **SPECIAL EDUCATION**

**DEPARTMENT**

## Algebra

**Course Length: Y Grade Level: 9–12**

*This course is offered to students enrolled in specific special education programs.*

Algebra introduces students to foundational mathematical concepts including expressions, equations, inequalities, graphing, and exponents. Students explore mathematical relationships and represent data using tables, graphs, and algebraic expressions. Calculators are used when appropriate to support learning.

## Career Education: Job Readiness

**Course Length: Y Grade Level: 11–12**

Career Education: Job Readiness is an elective course designed for junior and senior students with an IEP. The course provides vocational training, functional academic instruction, and social development to support a successful transition from high school to employment, post-secondary education, or other adult settings. Instruction focuses on goal setting, relationship building, college and career readiness, and self-care. Emphasis is placed on personal growth and the development of professional skills.

## Consumer Math

**Course Length: Y Grade Level: 9–12**

Consumer Math focuses on practical mathematical applications essential for independent living. Students engage in real-world scenarios such as earning and managing money, budgeting, paying bills, grocery shopping, clothing purchases, and household management. Calculators are used when appropriate to enhance understanding.

## Cooperative Work Training (CWT)

**Course Length: Y Grade Level: 12**

Cooperative Work Training (CWT) is a senior-level course for students with an IEP. Admission requires an interview and acceptance into the program. CWT combines classroom instruction with work-based learning experiences, including employment, job shadowing, volunteer service, and field trips. These experiences are integrated into classroom discussions, projects, and presentations. The course aims to equip students with marketable skills and career knowledge.

## Geometry

**Course Length: Y Grade Level: 9–12**

Geometry introduces students to the properties and relationships of geometric figures. Topics include perimeter, circumference, area, similar and congruent triangles, coordinate geometry, linear equations, slope, and the identification of parallel and perpendicular lines. Calculators are used when appropriate to support instruction.

## Life Skills I

**Course Length: Y Grade Level: 10–12**

Life Skills I is an elective course designed to support the educational, vocational, and independent living needs of exceptional secondary students. Major topics include verbal and non-verbal communication, written expression, real-world math applications, daily living activities, and health and wellness.

## Life Skills II

### Course Length: Y Grade Level: 11-12

*These courses are offered to students enrolled in specific special education programs.*

Life Skills II is an elective course designed to support the academic and vocational development of exceptional secondary students. The course reinforces core academic skills while building essential competencies for independent living and employment. Students expand upon the foundational skills introduced in Life Skills I.

## Math Fundamentals

### Course Length: Y Grade Level: 9-12

*These courses are offered to students enrolled in specific special education programs.*

Math Fundamentals introduces students to basic mathematical concepts and operations. Instruction progresses from place value and numeration to introductory algebra and geometry. The course emphasizes the functional application of academic skills, with a focus on transferring knowledge to real-world settings. Calculators (graphing or scientific) are used when appropriate.

## Personal Growth & Development (PG&D)

### Course Length: Y Grade Level: 9-12

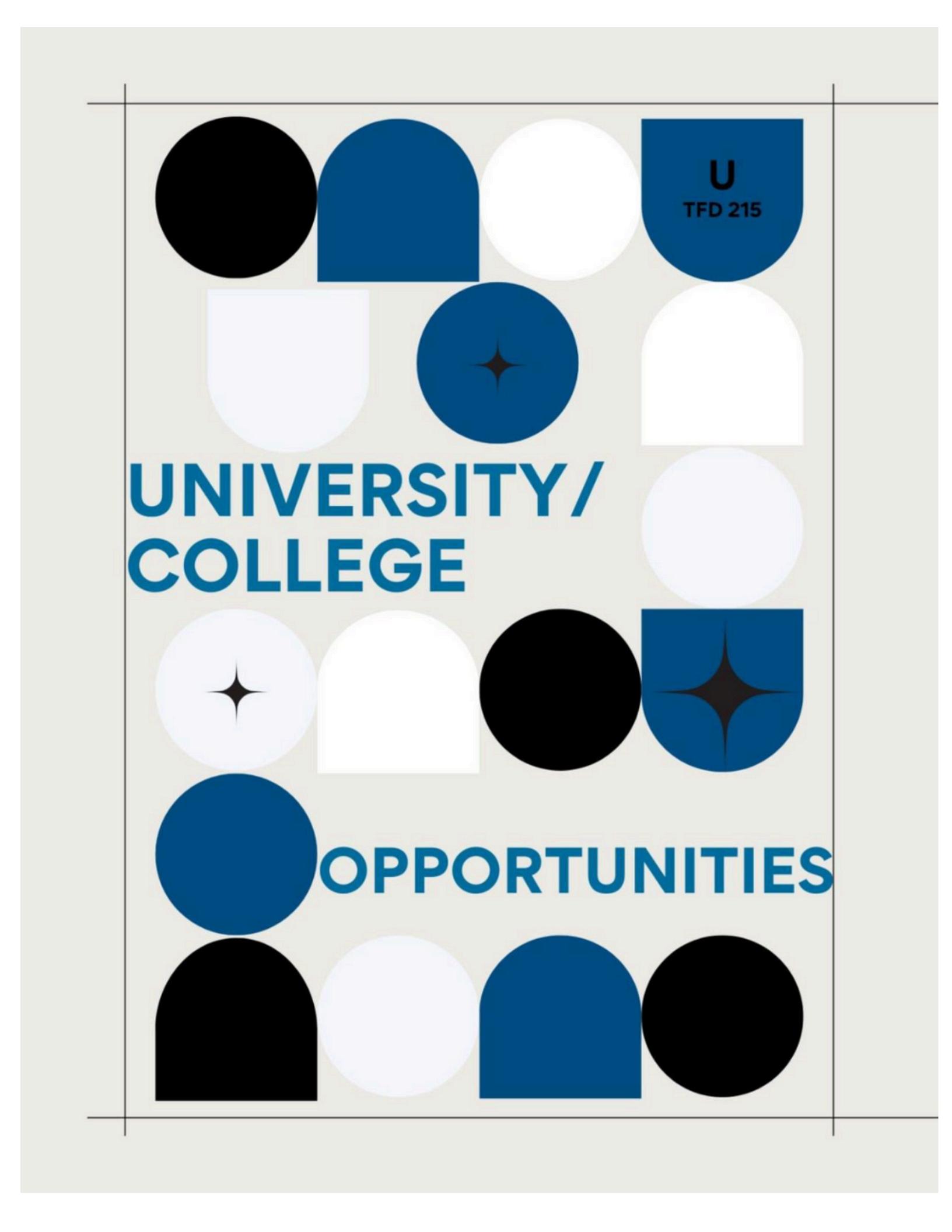
*These courses are offered to students enrolled in specific special education programs.*

Personal Growth & Development is designed for students with an IEP who require support in social development. The course teaches effective communication, appropriate behavior, and positive work habits through structured skill-building activities. Students may enroll in this course multiple times for elective credit.

