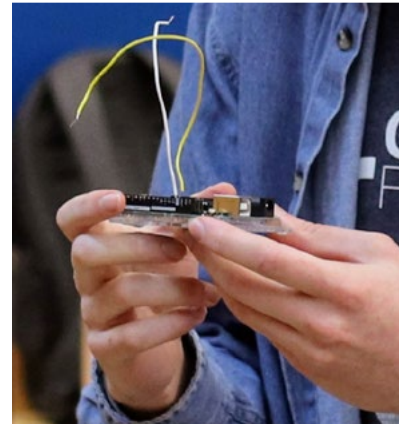




# ADLAI E. STEVENSON HIGH SCHOOL COURSEBOOK 2021-22



Our Mission: Success for *Every* Student.



## PORTRAIT OF A STEVENSON GRADUATE



### OUR STUDENTS WILL COMMIT TO THE FOLLOWING:

#### ★ COMMITMENT TO SELF

- Pursue a balanced high school experience.
- Foster responsible, healthy, and ethical decision-making skills.
- Develop a sense of resilience and self-awareness.
- Demonstrate self-empowered and life-ready skills.

#### ★ COMMITMENT TO OTHERS

- Celebrate, honor, and respect diverse people and perspectives.
- Develop a sense of empathy for those around them.
- Serve local, national, and global communities.
- Engage in civic duties and responsibilities.

#### ★ COMMITMENT TO LEARNING

- Strive for continuous improvement.
- Foster a curious, creative, and innovative mind.
- Sustain a growth mindset when facing new challenges.
- Develop problem-solving and reflective skills.
- Collaborate and learn from and with others.

## VISION STATEMENT

Our tradition of sustained excellence has been built upon a foundation of the search for continuous improvement and lifelong learning. This vision statement reflects what we hope to become as a school community. It is our vision for the future.

Our vision statement rests upon five pillars: curriculum; equity, access and inclusivity; professional learning community; culture for learning; and community engagement. Each pillar is detailed below.

### CURRICULUM

In order to ensure “Success for Every Student,” we will implement a guaranteed, viable and rigorous curriculum that meets the evolving needs of our students while prioritizing active engagement and reflective problem-solving. Our curriculum will encourage students to scrutinize evidence of their learning, challenge their thinking, and forge new understandings. We will help students gain confidence, discover their talents, and develop the skills they need to succeed in life.

### EQUITY, ACCESS, AND INCLUSIVITY

In order to ensure “Success for Every Student,” we will recognize every student as a valued individual. Students will learn in a safe, inclusive space, where they are taught to understand the value of their own experiences in relation to other, diverse perspectives. We will be relentless in removing barriers to full equity, access, and inclusivity in our curricular and co-curricular programming. We will establish high academic and behavioral expectations, and we will provide students with the supports required to help them meet or exceed those expectations.

### PROFESSIONAL LEARNING COMMUNITY

In order to ensure “Success for Every Student,” we will sustain a culture focused on learning, collaboration, and results. Our culture of continuous improvement will be driven by collective inquiry, innovative instructional practices, and learning-centered assessment and grading practices. We will implement impactful intervention strategies that provide students with more time and support when needed in order to ensure learning and achievement. As a model Professional Learning Community, we will participate in state, national, and global initiatives focused on improving educational outcomes.

### CULTURE FOR LEARNING

In order to ensure “Success for Every Student,” all decision-making processes will be based on the best interests of our students and their learning. We will promote social-emotional learning and a healthy life balance for all students as we nurture continuous improvement and growth in their curricular and co-curricular experiences. We will encourage students to set attainable and aspirational goals, learn the value of hard work and dedication, and embrace the challenges and opportunities they will experience in high school and beyond.

### COMMUNITY ENGAGEMENT

In order to ensure “Success for Every Student,” we will actively engage and support the Stevenson High School community. We value and respect our community’s diverse perspectives, and will provide opportunities for parents and others to inform and support the vision and values of our school. We will forge collaborative partnerships with those who share expertise, providing authentic and innovative student-learning experiences. We are committed to utilizing our resources and facilities to develop and implement educational and recreational opportunities as we work to connect the community and school.



October 1, 2020

Dear Students and Parents/Guardians:

Adlai E. Stevenson High School has a proud tradition of offering an outstanding program of academic courses, athletic programs, and co-curricular activities. Our mission of *Success for Every Student* leads us to seek offerings that will best prepare students for life after high school. This coursebook provides a brief description of every course and the sequencing of courses designed by each department. We offer a wide array of courses in all subject areas demonstrating our commitment to helping all students establish a broad foundation for future learning in college, in the workforce, and beyond.

High school course selection can play a significant role in a student's future options. Designing a four-year, goal-oriented plan with a counselor is an important part of the development of a coherent approach to course selection. We want every student to be prepared for the future and that starts by making informed choices regarding the classes to pursue in high school. Our counseling staff is available to help in any way possible.

For incoming freshmen, the course selection process begins with one of our Freshman Parent/Guardian and Student Orientation Evenings (Tuesday, January 5; Thursday, January 7; or Wednesday, January 13, 2021). Together, with the information available on our website ([www.d125.org](http://www.d125.org)) and from our division directors, students can prepare for one of our course selection evenings on Thursday, January 21 or Tuesday, January 26, 2021.

For current students, it is critical for both students and parents/guardians to be involved in the course selection process and work closely with a counselor to make selections. Your counselor is there to assist you along the way. Feel free to ask them questions. You can also ask teachers or division directors about courses. Seeking out the information you need will help you make better decisions about your classes for the next year.

In closing, the faculty and staff at Adlai E. Stevenson High School are here to support the success of every student. Your involvement in that process is important. As you progress through your four years at Stevenson High School, we hope that every student is prepared for future success.

Sincerely,

A handwritten signature in black ink, appearing to read 'T. Gobble'.

Troy Gobble  
Principal

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One Stevenson Drive  
Lincolnshire, Illinois  
60069

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847.415.4000

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[d125.org](http://d125.org)

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OUR MISSION: SUCCESS FOR EVERY STUDENT

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## PORTRAIT OF A STEVENSON GRADUATE

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### ★ LEARNING

- Strive for continuous improvement.
- Foster a curious, creative, and innovative mind.
- Sustain a growth mindset when facing new challenges.
- Develop problem-solving and reflective skills.
- Collaborate and learn from and with others.

## COURSE SELECTION

Each year, students meet with counselors to choose courses for the following academic year. Students may receive recommendations from classroom teachers for continuation in required courses. Students also choose electives and other academic courses not required for graduation. Freshman course placements are determined by criteria set by respective divisions. Course verification sheets are sent home each spring to ensure accuracy. The master schedule is created based on student selection of courses. After creation of the master schedule, further elective changes will be based on course availability.

## GRADUATION PLANNER

We encourage all students to reach well beyond the minimum graduation requirements and to make the most of the educational opportunities that Stevenson provides. Freshmen, along with their counselors, begin the discussion of their four-year course plan in their Freshman Advisory and during Student-Counselor-Parent-Engagement (SCoPE) meetings. Students are encouraged to review their four-year plan with their parents each year, before course selection begins, so that long-term curriculum goals can be planned and achieved as the students progress through their high school years. All students have the opportunity to update their plans at any time by meeting with their counselor. A planning worksheet is located at the back of this coursebook.

## SCHOOL DAY SCHEDULE

The school day at Stevenson High School extends from 8:30 a.m. to 3:25 p.m. Students are expected to be in attendance during these hours. There are eight, 47 minute periods in each school day, including a mandatory lunch period. “Early bird” classes are also offered in physical education and certain AP science classes. Alternate schedules are followed periodically throughout the school year to allow for various activities and meetings.

## COURSE LOAD

Every student must be enrolled in the following each semester:

- At least five credits of coursework
- A sixth supervised period (either an additional class or a full-period study hall)

Students must meet the State of Illinois requirement of 300 minutes of supervision each day.

## COURSE AVAILABILITY

All courses listed in this coursebook require a sufficient number of student requests to run in a given year. If there is not sufficient interest in a particular course, it will not be provided during the upcoming school year. Sectioning decisions are made in early March. Counselors will contact students who may need to select another course.

## STEVENS ON HIGH SCHOOL MINIMUM GRADUATION REQUIREMENTS

English	8 semesters/credits
Mathematics	6 semesters/credits
Biology	2 semesters/credits
Physical Science	2 semesters/credits
U.S. History	2 semesters/credits
World History and Geography	2 semesters/credits
Government	1 semester/credit
Economics or Personal Finance	1 semester/credit
Health	1 semester/credit
Driver Education	1 semester/credit
Required Electives	2 semesters/credits
Additional Credits and P.E.	17 semesters/credits
<b>Total Credits</b>	<b>45 semesters/credits</b>

## SUGGESTED COLLEGE ADMISSION SEQUENCE

English	8 semesters/credits
Mathematics	6-8 semesters/credits
Science	6-8 semesters/credits
Social Science	6-8 semesters/credits
Foreign Language	4-8 semesters/credits

### CIVICS AND PATRIOTISM GRADUATION REQUIREMENTS

Students who pass their required government course satisfy the one-semester state civics requirement. Students must also pass specific assessments on Patriotism and Principles of Representative Government in their required government course to satisfy the state requirement for graduation.

### DRIVER EDUCATION GRADUATION REQUIREMENT

The State of Illinois Driver Education requirement may be satisfied by: completing Driver Education at Stevenson, submitting a Certificate of Successful Completion from a commercial school, or submitting a copy of the student's Illinois driver's license if issued prior to age 18. Students must earn eight credits in their previous two semesters in order to be eligible for Driver Education.

### ELECTIVE GRADUATION REQUIREMENT

At least two elective semester credits must come from any of the following divisions: Applied Arts, Fine Arts, and/or World Languages.

### ECONOMICS OR PERSONAL FINANCE GRADUATION REQUIREMENT

Students must complete a semester of economics or personal finance. This requirement can be fulfilled by one of the following courses: Economics, AP Macroeconomics, AP Microeconomics, or Personal Finance.

### ENGLISH GRADUATION REQUIREMENT

Eight semesters/credits are required for graduation. For these classes, two writing intensive courses are required. These courses will be detailed in the course descriptions.

### HEALTH GRADUATION REQUIREMENT

One semester/credit of health education is required for graduation, including participation in a unit on Adult CPR.

### MATH GRADUATION REQUIREMENT

At least six semesters/credits are required for graduation, including algebra, and at least one course with geometry content.

### PHYSICAL EDUCATION GRADUATION REQUIREMENT AND WAIVERS

Students must participate in physical education during each semester they are enrolled in school unless:

- The student is enrolled in Dance
- The student is enrolled in Health Education (for the first time)
- The student is enrolled in Applied Health
- The student is enrolled in Driver Education (for the first time)
- The junior or senior student receives an athletic waiver (see Athletic Waiver Policy)
- The student is enrolled in first semester Marching Band or Color Guard
- The senior student receives an academic waiver for six non-physical education classes

Refer to the section on waiver policies for more specific information.

**Note:** Students may elect to stay in physical education and forfeit any waivers.

## SCIENCE GRADUATION REQUIREMENT

Students must complete two semesters of a biological science and two semesters of a physical science in order to graduate.

## SOCIAL STUDIES GRADUATION REQUIREMENT

Social studies graduation requirements are course specific and include two semesters/credits of U.S. History (or AP U.S. History); two semesters/credits of World History and Geography; one semester/credit of government (or AP United States Government and Politics), including passing specific assessments on Patriotism and Principles of Representative Government in their required government course to satisfy the state requirement for graduation.

## SAT GRADUATION REQUIREMENT

The SAT is the state's high school accountability exam in Illinois. All students in public high schools are required to participate in the College Board's SAT Suite of Assessments. Stevenson High School adheres to the requirements of the Illinois State Board of Education (ISBE) and will administer the College Board's PSAT 8/9 to all freshman students, PSAT 10 to all sophomore students, and the SAT to all junior students. It is important to note that the school-day SAT given to juniors in the spring is a graduation requirement in the State of Illinois. No other SAT administration fulfills this requirement. SAT scores are not included on a student's transcript.

For information on the Suite of Assessments and more detail on the timeline of these exams, please visit Stevenson's website at: [www.d125.org](http://www.d125.org).

## THE "46TH CREDIT" GRADUATION REQUIREMENT

Although it is not one of the 45 credits required for graduation from Stevenson High School, the "46th Credit" is as important as the rest. The "46th Credit" fulfills a District 125 commitment to provide students with a coordinated education and awareness program with critical information about alcohol and other drug use, as well as resources for support.

During their years at Adlai E. Stevenson High School, students are provided with information about substance abuse and are introduced to a variety of substance abuse prevention activities through Stevenson High School's Student Assistance Program. During the three-week Drug Education unit in the Health Education classes, all students are issued a "46th Credit" manual, which contains current information on the dangers associated with tobacco, alcohol and other drug use, addiction, recovery, available student prevention programs, school tobacco/drug/alcohol policies, state laws and local ordinances, as well as resources for assistance within the school and community. Students are held accountable for this information and must pass an exam during their Health Education class in order to satisfy this requirement. This exam, devised by the school's Substance Abuse Prevention Coordinator, is based directly on the information contained

in the "46th Credit" manual. The Substance Abuse Prevention Coordinator personally works with all students who have not taken or passed the "46th Credit" exam in the Health Education classes to ensure that this requirement is met. Seniors must have passed the "46th Credit" exam in order to participate in the graduation ceremony.

## ADMISSION REQUIREMENTS TO PUBLIC UNIVERSITIES IN ILLINOIS

It is important to emphasize that the graduation requirements listed previously represent the minimum program of studies for Stevenson students. Entrance requirements to particular colleges and universities may be considerably more stringent. The following high school program is either required or strongly encouraged for admission to all public universities in Illinois:

### COURSE REQUIREMENT

<b>English</b> <i>Emphasis on written and oral communication and literature</i>	<b>8 semesters/credits</b>
<b>Mathematics</b> <i>Including algebra, advanced algebra, geometry, and/or trigonometry</i>	<b>6 semesters/credits</b>
<b>Science</b> <i>Emphasis on laboratory sciences with a foundation in biology, chemistry, and physics</i>	<b>6 semesters/credits</b>
<b>Social Studies</b> <i>Emphasis on history and government</i>	<b>6 semesters/credits</b>
<b>Electives</b> <i>Four semesters in foreign language, applied arts, or fine arts</i>	<b>4 semesters/credits</b>

For details on specific course requirements visit the College Career Center or individual college web sites.

## NCAA ELIGIBILITY REQUIREMENTS FOR DIVISION I AND II ATHLETES

Students who are interested in competing in athletics at the Division I or Division II collegiate level must meet the academic eligibility requirements of the National Collegiate Athletic Association (NCAA). For more information on the Division I and Division II eligibility requirements, please visit: [www.ncaa.org/student-athletes/future/academic-standards-initial-eligibility](http://www.ncaa.org/student-athletes/future/academic-standards-initial-eligibility).

For the most up-to-date list of Adlai E. Stevenson High School's approved core courses:

- Go to: <https://web3.ncaa.org/hsportal/exec/hsAction?hsActionSubmit=searchHighS>
- Type Stevenson's code 143550 in the "NCAA High School Code" box, then select "Search"
- Select a core area or choose: "Show All Approved Courses"
- To view a PDF of initial coursework, visit: [http://www.ncaapublications.com/productdownloads/EB18-19\\_single.pdf](http://www.ncaapublications.com/productdownloads/EB18-19_single.pdf)

Please contact your counselor with any questions or concerns regarding NCAA eligibility.

## LEVEL PLACEMENT

Level placement recommendations are used in English, mathematics, science, and world languages. The underlying goals and purposes are provided below. Freshmen and transfer students are recommended for or placed in levels based upon a combination of the following criteria:

- Stevenson departmental benchmark examinations
- Past academic performance
- Teacher recommendations
- Standardized assessments
- Student interest

After director recommendations, a student and their family may select their courses. Students are strongly encouraged to consult with their teacher, counselor, and/or director when considering a level change.

Please note that course levels for certain fine arts classes (ensemble dance and music classes) are determined through a different process involving placement auditions.

## COLLEGE PREP COURSES

College prep courses provide students with the traditional college preparatory program. These courses are designed to prepare the student for entrance into college and for academic success in the college classroom. Students have an opportunity to pursue four years of English, mathematics, science, social studies, and world languages.

## HONORS/ACCELERATED COURSES

These courses enable students to prepare for and pursue college-level studies while still in high school. Students who complete honor/accelerated level courses may have the opportunity to earn college credit or placement through AP exams.

## ADVANCED PLACEMENT (AP) COURSES

Students have the opportunity to complete advanced placement courses in most subject areas. The content of these college-level courses is determined by the College Board. Students who score well on these exams may be awarded college credit in most of the nation's colleges and universities. In assessing a student's application, many colleges also look favorably upon courses designated as AP since these courses represent more rigorous content than the standard high school curriculum. Students are encouraged to investigate the AP policy of the college of their choice. In preparation for some AP courses at Adlai E. Stevenson High School, students may need to complete summer work. Summer assignments are available in the late spring via the school's website.

## SCHEDULE CHANGES

Each year, a new master schedule is created to accommodate students' course selections. Students may modify their course requests at designated times during the spring and summer months depending on course availability. Students receive a copy of their final schedule at orientation.

## ONCE THE SEMESTER HAS BEGUN, SCHEDULE CHANGE REQUESTS MUST ADHERE TO THE FOLLOWING GUIDELINES:

### ADDING A COURSE

Students may add a course in place of a free hour, study hall, or another class during the first three days of a semester if space is available in the course. Students must consult with the teacher regarding make-up requirements for any missed content.

### DROPPING A COURSE

Students may withdraw from a one-semester course until eight school days after the end of the first six weeks of the course. **Please note that in a full-year course, students will only have the first five days of the second semester to drop.** Students who drop a class after this time will receive a grade of "WF" and have a failing grade included in their grade point average. Students must maintain a minimum of five courses for credit.



## LEVEL CHANGES

On occasion, students may need to change the level of the class in which they are enrolled. In order to do so, students must:

- Initiate a level change discussion with their teacher
- Demonstrate that they have completed all homework and sought additional help from the teacher or learning center staff
- Demonstrate that they have discussed the level change request with their counselor
- Request that their teacher complete the “Level Change” form
- After the teacher contacts the parents, the request will be forwarded to the counselor and content area director for approval.

Students must remain in class until the level change is approved by the director and made by the counselor.

Downward level changes will be permitted until eight school days after the end of the first six-weeks of each semester. The letter grade at the time of withdrawal from the class is the grade that accompanies the student to their new class. As the semester progresses, the teacher will review the student’s grade to ensure that it accurately reflects mastery of the new course’s learning targets.

## SPECIAL SCHEDULING PROVISIONS

### INDEPENDENT STUDY

The Independent Study option allows juniors and seniors, with a special interest in a subject, to pursue that area of interest in more detail or greater depth than the existing curriculum provides. Students who wish to undertake an independent study project must:

- Develop a proposal which includes clearly stated goals, the learning activities designed to achieve these goals, and a schedule detailing the timeline of the project
- Complete the “Independent Study” form located online
- Obtain parent, teacher, director, and counselor approval of the project
- Solicit the help of a teacher advisor to supervise the study
- Be scheduled into a full-period course with the teacher advisor
- Attend that course every day
- Pursue the project with a minimum of direction
- Complete the project and report its results as agreed upon in the project proposal

Independent study will count towards the 300-minute supervision requirement and P.E. waivers. Successful completion of an independent study project will result in a grade of “P” (Pass). Projects that are not completed will not receive a grade.

Credits will be determined by the director and teacher.

### COURSE RETAKE POLICY

Students may retake any course, however, the original grade will remain on the transcript. The GPA will be determined by using the points from the higher of the two grades. Duplicate credit will not be issued. Students must complete a “Course Retake” form available online before beginning the course. Courses taken at a lower level are not considered course retakes. Students may retake a course at a higher level if it is an equivalent course in terms of content. Course retake does count towards the 300-minute supervision requirement. Students wishing to retake a course in the summer at a different high school need to consult their counselor prior to registering to begin the approval process.

If a grade of “A-” or higher was earned the first time, then a course may not be retaken.

### AUDITS

Audits do not count toward academic or athletic waivers, but they do count toward the 300-minute supervision requirement. Students who wish to audit a class may do so provided:

- They obtain an “Audit Request” form from their counselor
- There is availability in the classroom
- They request the audit within the first ten days of the semester
- Receive approval of the division director
- They attend the class each day, complete all assignments, take exams and finals, and participate in all class activities

Students will be assigned the grade of “AU” (Audit); they receive no credit towards graduation nor points for inclusion in their grade point average.