## Study Skills

### Course Length: Y Grade Level: 9-12

Study Skills is an elective course available to students with an IEP who are enrolled in two or more general education core classes. The course provides academic support, assignment completion time, and strategies to improve performance. Instruction also includes career planning, personal development, and mastery of IEP goals as part of the student's transition plan.



U  
TFD 215

# UNIVERSITY/ COLLEGE

# OPPORTUNITIES

## **College Step-Up Program Chicago State University (start college early)**

**Course Length: S Grade Level: 11- 12**

Through a partnership with Chicago State University (CSU), District 215 offers eligible juniors and seniors the opportunity to earn college credit tuition-free. Students must have an unweighted grade point average (GPA) of 2.75 or higher to qualify for CSU's non-degree Students-at-Large program. Participants may enroll in one or two courses per semester.

District 215 provides students with an orientation either prior to the start of classes or during the current enrollment period. CSU assigns each student an advisor who serves as a liaison between the university and District 215's Early College Coordinator to monitor academic progress.

Tuition and course fees are fully covered. However, students and/or parents are responsible for the cost of textbooks, lab fees, and any non-tuition-related student fees. Students receive a pass/fail designation on their high school transcript, while letter grades are recorded on their college transcript.

## **College Step-Up Program South Suburban College (start college early)**

**Course Length: S Grade Level: 12**

Prerequisite: Placement test or qualifying ACT score may be required

District 215 seniors have the opportunity to earn college credit at South Suburban College (SSC) at no or reduced cost. To qualify for tuition waivers, students must place into a 100-level course using either their ACT score or SSC's placement test.

Students and/or parents are responsible for covering the cost of textbooks and student fees.

Students receive a pass/fail designation on their high school transcript, while letter grades are recorded on their college transcript.

## National Equity Lab (NEL) Program

Course Length: S Grade Level: 10–12

*Prerequisite: College readiness demonstrated through state test benchmarks or submission of a writing sample*

District 215 partners with the National Equity Lab (NEL) to offer eligible students in grades 10 through 12 the opportunity to earn up to 8 college credits at no cost or at a reduced tuition rate. Courses are delivered online through a combination of asynchronous and synchronous instruction during the regular school day. Instruction is provided by university professors and supported by high school faculty.

Course offerings vary by semester and are provided through prestigious institutions such as Howard University, Yale University, Arizona State University, Cornell University, and the University of Pennsylvania. Upon successful completion, students receive both college credit and high school elective credit. Students who successfully complete NEL's "Essentials of Personal Finance" course fulfill the Consumer Education graduation requirement for District 215 and the State of Illinois.

Students receive a pass/fail designation on their high school transcript, while letter grades are recorded on their college transcript.

W  
TFD 215

# WORLD LANGUAGE

# DEPARTMENT

# WORLD LANGUAGE

American Sign Language	French Language Program	Spanish Language Program	Spanish Heritage Learners
American Sign Language I	French I	Spanish I	Spanish Language and Culture for Heritage Learners I
	French II	Spanish II	Spanish Language and Culture for Heritage Learners II
	French III	Spanish III	Spanish III or AP Spanish Language
	Honors French IV	Honors Spanish IV or AP Spanish Language	AP Spanish Literature and Culture
		AP Spanish Literature and Culture	

## **American Sign Language I 010100**

**Course Length: Y Grade Level: 9-12**

This introductory course prepares students to communicate effectively in American Sign Language (ASL) by developing skills in interpreting (reading/viewing), exchanging (signing and reading), and presenting (signing) information across a range of topics. The curriculum also explores the practices, perspectives, and cultural contributions of Deaf individuals and communities, fostering a deeper understanding of ASL as both a language and a cultural experience.

## **AP Spanish Language 054000**

**College Credit Available**

**Course Length: Y Grade Level: 11-12**

Prerequisite: Successful completion of Spanish III with teacher recommendation, or successful completion of Honors Spanish IV or Spanish Language and Culture for Heritage Learners II

This advanced placement course follows the College Board's recommended curriculum for AP Spanish Language. Students expand their proficiency through literary analysis, advanced grammar, vocabulary development, essay writing, and listening to native speakers. The course emphasizes academic rigor and prepares students for the AP Exam in the spring, which may result in college credit upon successful performance.

## **AP Spanish Literature and Culture – 055000**

**College Credit Available**

**Course Length: Year Grade Level: 12**

Recommended Prerequisite: Successful completion of AP Spanish Language, Honors Spanish IV, or Heritage Speakers II/Spanish III with teacher recommendation

This course introduces students to representative literary texts from Peninsular Spanish, Latin American, and U.S. Hispanic traditions using a thematic approach. Students develop proficiency in interpersonal, presentational, and interpretive communication while refining their critical reading and analytical writing skills. The curriculum emphasizes cultural connections and comparisons through various media. Students are strongly encouraged to take the AP Exam in the spring to potentially earn college credit.

## French I 011000

### Course Length: Y Grade Level: 9–11

French I introduces students to the foundational elements of the French language and Francophone cultures. Instruction incorporates a variety of interactive strategies to develop listening, speaking, reading, and writing skills. The course is taught using a combination of English and French. Students also engage in cultural traditions and events representative of the French-speaking world.

## French II 021000

### Course Length: Y Grade Level: 10–12

Prerequisite: French I

French II builds upon the skills acquired in French I, with continued development in listening, speaking, reading, and writing. The course emphasizes practical communication and cultural understanding through projects, research, performances, and assessments. Instruction is delivered using both English and French.

## French III 031000

### Course Length: Y Grade Level: 11–12

Prerequisite: French II

French III advances students' proficiency in all four language domains, with a focus on conversational fluency and reading comprehension. Students engage with increasingly complex texts supported by vocabulary, grammar, and visual aids to strengthen inferencing skills. Oral presentations may include skits, guided dialogues, and thematic activities. The course also explores French cultural contributions in art, history, and literature. Instruction is primarily in French with limited English support.

## Honors French IV 042023

### Course Length: Y Grade Level: 12

Prerequisite: French III

Honors French IV is an immersive course designed to refine students' listening, speaking, reading, and writing skills in French. Students explore French literature, culture, and language through project-based learning and express themselves primarily in the target language. Instruction is conducted entirely in French with minimal support.

## Honors Spanish IV 043023

### Course Length: Y Grade Level: 11–12

Prerequisite: Successful completion of Spanish III

Honors Spanish IV enhances students' listening, speaking, reading, and writing skills. The course emphasizes vocabulary expansion and grammatical accuracy through the study of contemporary topics and Hispanic literature. It prepares students for the academic rigor of Advanced Placement Spanish courses.

## Spanish I 013000

### Course Length: Y Grade Level: 9–11

Spanish I introduces students to the Spanish language using the American Council on the Teaching of Foreign Languages (ACTFL) communication modes: interpersonal, interpretive, and presentational. Cultural and historical elements are integrated throughout the course. Students participate in projects, events, and activities that promote understanding of Spanish-speaking cultures.

## Spanish II 023000

**Course Length: Y Grade Level: 9–12**

**Prerequisite:** Successful completion of Spanish I or a passing score on the 8th-grade Spanish proficiency exam

Spanish II builds upon foundational communication skills in interpersonal, interpretive, and presentational modes, as defined by the American Council on the Teaching of Foreign Languages (ACTFL). The course reinforces practical language use through projects, research, performances, and assessments. Students who completed Spanish I in junior high may enroll in Spanish II upon passing the district's proficiency exam. Instruction integrates cultural and historical elements of Spanish-speaking countries.

## Spanish III 033000

**Course Length: Y Grade Level: 10–12**

**Prerequisite:** Successful completion of Spanish II

Spanish III continues to develop ACTFL communication skills through guided writing, reading contemporary texts, listening to authentic audio and video materials, and engaging in conversation. Students explore Hispanic art, literature, and history while refining their language proficiency across all modes of communication.

## Spanish Language and Culture for Heritage Learners I 0103100

**Course Length: Y Grade Level: 9–12**

**Prerequisite:** Placement based on screening process

This course is designed for students who speak Spanish at home and seek to strengthen their formal language skills. Instruction focuses on eliminating English interference and improving proficiency in grammar, vocabulary, and cultural understanding. Using historical context, students develop ACTFL communication skills in interpersonal, interpretive, and presentational modes. The course functions as a Spanish Language Arts class and requires students to demonstrate a baseline level of Spanish proficiency.

## Spanish Language and Culture for Heritage Learners II 0103200

**Course Length: Y Grade Level: 10–12**

**Prerequisite:** Successful completion of Heritage Learners I

This advanced course builds on the foundation established in Heritage Learners I, expanding students' proficiency across all communication modes. Instruction emphasizes critical thinking, cultural exploration, and real-world language application. Students engage in writing and speaking activities that incorporate historical context, literature, and vocabulary development. The course deepens understanding of Spanish grammar and syntax and continues to function as a Spanish Language Arts class.



# **CAREER and TECHNICAL EDUCATION**

## **DEPARTMENT**

**C**  
TFD 215

# Business Management & Administration / Business Finance

## Entrepreneurship Pathway

## Admin Assistant Pathway

## Accounting Pathway

### Money Matters I & II

Course Length - Yearlong  
Grade 9, 10, 11  
Course # 626101 & 626102

### Money Matters I & II

Course Length - Yearlong  
Grade 9, 10, 11  
Course # 626101 & 626102

### Money Matters I & II

Course Length - Yearlong  
Grade 9, 10, 11  
Course # 626101 & 626102

### 21st Century Entrepreneurship

Course Length - Yearlong  
Grade 10, 11, 12  
Course # 639000

### Microsoft Office Technology

Course Length - Yearlong  
Grade 10, 11, 12  
Course # 627100

### Accounting I

Course Length - Yearlong  
Grade 10, 11, 12  
Course # 631100

### Work Program (ICE)

Course Length - Yearlong  
Grade 12  
Course #600110 (Class) & 600120 (Job)

Course #	Course Title	Year	Credit	Prerequisite	Grade
626101	Money Matters I	.5	.5	None	9-11
626102	Money Matters II	.5	.5	Money Matters I	9-11
639000	21st Century Entrepreneurship	1	1	Money Matters II	10-12
638002	21st Century Bus Communications	.5	.5	Money Matters II	9-11
627100	Microsoft Office Technology	1	1	Money Matters II	10-12
631100	Accounting I	1	1	Money Matters II	10-12
600110 600120	Work Program (ICE) - Class & Job	1	2	Employed by 10 <sup>th</sup> day of school	12

**DC** - Dual Credit available

## **Accounting I 631100**

**Course Length: Y Grade Level: 10-12**

Prerequisite: Money Matters II or 21st Century Business Communications

Accounting I introduces students to the principles of financial accounting, often referred to as the “language of business.” The course focuses on the double-entry accounting system for sole proprietorships and includes real-world applications. Students learn the complete accounting cycle, from transaction analysis to the preparation of financial statements, as well as payroll processing and personal tax calculations. Instruction incorporates online assignments, spreadsheets, assessments, simulations, and computerized accounting software.

## **Money Matters I 626101**

**Course Length: S Grade Level: 9-11**

The purpose of MONEY MATTERS is to equip students with a well-rounded skill set to succeed in today’s dynamic business environment. By blending career readiness, accounting, marketing, and entrepreneurship, the course prepares students to navigate various aspects of business management. It fosters a comprehensive understanding of financial management, strategic marketing, and entrepreneurial thinking while emphasizing the importance of effective communication. Students will gain the practical knowledge and critical thinking skills necessary to pursue careers in diverse industries, start their own ventures, or enhance their existing career paths. The course encourages a hands-on, real-world approach to problem-solving, equipping students with the tools to thrive in competitive, fast-paced markets.

## **Money Matters II 626102**

**Course Length: S Grade Level: 9-11**

Prerequisite: Money Matters I

The second semester of the MONEY MATTERS course builds upon the knowledge and skills acquired in the first semester. Students learn to apply in-depth applications within Microsoft. Emphasis is placed on the creation and enhancement of business, educational, and personal documents, which reinforces communication and problem-solving skills. The course encourages a hands-on, real-world approach to problem-solving, equipping students with the tools to thrive in competitive, fast-paced markets.

## **Microsoft Office Technology – 627100**

**Course Length: Y Grade Level: 10-12**

Microsoft Office Technology prepares students to become proficient users of the Microsoft Office Suite and to pursue certification as Microsoft Office Specialists. Students learn to create professional documents and publications using Word, Excel, Access, PowerPoint, and Publisher. The course also introduces basic web page development and internet research techniques. Students gain an understanding of network operations and terminology, exploring how technology supports communication in the business world.

**Work Program: Interrelated Cooperative Education (ICE)**  
**600110 (ICE Class), 600120 (ICE Job)**  
**Course Length: Y Grade Level: 12**

Interrelated Cooperative Education (ICE) is a two-credit program designed to prepare students for the workforce. One credit is earned through classroom instruction (ICE Class), and the second through supervised work or volunteer experience (ICE Job). Students gain practical experience through employment, job shadowing, volunteer service, and career-related field trips. Classroom activities include discussions, projects, and presentations that connect directly to workplace experiences.

The course emphasizes the development of marketable skills and professional competencies. Students receive instruction in creating cover letters, résumés, reference lists, and electronic portfolios. Interviewing techniques are practiced through mock interviews. Technology and software tools are used to explore career options, plan future education and training, and manage personal finances. Personal development is also emphasized, with a focus on building professional qualities such as self-image, teamwork, interpersonal communication, critical thinking, decision-making, and a strong work ethic.

**21st Century Entrepreneurship 639000**  
**Course Length: Y Grade Level: 10-12**

*Prerequisite: Business and Technology Concepts II or 21st Century Business Communications*

This course prepares students to launch and manage their own businesses. Instruction focuses on business ownership, organizational structure, goal setting, market identification, and financial planning. Students are introduced to key concepts in management, marketing, accounting, and business plan development. The course culminates in a professional business plan presentation modeled after a real-world “Shark Tank” competition.