If a student fails to fulfill a requirement in a course taken on an audit basis, the student will be withdrawn from the course. No record of enrollment will appear on the student’s transcript.

## EXTERNAL CREDITS

Stevenson students may apply for up to four credits of external study toward the completion of elective credits required for graduation. Only elective courses may be taken for external credit. A maximum of two external credits can be earned for a world language course. Courses offered at Stevenson will not be approved for external credit. External credits are not calculated in the grade point average (GPA). No external credits will be given for work done prior to the student entering high school in the fall term.

All external credits must come from accredited programs approved by the Assistant Principal for Teaching and Learning (e.g. summer school at another high school or a college/university course.)

Students must apply for external credit. No credit will be given without an application. To apply for external credit, a student must meet with their counselor prior to taking the course to:

- Complete an “External Credit” form; and
- Provide a complete course description including information about the accredited institution, the program or course content, and the number of contact hours

Upon completion of the course, the student will produce an official transcript mailed directly from the program to the registrar’s office at Stevenson High School. The approval process should be completed before the course is taken or Stevenson credit may not be given.

## SUMMER SCHOOL

Stevenson’s summer academic program offers opportunity for enrichment and remediation. Certain courses taken from this program become part of the student’s transcript. Summer courses may be taken during the student’s attendance in high school. Students must complete an “External Credit” form and request course approval prior to enrolling in any summer school class outside of Stevenson. Students attending summer school in another accredited high school district must request that the school forward their grades to the Stevenson registrar. Summer School credit obtained at a high school other than Stevenson is considered external credit and is not included in the calculation of the student’s grade point average.

## EARLY GRADUATION

Students wishing to graduate early should meet with their counselor to determine eligibility. Once it is determined that the student can meet graduation requirements earlier than the scheduled semester of graduation, the student, with parent approval, must complete an “Intent to Graduate Early” form available online.

## GRADING

Our grading model measures the student’s mastery of the essential standards and targets for a class, or how well the student understands the material in class. The final grade is a determination of the student’s body of work with consideration of their growth.

Because our grading model uses proficiency scales (and not points) to collect accurate evidence of student performance and academic growth, students can reflect on and grow their knowledge and skills throughout the semester. At the end of the semester, the teacher reviews the evidence presented by each student, in each target, and converts said evidence into a traditional letter grade. In this model, student learning is not based on points nor weights, but on evidence of student learning of the course curriculum standards.

The goal of this approach is to provide the teacher, student, and parents/guardians as accurate of a picture as possible of the student’s learning and to encourage a dialogue about how the student can develop proficiency of the material in the class. In particular, because learning is a process that takes place over time, each assessment provides feedback for the student about what to focus on next. At the point the student is reassessed on a course standard and shows a higher level of proficiency, this will be reflected in the teacher grade book.

Please visit [shsgrading.com](http://shsgrading.com) for more details about how the final letter grade is calculated and communicated.

## COURSE DESCRIPTION

Within the first five days of the semester, all teachers will provide students with a course description. This description will explain the general goals of the course, the specific knowledge and skills acquired as a result of the course, the activities that will be included, and the procedures for grading.

## GRADE POINT AVERAGE

Both a weighted and an unweighted grade point average are calculated for each student at the conclusion of each semester and again after summer school.

- Weighted grade point average is calculated using the weights assigned to the grades in the chart below.
- Unweighted grade point average is calculated by assigning college prep grade points to all grades that are calculated into the grade point average, regardless of their level.

	A	B	C	D	F
COLLEGE PREP	4.0	3.0	2.0	1.0	0
ACCELERATED	4.5	3.5	2.5	1.5	0
AP/HONORS	5.0	4.0	3.0	2.0	0

## EXCLUSIONS

The following courses are not included in the calculation of a student's grade point average:

- Driver Education
- Courses completed by home-schooled students
- Correspondence courses
- Audit, independent study, and GPA-waived courses
- External credit courses
- Any course in which the regular outcomes have been significantly modified for an individual student

## GRADE POINT WAIVER

Students have the option of applying to exclude certain courses from the calculation of their grade point average (GPA). These courses are those which are not considered part of the academic core and which do not fulfill a SHS graduation requirement. Included in this waiver option are:

- All college preparatory-level applied arts courses
- All college preparatory-level fine arts courses
- All college preparatory-level computer science, engineering and technology (CSET) courses
- Journalistic Writing and Advanced Journalistic Writing courses
- Physical education leadership, Pool Leadership, and applied health courses
- All college-prep level summer school courses which are not part of the regular school year course offerings (See summer school brochure for specific courses and deadlines for submission.)

To be eligible for a waiver, the student must be enrolled in four or more courses per semester which are included in the GPA. The "Request for GPA Waiver" form is available online. All waivers must be requested; no courses will have an automatic waiver. Please see the Summer School Coursebook for specific information regarding courses and deadlines offered during the summer.

## TRANSFER STUDENTS

The records of transfer students will be evaluated individually with each course grade being assigned the weight of its closest counterpart in the Stevenson curriculum. The division director will make the final determination in the evaluation of the records of the transfer student.

## HOMEWORK REQUESTS

Students are responsible for requesting and making up classwork if they are absent from class.

When students are absent from class, please follow these suggestions:

- Review assignment sheet, if available
- Review the class Canvas page
- Email the teacher
- Utilize interactive report card
- Contact each teacher on their homework policy

If a student is out longer than five consecutive days, please contact their counselor to develop a plan.

## INCOMPLETE GRADE

Students who receive a grade of "Incomplete" must complete the necessary make-up work in a timely fashion according to each teacher's guidelines before a letter grade will be assigned. Incomplete grades do not count towards credits needed for athletic and co-curricular eligibility.

## TRANSCRIPTS

Students may request transcripts by logging onto [www.parchment.com](http://www.parchment.com). Some transcripts might require a fee to be submitted online prior to the request being processed.

College admission test scores are not included on the transcripts. Students must request these test scores to be sent directly to colleges and universities. This may be done through the various testing agencies' websites.

For information regarding ACT test scores, visit: [www.act.org/content/act/en/products-and-services/the-act/your-scores.html](http://www.act.org/content/act/en/products-and-services/the-act/your-scores.html)

For SAT exam scores, visit: <https://studentscores.collegeboard.org/home>

For AP exam scores, visit: <https://apscore.collegeboard.org/scores>

## ACADEMIC HONORS

### HONOR ROLL

At the end of each semester Stevenson announces its Honor Rolls. All letter grades are considered for Honor Roll. This includes courses that are not calculated into the grade point average. The standards for this achievement are calculated based on weighted or unweighted grade points and are as follows:

#### Gold Honor Roll

- Grade point average of 4.0 or higher with no grade lower than a "B"
- All "A's" regardless of grade point average

#### Green Honor Roll

- Grade point average of 3.0 with no more than one grade of "C"
- All "A's" and "B's" regardless of grade point average

Any incomplete grade, even in a non-GPA class, will keep a student off the Honor Roll.

## SEAL OF BILITERACY PROGRAM

Stevenson High School students have the opportunity to be recognized by the State of Illinois for earning proficiency in English and at least one additional language. The Illinois State Board of Education (ISBE) Seal of Biliteracy program will place an official seal on diplomas and confer official recognition on transcripts of those students who qualify.

Two honors are available: the Seal of Biliteracy and the Commendation toward Biliteracy. The Seal of Biliteracy is awarded to those whose proficiency level is equivalent to the Intermediate High scale set by the American Council on the Teaching of Foreign Languages (ACTFL). The Commendation of Biliteracy is awarded to students whose proficiency level is rated at Intermediate Low or Intermediate Mid in a second language.

To qualify for the Seal of Biliteracy, students must demonstrate proficiency in English via the SAT, ACT, or ACCESS for ELLs exam and demonstrate proficiency in another language(s).

English proficiency is demonstrated by meeting one of the following criteria during a student's high school career:

- Earn a minimum score of 18 in the Reading/Writing portion of the ACT or a composite of 21. **OR**
- Earn a minimum score of 480 on the Evidence-Based Reading and Writing portion of the SAT. **OR**
- Earn a minimum overall composite score of 4.8 on the ACCESS for ELLs exam.

Proficiency in a language other than English is demonstrated by meeting one of the following criteria:

- Earn a 4 or 5 on the Advanced Placement language exam. **OR**
- Earn a minimum score of I-5 on all four components of ACTFL's Assessment of Performance toward Proficiency in Languages (AAPPL) exam. The following languages can be assessed via the AAPPL exam: Arabic, Chinese (Mandarin), French, German, Hindi, Italian, Japanese, Korean, Portuguese, Russian, Spanish, Thai, and ESL. The AAPPL Alira exam is used to assess Latin. **OR**
- Earn a minimum score of Intermediate High on all four components of Avant's Standards-based Measurement of Proficiency (STAMP) 4S exam. The following languages can be assessed with the STAMP 4S exam: Hebrew and Polish.

Students that do not meet the minimum scores required to attain the Seal of Biliteracy may still qualify for the Commendation toward Biliteracy. Students must still demonstrate proficiency in English by meeting the aforementioned criteria (see above). Progress toward proficiency in a language other than English is demonstrated by meeting one of the following criteria:

- Earn a 3 on the Advanced Placement language exam taken as a junior. **OR**
- Earn a minimum score of I-1, I-2, I-3, or I-4 on across the four domains of ACTFL's Assessment of Performance toward Proficiency in Languages (AAPPL) exam. The following languages can be assessed with the AAPPL exam: Arabic, Chinese (Mandarin), French, German, Hindi, Italian, Japanese, Korean, Portuguese, Russian, Spanish, Thai, and ESL. **OR**
- Earn a minimum score of Intermediate Low or Intermediate Mid on all four components of Avant's Standards-based Measurement of Proficiency (STAMP) 4S exam. The following languages can be assessed with the STAMP 4S exam: Hebrew and Polish.

## NATIONAL HONOR SOCIETY

The four pillars of National Honor Society are: leadership, character, service, and scholarship. Sophomores and juniors with a cumulative 3.90 weighted grade point average are reviewed for membership in National Honor Society by a faculty council selected by the principal. The faculty council reviews leadership, service, and character for the selection process as per the National Association of Secondary School Principals' Constitution.

Members are expected to attend all general meetings throughout the year. All members are expected to maintain their grade point average, complete 10 community service hours per semester, and participate in a National Honor Society service project. For more information regarding National Honor society, please visit the Stevenson High School web site: [www.d125.org](http://www.d125.org).

## HONOR GRADUATES

Students who have earned at least 42 credits at the end of **seven** semesters and who have a weighted cumulative grade point average listed below are eligible to be declared Honor Graduates:

4.0 and above	Highest Honors
3.75-3.99	High Honors
3.50-3.74	Honors

## WAIVER POLICIES

### ATHLETIC WAIVER POLICY: ELIGIBILITY

The athletic waiver is an option only for juniors and seniors. A student who has earned a Junior Varsity or Varsity letter may be eligible to pre-register for an athletic waiver. Student athletes must register for athletics to receive a waiver and meet with their counselor.

**Criteria for a non-credit waiver:** A junior or senior athlete in one sport and six academic classes.

**Criteria for a credit waiver:** A junior or senior athlete in two sports and five academic classes.

**Note:** *If a student athlete reduces the number of academic classes, fails to participate in a sport, or for any reason fails to continue participating in a sport, they will be immediately placed in Physical Education by their school counselor.*

### ACADEMIC WAIVER POLICY: ELIGIBILITY

A senior may receive an academic waiver from physical education if the student presents evidence that they:

- Must complete a specific academic course, not included in state or local requirements in order to be granted admission to a specific college or university
- Must carry additional courses to complete graduation requirements due to failure or transfer

A senior who receives an academic waiver from physical education will not receive credit for physical education.

### MARCHING BAND AND COLOR GUARD PHYSICAL EDUCATION (P.E.) WAIVER POLICY

Any student, grade 9-10-11-12, who is enrolled in Honor Band, Symphonic Band, Advanced Symphonic Band, Freshman Band, Concert Band, or Color Guard and is a member of the Marching Band may waive their P.E. requirement for the first semester. This waiver may be applied each fall semester throughout a student's years of participation in Marching Band.

# ATHLETIC PROGRAM

Adlai E. Stevenson High School is a member of the Illinois High School Association (IHSA) and competes within the North Suburban Conference (NSC).

BOYS FALL	BOYS WINTER	BOYS SPRING
Allied Bowling	Allied Spirit	Allied Soccer
Cheerleading	Basketball	Baseball
Cross Country	Bowling	Gymnastics
Football	Competitive Cheerleading	Lacrosse
Golf	Competitive Dance (Patriettes)	Student Athletic Training
Patriettes	Fencing	Tennis
Soccer	Ice Hockey	Track and Field
Student Athletic Training	Student Athletic Training	Volleyball
	Swimming and Diving	Water Polo
	Wrestling	

GIRLS FALL	GIRLS WINTER	GIRLS SPRING
Allied Bowling	Allied Spirit	Allied Soccer
Cheerleading	Basketball	Badminton
Cross Country	Bowling	Lacrosse
Field Hockey	Competitive Cheerleading	Soccer
Golf	Competitive Dance (Patriettes)	Softball
Patriettes	Fencing	Student Athletic Training
Student Athletic Training	Gymnastics	Track and Field
Swimming and Diving	Ice Hockey	Water Polo
Tennis	Student Athletic Training	
Volleyball	Wrestling	

## ACADEMIC ELIGIBILITY

The primary purpose of Stevenson High School is to promote academic achievement. Therefore, students engaged in those areas of the extracurricular/co-curricular program, which make significant demands on their time must perform satisfactorily in the classroom in order to continue their participation in those extracurricular/co-curricular activities. In order to be eligible to participate in an extracurricular/co-curricular activity, students must meet the weekly scholastic standing requirements of the Illinois High School Association. Students must be passing 25 credit hours each week. Students must also pass five classes in the previous semester to be eligible for the upcoming season. See the Student Guidebook for the Extracurricular/Co-Curricular Code of Conduct that details the specific rules, expectations, and consequences.

# CO-CURRICULAR ACTIVITIES AND CLUBS

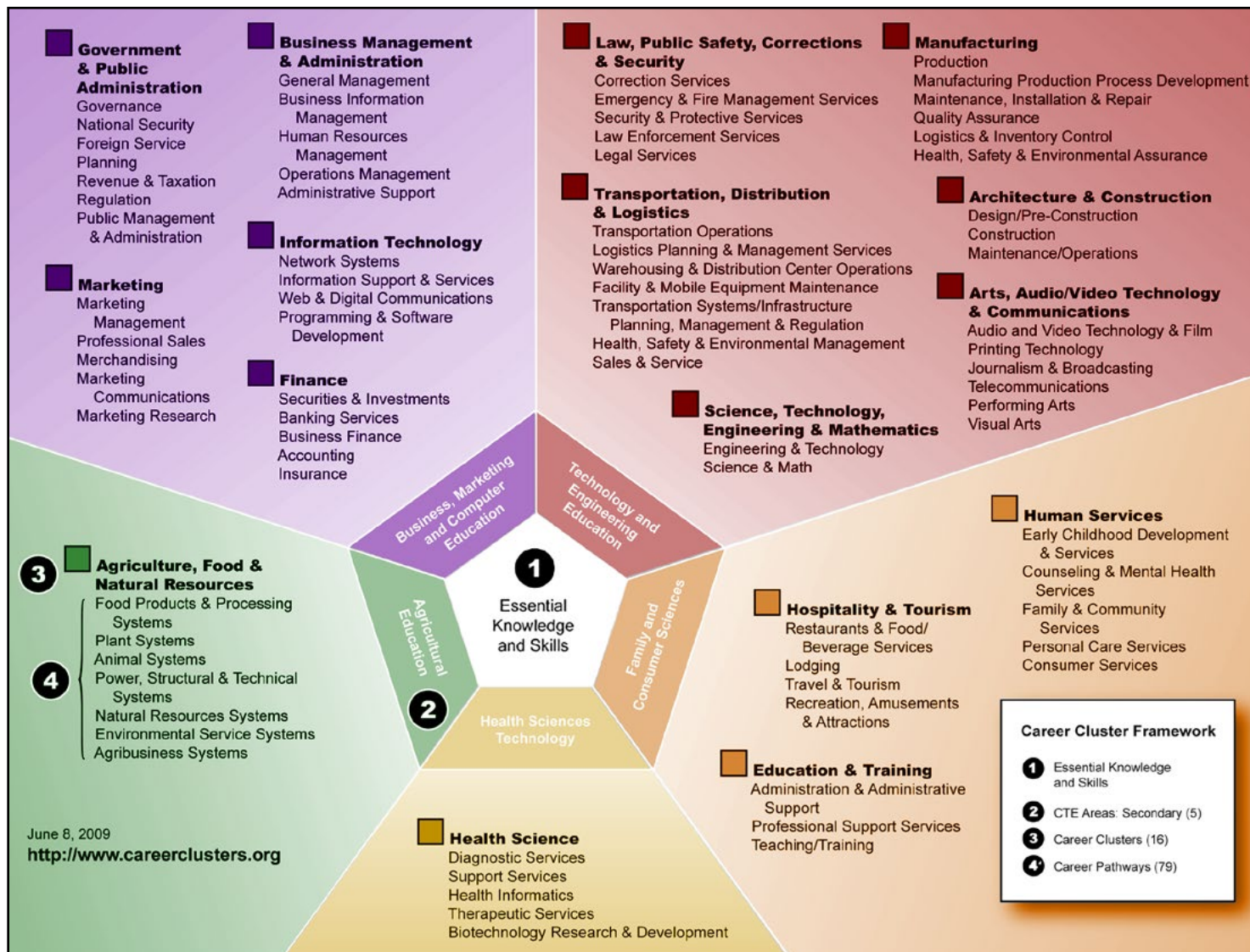
**DR. TED GOERGEN, DIRECTOR** | TGOERGEN@D125.ORG | 847-415-4461

SCAN QR CODE TO READ MORE ABOUT  
CO-CURRICULAR ACTIVITIES AND CLUBS  
ONLINE: [WWW.D125.ORG/STUDENTS/  
ACTIVITIES](http://WWW.D125.ORG/STUDENTS/ACTIVITIES)



Stevenson offers a rich array of co-curricular activities, and every student is encouraged to select one or more of these programs in which to participate. For the most current list of our activities, please visit: [www.d125.org/students/activities](http://www.d125.org/students/activities).