# Arts & Communication

## Graphic Design Pathway

### Money Matters I & II

Course Length - Yearlong  
Grade 9, 10, 11  
Course # 626101 & 626102



**Graphic Design**  
Course Length - Yearlong  
Grade 10, 11, 12  
Course #715000

## TV Broadcasting Pathway

### Intro to TV Production

Course Length - Yearlong  
Grade 9, 10  
Course #612000



**TV Production I**  
Course Length - Yearlong  
Grade 10, 11  
Course #613000

**TV Production II**  
Course Length - Yearlong  
Grade 11, 12  
Course #614000

## Digital Photography Pathway

### Money Matters I & II

Course Length - Yearlong  
Grade 9, 10, 11  
Course # 626101 & 626102



**Digital Photography - TFS**  
Course Length - Yearlong  
Grade 10, 11, 12  
Course #714100

Course #	Course Title	Year	Credit	Prerequisite	Grade
626101	Money Matters I	.5	.5	None	9-11
626102	Money Matters II	.5	.5	Money Matters I	9-11
715000	Graphic Design	1	1	Money Matters II	10-12
714100	Digital Photography – <b>TFS Only</b>	1	1	Money Matters II	10-12
612000	Intro to TV Production	1	1	None	9-10
613000	TV Production I	1	1	Intro to TV Prod	10-11
614000	TV Production II	1	1	TV Prod I	11-12

## **Digital Photography 714100**

**(Offered at T.F. South only)**

**Course Length: Y Grade Level: 10-12**

Digital Photography introduces students to the foundational principles of technology-based visual art. Students learn the basic functions of a digital still camera and utilize Adobe Photoshop CS5 to create original, computer-generated projects. The course emphasizes digital imaging techniques and prepares students with the tools and skills necessary for careers in commercial graphic arts.

## **Graphic Design 715000**

**Course Length: Y Grade Level: 10-12**

Graphic Design focuses on developing design skills through printmaking, commercial design, and computer graphics. Students gain proficiency in Adobe Creative Cloud Suite and explore composition, layout, product design, typography, logo creation, and other visual processes relevant to careers in graphic design.

## **Introduction to Television Technology**

**612000**

**Course Length: Y Grade Level: 9-10**

This introductory course provides students with foundational knowledge in video and film production. Students learn to operate television cameras, microphones, lighting equipment, and other studio tools. Instruction includes the use of Apple computers and software such as iMovie, Aperture, and Photoshop to complete digital projects. Key skills developed include lighting, storyboarding, scriptwriting, digital editing, sound recording, music production, special effects, and video mixing. The course also explores the history of film and television, equipment mechanics, and critical viewing techniques.

## **Television Production I 613000**

**Course Length: Y Grade Level: 10-11**

*Prerequisite: Introduction to Television Technology*

Television Production I builds on foundational skills and introduces students to industry-standard techniques in camera operation, audio production, lighting, and digital editing using Final Cut Pro. Students produce short news segments, commercials, and documentaries for the District's video network. The course emphasizes advanced production techniques, including cinematic lighting, sound design, competitive editing, and animation. Career opportunities in film and television and critical viewing are also explored.

## **Television Production II 614000**

**(Offered at T.F. North only)**

**Course Length: Y Grade Level: 11-12**

*Prerequisite: Television Production I*

Television Production II serves as the capstone course in the television production sequence. Students function as the primary production team for Meteor News, the school's full-time internet television channel. Instruction includes writing, designing, staging, engineering, filming, performing, and directing. Students produce and edit broadcast-ready stories and build digital portfolios. The course simulates a professional newsroom environment, requiring collaboration and creativity. Students gain hands-on experience in the studio and in the field, both on campus and in the community.

# Information Technology

## Web Page Design Pathway

### Money Matters I & II

Course Length - Yearlong  
Grade 9, 10, 11  
Course # 626101 & 626102



### Coding & APP Development

Course Length - Yearlong  
Grade 10, 11, 12  
Course # 628200



### Advanced Coding & APP Development

Course Length - Yearlong  
Grade 11, 12  
Course # 628300

## Computer Science Pathway

### Money Matters I & II

Course Length - Yearlong  
Grade 9, 10, 11  
Course # 626101 & 626102



### AP Computer Science Principles

Course Length - Yearlong  
Grade 11, 12  
Course # 628400

Course #	Course Title	Year	Credit	Prerequisite	Grade
626101	Money Matters I	.5	.5	None	9-11
626102	Money Matters II	.5	.5	Money Matters I	9-11
628200	Coding & APP Development	1	1	Money Matters II	10-12
628300	Advanced Coding & APP Development	1	1	Coding & App Development	11-12
628400	AP Computer Science Principles	1	1	Money Matters II Successful completion of Algebra I with a 'C' or higher.	11-12

## **Advanced Coding, Web & App Development 628300**

**Course Length: Y Grade Level: 11-12**

*Recommended Prerequisite: Coding, Web & App Development*

Advanced Coding, Web & App Development builds on foundational programming skills and introduces students to advanced tools and techniques used in the tech industry. Students design and develop websites, iPhone and Android applications, and web-based apps using current programming languages such as Ruby, Objective-C, HTML, CSS, PHP, Swift, SQL, Python, and Java. Instruction follows a structured learning path that reinforces and expands students' skills while promoting retention and mastery. The course prepares students to be confident, job-ready candidates for careers in technology and includes the development of a professional portfolio showcasing their work.

## **Coding, App & Web Development**

**628200**

**Course Length: Y Grade Level: 10-12**

*Prerequisite: Computer Applications*

(Business Writing & Technical Concepts or Microsoft Office Technology)

This course introduces students to the fundamentals of coding and web development. Students learn to create websites and applications using industry-standard programming languages such as JavaScript, HTML, and CSS. Instruction follows a step-by-step learning path designed to build and reinforce technical skills. Throughout the course, students develop a personal webpage that highlights their programming abilities and interests.