2-D + 3-D Art Studio	Ethics Bowl Club	In the Loop (Knitting Club)	Scholastic Bowl-Varsity and JV (Quiz Bowl, SchoBowl)
Aerospace + Aviation Club	Everlasting Promise in Christ (E.P.I.C.)	Indian Student Association (ISA)	Science Bowl
<i>Ambassador</i> Yearbook	Family, Career, and Community Leaders of America (FCCLA)	Interactive Gamers Club (IGC)	Science Olympiad Team
American Sign Language Club (ASL)	Filipino American Student Association (FASA)	International Thespian Society (ITS)	Science REACH Club
Animal Welfare Club (AWC)	Film Club	Japan Club	Script Studio (TBA)
Anime Club	FIRE (Fostering Inter-Cultural Respect and Empowerment Club)	Jazz Combo • Ensemble • Lab Band	SHS-TV
Archery Club	Food Revolution	Jazz Etc.	Skatriettes
Architecture + Engineering Club	Free The Children (FTC)	Just The Guys	Spanish Club
Art Club	French Club   French Honor Society (FHS)	Key Club International	Spanish Honor Society
Art From The Heart (AFH)	Freshman Mentor Program (FMP)	Kiva	Sports Analytics Club
Auto Club	Friends International	Korean Club	StageCrafters Technical Theatre Club
Badminton Club (Boys)	Future Business Leaders of America (FBLA)	Ladyjazz	<i>Statesman</i> Newspaper
Baroque Ensemble + Viol Consort	Future Doctors of America	Latin Club	Stevenson Ambassadors
Bass Fishing	Future Educators of America (FEA)	Latino Hispanic Student Association	Stevenson Live
Best Buddies	Future Health Professionals (HOSA)	Law Club   Mock Trial	Stevenson Network News (SNN)
Best Buddies Transition	Future Public Health Leaders (FPHL)	Lean In Feminism Club	Stevenson Peer Theater (SPT) (Snow Flake)
Biology Olympiad	Garden   Horticulture Club	Marching Band	Stevenson Sports Broadcasting
Black Association of Stevenson Students (BASS)	Gay-Straight Alliance (GSA)	Mascot   Pep Club	Stevenson Strength + Conditioning (SSC) (Co-Ed)
Board Game Club	Geography Club (Geo Club)	Math Team	Stevenson Styler Fashion Club
Breakfast with Books	German Club   German Honor Society	Mélange Dance Company	Strings Board
Business Professionals of America (BPA)	Girls in STEAM	Mind Your Mind	Student Council (StuCo)
Calligraphy Club	Green Team	MIT Launch (launchX)	Students Helping Soldiers (S*H*S)
Catalyst	Guitar Club	Model United Nations Team	Table Tennis   Advanced Table Tennis
Chemistry Club	Hebrew National Honor Society (HNHS)	Odyssey Student Volunteer Club	TEAMS/ACES
Chess Club	History Bowl/Bee	Open Gym	<i>The WIT + The Half-Wit</i>
Chinese Club   Chinese Honor Society	History Fair Club	Operation Snowball (OS)	Theatre Productions
Choreography Club	IM Basketball League (Boys, Girls)	Pass on the Beat	Tri-M Music Honor Society
Class Board	IM Cricket Club (Co-Ed)	Peer Helpers	VEX Robotics Club
Club Israel (Hebrew Club)	IM Fencing Club (Co-Ed)	Peer Tutors (Peer Tutors Conversation Partners)	Video Game Club (VGC)
Color Guard + Winter Guard	IM Flag Football League (Boys, Girls)	Philosophy Club	Weight Room • Cardio Fitness Center
Computer Science Club	IM Golf Club (Co-Ed)	Photography Studio	Write Club
Cultural Cuisine Club	IM Polar Bear Running Club (Co-Ed)	Physics Club	Youth and Government (YAG)-Judicial
Debate	IM Ski & Snowboard Club (Co-Ed)	Polish Club	Zumba Club
Diversity Council   World's Fair (Divco)	IM Squash Club (Co-Ed)	Political Action Club (PAC)	
DJ Club	IM Volleyball League (Co-Ed)	Poster Design Club	
Economics Club	Improv Comedy Team	Print Media Club	
Entrepreneurship Club	"Failed Presidential Candidates"	Project Pen Pal	
eSports		Psychology Club	
		Repertory Dance Company	
		Rotary Youth Club (RYC) (Interact)	
		Russian Club	



## CAREER CLUSTER FRAMEWORK

While it is important for students to develop a four-year plan that meets both high school graduation requirements and university admission requirements, students may also use their high school coursework as an opportunity to explore potential career options. Stevenson High School offers a robust selection of educational experiences within our curricular and co-curricular programs across a wide array of career pathways. The Career Clusters and related Career Pathways serve as an organizational tool to help students plan their learning at Stevenson to prepare for post-secondary opportunities.

Students can find additional information about the Career Clusters and related Career Pathways on the following website: <https://www.illinoisworknet.com/ilpathways/Pages/default.aspx>



# CAREER CLUSTER PATHWAYS

THE PATHWAYS FOR EACH CAREER CLUSTER AND RELATED STEVENSON HIGH SCHOOL PROGRAMS ARE LISTED BELOW.

## AGRICULTURE, FOOD, AND NATURAL RESOURCES

The product, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

### Pathways:

- Food Products and Processing Systems
- Plant Systems
- Animal Systems
- Power, Structural, and Technical Systems
- Natural Resources Systems
- Environmental Service Systems
- Agribusiness Systems

### Stevenson High School Course Offerings:

- Applied Arts—Family and Consumer Sciences
- Lake County Technology Campus

## ARCHITECTURE AND CONSTRUCTION

Careers in design, planning, managing, building, and maintaining the build environment.

### Pathways:

- Design/Pre-Construction
- Construction
- Maintenance/Operations

### Stevenson High School Course Offerings:

- Computer Science, Engineering, and Technology
- Lake County Technology Campus

## ARTS, A/V TECHNOLOGY AND COMMUNICATIONS

Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

### Pathways:

- A/V Technology and Film
- Printing Technology
- Visual Arts
- Performing Arts
- Journalism and Broadcasting
- Telecommunications

### Stevenson High School Course Offerings:

- Computer Science, Engineering, and Technology
- Fine Arts—Art
- Fine Arts—Dance
- Fine Arts—Music
- Fine Arts—Theatre
- Communication Arts

## BUSINESS MANAGEMENT AND ADMINISTRATION

Careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

### Pathways:

- General Management
- Business Information Management
- Human Resources Management
- Operations Management
- Administrative Support

### Stevenson High School Course Offerings:

- Applied Arts—Business Education
- Social Studies

## EDUCATION AND TRAINING

Planning, managing, and providing education and training services, and related learning support services.

### Pathways:

- Administration and Administrative Support
- Professional Support Services
- Teaching/Training

### Stevenson High School Course Offerings:

- Applied Arts—Family and Consumer Sciences
- Lake County Technology Campus

## FINANCE

Planning, services for financial and investment planning, banking, insurance, and business financial management.

### Pathways:

- Securities and Investments
- Business Finance
- Accounting
- Insurance
- Banking Services

### Stevenson High School Course Offerings:

- Applied Arts—Business Education
- Social Studies

## GOVERNMENT AND PUBLIC ADMINISTRATION

Planning and performing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.

### Pathways:

- Governance
- National Security
- Foreign Service
- Planning
- Revenue and Taxation
- Regulation
- Public Management and Administration

### Stevenson High School Course Offering:

- Social Studies

## HEALTH SCIENCE

Planning, managing, and providing therapeutic services, diagnostic services, health information, support services, and biotechnology research and development.

### Pathways:

- Therapeutic Services
- Diagnostic Services
- Health Information
- Support Services
- Biotechnology Research and Development

### Stevenson High School Course Offerings:

- Physical Welfare
- Lake County Technology Campus

## HOSPITALITY AND TOURISM

Hospitality and Tourism encompasses the management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel-related services.

### Pathways:

- Restaurants and Food/Beverage Services
- Lodging
- Travel and Tourism
- Recreation, Amusements, and Attractions

### Stevenson High School Course Offerings:

- Applied Arts—Business Education
- Applied Arts—Family and Consumer Sciences
- Lake County Technology Campus

## HUMAN SERVICES

Preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services

### Pathways:

- Early Childhood Development and Services
- Counseling and Mental Health Services
- Family and Community Services
- Personal Care Services
- Consumer Services

### Stevenson High School Course Offerings:

- Applied Arts—Family and Consumer Sciences
- Applied Arts—Business Education
- Lake County Technology Campus
- Social Studies

## INFORMATION TECHNOLOGY (IT)

Building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.

### Pathways:

- Network Systems
- Information Support and Services
- Web and Digital Communications
- Programming and Software Development

### Stevenson High School Course Offerings:

- Computer Science, Engineering, and Technology
- Lake County Technology Campus

## LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

Planning, managing, and providing legal, public safety, protective services, and homeland security, including professional and technical support services.

### Pathways:

- Correction Services
- Emergency and Fire Management Services
- Security and Protective Services
- Law Enforcement Services
- Legal Services

### Stevenson High School Course Offerings:

- Lake County Technology Campus
- Social Studies

## MANUFACTURING

Planning, managing, and performing the processing of materials into intermediate or final products, and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

### Pathways:

- Production
- Manufacturing Production Process Development
- Maintenance, Installation, and Repair
- Quality Assurance
- Logistics and Inventory Control
- Health, Safety, and Environmental Assurance

### Stevenson High School Course Offerings:

- Lake County Technology Campus
- Applied Arts—Business Education
- Computer Science, Engineering, and Technology

## MARKETING

Planning, managing, and performing marketing activities to reach organizational objectives.

### Pathways:

- Marketing Management
- Professional Sales
- Merchandising
- Marketing Communications
- Marketing Research

### Stevenson High School Course Offerings:

- Applied Arts—Business Education
- Applied Arts—Family and Consumer Sciences

## SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS—STEM

Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

### Pathways:

- Engineering and Technology
- Science and Mathematics

### Stevenson High School Course Offerings:

- Computer Science, Engineering, and Technology
- Science

## TRANSPORTATION, DISTRIBUTION, AND LOGISTICS

Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.

### Pathways:

- Transportation Operations
- Logistics Planning and Management Services
- Warehousing and Distribution Center Operations
- Facility and Mobile Equipment Maintenance
- Transportation Systems/Infrastructure Planning, Management, and Regulation
- Health, Safety, and Environmental Management
- Sales and Services

### Stevenson High School Courses Offering:

- Applied Arts—Business Education



## APPLIED ARTS DIVISION

**WENDY CUSTABLE, DIRECTOR** | WCUSTABLE@D125.ORG | 847-415-4151

**Business Education**  
**Family and Consumer Sciences**

**Driver Education**  
**Technology Campus**

SCAN QR CODE TO READ MORE ABOUT APPLIED ARTS ONLINE:  
[WWW.D125.ORG/ACADEMICS/APPLIED-ARTS](http://WWW.D125.ORG/ACADEMICS/APPLIED-ARTS)



The Applied Arts Division offers a program of electives that develop individual interests while facilitating authentic learning experiences by linking the curricula to the real world. Each course teaches students to apply content knowledge in a project-oriented environment. The Family and Consumer Sciences, Technology Campus, Business, and Driver Education teams provide learning opportunities that foster academic achievement, career exploration, creativity, and problem-solving skills for all students. The unique characteristics of each of these academic teams provide students with a wide variety of course selections that integrate the diverse curricula of Stevenson into activities they can use in their daily lives and future careers.

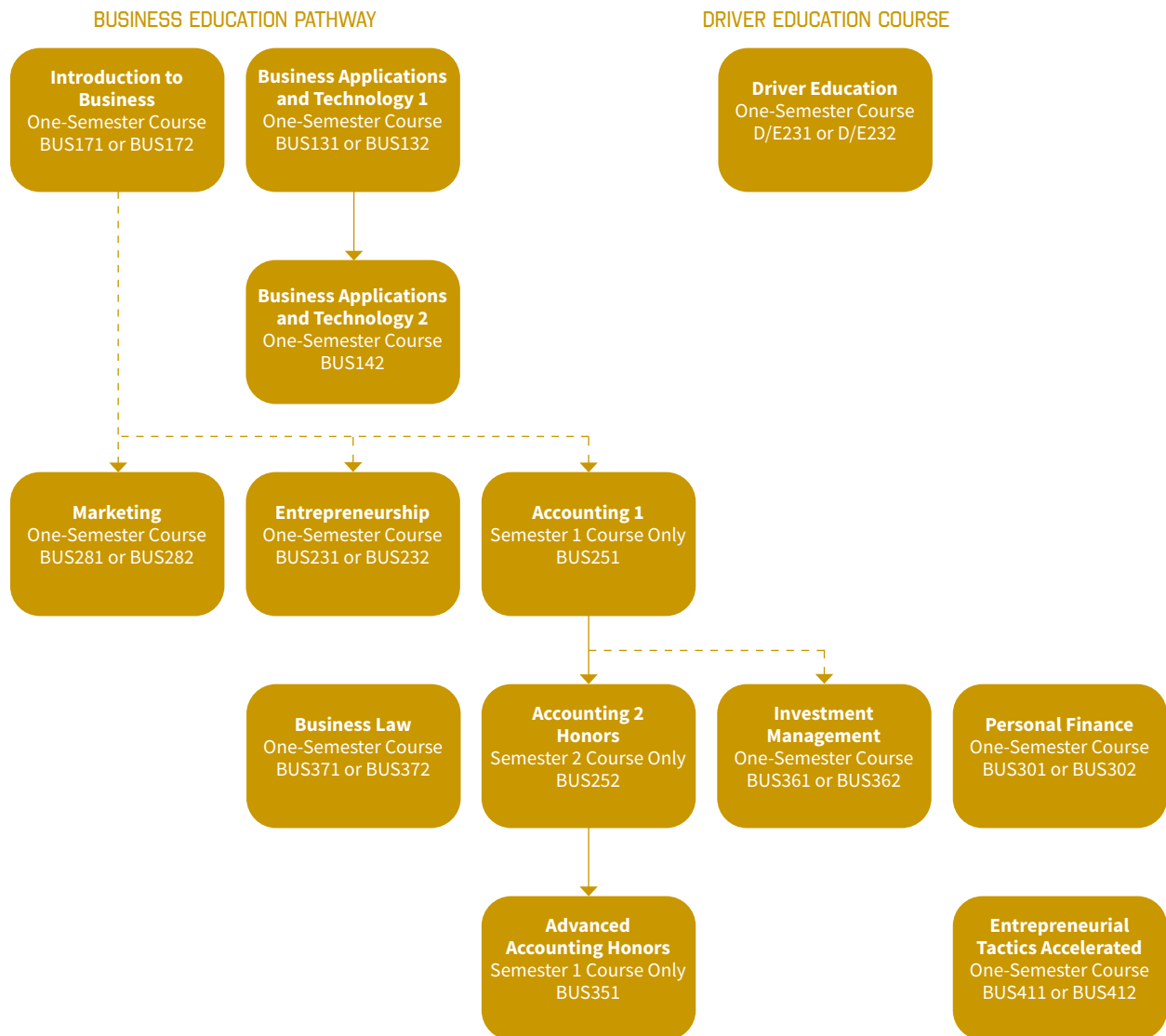
### Applied Arts Courses Required for Graduation:

- Business Education: Personal Finance meets a graduation requirement.
- The classroom phase of Driver Education is a graduation requirement.

Elective courses in this division may be eligible for the GPA waiver option.

# BUSINESS EDUCATION COURSE OFFERINGS

WWW.D125.ORG/ACADEMICS/COURSEBOOK



# BUSINESS EDUCATION

IN EVERY FACET OF SOCIETY, BUSINESS PLAYS A VITAL ROLE. THEREFORE, A THOROUGH BUSINESS EDUCATION CAN PROVIDE A SOLID FOUNDATION FOR A SUCCESSFUL, PROFESSIONAL LIFE. HERE AT STEVENSON HIGH SCHOOL, WE PROVIDE THE SKILLS NECESSARY FOR STUDENTS TO BECOME TOMORROW'S BUSINESS LEADERS.

## INTRODUCTION TO BUSINESS (COLLEGE PREP)

### GPA WAIVER OPTION

BUS171—SEMESTER 1  
OPEN TO 9-10  
PREREQUISITE: NONE

BUS172—SEMESTER 2  
ONE SEMESTER

*How do you start a business? What type of records should you keep? Why do stores charge the prices they do? What is the best way to sell a product? What are the different career opportunities in the business world?* These questions and more are answered in this course. The student will also investigate the different types of business organizations from sole proprietorships to large corporations. This course is strongly recommended for business career-oriented students or as a preview to other business courses.

## BUSINESS APPLICATIONS AND TECHNOLOGY 1 (COLLEGE PREP)

### GPA WAIVER OPTION

BUS131—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: NONE

BUS132—SEMESTER 2  
ONE SEMESTER

To live, learn, and work successfully in an increasingly complex and information-rich society, students must be able to use technology effectively. Business Applications and Technology 1 is a course designed to teach students how to use a variety of software programs and multimedia platforms as they create a business concept. Students will strengthen their knowledge of both business operations and technology usage in the workplace as they develop communications, marketing materials, financial proposals, and presentations for their proposed business.

## BUSINESS APPLICATIONS AND TECHNOLOGY 2 (COLLEGE PREP)

### GPA WAIVER OPTION

BUS142—SEMESTER 2  
OPEN TO 9-10-11-12  
PREREQUISITE: BUSINESS APPLICATIONS AND TECHNOLOGY 1

ONE SEMESTER

Business Applications and Technology 2 encourages students to develop the technology and problem-solving skills essential in today's workforce. Students will be tasked with finding solutions to common business problems, while being encouraged to consider multiple perspectives. Students will work to incorporate technology into their business practices to help them become more efficient and organized.

## MARKETING (COLLEGE PREP)

### GPA WAIVER OPTION

BUS281—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: NONE

BUS282—SEMESTER 2  
ONE SEMESTER

Students will learn how companies develop and market their products and services. Current trends in the entertainment, apparel, sports, and food industries will be explored and applied during class activities. Students will interact with members of the school and local community to design products, advertisements, and sales promotions for their different target markets. They will learn personal selling strategies and visual merchandising techniques and get a chance to practice them in authentic projects.

## ENTREPRENEURSHIP (COLLEGE PREP)

### GPA WAIVER OPTION

BUS231—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: NONE

BUS232—SEMESTER 2  
ONE SEMESTER

Entrepreneurship will provide students with a working background on the skills and knowledge necessary to own and operate a small business. Students will examine the environment of small business ownership, the procedures and skills necessary to open a small business, and the policies and practices of a successful small business operation. Entrepreneurship will emphasize a hands-on approach to small business ownership.

## ENTREPRENEURIAL TACTICS (ACCELERATED)

BUS411—SEMESTER 1

OPEN TO 11-12

PREREQUISITE:

**ONE COURSE REQUIRED FROM:**

- INTRODUCTION TO BUSINESS
- BUSINESS LAW
- MARKETING
- ENTREPRENEURSHIP

BUS412—SEMESTER 2

ONE SEMESTER

**AND ONE COURSE REQUIRED FROM:**

- INVESTMENT MANAGEMENT
- ACCOUNTING 1
- ACCOUNTING 2 HONORS
- ADVANCED ACCOUNTING HONORS

Entrepreneurial Tactics is a capstone course that ties together all the curricular fundamentals from the Business Education curriculum. This course models the research and concepts of a capstone course at many university business schools. In this project-based course, students work within teams to create a business plan that guides them in developing a business of their choice. Students will learn to work with, and have first-hand collaboration with, top business professionals from the community. These CFOs, CEOs, and other top executives will visit, present, and mentor the students in incorporating all the fundamentals of creating a business idea, marketing the product, and preparing the finances of their business plan.

## ACCOUNTING 1 (COLLEGE PREP)

### GPA WAIVER OPTION

BUS251—SEMESTER 1 ONLY

OPEN TO 10-11-12

PREREQUISITE: NONE

ONE SEMESTER

This is the first semester of a two-semester sequence in the study of accounting. It is strongly recommended that both semesters of accounting be taken in the same year. Accounting is currently the most in-demand college major. Basic principles and practices of double entry accounting are developed with an emphasis on the financial records of sole proprietorships and partnerships. Daily transactions, financial statements, and statement analysis are included. Students also have the opportunity to attend regional, state, and national accounting competitions.

## ACCOUNTING 2 (HONORS)

### ARTICULATED CREDIT WITH COLLEGE OF LAKE COUNTY

BUS252—SEMESTER 2 ONLY

OPEN TO 10-11-12

PREREQUISITE: ACCOUNTING 1

ONE SEMESTER

This is the second semester of a two-semester sequence in the study of accounting. It is strongly recommended that this semester be taken immediately following Accounting 1. Specialized journal systems, uncollected accounts, depreciation, payroll, taxes, and financial statement analysis are emphasized with regard to a corporation. Students also have the opportunity to attend regional, state, and national accounting competitions.

## ADVANCED ACCOUNTING (HONORS)

BUS351—SEMESTER 1 ONLY

OPEN TO 11-12

PREREQUISITE: ACCOUNTING 2 HONORS

ONE SEMESTER

This one-semester course serves as a capstone to the advanced study of accounting. A “managerial approach” emphasizing the internal data used to make decisions and control revenues, costs, and expenses is explored and developed. Acquiring capital, cash flows, and principles of cost accounting are other areas of study. Students learn to work both independently and as a “management team” solving business accounting problems. Students also have the opportunity to attend regional, state, and national accounting competitions.

## BUSINESS LAW (COLLEGE PREP)

### GPA WAIVER OPTION

BUS371—SEMESTER 1

OPEN TO 11-12

PREREQUISITE: NONE

BUS372—SEMESTER 2

ONE SEMESTER

This course is designed to satisfy the curiosity of students who are interested in learning about the law as it relates to various aspects of business. Students will gain a greater understanding of their legal rights and responsibilities as an individual, employee, manager, and business owner. General legal topics discussed include contracts, property, employment rules and regulations, business organization, finance, as well as technology, environment, entertainment, and sports law. Students will participate in daily discussions about current legal events, review “real world” cases and verdicts, and participate in lively arguments and debates. In addition, guest speakers, collaborative team projects, and small group activities allow for students to work together developing a greater understanding of the law to receive a more authentic learning experience.

## INVESTMENT MANAGEMENT (COLLEGE PREP)

### GPA WAIVER OPTION

BUS361—SEMESTER 1

OPEN TO 11-12

PREREQUISITE: NONE

BUS362—SEMESTER 2

ONE SEMESTER

Investment Management is designed to help students create a well-rounded investment plan to meet their financial goals. Students will learn techniques used in corporate finance and analyze various financial securities like stocks, futures, and options. They will explore the issues faced by today's corporate financial managers and brokers through the use of a sophisticated, hands-on investment simulation. This course is designed for students who are planning careers in brokerage, investment, and other financial fields.

## PERSONAL FINANCE (COLLEGE PREP)

### GPA WAIVER OPTION (IF NOT TAKEN FOR GRADUATION REQUIREMENT)

BUS301—SEMESTER 1

OPEN TO 11-12

PREREQUISITE: NONE

BUS302—SEMESTER 2

ONE SEMESTER

Personal Finance will teach students how to manage finances and achieve their goals by utilizing sound decision-making. This student-centered course allows individuals to explore and learn about important facets of their financial life. Specific course topics relate to housing, transportation, wellness, recreation, leisure, saving, and investing. Students will gain knowledge and skills by investigating and responding to problems and challenges facing all consumers. Successful completion of this course fulfills the Economics/Personal Finance graduation requirement.

## PERSONAL FINANCE—ONLINE OPTION

(COLLEGE PREP)

### GPA WAIVER OPTION (IF NOT TAKEN FOR GRADUATION REQUIREMENT)

BUS3Q1—SEMESTER 1

OPEN TO 11-12

PREREQUISITE: NONE

BUS3Q2—SEMESTER 2

ONE SEMESTER

Personal Finance will teach students how to manage finances and achieve their goals by utilizing sound decision-making. This student-centered course allows individuals to explore and learn about important facets of their financial life. Specific course topics relate to housing, transportation, wellness, recreation, leisure, saving, and investing. Students will gain knowledge and skills by investigating and responding to problems and challenges facing all consumers.

The curricular requirements for this course are identical to the traditional Personal Finance course. Instructional activities are adjusted for an online instructional setting. There will be no physical class meeting period or time, though some activities will be available to all enrolled students in-person during the school day.

Students will be expected to engage in class activities, projects, discussions, and peer feedback frequently within each school week. Assignments will have specific due dates and students will receive individualized feedback from their teacher. All assessments will be conducted in-person during the school day. Daily in-person office hours will be available for all students enrolled in the course. In-person remediation may be required as needed on an individual student basis with their teacher. Successful completion of this course fulfills the Economics/Personal Finance graduation requirement.





## DRIVER EDUCATION

### DRIVER EDUCATION (COLLEGE PREP)

D/E231—SEMESTER 1  
OPEN TO 10-11-12

D/E232—SEMESTER 2  
ONE SEMESTER

**PREREQUISITE:** AN INSTRUCTION PERMIT ISSUED BY THE SECRETARY OF STATE'S OFFICE THROUGH DRIVER EDUCATION, PARENTAL CONSENT, VERIFICATION OF AGE (ENROLLMENT IS BASED ON CHRONOLOGICAL AGE), AND ACCUMULATION OF AT LEAST EIGHT CREDITS IN THE PREVIOUS TWO SEMESTERS. ELL STUDENTS WISHING TO ENROLL SHOULD BE IN A MINIMUM OF INTERMEDIATE ELL.

This course is normally taken during one semester of sophomore or junior year. Students are enrolled in this course based on chronological age. Students must take and pass both the classroom phase and the behind-the-wheel phase of Driver Education if they wish to receive a license prior to their 18<sup>th</sup> birthday. **Passing the classroom phase of the course is required for graduation.**

The course is a two-phase program consisting of classroom and behind-the-wheel instruction. The course prepares students for safe motor vehicle operation in a suburban driving environment. Among the topics taught in this course are the rules of the road, defensive driving, natural law and their effects on vehicle control, driver responsibility, and impaired and distracted driving. Students must also meet all the essential course requirements as mandated by the Illinois State Board of Education and the Secretary of State's Office. This includes 50 hours of at-home practice, done concurrently while taking the class. The grades earned in this course are not included in the student's grade point average.

For the 2021-2022 school year, students may request enrollment in the course for first semester if they were born on or before December 9, 2005, and for second semester if they were born on or before April 15, 2006.

These dates are guidelines. Upon completion of course selection, exact birth dates will be confirmed. Students will be notified of any date changes via their counselor. If a seat becomes available, students will receive an email notification in birth date order.

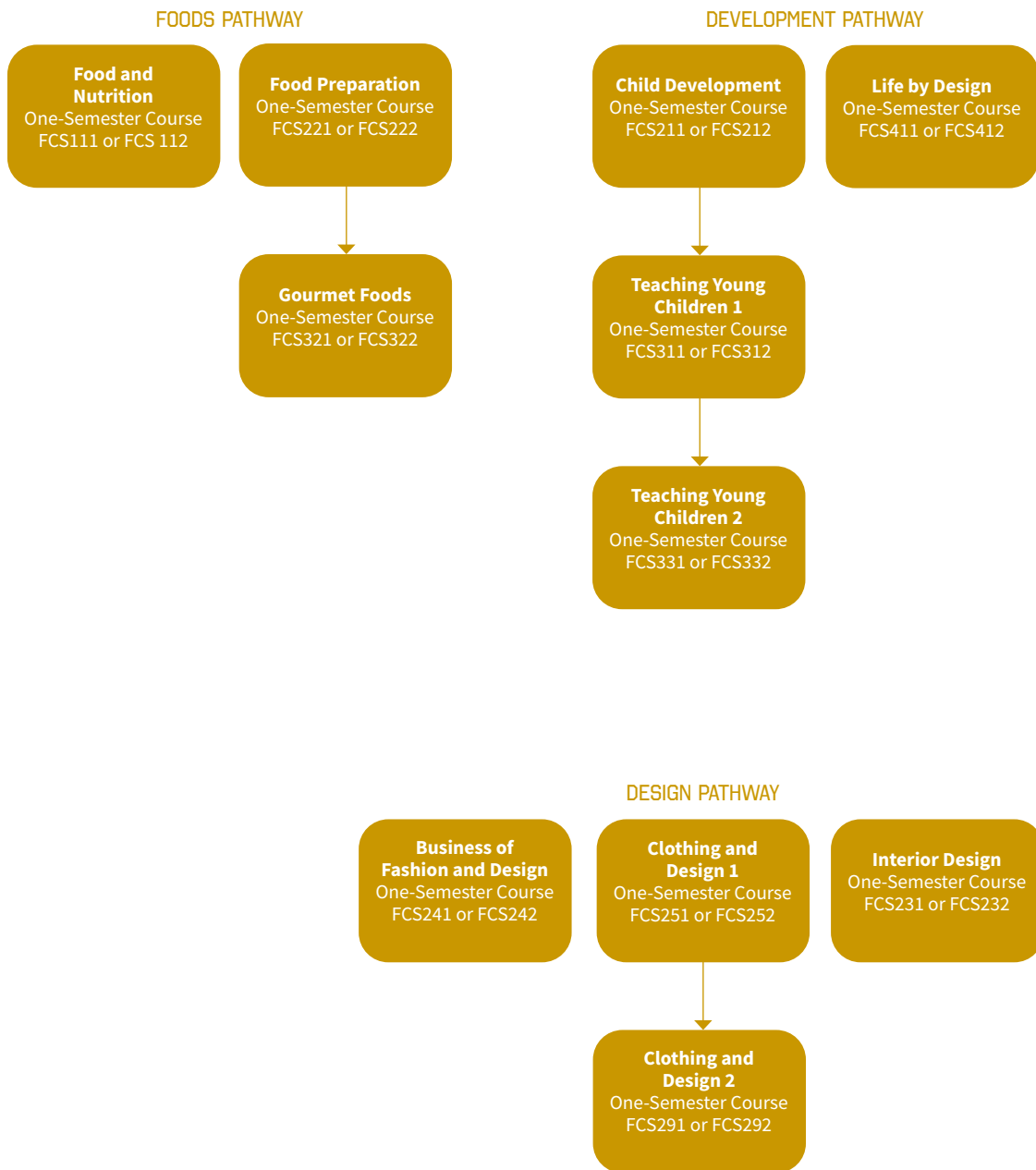
Other requirements:

- Students must be 15 years old to obtain an Illinois permit.
- Students must hold an Illinois permit for nine months before receiving a license.
- Students must be enrolled in a Driver Education course to obtain an Illinois permit.
- Freshmen (regardless of age) are ineligible to take Driver Education until the summer between freshman and sophomore year.
- A Driver Education teacher will contact students prior to the start of the Driver Education class to begin the permit process.
- If a student drops Driver Education, their permit will be canceled.

Driver Education fees: \$325 and an additional \$20 check to the Secretary of State.

# FAMILY AND CONSUMER SCIENCES COURSE OFFERINGS

WWW.D125.ORG/ACADEMICS/COURSEBOOK



# FAMILY AND CONSUMER SCIENCES

THE FAMILY AND CONSUMER SCIENCES (FACS) OFFER STUDENT-CENTERED COURSES WHERE STUDENTS APPLY THEIR CORE CURRICULUM KNOWLEDGE TO HANDS-ON, LAB-BASED EXPERIENCES. THEY OFFER A BROAD RANGE OF COURSES DESIGNED TO DEVELOP PRACTICAL LIFE SKILLS SUCH AS DECISION-MAKING, PREPARATION FOR COLLEGE, HEALTHY RELATIONSHIPS, STRESS RELIEF, AND INTERPERSONAL SKILLS. STEM SKILLS ARE REINFORCED THROUGH MANY OF THESE ELECTIVES. FACS COURSES OFFER STUDENTS A BALANCE WITHIN THEIR DAILY ACADEMIC SCHEDULE, PROVIDING STUDENTS WITH A LOW STRESS ATMOSPHERE AND WORKLOAD.

## CLOTHING AND DESIGN 1 (COLLEGE PREP)

### GPA WAIVER OPTION

FCS251—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: NONE

FCS252—SEMESTER 2  
ONE SEMESTER

Clothing and Design 1 is a lab-based course where students will learn fashion construction techniques, pattern and fabric selection, and fashion presentation skills. Students will apply these techniques to their personal apparel and accessories. Students who have sewing experience will have the opportunity to expand and improve their clothing construction skills.

## CLOTHING AND DESIGN 2 (COLLEGE PREP)

### DUAL CREDIT AVAILABLE WITH HARPER COLLEGE

#### GPA WAIVER OPTION

FCS291—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: CLOTHING AND DESIGN 1

#### HONORS OPTION

FCS292—SEMESTER 2  
ONE SEMESTER

Clothing and Design 2 is a continuation of the Clothing and Design course curriculum. Advanced clothing construction skills, use of industrial sewing machines, and original projects are a part of the course. Students interested in pattern manipulation, slopers, and creation of their own patterns are provided the opportunity to use dress forms and fabric to create original designs. Clothing and Design 2 can be taken for more than one semester with a honors level and dual college credit option with Harper College. After taking Clothing and Design 2 for three semesters, an Independent Study option is available.

## INTERIOR DESIGN (COLLEGE PREP)

### GPA WAIVER OPTION

FCS231—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: NONE

FCS232—SEMESTER 2  
ONE SEMESTER

Interior Design is a project-based course where design is explored as it relates to housing and commercial interiors. It integrates the application of design principles with the living environment, environmentally-friendly design, color, and the efficient use of design in the context of individual and family lifestyles. Emphasis is on using available resources effectively to meet individual and housing needs.

## BUSINESS OF FASHION AND DESIGN (COLLEGE PREP)

### GPA WAIVER OPTION

FCS241—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: NONE

FCS242—SEMESTER 2  
ONE SEMESTER

Business of Fashion and Design is a project-based course which focuses on the fashion industry, fashion design, and the merchandising of fashion-related products. Topics include an overview of the fashion industry, the evolution, trends and movement of fashion, career development, merchandising, promotion, fashion, and accessory design. Students interested in the fashion industry should also consider taking Clothing and Design courses.

## FOOD AND NUTRITION (COLLEGE PREP)

### GPA WAIVER OPTION

FCS111—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: NONE

FCS112—SEMESTER 2  
ONE SEMESTER

Food and Nutrition is a lab-based course where students gain the basic principles of food preparation in its relationship to nutrition and wellness. The course is centered on healthy food and lifestyle choices to enhance student awareness of personal food choices, physical activity, healthy weight management, and the enhancement of athletic and academic performance. Students also analyze dietary needs for themselves and others.

## FOOD PREPARATION (COLLEGE PREP)

### GPA WAIVER OPTION

FCS221—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: NONE

FCS222—SEMESTER 2  
ONE SEMESTER

Food Preparation is a lab-based course where students enhance food preparation skills while preparing nutritious, cost effective, and appealing foods that meet a variety of individual dietary needs. Students demonstrate safety, sanitation, and environmentally conscious methods of handling, storing, and preparing foods while maintaining responsible lab usage and team collaboration while preparing foods within the lab. Students gain an understanding of food science in order to adapt recipes, enhance culinary techniques, and engage in challenge-based learning competitions.

## GOURMET FOODS (COLLEGE PREP)

### GPA WAIVER OPTION

FCS321—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: FOOD PREPARATION

FCS322—SEMESTER 2  
ONE SEMESTER

Gourmet Foods is a lab-based course where students develop advanced food preparation skills in baking and cooking while also exploring U.S. regional cuisine and gain global perspectives of international cuisine. Students compete in culinary competitions, examine the culinary industry, hospitality, current food trends, and our food supply while investigating major influences and controversies associated with producing and distributing food. Students focus on plating food in an aesthetically pleasing way, while considering flavor pairing, and the development of innovative recipes.

## LIFE BY DESIGN (COLLEGE PREP)

### GPA WAIVER OPTION

FCS411—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: NONE

FCS412—SEMESTER 2  
ONE SEMESTER

In Life by Design, students explore a variety of topics designed to help them meet the challenges of life. Curriculum topics work to enhance the social and emotional development of young adults. Students gain an enhanced understanding of self, increase awareness of others, learn to develop healthy relationships and heighten responsible decision-making skills. Students improve communication skills, reduce stress, build positive relationships with others, gain independence, express emotions, set goals, improve time management and make decisions based on personal values. Live a life by design, not a life by default.

## CHILD DEVELOPMENT (COLLEGE PREP)

### GPA WAIVER OPTION

FCS211—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: NONE

FCS212—SEMESTER 2  
ONE SEMESTER

Child Development explores the world of the developing child. Students will examine the physical, emotional, intellectual, social, and moral development of children. The information will be presented in a format useful to anyone who is interested in studying the development of children or would like to work with them in the future. Topics of study include: overall development, current issues affecting children, guidance, and planning stimulating activities. This course is the prerequisite for the lab course, Teaching Young Children 1.

## TEACHING YOUNG CHILDREN 1 (COLLEGE PREP)

### GPA WAIVER OPTION

FCS311—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: CHILD DEVELOPMENT

FCS312—SEMESTER 2  
ONE SEMESTER

Teaching Young Children 1 offers students the opportunity to enhance their understanding of the development of preschool-aged children while interacting with the children enrolled in the Little Patriots Day School. Students will focus on creating developmentally appropriate activities, practicing appropriate interactions with children, preparing and teaching lessons, and observing children. This course provides a valuable opportunity for the students to begin their exploration of their interests in education and other fields related to early childhood.

## TEACHING YOUNG CHILDREN 2 (COLLEGE PREP)

### DUAL CREDIT AVAILABLE WITH COLLEGE OF LAKE COUNTY

#### GPA WAIVER OPTION

FCS331—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: TEACHING YOUNG CHILDREN 1

#### HONORS OPTION

FCS332—SEMESTER 2  
ONE SEMESTER

Teaching Young Children 2 offers students the opportunity to further their understanding of the development of the preschool and pre-K aged children in the Little Patriots Day School. Students will prepare and teach lessons, observe children, and assess individual children's developmental progress. This course provides a valuable opportunity for the students to continue exploring their interests in education and other fields related to early childhood. Teaching Young Children 2 can be taken for more than one semester with a dual college credit honors option available.

# LAKE COUNTY HIGH SCHOOLS TECHNOLOGY CAMPUS

The Lake County High Schools Technology Campus is located adjacent to the College of Lake County in Grayslake, Illinois. The Technology Campus, which encompasses 203,000 square feet, is equipped with the latest equipment and machinery in order to provide students with valuable, hands-on experience. Students who choose to attend the Technology Campus earn high school credit and the opportunity to earn college credit in many programs. The traditional vocational concept of “learn by doing” is the underlying method of instructional experiences at the Technology Campus. Emphasis is placed on students participating in actual or simulated job and production situations.

Each day, bussing is provided by Stevenson High School to and from the Lake County Technology Campus. The third session bus leaves at 12:30 p.m. with courses beginning at 1 p.m. These students return to Stevenson at approximately 3:15 p.m. Cosmetology is offered third session and returns to Stevenson at approximately 5 p.m.

Program description and updated course offerings are available on the web at: [www.techcampus.org](http://www.techcampus.org). There is an application process to complete and individual course lab fees to pay in order to attend the Technology Campus. Please direct all inquiries to your counselor or the SHS Applied Arts Director. Below is a listing of courses available at the Technology Campus.

Students earn three credits per semester. Cosmetology students earn four credits per semester. All courses offered are full-year courses.

**Prerequisite:** Junior or senior classification. All courses are classified as college prep.

## COMMUNICATION PROGRAMS

Game Programming and Virtualization*	VOC171/172
3-D Gaming and Cybersecurity*	VOC191/192
Computer Support Services 1*	VOC071/072
Computer Support Services 2*	VOC091/092
Multimedia Design 1*	VOC671/672
Multimedia Design 2*	VOC691/692

## MANUFACTURING/INDUSTRIAL PROGRAMS

Construction Skills and Management 1*	VOC511/512
Construction Skills and Management 2*	VOC531/532
Machining Technology	VOC 551/552
Welding-Fabrication 1*	VOC871/872
Welding-Fabrication 2*	VOC891/892

## HUMAN SERVICES PROGRAMS

Certified Nurse Assisting** <i>Prerequisite: Must be 16 years old</i>	VOC291/292
Cosmetology 1	VOC591/592
Cosmetology 2**	VOC611/612
Criminal Justice*	VOC111/112
Law Enforcement and CSI*	VOC121/122
Culinary Arts 1*	VOC951/952
Culinary Arts 2*	VOC971/972
Early Education and Teaching 1*	VOC911/912
Early Education and Teaching 2*	VOC931/932
Emergency Medical Services** <i>Seniors only</i>	VOC311/312
Fire Fighting 2*	VOC221/222
Medical Assisting	VOC321/322
Principles of Biomedical Science	VOC711/712

## TRANSPORTATION PROGRAMS

Automotive Collision Repair 1*	VOC431/432
Automotive Collision Repair 2*	VOC451/452
Automotive Service 1*	VOC471/472
Automotive Service 2*	VOC491/492

\* Articulated or dual credit at College of Lake County

\*\* Valid Social Security number required for state certification exam eligibility for senior-standing students



## COMMUNICATION ARTS DIVISION

**DOUG LILLYDAHL, DIRECTOR** | DLILLYDAHL@D125.ORG | 847-415-4326

SCAN QR CODE TO READ MORE ABOUT COMMUNICATION ARTS ONLINE:  
[WWW.D125.ORG/ACADEMICS/COMMUNICATION-ARTS](http://WWW.D125.ORG/ACADEMICS/COMMUNICATION-ARTS)



The Communication Arts Department includes the academic areas of English, speech, literacy, and journalism. It offers courses on three levels: college preparatory, accelerated, and AP/honors. It is the department's goal to assist students in becoming critical and analytical readers, logical and insightful thinkers, and skilled users of written, visual, and oral communication.

### **Communication Arts Courses Required for Graduation:**

Students are required to take four years/eight credits of English classes in order to fulfill the graduation requirements.

# COMMUNICATION ARTS COURSE OFFERINGS

WWW.D125.ORG/ACADEMICS/COURSEBOOK



## FRESHMAN ENGLISH (COLLEGE PREP AND ACCELERATED)

ENG111—SEMESTER 1  
ENG131—SEMESTER 1  
OPEN TO 9  
PREREQUISITE: NONE

ENG112—SEMESTER 2  
ENG132—SEMESTER 2  
FULL YEAR

In each of these skills-based courses, students develop proficiencies in the areas of reading, literary analysis, writing, grammar and usage, oral communication, and research. Students explore the overarching theme of the course—the individual’s understanding of self and others—through short stories, essays and articles, novels, poetry, drama, and other texts. Through their reading and inquiry, students are introduced to various stylistic techniques that help them learn strategies to improve their reading, writing, listening, and speaking skills. Students write in multiple formats to enhance student learning in all areas of literacy development. Authentic class discussion plays a vital role in that students talk in class as a means of enhancing their literacy skills.

Incoming 9<sup>th</sup> graders take one of these courses. Course selection is determined through the careful consideration of a number of testing and teacher recommendation factors. Freshman English (College Prep) serves students who will benefit from continued reinforcement of the foundational skills noted above, while Freshman English (Accelerated) is best suited for students who are prepared for a greater challenge. Both classes are outstanding preparation for college.