## **AP Computer Science Principles**

**628400**

**College Credit Available**

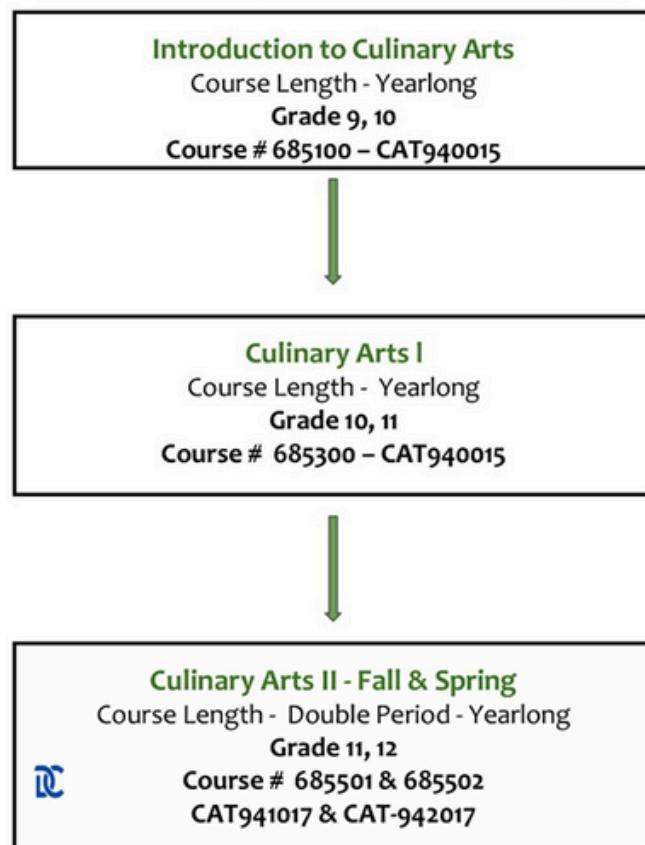
**Course Length: Y Grade Level: 11-12**

*Prerequisite: Successful completion of Algebra I with a grade of C or higher*

AP Computer Science Principles provides a broad overview of the field of computer science. Students learn to design and evaluate solutions, develop algorithms and programs, and apply computational thinking to solve real-world problems. The course emphasizes abstraction, data analysis, and the ethical and societal impacts of computing innovations. Students explore how computing systems and the Internet function and contribute to a collaborative computing culture. Students are strongly encouraged to take the AP Exam in the spring to earn potential college credit. This course qualifies as a math elective credit.

# Hospitality & Tourism

## Cooking & Culinary Arts Pathway



Course #	Course Title	Year	Credit	Prerequisite	Grade
685100 CAT940015	Introduction to Culinary Arts	1	1	None	9-10
685300 CAT940015	Culinary Arts I	1	1	Intro to Culinary Arts	10-11
685501 CAT941017	DC Culinary Arts II - Fall	.5	1	Culinary Arts I	11-12
685502 CAT-942017	DC Culinary Arts II - Spring	.5	1	Culinary Arts II - Fall	11-12

DC -Dual Credit available

## **Culinary Arts I 685300 / CAT940016**

**Course Length: Y Grade Level: 10-11**

*Prerequisite: Introduction to Culinary Arts*

Culinary Arts I introduces students to intermediate culinary techniques and industry standards. Students develop skills in fruit and vegetable preparation, practice advanced knife techniques, and explore the fundamentals of soups, stocks, sauces, pasta, rice, and yeast bread cookery. The course emphasizes hands-on learning and builds upon foundational knowledge gained in Introduction to Culinary Arts.

## **Culinary Arts II 685501 Fall/CAT941017**

**Course Length: S Grade Level: 11-12**  
**Double Period**

*Prerequisite: Culinary Arts I*

Culinary Arts II (Fall) advances students' culinary competencies through industry-based instruction. Students refine skills in entrée preparation, including advanced baking and pastry, poultry, meat, and seafood techniques. The course also covers restaurant dining and table service, purchasing and inventory management, and basic culinary management. Students participate in front- and back-of-house operations and contribute to the daily functioning of a school-based café or restaurant. Instruction integrates workplace ethics, transitional skills, and career readiness through participation in ProStart seminars and industry events. Students continue developing professional portfolios and explore culinary career pathways and scholarship opportunities. Regional competition opportunities may be available.

## **CULINARY ARTS II 685502**

**SPRING/CAT942017**

**Course Length: S Grade Level: 11-12**  
**Double Period**

*Prerequisite: Culinary Arts II – Fall*

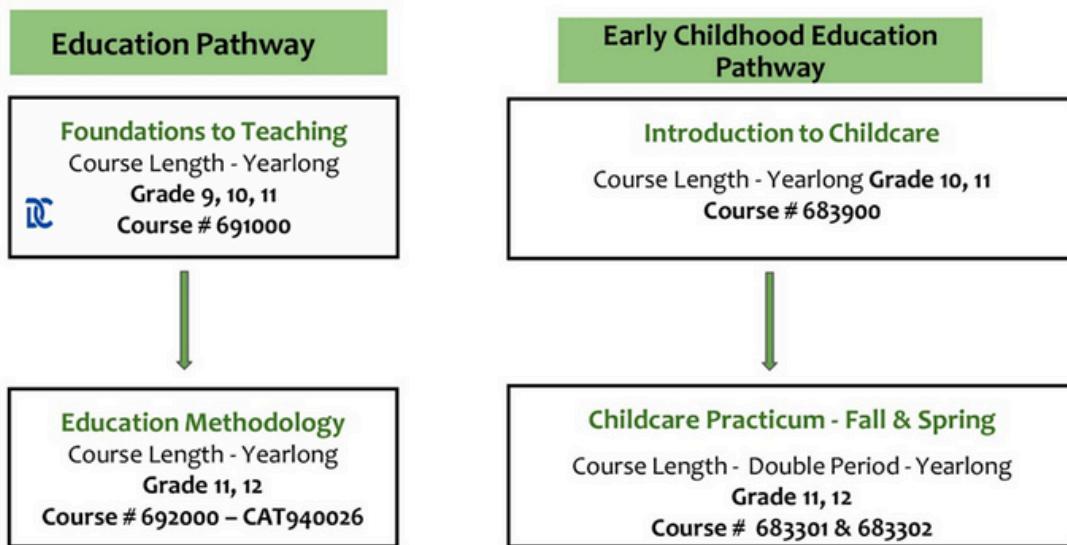
This semester-long, double-period course provides students with practical workplace experience in the restaurant, food, and beverage services industry. Instruction includes both classroom-based learning and hands-on activities aligned with a Career Development Experience. Students participate in a school-based enterprise and a student-led enterprise, applying skills acquired in the fall semester. The curriculum builds upon previously learned competencies to deepen students' understanding and proficiency in culinary arts.

## **INTRODUCTION TO CULINARY ARTS-685100/CAT940015**

**Course Length: Y Grade Level: 9-10**

This yearlong course introduces students to foundational culinary skills. Instruction covers kitchen safety, equipment operation, knife techniques, cooking methods, and principles of safe food handling. Students also earn their Safe Food Handler Certification as part of the course requirements.

# Education & Training



Course #	Course Title	Year	Credits	Prerequisite	Grade
683900	Introduction to Childcare	1	1	None	10-11
683301	Childcare Practicum - Fall	.5	1	Intro to Childcare	11-12
683302	Childcare Practicum - Spring	.5	1	Childcare Practicum - Fall	11-12
691000	Foundations to Teaching	1	1	None	9-11
692000 CAT940026	Education Methodology	1	1	Foundations to Teaching	11-12

-Dual Credit available

## **Child Care Practicum Fall 683301**

**Course Length: S Grade Level: 11-12**

**Double Period**

*Prerequisite: Introduction to Child Care*

This course provides students with an immersive preschool teaching experience through active participation in a school-based preschool program. Students design and implement lesson plans tailored to the developmental needs and behaviors of enrolled children. Emphasis is placed on supporting diverse learners and addressing individual needs. This practicum is ideal for students pursuing careers in early childhood education and related fields.

## **Child Care Practicum Spring 683302**

**Course Length: S Grade Level: 11-12**

**Double Period**

*Prerequisite: Child Care Practicum – Fall*

This course builds upon the foundational skills developed in the fall practicum. Students gain workplace experience in early childhood education through classroom instruction and participation in a school-based enterprise preschool. The course includes opportunities for student-led initiatives and apprenticeships, aligning with career development experiences. Instruction focuses on applying and expanding skills introduced in the fall semester.

## **Educational Methodology 692000/ CAT940026**

**Course Length: Y Grade Level: 11-12**

*Prerequisite: Foundations to Teaching*

This course prepares students to teach and guide others by developing instructional skills and strategies. Students create teaching objectives, design lesson plans, and practice teaching in controlled environments. Topics include instructional methods, learning styles, time management, classroom management, presentation techniques, and evaluation strategies. Students also explore career opportunities in education and enhance their professional portfolios.

## **Foundations to Teaching 691000**

**Course Length: Y Grade Level: 9-11**

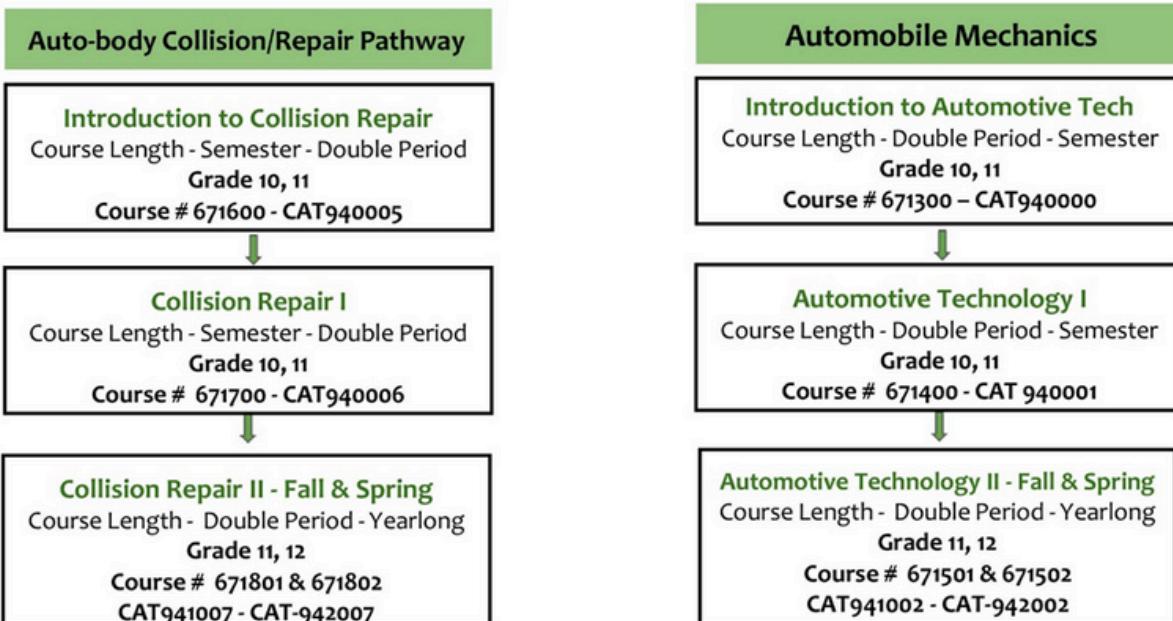
This introductory course explores the principles of teaching and learning, the roles and responsibilities of educators, and effective instructional strategies. Students engage in both classroom and field experiences to gain insight into the education profession. Course content includes instructional planning, learning environments, assessment methods, career pathways in education, and an overview of Illinois teaching regulations and licensure requirements.

## **Introduction to Child Care 683900**

**Course Length: Y Grade Level: 10-11**

This foundational course introduces students to the physical, social, emotional, and intellectual development of children from birth through preschool age. Students participate in hands-on learning through the Baby Think It Over simulation and practical experience in a preschool setting. Observational activities and guided instruction enhance understanding of child development and behavior. The course is designed for students interested in child development and careers in human services.

# Transportation/Distribution/Logistics



Course #	Course Title	Year	Credits	Prerequisite	Grade
671600 CAT940005	Introduction to Collision Repair	.5	1	None	10-11
671700 CAT940006	Collision Repair I	.5	1	Intro to Collision Repair	10-11
671801 CAT941007	Collision Repair II - Fall	.5	1	Collision Repair I	11-12
671802 CAT-942007	Collision Repair II - Spring	.5	1	Collision Repair II - Fall	11-12
671300 CAT940000	Introduction to Automotive Tech	.5	1	None	10-11
671400 CAT940001	Automotive Technology I	.5	1	Intro to Auto Tech	10-11
671501 CAT941002	Automotive Technology II - Fall	.5	1	Auto Tech I	11-12
671502 CAT942002	Automotive Technology II - Spring	.5	1	Auto Tech II - Fall	11-12

## **Automotive Technology I- 671400/CAT940001**

**Course Length: S Grade Level: 10-11**

**Double Period**

*Prerequisite: Introduction to Automotive Technology*

Automotive Technology I provides students with advanced instruction following successful completion of Introduction to Automotive Technology. The curriculum focuses on brake system fundamentals, including diagnosis and repair of conventional and ABS systems. Students also study engine theory, minor engine repairs, and automotive support systems. Instruction includes the use of power tools and lifts, battery theory and service, fuel system diagnostics, engine testing and repair, cooling and lubrication systems, and starting and charging systems.

## **Automotive Technology II – Fall**

**671501/CAT941002**

**Course Length: Y Grade Level: 11-12**

**Double Period**

*Prerequisite: Automotive Technology I*

Automotive Technology II – Fall offers an in-depth continuation of Automotive Technology I. Students engage in advanced studies of engine performance, major engine repairs, clutches, drive trains, and wheel alignments. The course includes hands-on experience simulating real-world automotive service environments.

## **Automotive Technology II – Spring 671502/**

**CAT942002**

**Course Length: S Grade Level: 11-12**

**Double Period**

*Prerequisite: Automotive Technology II – Fall*

Automotive Technology II – Spring provides students with workplace-based learning experiences in vehicle operation and engine service fields. The course integrates classroom instruction with career development experiences, including school-based and student-led enterprises and/or apprenticeships. Instruction builds upon skills and content introduced in the Fall semester.

## **Introduction to Collision Repair**

**671600/CAT940005**

**Course Length: S Grade Level: 10-11**

**Double Period**

Introduction to Collision Repair introduces students to foundational knowledge required for careers in the collision repair industry. Emphasis is placed on safety procedures, proper use of tools and equipment, and handling hazardous materials. Students learn basic techniques for repairing non-structural damage and the fundamentals of automotive painting and refinishing.