## SOPHOMORE ENGLISH (COLLEGE PREP AND ACCELERATED)

ENG211—SEMESTER 1  
ENG231—SEMESTER 1  
OPEN TO 10  
PREREQUISITE: NONE

ENG212—SEMESTER 2  
ENG232—SEMESTER 2  
FULL YEAR

In each of these skills-based courses, students continue to develop their proficiencies in reading, writing, literary analysis, grammar and usage, oral communication, and research. Students explore the overarching theme—the individual’s interaction and negotiation with society—through the study of short stories, short essays and articles, novels, poetry, and drama. Through their exposure to a variety of texts, students build upon the various stylistic techniques introduced in Freshman English as a means of enhancing their literacy skills. A focus on persuasion introduces students to the study of rhetorical analysis. This writing intensive course builds upon the argumentation skills introduced in Freshman English while reinforcing a structured process approach to writing. Sophomore English (College Prep) serves students who will benefit from continued reinforcement of the foundational skills noted above, while Sophomore English (Accelerated) is best suited for students who are prepared for a greater challenge. Both classes are outstanding preparation for college.



### JUNIOR ENGLISH (COLLEGE PREP)

ENG311—SEMESTER 1  
OPEN TO 11  
PREREQUISITE: NONE

ENG312—SEMESTER 2  
FULL YEAR

This skills-based course completes the department's three-year scope and sequence in the areas of reading, writing, speaking and listening, grammar and usage, and research. Students explore American themes and values through a variety of texts. Through their reading and writing, students deepen their analysis of language. Building on the previous focus on argumentation, students continue to develop their writing through a structured process approach that is aligned with college writing expectations. This reading intensive course provides opportunities for students to select texts to read both independently and in book clubs, as well as full-class reading experiences. Additionally, students participate in SAT exam preparation in the areas of identifying English language skills and reading.

### JUNIOR ENGLISH (ACCELERATED)

ENG381—SEMESTER 1  
OPEN TO 11  
PREREQUISITE: NONE

ENG382—SEMESTER 2  
FULL YEAR

This course promotes continued development in the areas of reading, literary analysis, argumentation, grammar and usage, oral communication, and research. The course explores American themes and values through the study of both short works of fiction and nonfiction. In addition, the course emphasizes the analysis of poetry, literature, language, and the study of rhetoric. The course introduces students to literary criticism as well as building skills related to persuasion and argumentation. This writing intensive course is rigorous in terms of quantity and depth of work. The course emphasizes literary analysis and argumentative writing in order to explore various modes as well as the development of voice, purpose, and audience. The course includes exam preparation skills as well as vocabulary building throughout the year.

### JUNIOR ENGLISH (AP ENGLISH LANGUAGE AND COMPOSITION) (HONORS)

ENG371—SEMESTER 1  
OPEN TO 11  
PREREQUISITE: SOPHOMORE ENGLISH

ENG372—SEMESTER 2  
FULL YEAR

This is a college-level course, one that adheres to the objectives articulated by the College Board, and students may obtain college credit by taking the AP English Language and Composition exam, a natural culmination of the year-long study of language. Students are guided to proficiency in the areas of reading, literary analysis, argumentation, writing, grammar and usage, oral communication, and research. The course emphasizes a variety of British and American texts as a means of critical analysis of language and rhetoric. This writing intensive course focuses on literary analysis, rhetorical analysis, synthesis, and argumentation, and is more rigorous than the accelerated level in terms of quantity and complexity of the writing assignments. The writing assignments, ranging from process essays to a research paper, require students to assume an increasing degree of independence as the year progresses. In addition, students write numerous short papers and in-class essays each semester. Students will be assessed regularly in the area of full-class and small-group discussions, as well as formal presentations. SAT and AP exam preparation are used to sharpen reading, editing, and revising skills. Students also engage in independent and intensive vocabulary study throughout the year. Students who enroll in this course will be prepared to take the AP English Language and Composition exam in May.

### AMERICAN STUDIES (AP ENGLISH LANGUAGE AND COMPOSITION AND AP U.S. HISTORY) (HONORS)

ENG341—SEMESTER 1

OPEN TO 11

PREREQUISITE: SOPHOMORE ENGLISH AND WORLD HISTORY AND GEOGRAPHY

Students are scheduled for consecutive periods of history and English, allowing for an integrated study of the two disciplines, development of skills for informed citizenship, and thematic movements in our country's history and literature. This course fulfills the College Board's objectives for both AP English Language and Composition and AP United States History and Geography, with attention to how a shared focus on both content and skills reinforces the development of the common and separate course objectives, including preparation for both AP exams. The AP U.S. History and Geography component focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content objectives and themes. The AP English Language component features the study of primary source documents, contemporary and historical nonfiction and fiction which students review to deepen their analysis of rhetoric, and to develop their perspective of both history and contemporary society. In developing their skills with English and history, students also learn to write and orally present original arguments—both with and without sources. All forms of writing—analysis, argument, synthesis, creative prose—are influenced by students' awareness of the interdisciplinary content. This writing intensive course features weekly writing assignments—both in class and out of class—as well as substantive research. SAT and AP exam preparation are used to sharpen reading, editing, and revising skills.

ENG342—SEMESTER 2

FULL YEAR

### THEMES IN WORLD LITERATURE (AP LITERATURE AND COMPOSITION) (HONORS)

ENG451—SEMESTER 1

OPEN TO 12

PREREQUISITE: JUNIOR ENGLISH

This course will provide students with a college-level literary experience that will foster readiness for the AP English Literature and Composition exam. In compliance with College Board requirements, students will study works from the 16<sup>th</sup> century to the present. During the course of the year, students are expected to continue to develop their knowledge of literary terms related to prose and poetry; demonstrate how the parts and techniques of a literary work contribute to the meaning of the work; actively participate in high level analytical discourse; and create cogent, sustained and sophisticated expressions of analytical interpretation in written form. Students should expect to write weekly, including response papers, in-class essays, and process essays.

ENG452—SEMESTER 2

FULL YEAR

### WORLD MASTERPIECES (ACCELERATED)

ENG431—SEMESTER 1

OPEN TO 12

PREREQUISITE: NONE

This two-semester sequence surveys world literature from ancient times to the present, focusing on both western and non-western cultures. Students will read poetry, prose, and drama in excerpted and complete forms. In addition to reading the "classics" early in the course's sequence, students will read and study contemporary works that draw their inspiration and form from various earlier periods of literature. During the course of the year, students engage in close readings of prose and poetry; analyze literary style; actively participate in small and large group discussions; write response papers as well as in-class timed writing essays; write at least two major papers each semester; and develop project-based presentations.

ENG432—SEMESTER 2

FULL YEAR

### **PUBLIC SPEAKING (COLLEGE PREP)**

ENG761—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: FRESHMAN ENGLISH

ENG762—SEMESTER 2  
ONE SEMESTER

This course is designed to provide experience and training in public speaking so that students are equipped with the skills essential for success in the business and academic worlds of today and tomorrow. Students learn to tailor a message to suit a particular audience, enhance the message through technology, understand logic and reasoning, develop listening skills, identify propaganda techniques, and understand the physical producers of voice to control and vary tone, volume, pitch, and rate. Students participate in workshop-oriented groups to develop the various skills listed above. Students present approximately one speech per week and are responsible for constructive feedback of their peers' speeches.

### **POLITICAL THOUGHT AND ITS LITERATURE (COLLEGE PREP)**

ENG601—SEMESTER 1  
OPEN TO 12  
PREREQUISITE: U.S. HISTORY AND JUNIOR ENGLISH

ENG602—SEMESTER 2  
ONE SEMESTER

This one-semester elective course, which can be taken as an English credit or social studies credit, helps students develop skills in the areas of reading, literary analysis, writing, oral communication, and research in order to help them better be prepared for future education. Students explore the overarching themes of the course—the individual's understanding of self and others, individualism v. collectivism in democracy, ethics and morals, political partisanship, race relations, diversity, income inequality, politics and media relations, civil liberties, and many other important political issues—through short stories, essays, articles, novels, poetry, drama, and other intriguing texts. Through their reading and inquiry, students are introduced to various stylistic techniques that help them learn strategies to improve their reading comprehension, writing, listening, and speaking skills. Students write in multiple formats throughout the year, including narrative and argumentative, which is a framework for critical thinking. Authentic class discussion plays a vital role in that students talk in class as a means of enhancing his or her speaking and listening skills as a critical thinker. Students will participate in a mock trial, reach outside of the community, participate in class discussions, and examine what it means to develop a worldview and what it means to be a political scientist.

### **CREATIVE WRITING (COLLEGE PREP, \*ACCELERATED OPTION)**

ENG501—SEMESTER 1  
OPEN TO 11-12  
PREREQUISITE: NONE

ENG502—SEMESTER 2  
ONE SEMESTER

Students learn to express their thoughts through writing short stories, poems, and plays. Class discussions analyze and implement different writing styles including, but not limited to, fiction, poetry, and drama. The course format is a workshop that includes daily writing. Students will give and receive feedback and peer edit in small and full class groups. Students are also required to read and annotate fiction. The reading will be assessed in a manner that engages students in a process through which they become more aware of how their reading improves over time. All students participate in a variety of approaches to literacy development and to apply what they learn to the art of writing creatively.

### **CREATIVE WRITING SEMINAR (COLLEGE PREP, \*ACCELERATED OPTION)**

ENG522—SEMESTER 2 ONLY  
OPEN TO 11-12  
PREREQUISITE: CREATIVE WRITING

ONE SEMESTER

Students will refine their skills in writing and analyzing stories, plays, and poetry. Projects, readings, and assignments will cover various genres that allow students to pursue individual interests. Class discussions focus on the analysis and consideration of different writing styles and genres including, but not limited to, fiction, poetry, and drama. Students explore writing in greater depth than in the prerequisite course, examining how various genres impact writing style and what it means to create voice in writing. The course format is a workshop that includes daily writing. Students will give and receive feedback and peer edit in small and full class groups. Students are also required to read and annotate fiction. The reading will be assessed in a manner that engages students in a process through which they become more aware of how their reading improves over time. All students participate in a wide variety of approaches to literacy development and apply what they learn to the art of writing creatively.

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### **SEMESTER-LONG ELECTIVES FOR SENIORS**

*Seniors not taking a full-year course (World Masterpieces or Themes in World Literature Honors [AP Literature and Composition]) are expected to take two semester electives.*

## TOPICS IN COMPOSITION: MEDIA ANALYSIS

(COLLEGE PREP, \*ACCELERATED OPTION)

ENG691—SEMESTER 1 ONLY

OPEN TO 11-12

ONE SEMESTER

PREREQUISITE: NONE

This one-semester composition course is designed to lead students to a critical understanding of the media that surround us. The course focuses on the analysis of three major media industries—advertising, news, and entertainment—and the print and non-print messages created by these industries. Students will be required to write weekly response papers, read college-level texts, view a variety of forms of media, participate in class discussions, and complete analytical projects.

## TOPICS IN COMPOSITION: FILM GENRES

(COLLEGE PREP, \*ACCELERATED OPTION)

ENG722—SEMESTER 2 ONLY

OPEN TO 11-12

ONE SEMESTER

PREREQUISITE: NONE

This one-semester composition course is designed to lead students to an understanding of the art of film through the world of film genre, including suspense, comedy, horror, among others. Topics of composition include film techniques, film history, film analysis, and elements of genre conventions. Students will be required to write weekly response papers, view a variety of films, participate in class discussions, and complete four analytical projects.

## TEXT EXPLORATION AND ANALYSIS (COLLEGE PREP)

ENG681—SEMESTER 1

OPEN TO 12

PREREQUISITE: NONE

ENG682—SEMESTER 2

ONE SEMESTER

This reading class further builds students' reading, interpretation, and writing skills through investigations into topics and texts of student interest. During the semester, students study models of thoughtful inquiry, analysis, and writing, and then pursue their personal interests in various topics of fiction and nonfiction reading. Students often respond to their texts and inquiries in writing, discussion, or presentation to the classroom community.

## WRITING FOR COLLEGE (COLLEGE PREP)

ENG541—SEMESTER 1

OPEN TO 12

PREREQUISITE: NONE

ENG542—SEMESTER 2

ONE SEMESTER

This class provides students the opportunity to develop their writing through a variety of skills, including but not limited to argumentation, research, and impromptu responses. Using a workshop format, this course focuses on writing as a process, with a strong emphasis on revision. Students will enhance their ability to read and analyze selected models of prose writing, as well as synthesize other authors' ideas. Student progress is evaluated throughout the semester in a manner that authorizes students to take an active role in their learning.

## COLLEGE PREP, \*ACCELERATED OPTION

*(College Prep, \*Accelerated Option) indicates that the elective is part of a program in which students who qualify and who agree to predetermined academic expectations may earn accelerated grade weighting instead of the usual college prep grade weighting. Actual determination of level will not take place until the course convenes at the opening of the term. Students will apply and sign an academic agreement within the first two weeks of the term. The agreement will*

*add to existing course expectations in terms of assignments and class participation. This option is available only for the English electives of Creative Writing, Creative Writing Seminar, Media Analysis, and Film Genres.*

*Because each college determines its own definition of an academic unit, it is always important that a student speaks with their counselor about the number and type of academic units they have accumulated.*

## JOURNALISTIC WRITING (COLLEGE PREP)

### GPA WAIVER OPTION (NOT AVAILABLE TO SENIORS)

ENG901—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: NONE

ENG902—SEMESTER 2  
ONE SEMESTER

This course includes interviewing students and adults, writing stories that could get published in the student newspaper or yearbook, and solving problems that typically face reporters and editors. Designed to offer students background and practice in basic journalism concepts and skills, Journalistic Writing units include news gathering/interviewing, news writing, headline writing, copy editing, press law, and page design. Oral and written communication skills, as well as critical thinking and problem-solving skills, will be exercised.

## ADVANCED JOURNALISTIC WRITING (COLLEGE PREP)

### GPA WAIVER OPTION (NOT AVAILABLE TO SENIORS)

ENG921—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: JOURNALISTIC WRITING

ENG922—SEMESTER 2  
ONE SEMESTER

Units in opinion writing (editorial, personal column, reviews), feature writing, sports writing, and in-depth reporting, along with hands-on production of pages and sections of the newspaper and yearbook, prepare students for positions on the student newspaper or yearbook. Students will build on the reporting and writing skills learned in Journalistic Writing. As in the prerequisite course, communication and problem-solving will be stressed.

## BROADCAST JOURNALISM (COLLEGE PREP)

ENG911—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: NONE

ENG912—SEMESTER 2  
ONE SEMESTER

This one-semester course is designed to combine the journalistic principles of coverage and writing with video production. The course requires that students learn the techniques and tools to accurately, efficiently, and ethically communicate using video and audio in a variety of platforms (studio desk, live at the scene, vlog, podcast, radio, game coverage, etc.). Students will write scripts, apply visual messaging, and research stories and topics, as well as critically evaluate past broadcasts and film. Additionally, students will produce video segments for different audiences and topics in a variety of roles.

## PUBLICATION DESIGN AND PRODUCTION (ACCELERATED)

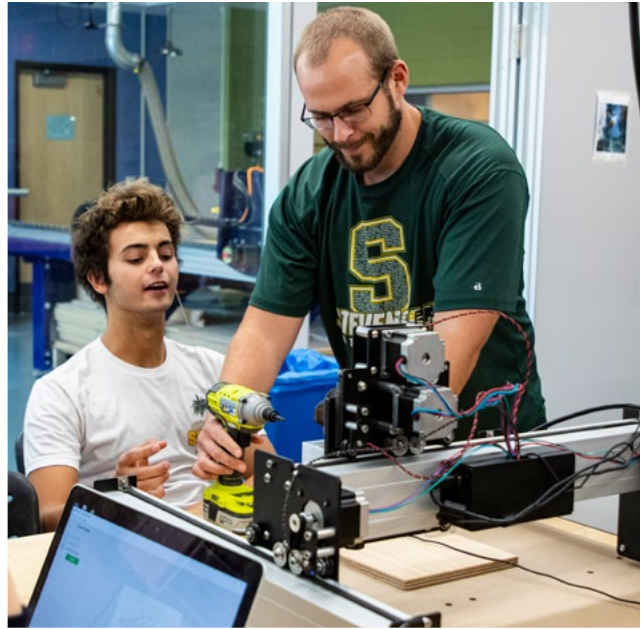
ENG951—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: ADVANCED JOURNALISTIC WRITING

ENG952—SEMESTER 2  
FULL YEAR

Students do all the work necessary to produce the *Statesman* (newspaper and website) and help produce the *Ambassador* (yearbook). Staff positions include executive editors, copy editors, design editors, advertising manager, section editors (news, opinions, sports, in-depth, and feature), and reporter. Staff members gather news, research and write copy, and help complete pages. Staff will assist in the writing, designing, and creating of the *Ambassador* yearbook. Because this is a student publication, all responsibilities—from the planning of the content, to the design of an issue, to the processing of photos, and the completion of pages—are handled by students. After school work is necessary for these publications. This course may be repeated.

## SEMESTER-LONG ELECTIVES FOR SENIORS

Seniors not taking a full-year course (*World Masterpieces or Themes in World Literature Honors [AP Literature and Composition]*) are expected to take two semester electives.



## COMPUTER SCIENCE, ENGINEERING, AND TECHNOLOGY (CSET) DIVISION

**WENDY CUSTABLE, DIRECTOR** | WCUSTABLE@D125.ORG | 847-415-4151

The Computer Science, Engineering, and Technology Division (CSET) Division offers a robust program of electives in the areas of computer science, engineering, and technology. Within these project-based courses, students will develop an innovative and problem-solving mindset while pursuing professional and personal endeavors. The rich curricula connects students to the core content areas in a collaborative, lab-based environment using state-of-the-art tools and software.

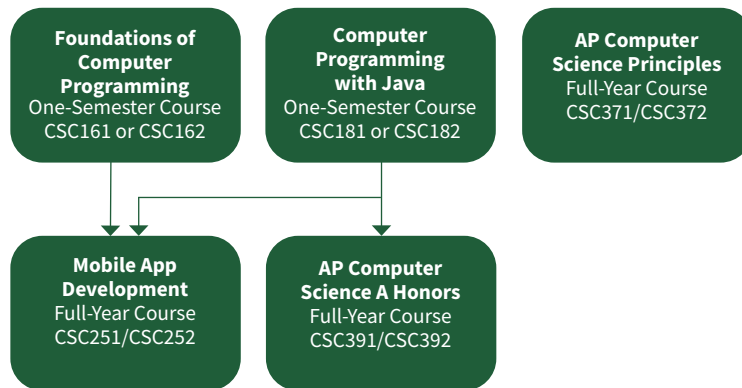
SCAN QR CODE TO READ MORE ABOUT  
COMPUTER SCIENCE, ENGINEERING, AND  
TECHNOLOGY DIVISION ONLINE:  
[WWW.D125.ORG/ACADEMICS/COMPUTER-SCIENCE-ENGINEERING-AND-TECHNOLOGY](http://WWW.D125.ORG/ACADEMICS/COMPUTER-SCIENCE-ENGINEERING-AND-TECHNOLOGY)



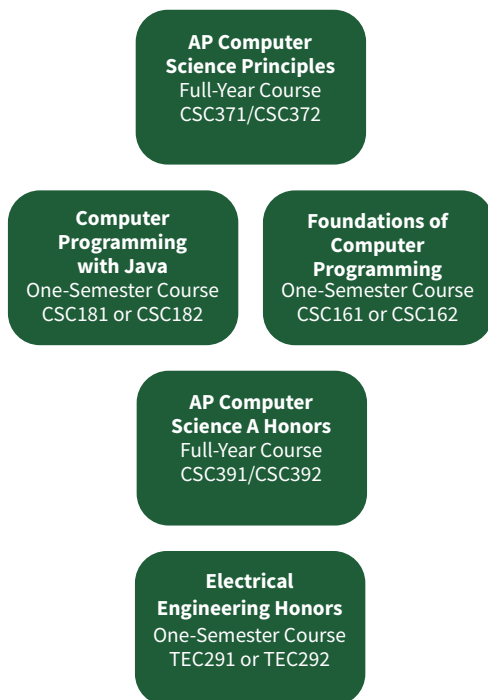
# COMPUTER SCIENCE COURSE OFFERINGS

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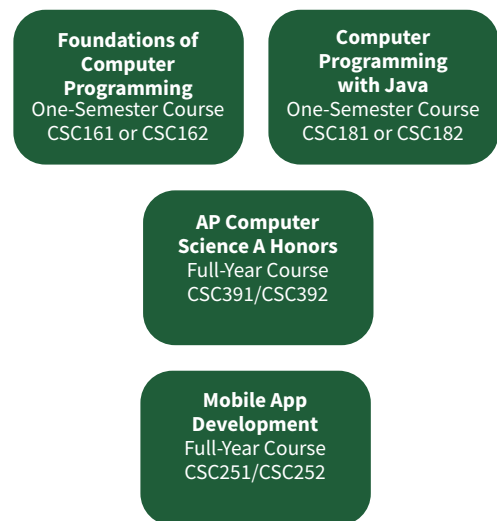
## COMPUTER SCIENCE PATHWAY



## COMPUTER ENGINEERING PATHWAY



## COMPUTER PROGRAMMING PATHWAY



# COMPUTER SCIENCE

COMPUTER SCIENCE COURSES ARE DESIGNED TO ENGAGE STUDENTS IN THE WORLD OF COMPUTER PROGRAMMING, NO EXPERIENCE REQUIRED. THE HANDS-ON COMPUTER-BASED CURRICULA INTRODUCES STUDENTS TO PROGRAMMING LANGUAGES LIKE PYTHON AND JAVA, AS WELL AS PROVIDE OPPORTUNITIES TO EXPLORE HOW CODING CONNECTS TO THEIR OWN LIVES. ADVANCED PLACEMENT (AP) COURSE OPTIONS ARE AVAILABLE WITHIN THIS PROGRAM.