## **Collision Repair I-**

**671700/CAT940006**

**Course Length: S Grade Level: 10-11**

**Double Period**

*Prerequisite: Introduction to Collision Repair*

Collision Repair I provides students with hands-on training in replacing, adjusting, fitting, and aligning sheet metal components. Instruction follows industry standards and includes structural welding, MIG welding, plasma cutting, and refinishing techniques for both structural and non-structural vehicle damage.

## **Collision Repair II – Fall**

**671801/CAT941007**

**Course Length: S Grade Level: 11-12  
Double Period**

*Prerequisite: Collision Repair I*

Collision Repair II provides students with hands-on experience in repairing vehicle body damage using industry-standard techniques. The curriculum emphasizes the restoration of exterior panels with aluminum replacement parts and the integration of safety components such as airbags. Students apply advanced critical thinking skills to diagnose and repair various types of plastics and composites. Building upon the foundational skills acquired in Collision Repair I, students perform removal and installation of both stationary and movable glass, and engage in advanced MIG welding and refinishing procedures.

## **Collision Repair II – Spring**

**671802/CAT942007**

**Course Length: S Grade Level: 11-12  
Double Period**

*Prerequisite: Collision Repair II – Fall*

Collision Repair II – Spring extends students' learning through workplace-based experiences in vehicle maintenance and engine services. The course combines classroom instruction with practical application in a career development setting, including participation in school-based and student-led enterprises. All skills and competencies are built upon the content and experiences from the Fall semester, reinforcing and expanding students' technical and professional capabilities.

## **Introduction to Automotive**

**Technology 671300/CAT940000**

**Course Length: S Grade Level: 10-11  
Double Period**

Introduction to Automotive Technology provides students with foundational knowledge in automotive care, maintenance, and shop safety. The curriculum covers essential topics including career exploration, proper use of hand tools, shop safety procedures (including floor jacks and jack stands), measurement techniques, fasteners and gaskets, automotive mathematics, service manual usage, and fluid services (such as fluid checks and changes, belts, and hoses). Students also study tire and wheel maintenance (including balancing and changing), brake system fundamentals, and basic engine components.

# Personal Service

## Barbering Pathway

### Barbering I

Course Length - Yearlong - 4 Periods  
Grade 11



Course # 694000 & TFN94003



### Barbering II - Fall & Spring

Course Length - Yearlong - 4 Periods  
Grade 12



Course # 694101 & 694102  
TFN941003 & TFN942004

## Cosmetology Pathway

### Cosmetology I

Course Length - Yearlong - 4 Periods  
Grade 11



Course # 693000 & TFN940011



### Cosmetology II - Fall & Spring

Course Length - Yearlong - 4 Periods  
Grade 12



Course # 693101 & 693102  
TFN941012 & TFN942012

Course #	Course Title	Year	Credits	Prerequisite	Grade
694000 TFN94003	Barbering I	1	4	None	11
694101 CAT941003	Barbering II - Fall	.5	2	Barbering I	12
694102 CAT942004	Barbering II - Spring	.5	2	Barbering II - Fall	12
693000 TFN940011	Cosmetology I	1	4	None	11
693101 CAT941012	Cosmetology II - Fall	.5	2	Cosmetology I	12
693102 CAT942012	Cosmetology II - Spring	.5	2	Cosmetology I - Fall	12

-Dual Credit available

## **Barbering I 694000 / TFN940003**

**Course Length: Y Grade Level: 11  
(4 periods daily)**

Barbering I is the first year of a two-year program designed to introduce students to the foundational principles of barbering. The program is approved and licensed by the Illinois Department of Financial and Professional Regulation, Division of Professional Regulation, and complies with all applicable state and federal guidelines.

The curriculum integrates both theoretical instruction and hands-on practice in areas including anatomy, physiology, skin disorders, hygiene and sanitation, the history and laws of barbering, haircutting and styling, shaving, shampooing, permanent waving, massage techniques, and the use of barbering tools. Instruction aligns with the Barber, Cosmetology, Esthetics, and Nail Technology Act. Students begin accumulating the required hours toward licensure and are prepared for continued study in Barbering II.

## **Barbering II – Fall 694101 / TFN941003**

**Course Length: S Grade Level: 12  
(4 periods daily)**

*Prerequisite: Barbering I*

Barbering II – Fall is the second phase of the two-year barbering program. It provides advanced theoretical knowledge and practical skill development necessary for licensure. The course expands on prior learning with deeper instruction in anatomy, physiology, skin disorders, hygiene and sanitation, barbering history and law, haircutting and styling, shaving, shampooing, permanent waving, massage, bleaching, tinting, coloring, shop management and operations, and the use of barbering tools.

The curriculum is aligned with the Barber, Cosmetology, Esthetics, and Nail Technology Act and includes instruction on labor and compensation. Practical lab experience is a core component, preparing students for the State Barber Board Examination.

## **Barbering II – Spring 694102 / TFN942004**

**Course Length: S Grade Level: 12  
(4 periods daily)**

*Prerequisite: Barbering II – Fall*

Barbering II – Spring provides students with real-world experience in barbering-related fields. The course includes both classroom instruction and participation in a Career Development Experience through an apprenticeship within the school-based enterprise, Lavish.

Students apply and expand upon the skills and knowledge acquired in the fall semester, further preparing for licensure and professional practice.

## **Cosmetology I 693000/TFN940011**

**Course Length: Y Grade Level: 11  
(4 periods daily)**

Cosmetology I introduces students to the foundational requirements for becoming licensed cosmetologists. The program is approved and licensed by the Illinois Department of Financial and Professional Regulation, Division of Professional Regulation, and adheres to all applicable state and federal guidelines. Instruction includes both theoretical and practical components in the following areas: tool usage, shampooing, chemical understanding and application, hair types, sanitation, hygiene, skin conditions and diseases, anatomy and physiology, electricity, ethics, nail technology, and esthetics. All content is aligned with the Barber, Cosmetology, Esthetics, and Nail Technology Act. Students begin accumulating hours toward licensure and are prepared for continued study in Cosmetology II.

## **Cosmetology II – Fall 693101/TFN941012**

**Course Length: S Grade Level: 12  
(4 periods daily)**

*Prerequisite: Cosmetology I*

Cosmetology II builds upon the knowledge and skills acquired in Cosmetology I and provides students with advanced instruction and practical experience. The curriculum includes classroom learning and hands-on practice in chemical applications, hair treatments, hair styling and dressing, hair coloring, salon management, sanitation, and interpersonal relations. Instruction also covers labor and compensation laws and continues to align with the Barber, Cosmetology, Esthetics, and Nail Technology Act. Additional topics may include nail technology, esthetics, individualized skill development, and career planning. This course supports students in progressing toward the 1,500 required hours for licensure and prepares them for the Cosmetology Licensure Examination.