## FOUNDATIONS OF COMPUTER PROGRAMMING (COLLEGE PREP)

### GPA WAIVER OPTION

CSC161—SEMESTER 1

OPEN TO 9-10-11-12

PREREQUISITE: CONCURRENT ENROLLMENT OR DEMONSTRATED PROFICIENCY IN ALGEBRA 1

CSC162—SEMESTER 2

ONE SEMESTER

This one-semester course introduces students to the foundations of computer programming using Python. Python's syntax is easy to read and write for those with limited experience with programming, making it an ideal language for those looking for an introduction to the field of computer science. In addition, Python is widely used across a range of industries such as business, web application development, project management, data analysis, and machine learning. Python is an excellent choice for anyone who wants to be prepared for the technical demands their career might include.

The course introduces students to the foundational ideas of computer programming and computational thinking with an emphasis on problem-solving. Students will learn both how to read and write computer programs for a variety of applications. Python packages (for communications, internet services, and graphics for example) will be used by students to develop increasingly sophisticated programs. Topics for this course include input and output commands, making decisions with conditional statements and Boolean logic, repeating a set of steps with looping structures, and simplifying/organizing code with the help of functions. Successful completion of this one-semester course prepares the student for CSC251/252 (Mobile App Development).



## COMPUTER PROGRAMMING WITH JAVA (COLLEGE PREP)

### GPA WAIVER OPTION

CSC181—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: CONCURRENT ENROLLMENT OR DEMONSTRATED PROFICIENCY IN ALGEBRA 1

CSC182—SEMESTER 2  
ONE SEMESTER

This one-semester course is intended for students who possess some programming experience or who have successfully completed CSC161 or CSC162 (Foundations of Computer Programming) and seek a deeper understanding of computer programming concepts. Java is a legacy language that has broad worldwide popularity. Due to Java's longevity, available support for Java is extensive and many industries make use of Java-based applications. Java developers continue to be in high demand. Java is highly portable (as it can run on many computer platforms) and provides an easy-to-learn introduction to the world of object-oriented program design.

This course reviews foundational coding framework and concepts and introduces students to the object-oriented design using the Java programming language. Students will explore and work with various levels of data types, input and output commands, conditional statements, Boolean operators (and, or, not), looping structures, common algorithms, and the use of array. Successful completion of this one-semester course prepares the student for CSC251/252 (Mobile App Development) and CSC391/392 (AP Computer Science A).

## AP COMPUTER SCIENCE A (HONORS)

CSC391—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: SUCCESSFUL COMPLETION OF CSC181 OR CSC182 (COMPUTER PROGRAMMING WITH JAVA)

CSC392—SEMESTER 2  
FULL YEAR

This course introduces students to object-oriented programming methodology with an emphasis on problem solving and algorithm development. It is meant to be the equivalent of a first-semester college course in Computer Science. Students will learn how to code more sophisticated concepts in Java. The course emphasizes the design issues that make programs understandable, adaptable, and reusable. It also includes the study of fundamental data structures, abstraction, and recursion. Students who enroll in this course will be prepared to take the AP Computer Science A exam in May.

## AP COMPUTER SCIENCE PRINCIPLES (HONORS)

CSC371—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: ALGEBRA 1

CSC372—SEMESTER 2  
FULL YEAR

This course provides students with an understanding of the fundamental concepts of computing, its breadth of application, and its potential for transforming the world we live in. Students enrolled in this course will discover that computing is a creative activity; abstraction reduces information and detail to facilitate focus on relevant concepts; data and information facilitate the creation of knowledge; algorithms are used to develop and express solutions to computational problems; programming enables problem solving, human expression, and creation of knowledge; the internet pervades modern computing; and computing has a global impact. Student discovery and creativity are central to the delivery of course curriculum. Students will find opportunities to be challenged and to discover the creativity within computing, regardless of their programming or computing background. Students who enroll in this course will be prepared to take the AP Computer Science Principles exam in May.

## MOBILE APP DEVELOPMENT (COLLEGE PREP)

### GPA WAIVER OPTION

CSC251—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: SUCCESSFUL COMPLETION OF CSC161 OR CSC162 (FOUNDATIONS OF COMPUTER PROGRAMMING) OR CSC181 OR CSC182 (COMPUTER PROGRAMMING WITH JAVA).

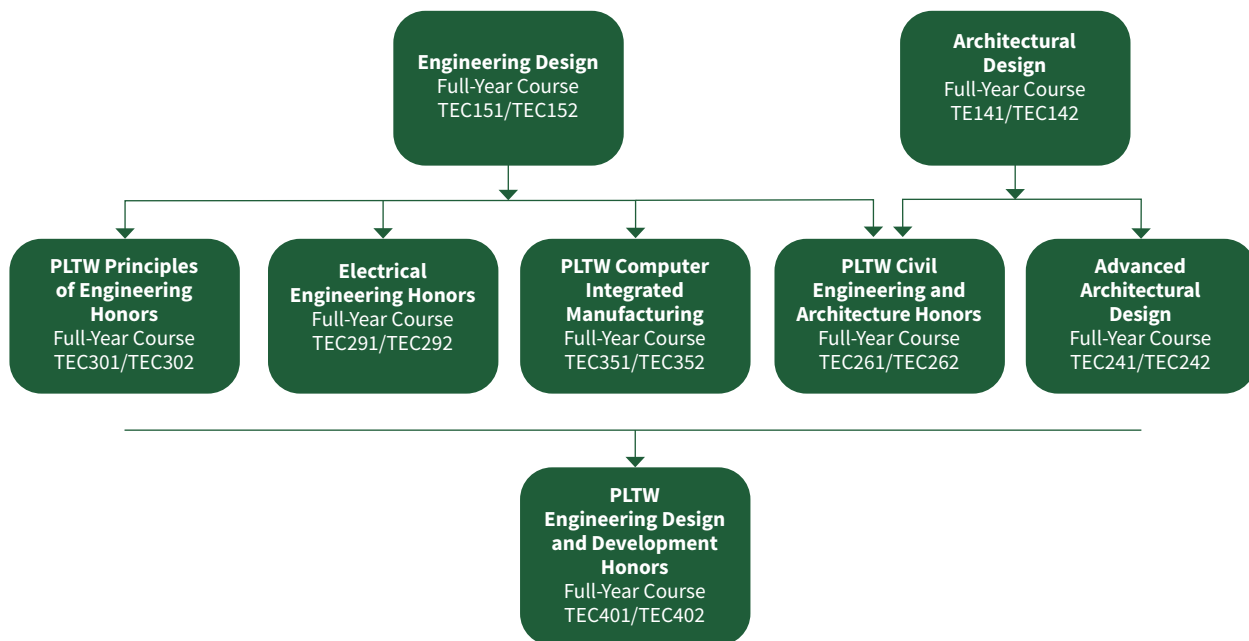
CSC252—SEMESTER 2  
FULL YEAR

This full-year course introduces students to the world of app development for mobile devices (such as smartphones and tablets). Students will work in a collaborative, lab-based environment that utilizes industry-standard processes and development strategies similar to those a professional app development company might employ. Each unit begins by introducing students to specific skills and ideas that will be used to modify and redesign existing mobile apps. Each unit concludes with students applying the concepts learned to create an application on their own. Topics include: event-driven programming strategies, app structure, algorithm design, and user-interface design. Successful completion of this course provides students with a strong command of the fundamental strategies necessary to develop high quality apps.

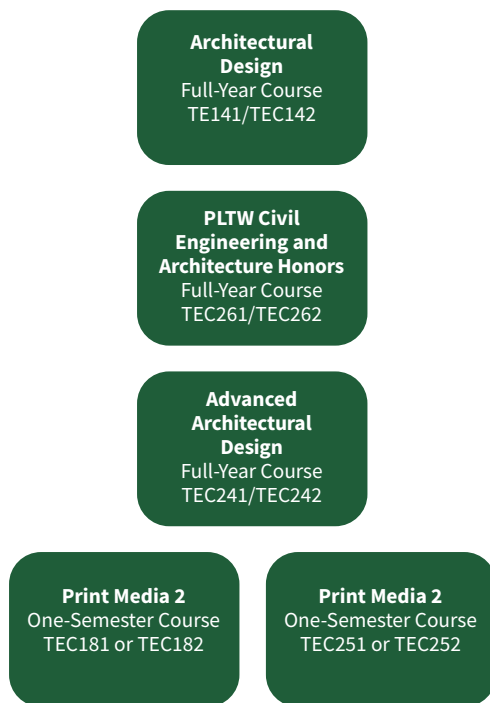
# ENGINEERING COURSE OFFERINGS

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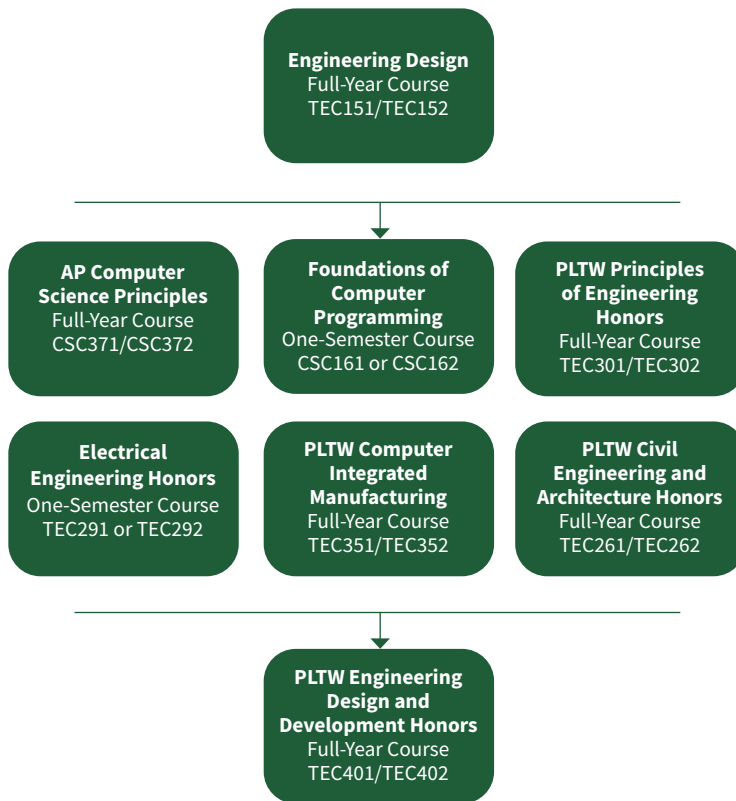
## ENGINEERING AND ARCHITECTURE PATHWAY



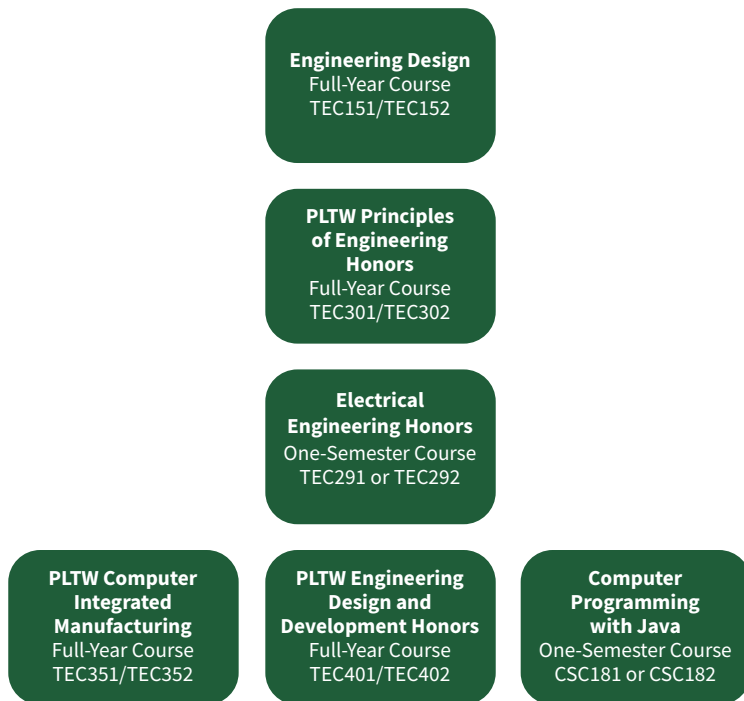
## ARCHITECTURE PATHWAY



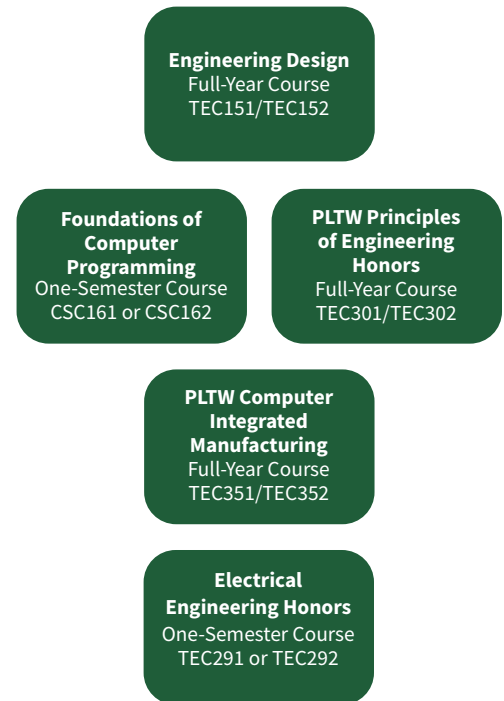
GENERAL ENGINEERING (MECHANICAL) PATHWAY



ELECTRICAL ENGINEERING PATHWAY



ROBOTICS ENGINEERING PATHWAY



# ENGINEERING

WHETHER STUDENTS ASPIRE TO DEVELOP A CAREER IN FIELDS OF ARCHITECTURE OR ENGINEERING, OR ARE JUST LOOKING FOR A CREATIVE OUTLET TO DEVELOP PROBLEM-SOLVING SKILLS, THE COURSES WITHIN THIS PROGRAM ARE EXCELLENT ELECTIVE OPTIONS. ALL COURSES ARE HANDS-OUT, COLLABORATIVE AND UTILIZE INDUSTRY STANDARDS SOFTWARE AND TOOLS. STUDENTS CAN CHOOSE COURSES FROM MULTIPLE PATHWAYS INCLUDING: MECHANICAL ENGINEERING, ELECTRICAL ENGINEERING, COMPUTER ENGINEERING, ARCHITECTURE, AND ROBOTIC ENGINEERING.

## ARCHITECTURAL DESIGN (COLLEGE PREP)

### GPA WAIVER OPTION

TEC141—SEMESTER 1	TEC142—SEMESTER 2
OPEN TO 9-10-11-12	FULL YEAR
PREREQUISITE: NONE	

Architectural Design is an entry-level architecture course that provides students with the opportunity to develop architectural design, planning, and drawings skills. This course is designed to introduce students to the concepts, theories, and practices of the professional architect. Students will use 3-D architectural software, used by professional architects, to develop skills in residential design including: renderings, floor plans, site plans, elevations, and section drawings. Students will design a home from the ground up learning about the guidelines to designing a functional kitchen, living spaces, and sleeping spaces. Students will also study different architectural styles and create a physical model of a style of their choice. In addition, students learn about documenting their project, solving problems, and communicating their solutions to their peers.

## ADVANCED ARCHITECTURAL DESIGN (COLLEGE PREP)

### GPA WAIVER OPTION

TEC241—SEMESTER 1	TEC242—SEMESTER 2
OPEN TO 10-11-12	FULL YEAR
PREREQUISITE: PLTW CIVIL ENGINEERING AND ARCHITECTURE OR ARCHITECTURAL DESIGN	

Advanced Architectural Design is recommended for students interested in pursuing a career in architecture and/or interior design. This course is designed to prepare students for the wide variety of technical and computer software skills needed for higher education courses and within the workforce. Students will use architectural software and technology that is used by professional architects including: Autodesk Revit, Autodesk AutoCAD, SketchUp, Adobe InDesign, Adobe Photoshop, and a laser printer. Students will use this software to aid in designing residential and commercial buildings and to create physical laser cut models of their designs.

## ENGINEERING DESIGN (COLLEGE PREP)

### GPA WAIVER OPTION

TEC151—SEMESTER 1	TEC152—SEMESTER 2
OPEN TO 9-10-11-12	FULL YEAR
PREREQUISITE: NONE	

Engineering Design is a full-year course available to all students. In this course, students use 3-D solid modeling design software to help them design solutions to solve proposed problems. Students will then use high-tech equipment including 3-D printers, a laser engraver, and CNC router to produce their solutions. Students will learn how to document their work and communicate solutions to peers and members of the professional community. The major focus of the Engineering Design course is to expose students to the design process, research and analysis, collaboration skills, communication methods, global and human impacts, engineering standards, and technical documentation. Students may receive college credit and/or advanced standing for successful completion of this course and a cumulative exam.

## PLTW CIVIL ENGINEERING AND ARCHITECTURE (HONORS)

TEC261—SEMESTER 1  
OPEN TO 10-11-12

TEC262—SEMESTER 2  
FULL YEAR

PREREQUISITE: PLTW INTRODUCTION TO ENGINEERING DESIGN OR ENGINEERING DESIGN OR ARCHITECTURAL DESIGN

Students will learn the art and science of planning, designing and constructing buildings. The major focus of this course is completing long-term projects that involve the design and development of residential and commercial structures. Students will use 3-D architectural software to design solutions that solve major architectural issues. Students will design a small structure and a home to learn the basic construction systems such as wall, roof, foundation, water, and electrical systems. Students will visit an open lot in the surrounding community and will design a commercial structure for that specific lot. Within this project, students will learn about commercial construction systems, sustainable design, LEED, universal design, and structural engineering. Students may receive college credit and/or advanced standing for successful completion of this course and a cumulative exam.

## PLTW PRINCIPLES OF ENGINEERING (HONORS)

TEC301—SEMESTER 1  
OPEN TO 10-11-12

TEC302—SEMESTER 2  
FULL YEAR

PREREQUISITE: PLTW INTRODUCTION TO ENGINEERING DESIGN OR ENGINEERING DESIGN

Principles of Engineering is a survey course in which students will be introduced to several elements of engineering including mechanisms, energy, statics, materials, and kinematics. Students in Principles of Engineering will develop problem-solving skills and collaborate with others to complete design challenges. Students will be using various engineering programs to research and evaluate designs, create code for robotics, and develop virtual models of design solutions. Student projects will include: creating a bridge, designing a robotic material sorter, and programming and building a projectile launcher. Students may receive college credit and/or advanced standing for successful completion of this course and a cumulative exam.

## ELECTRICAL ENGINEERING (HONORS)

TEC291—SEMESTER 1  
OPEN TO 10-11-12

TEC292—SEMESTER 2  
FULL YEAR

PREREQUISITE: PLTW INTRODUCTION TO ENGINEERING DESIGN OR ENGINEERING DESIGN

Electrical Engineering is a full-year course that involves the study of electronic circuits that are used to process and control digital signals. Electrical Engineering is the foundation of all modern electronic devices such as cellular phones, MP3 players, and laptop computers. The major focus of the EE course is to expose students to the process of combinational and sequential logic design, teamwork, and communication methods. Students may receive college credit and/or advanced standing for successful completion of this course and a cumulative exam.

## PLTW COMPUTER INTEGRATED MANUFACTURING (HONORS)

TEC351—SEMESTER 1  
OPEN TO 10-11-12

TEC352—SEMESTER 2  
FULL YEAR

PREREQUISITE: PLTW INTRODUCTION TO ENGINEERING DESIGN OR ENGINEERING DESIGN

Manufactured items are part of everyday life, yet most students have not been introduced to the high tech, innovative nature of modern manufacturing. This course illuminates the opportunities related to understanding manufacturing. At the same time, it teaches students about manufacturing processes, product design, robotics, and automation. Students may receive college credit and/or advanced standing for successful completion of this course and a cumulative exam.

## PLTW ENGINEERING DESIGN AND DEVELOPMENT (HONORS)

TEC401—SEMESTER 1  
OPEN TO 11-12

TEC402—SEMESTER 2  
FULL YEAR

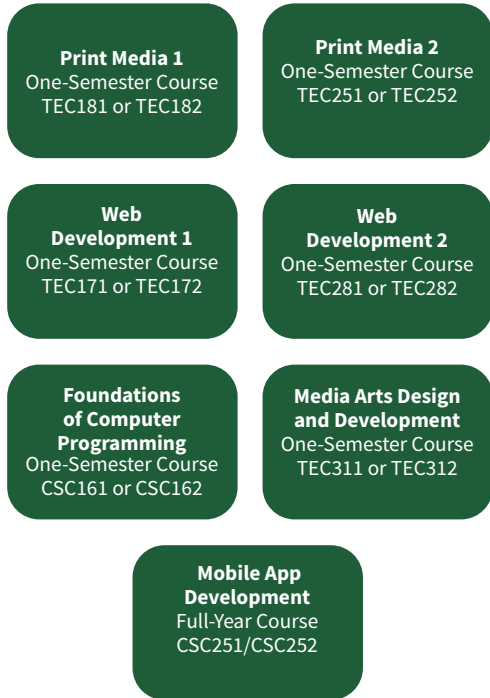
PREREQUISITE: PLTW DIGITAL ELECTRONICS OR ELECTRICAL ENGINEERING, PLTW PRINCIPLES OF ENGINEERING, PLTW COMPUTER INTEGRATED MANUFACTURING, OR PLTW CIVIL ENGINEERING AND ARCHITECTURE

This capstone course allows students to spend a full year designing a solution to a problem of their choice. They have the chance to eliminate one of the “*Don’t you hate it when...*” statements of the world. This is an engineering research course in which students will work in teams to research, design, test, and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide and help the team to reach a solution to the problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous Project Lead The Way (PLTW) courses. The use of 3-D design software, 3-D printers, laser engravers, CNC machines, and other tools lets students design physical prototypes of their solutions. This course also engages students in time management and teamwork skills, a valuable asset to students in the future.

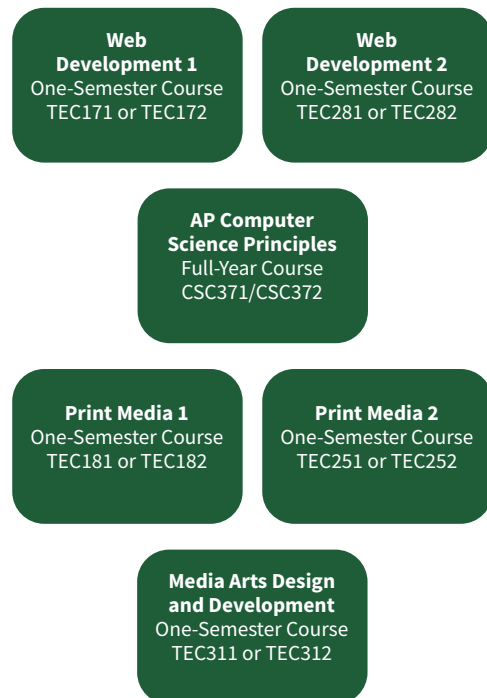
# TECHNOLOGY

TODAY, STUDENTS NEED TO BE PROFICIENT WITH TECHNOLOGY IN ALL ASPECTS OF THEIR PROFESSIONAL AND PERSONAL LIVES. THE TECHNOLOGY COURSES OFFERED WITHIN THIS PROGRAM ARE FOCUSED ON TEACHING STUDENTS THE KNOWLEDGE AND SKILLS THEY NEED TO ADAPT TO NEW TECHNOLOGY AS IT UNFOLDS. STUDENTS CAN FIND THEIR PASSION IN ONE OF THESE FOUR AREAS: PRINT MEDIA, WEB DEVELOPMENT, GAME DEVELOPMENT, AND VIDEO PRODUCTION.

## GRAPHIC COMMUNICATIONS PATHWAY



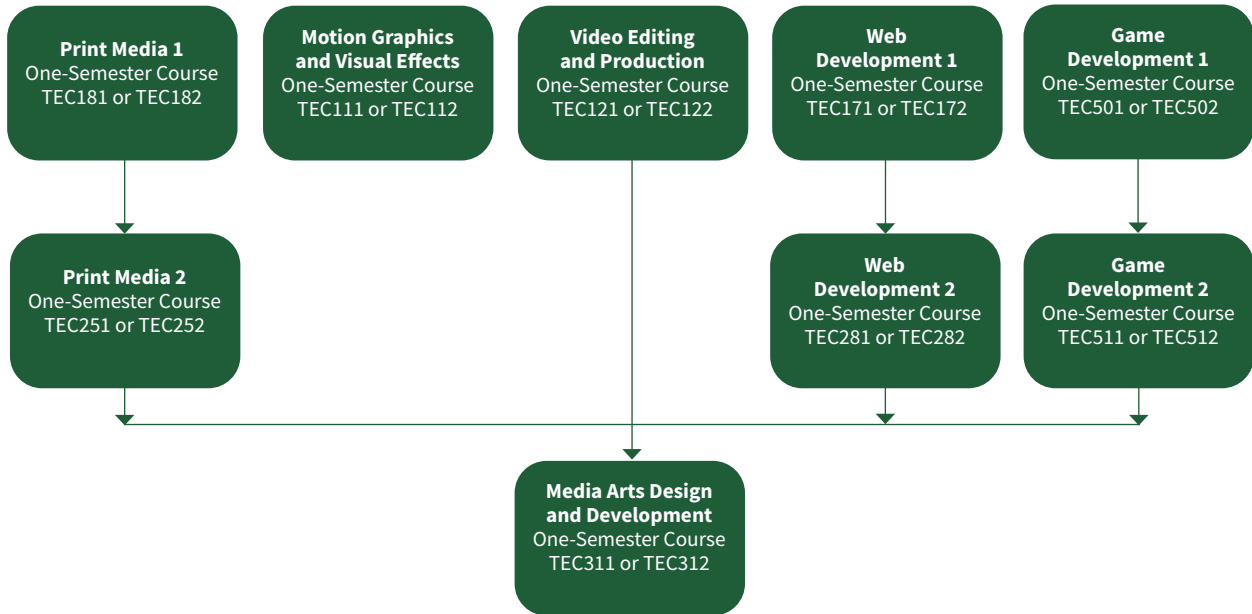
## WEB DEVELOPMENT PATHWAY



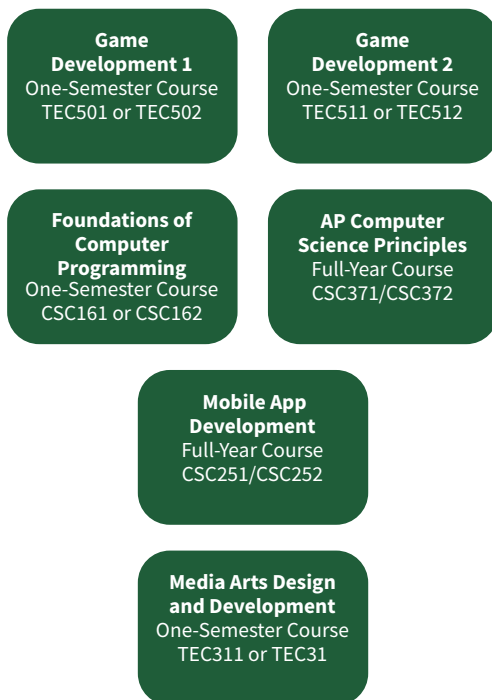
# TECHNOLOGY COURSE OFFERINGS

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## TECHNOLOGY DESIGN PATHWAY



## GAME DESIGN PATHWAY



## VIDEO PRODUCTION PATHWAY



## PRINT MEDIA 1 (COLLEGE PREP)

### GPA WAIVER OPTION

TEC181—SEMESTER 1

OPEN TO 9-10-11-12

PREREQUISITE: NONE

TEC182—SEMESTER 2

ONE SEMESTER

In Print Media 1, students will learn how to design and print t-shirts, buttons, notepads, calendars, packaging products, canvas posters, decals, and cell phone accessories. Students will be introduced to the basics of graphic design including digital image manipulation (Adobe Photoshop), digital illustration (Adobe Illustrator), and page layout (Adobe InDesign). Students will have the opportunity to operate professional printing equipment including a laser engraver, digital printer, wide format inkjet printer, flatbed inkjet printer, direct to garment printer, and a vinyl cutter.

## PRINT MEDIA 2 (COLLEGE PREP)

### GPA WAIVER OPTION

TEC251—SEMESTER 1

OPEN TO 9-10-11-12

PREREQUISITE: PRINT MEDIA 1

TEC252—SEMESTER 2

ONE SEMESTER

Print Media 2 will expand upon the topics of graphic design and print production creating more complex designs and products including a black t-shirt, multiple-colored decal, laser cut and engraved item of their choice, playing cards, and wall clings. Students will continue to use professional graphic design software (Photoshop, Illustrator, and InDesign) and print production equipment in a project-based learning environment where they will be able to think critically, problem-solve, and collaborate within the context of graphic communications.

## WEB DEVELOPMENT 1 (COLLEGE PREP)

### GPA WAIVER OPTION

TEC171—SEMESTER 1

OPEN TO 9-10-11-12

PREREQUISITE: NONE

TEC172—SEMESTER 2

ONE SEMESTER

Web Development 1 is the process of designing pages and writing code to create these pages. In this course, students will learn the fundamental applications of HTML5 and CSS by applying modern web development techniques. They will plan and create interactive web pages, while learning how to create animations and enhance images through Adobe Photoshop. Throughout the semester, students will construct and maintain a portfolio which will be used to highlight their work.

## WEB DEVELOPMENT 2 (COLLEGE PREP)

### GPA WAIVER OPTION

TEC281—SEMESTER 1

OPEN TO 9-10-11-12

PREREQUISITE: WEB DEVELOPMENT 1

TEC282—SEMESTER 2

ONE SEMESTER

In Web Development 2, students will continue their studies from Web Development 1 by applying modern web development techniques to create highly-responsive web 2.0 sites that maximize user experience. Students will take advantage of the jQuery framework to manipulate web content and create sophisticated transitions and effects. Students will learn how to create web animations, incorporate JavaScript into their websites, and explore app writing. Students will design and develop mobile apps that take advantage of mobile device technology such as the accelerometer, GPS, SMS, and camera functions.

## GAME DEVELOPMENT 1 (COLLEGE PREP)

### GPA WAIVER OPTION

TEC501—SEMESTER 1

OPEN TO 9-10-11-12

PREREQUISITE: NONE

TEC502—SEMESTER 2

ONE SEMESTER

This course introduces students to principles of game design by designing their own games using the Unreal Game Engine. Object-oriented programming will be introduced where students with no programming experience will make games from a variety of genres. Topics will include 3-D modeling, rigging, animating, lighting, camera angles, and texturing. Through the use of the Unreal Game Engine, students will implement controls, physics, collision detection, sound, animation, and memory management. Students will be working towards a game of their choice that could be released on mobile or computer platforms.

## GAME DEVELOPMENT 2 (COLLEGE PREP)

### GPA WAIVER OPTION

TEC511—SEMESTER 1

OPEN TO 9-10-11-12

PREREQUISITE: GAME DEVELOPMENT 1

TEC512—SEMESTER 2

ONE SEMESTER

This course will expand upon the principles of game design, learned in Game Development 1, and will introduce students to the advanced three-dimensional modeling and animation for game development using the Unreal Game Engine. Students will develop 3-D games individually and in teams, to be played on computers, virtual reality headsets, and mobile devices.



## MOTION GRAPHICS AND VISUAL EFFECTS (COLLEGE PREP)

### GPA WAIVER OPTION

TEC111—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: NONE

TEC112—SEMESTER 2  
ONE SEMESTER

Motion Graphics and Visual Effects is an introduction to moviemaking with digital video and audio technologies.

The fundamental elements and techniques of filmmaking are explored from pre-production (planning and storyboarding) to production (cinematography, lighting, sound) to post production (editing, compositing, titles, audio, special effects). Students will use professional audio and video editing software (Adobe Premiere and Adobe Audition) to produce video shorts from conception to completion including: an interview, *Me and My Mini Me*, a scene recreation, artificial sound design, music video, newscast, and a public service announcement.

## VIDEO EDITING AND PRODUCTION (COLLEGE PREP)

### GPA WAIVER OPTION

TEC121—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: AUDIO VIDEO DESIGN 1 (AKA MOTION GRAPHICS AND VISUAL EFFECTS)

TEC122—SEMESTER 2  
ONE SEMESTER

Video Editing and Production will allow students to continue working with professional digital video and audio editing software and expand knowledge through advanced use of software and digital video effects. Topics and projects will focus on sound creation, green screen editing, picture-in-picture effects, multicamera filming/editing and 3D-like effects through complex digital video production software.

## MEDIA ARTS DESIGN AND DEVELOPMENT

(COLLEGE PREP)

### GPA WAIVER OPTION

TEC311—SEMESTER 1  
OPEN TO 10-11-12

TEC312—SEMESTER 2  
ONE SEMESTER

PREREQUISITE: ANY ONE OR MORE OF THE FOLLOWING: VIDEO EDITING AND PRODUCTION, WEB DEVELOPMENT 2, GAME DEVELOPMENT 2, OR PRINT MEDIA 2

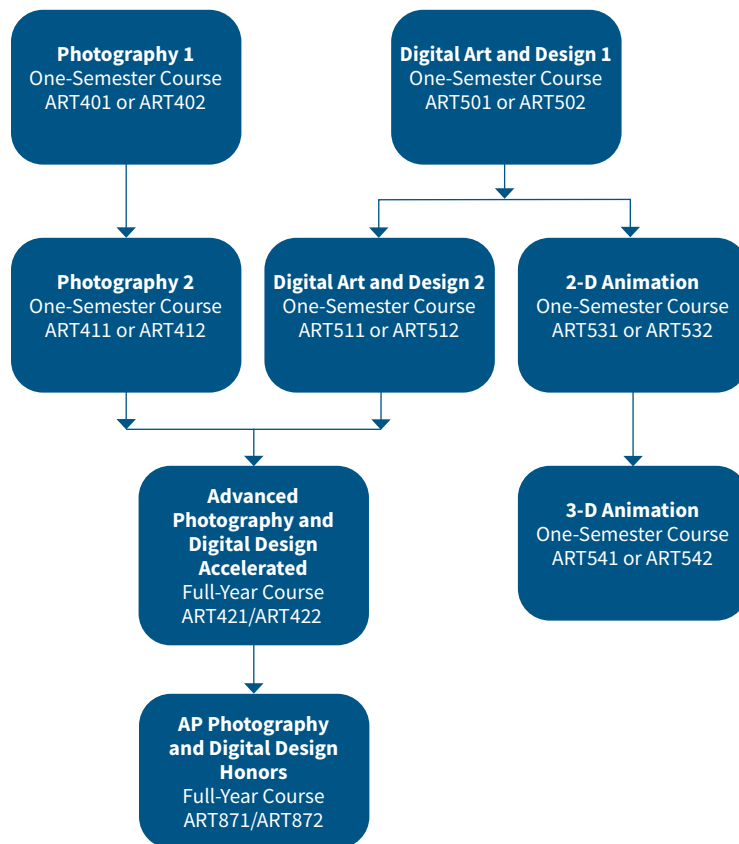
This course allows students the opportunity to learn advanced techniques outside of or beyond the scope of current course offerings in their particular area of specialization (audio/video design, web development, game development, or print media). Students collaborate with fellow students as well as industry professionals to design and create at least three original works: one to be entered in a student competition, one for a community client, and one for a service project. It is suggested that students take as many courses from the media arts course offerings before taking Media Arts Design and Development. Students who have taken any one of the Media Arts second-level classes are eligible to take this class. This course may be repeated and may also be taken as an Independent Study.

# DIGITAL INNOVATION COURSES

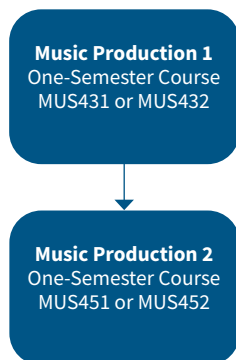
STUDENTS' DEVELOPMENT AS DIGITAL INNOVATORS IS ENHANCED THROUGH A DIVERSITY OF COURSEWORK AND EXPERIENCES. THESE ROBUST ELECTIVE OFFERINGS PROVIDE OPPORTUNITIES FOR STUDENTS TO BROADEN THEIR PERSPECTIVES AROUND COMPUTING, APPLICATIONS, AND ARTISTIC DESIGN. EXPERIENCES ACROSS A BROAD SELECTION OF COURSES BRINGS APPRECIATION TO THE BALANCED CONTRIBUTION EACH DISCIPLINE OFFERS IN SUPPORTING STUDENTS' DEVELOPMENT AS DIGITAL INNOVATORS.

THE FOLLOWING COURSES ARE LISTED THROUGHOUT THIS COURSEBOOK. REFER TO THE PAGE NUMBER FOR THE COURSE DESCRIPTION.