## **Cosmetology II – Spring 693102/TFN942012**

**Course Length: S Grade Level: 12  
(4 periods daily)**

*Prerequisite: Cosmetology II – Fall*

Cosmetology II – Spring provides students with workplace experience in cosmetology-related fields. The course includes classroom instruction and practical study, and is aligned with a Career Development Experience. Students participate in apprenticeships through the school-based enterprise, Lavish, applying skills and knowledge gained in the fall semester. This course continues to build toward the completion of required licensure hours and supports students in transitioning from school to professional practice.

# Architecture & Construction

## Construction Trades Pathway

**Introduction to Building & Construction**  
 Course Length - Semester - Double Period  
**Grade 10, 11**  
 Course # 652711- CAT941008



**Building & Construction I**  
 Course Length - Semester - Double Period  
**Grade 10, 11**  
 Course # 652712 - CAT942008



**Building & Construction II - Fall & Spring**  
 Course Length - Yearlong - Double Period  
**Grade 11, 12**  
 Course # 652901 & 652902  
 CAT941010 & CAT-942010

## Electrician Pathway

**Electricity I**  
 Course Length - Yearlong  
**Grade 11**  
 Course # 663710 – CAT940018



**Electricity II**  
 Course Length - Yearlong  
**Grade 12**  
 Course # 663800 – CAT940019

Course #	Course Title	Year	Credits	Prerequisite	Grade
652711 CAT941008	Intro to Building & Construction	.5	1	None	10-11
652712 CAT942008	Building & Construction I	.5	1	Intro to Bld & Con	10-11
652901 CAT941010	Building & Construction II - Fall	.5	1	Bld & Con I	11-12
652902 CAT942010	 Building & Construction II - Spring	.5	1	Bld & Con II - Fall	11-12
663710 CAT940018	Electricity I	1	1	None	11
663800 CAT940019	 Electricity II	1	1	Electricity I	12

 -Dual Credit available

## **Building & Construction I- 652712/CAT942008**

**Course Length: S Grade Level: 10-11  
Double Period**

*Prerequisite: Introduction to Building & Construction*

Building & Construction I introduces students to construction terminology and hands-on techniques through the creation of a 4'x4' freestanding floor and wall section. The course covers design methods for floor, wall, and roof systems, as well as basic electrical and plumbing systems. Students engage in a variety of learning activities including reading and interpreting house plans, understanding local building codes, foundation work, framing, plumbing, electrical installation, window and door installation, flooring, siding repair or installation, and deck/patio construction.

## **Building & Construction II – Fall 652901/CAT941010**

**Course Length: S Grade Level: 11-12  
Double Period**

*Prerequisite: Building & Construction I*

Building & Construction II – Fall focuses on structural footings, wall systems, and the physical properties of wood and building materials. Students explore measurement grading and apply their knowledge through hands-on projects, including the framing of a scaled-down residential structure. The curriculum emphasizes practical carpentry skills such as floor, wall, and roof framing, with special attention to stair stringers and rafter layout using a framing square.

## **Building & Construction II – Spring 652902/CAT942010**

**Course Length: S Grade Level: 11-12  
Double Period**

*Prerequisite: Building & Construction II – Fall*

Building & Construction II – Spring provides students with workplace experience in the construction field. The course integrates classroom instruction with career development opportunities, including participation in school-based and student-led enterprises or apprenticeships. All skills and outcomes build upon the content and experiences from the Fall semester, reinforcing students' technical and professional competencies.

## **Electricity I 663710/ CAT940018**

**Course Length: Y Grade Level: 11**

Electricity I introduces students to the theory, terminology, equipment, and practical skills required for careers in the electrical field. The curriculum typically includes AC and DC circuitry, safety procedures, and the National Electrical Code. Students gain hands-on experience in building circuits, residential wiring, lighting installation, and working with power circuits and cables.

## **Electricity II 663800/ CAT940019**

**Course Length: Y Grade Level: 12**

*Prerequisite: Electricity I*

Electricity II explores energy and power in transportation and industrial applications. Students examine various energy sources and their societal uses, and develop an understanding of energy transfer principles including electricity/electronics, hydraulics, pneumatics, heat transfer, and renewable energies such as wind, nuclear, and solar. The course also covers the transmission and control of power through mechanical and electrical devices such as motors and engines.

## **Introduction to Building & Construction-**

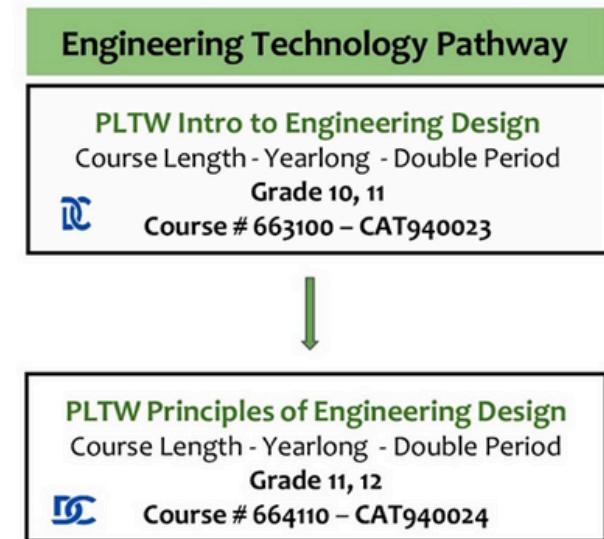
**652711/CAT941008**

**Course Length: S Grade Level: 10-11**

**Double Period**

Introduction to Building & Construction provides students with foundational knowledge of the materials and processes used in residential construction. The course places strong emphasis on safety, requiring students to follow proper procedures throughout the shop environment. Students gain hands-on experience using industry-standard power and hand tools. Instruction also includes excavation techniques, foundation systems, and concrete slab construction.

# STEM: Science, Technology, Engineering, Math



Course #	Course Title	Year	Credits	Prerequisite	Grade
663100 CAT940023	 PLTW Intro to Engineering Design	1	1	None	10-11
664110 CAT940024	 PLTW Principles of Engineering Design	1	1	PLTW Intro to Engineering	11-12

 -Dual Credit available

## **PLTW: Introduction to Engineering**

### **Design 663100/CAT940023**

**Course Length: Y Grade Level: 10-11**

**Double Period**

This is the first course in the Project Lead the Way (PLTW) engineering sequence. Students explore the engineering design process and apply a structured problem-solving model to improve existing products and develop new innovations. Working both independently and collaboratively, students design solutions to real-world challenges using industry-standard three-dimensional modeling software. The course emphasizes creativity, critical thinking, and communication within the context of engineering.

## **PLTW: Principles of Engineering**

### **664110/ CAT940024**

**Course Length: Y Grade Level: 11-12**

*Prerequisite: PLTW: Introduction to Engineering Design*

This is the second course in the Project Lead the Way (PLTW) engineering sequence. Students engage in a broad exploration of engineering concepts through hands-on, problem-based learning. Topics include mechanisms, structural strength and materials, and automation. Students develop skills in research, design, and problem-solving while learning to document the design process, collaborate effectively, and present their work professionally. The course prepares students for advanced engineering studies and careers in STEM fields.