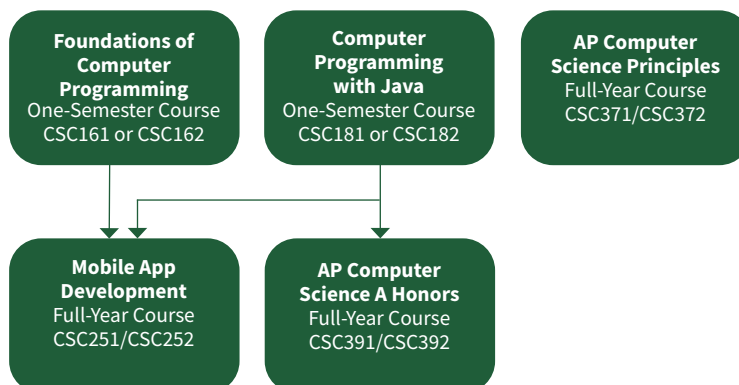
## MEDIA ARTS PATHWAY (FINE ARTS DIVISION—MEDIA ARTS, PAGE 55)



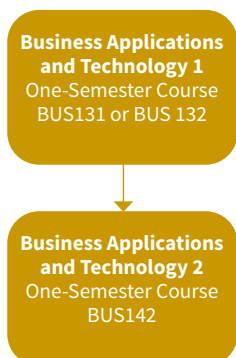
## GENERAL MUSIC COURSES (FINE ARTS DIVISION—MUSIC, PAGE 65)



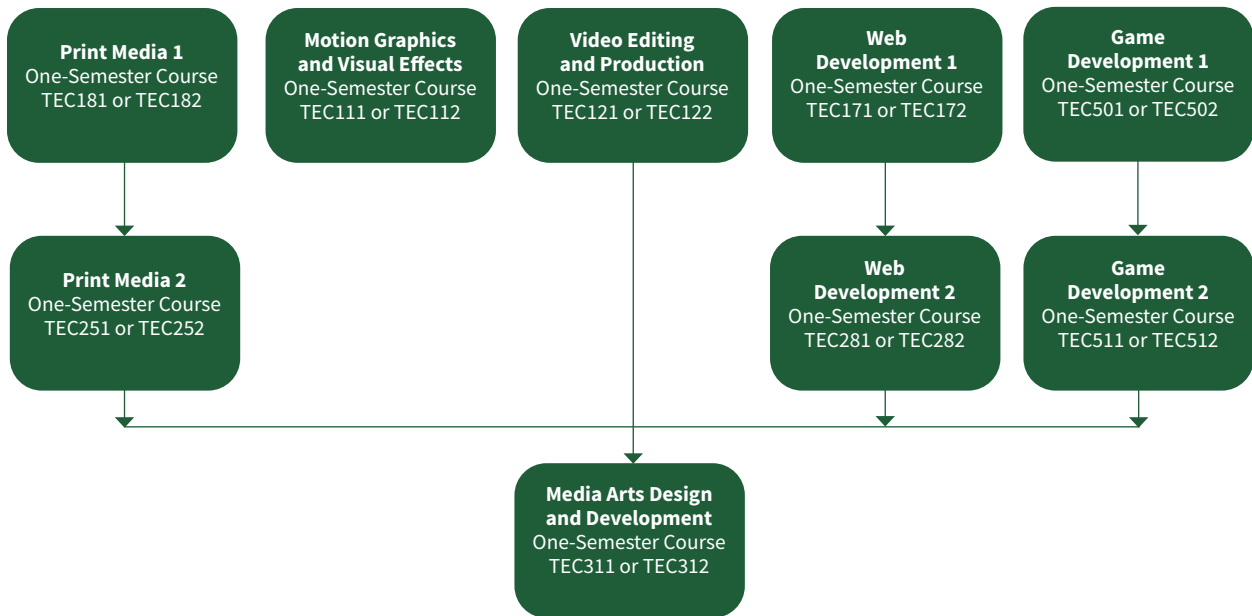
## COMPUTER SCIENCE PATHWAY (COMPUTER SCIENCE, ENGINEERING, AND TECHNOLOGY DIVISION, PAGE 37)



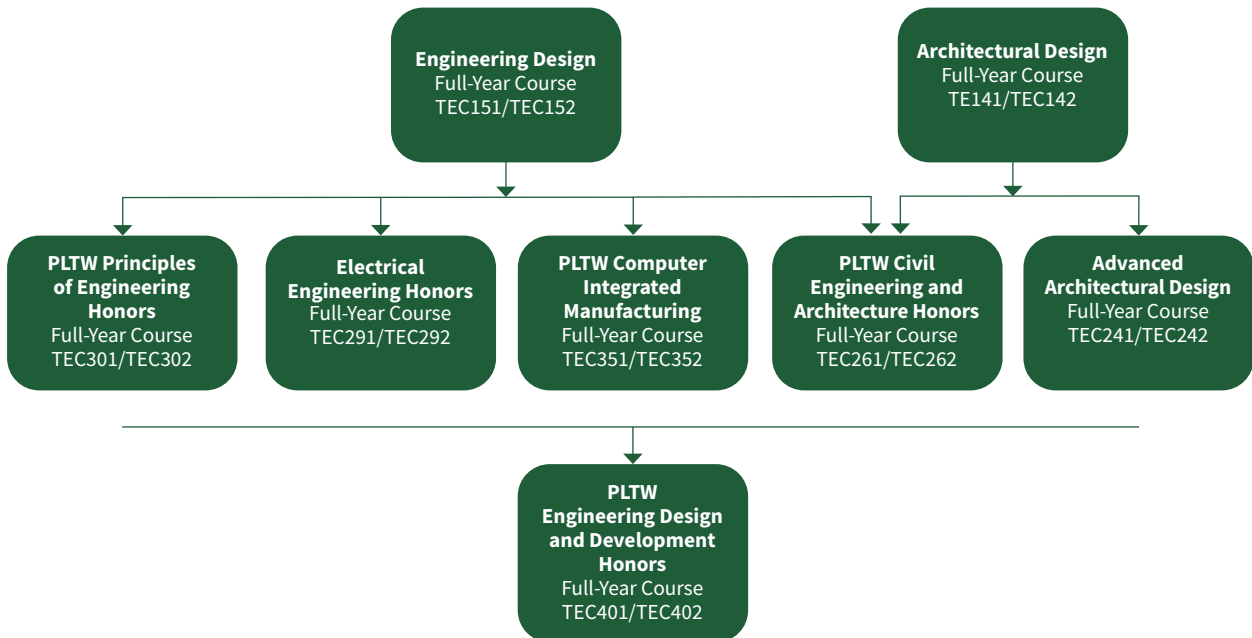
## BUSINESS EDUCATION PATHWAY (APPLIED ARTS DIVISION—BUSINESS EDUCATION, PAGE 20)



TECHNOLOGY DESIGN PATHWAY  
(COMPUTER SCIENCE, ENGINEERING, AND TECHNOLOGY DIVISION, PAGE 45)



ENGINEERING AND ARCHITECTURE PATHWAY  
(COMPUTER SCIENCE, ENGINEERING, AND TECHNOLOGY DIVISION, PAGE 42)





## FINE ARTS DIVISION

**JON GRICE, DIRECTOR** | [JGRICE@D125.ORG](mailto:JGRICE@D125.ORG) | 847-415-4751

**Visual Arts Department**  
**Music Department**

**Dance Department**  
**Theatre Department**

The Fine Arts curriculum focuses on the necessary skills, concepts, and artistic traditions that allow each student to achieve their potential within each art discipline, and provides a shared common cultural experience. The curriculum encompasses well-established methods, processes, and outcomes, as well as contemporary approaches, subject matter, and themes. It includes introductory opportunities for the novice learner. Students will be provided with a solid foundation to pursue post-secondary programs with confidence, well-developed problem-solving skills, and refined higher-order thinking abilities. The curriculum presents students with artistic material of high and enduring quality from a variety of historical periods, artistic styles, and cultures.

Elective courses in the Fine Arts Department may be eligible for the GPA waiver option.

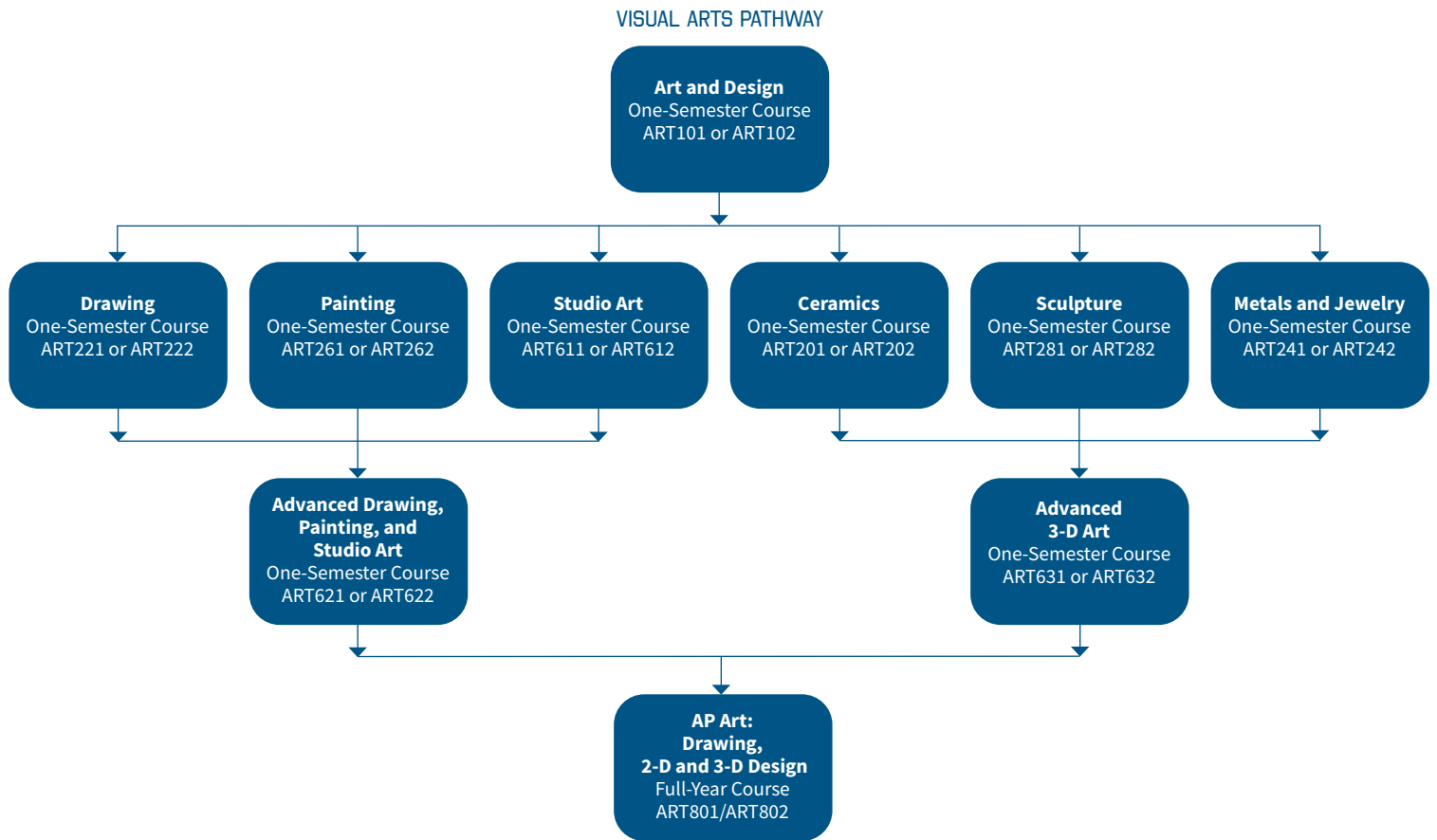
All dance courses are eligible for fine arts credit and satisfy the physical education graduation requirement. Please see the Fine Arts Dance Department section for more information.

SCAN QR CODE TO READ MORE ABOUT FINE ARTS ONLINE:  
[WWW.D125.ORG/ARTS](http://WWW.D125.ORG/ARTS)



# VISUAL ARTS COURSE OFFERINGS

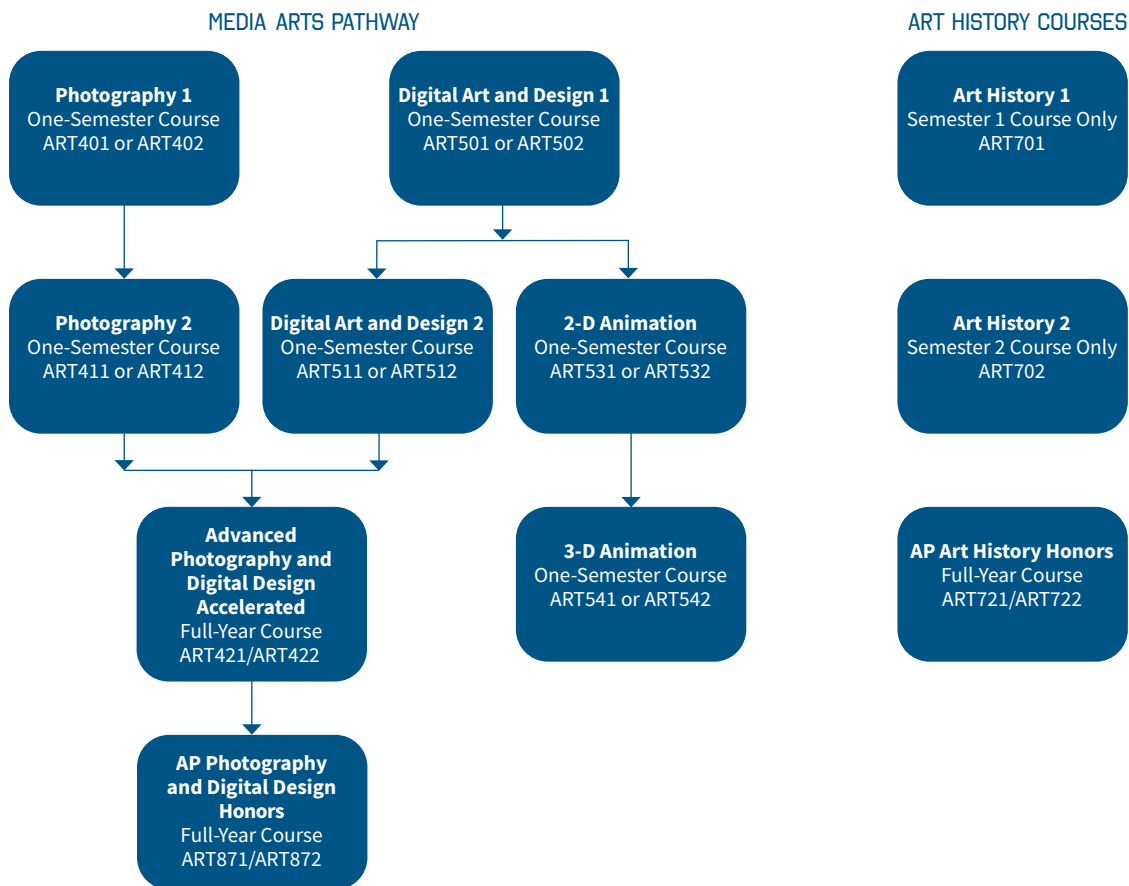
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FINE ARTS ONLINE: [WWW.D125.ORG/ARTS](http://WWW.D125.ORG/ARTS)

# VISUAL ARTS: MEDIA ARTS AND ART HISTORY COURSE OFFERINGS

WWW.D125.ORG/ACADEMICS/COURSEBOOK



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FINE ARTS ONLINE: [WWW.D125.ORG/ARTS](http://WWW.D125.ORG/ARTS)

# VISUAL ARTS DEPARTMENT

THE ACTIVITIES IN ART CLASSES ARE DESIGNED TO DEVELOP SKILLS OF PERCEPTION, PROBLEM SOLVING, UNDERSTANDING, AND SENSITIVITY THROUGH A VARIETY OF EXPERIENCES. THE AIM OF THE ART CURRICULUM IS TO GIVE STUDENTS AN UNDERSTANDING AND APPRECIATION FOR THE ENDLESS AND CONSTANT RESULTS OF ARTISTIC EFFORTS WHICH SURROUND US IN OUR DAILY LIVES.

THE UNIQUE CHARACTER OF THE ART CURRICULUM PROVIDES STUDENTS AN OPPORTUNITY TO EXPRESS AND NURTURE THEIR CREATIVE INSTINCTS AND TO DEVELOP A HIGH SENSE OF APPRECIATION FOR HUMANKIND AND NATURE IN AN ATMOSPHERE WHERE INDIVIDUAL EXPRESSION IS ENCOURAGED. COURSES ARE OFFERED TO MEET THE VARIED INTERESTS AND ABILITIES OF THE STUDENTS. STUDENTS MAY BE REQUIRED TO PURCHASE SPECIALIZED SUPPLIES AND TOOLS FOR SOME ART CLASSES.

## ART AND DESIGN (COLLEGE PREP)

### GPA WAIVER OPTION

ART101—SEMESTER 1	ART102—SEMESTER 2
OPEN TO 9-10-11-12	ONE SEMESTER
PREREQUISITE: NONE	

In this course, students will explore a variety of tools, techniques, and media which provides them with the foundation necessary to expand into more specialized areas. The studio activities will focus on developing skills in drawing, painting, and sculpture/ceramics.

## DRAWING (COLLEGE PREP)

### GPA WAIVER OPTION

ART221—SEMESTER 1	ART222—SEMESTER 2
OPEN TO 9-10-11-12	ONE SEMESTER
PREREQUISITE: ART AND DESIGN	

This course provides students with the opportunity to learn more advanced realistic drawing and shading techniques. Observational drawing and inventive design are explored. Various color and black and white media are used in this course.

## PAINTING (COLLEGE PREP)

### GPA WAIVER OPTION

ART261—SEMESTER 1	ART262—SEMESTER 2
OPEN TO 9-10-11-12	ONE SEMESTER
PREREQUISITE: ART AND DESIGN	

This course is designed to teach students the concepts, skills, methods, and processes necessary to explore oil painting. Students will use a variety of images in quick studies in more extended and complex paintings. There is an emphasis on color theory, design principles, media, tools and a variety of painting techniques.

## STUDIO ART (COLLEGE PREP)

### GPA WAIVER OPTION

ART611—SEMESTER 1	ART612—SEMESTER 2
OPEN TO 9-10-11-12	ONE SEMESTER
PREREQUISITE: ART AND DESIGN	

The artistic focus in this course is the development of individual expression through the use of creative visual problem solving. Students will be challenged to brainstorm and to work quickly. Experimentation with different techniques, compositional approaches, and media will be encouraged.

## CERAMICS (COLLEGE PREP)

### GPA WAIVER OPTION

ART201—SEMESTER 1	ART202—SEMESTER 2
OPEN TO 9-10-11-12	ONE SEMESTER
PREREQUISITE: ART AND DESIGN	

This course is a hands-on class designed for those students who like to work in clay. Students will learn basic and advanced hand-building techniques and how to use a potter's wheel. They will be introduced to a variety of decorating, glazing, and firing techniques, and will produce a number of creative stoneware pieces.

## SCULPTURE (COLLEGE PREP)

### GPA WAIVER OPTION

ART281—SEMESTER 1	ART282—SEMESTER 2
OPEN TO 9-10-11-12	ONE SEMESTER
PREREQUISITE: ART AND DESIGN	

This course provides a hands-on approach for understanding contemporary sculpture. Students will have the opportunity to work with clay, alabaster stone, and their choice of materials to create their sculpture. A clay head, an abstract stone sculpture, along with an assemblage, will be the final results of the creative problem-solving techniques explored through sculpture media.

## METALS AND JEWELRY (COLLEGE PREP)

### GPA WAIVER OPTION

ART241—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: ART AND DESIGN

ART242—SEMESTER 2  
ONE SEMESTER

In this course students will be introduced to the principles of design as applied to metalwork and jewelry. Students will learn to cut, file, texture, and polish metal pieces. They will also solder with a torch and set a cabochon stone.

## ADVANCED DRAWING, PAINTING, AND STUDIO ART (COLLEGE PREP)

### GPA WAIVER OPTION

ART621—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: ART AND DESIGN **AND TWO** OF THE FOLLOWING COURSES: DRAWING, PAINTING, OR STUDIO ART

ART622—SEMESTER 2  
ONE SEMESTER

The Advanced Drawing, Painting, and Studio Art course is designed to give students additional experiences in creative thinking and problem-solving using 2-D art media. In this class, students will build upon the concepts and skills learned in their Drawing, Painting or Studio Art classes. Students can choose to focus on drawing, painting, or mixed media either in a representational or expressive style, to produce works of art that relate to specific design issues and themes. This course may be repeated.

## ADVANCED 3-D ART (COLLEGE PREP)

### GPA WAIVER OPTION

ART631—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: ART AND DESIGN **AND TWO** OF THE FOLLOWING COURSES: CERAMICS, METALS AND JEWELRY, OR SCULPTURE

ART632—SEMESTER 2  
ONE SEMESTER

The Advanced 3-D Art course is designed to give students advanced experiences in creative thinking and problem solving with three-dimensional art issues and three-dimensional art media. In this class, students can focus on ceramics, sculpture, or jewelry and metals to produce works of art that relate to specific design issues and themes. This course may be repeated.

## AP ART: DRAWING, 2-D AND 3-D DESIGN (HONORS)

ART801—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: ADVANCED DRAWING, PAINTING, AND STUDIO ART **OR** ADVANCED 3-D ART

ART802—SEMESTER 2  
FULL YEAR

This course offers students a concentrated program which enables them to apply for college credit in art. Emphasis is centered on studio work, the preparation of a portfolio, and the submission of a portfolio for potential AP credit. In the spring, each student will exhibit their work in a one-person show.



# PHOTOGRAPHY

## PHOTOGRAPHY 1 (COLLEGE PREP)

### GPA WAIVER OPTION

ART401—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: NONE

ART402—SEMESTER 2  
ONE SEMESTER

**Note:** Students may use their own DSLR; however, students may check out school-owned cameras for assignments.

Photography 1 covers basic concepts and practice of digital photography, including understanding and use of the camera, lenses, and other basic photographic equipment. The course will address aesthetic principles as they relate to composition, space, exposure, light, and color. Technological requirements of digital formats will be addressed, such as formats and resolution. Basic digital manipulations of images will be taught in preparation for creating finished art.

## PHOTOGRAPHY 2 (COLLEGE PREP)

### GPA WAIVER OPTION

ART411—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: PHOTOGRAPHY 1

ART412—SEMESTER 2  
ONE SEMESTER

**Note:** Students may use their own DSLR; however, students may check out school-owned cameras for assignments.

Photography 2 is designed to refine students' digital photographic skills and aesthetic judgment as they relate to composition, space, exposure, light, and color. Special effects, studio lighting, portraiture, night photography, use of Adobe Photoshop and Adobe Lightroom, are areas studied in this course. Digital SLR cameras may be checked out through the school's audiovisual department. Technological requirements of digital formats and printing will be addressed.

## ADVANCED PHOTOGRAPHY AND DIGITAL DESIGN (ACCELERATED)

ART421—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: PHOTOGRAPHY 1, PHOTOGRAPHY 2

ART422—SEMESTER 2  
FULL YEAR

**OR**  
DIGITAL ART AND DESIGN 1, DIGITAL ART AND DESIGN 2  
**OR**  
COMPUTER ART 1, COMPUTER ART 2

**Note:** Students may use their own DSLR camera with manual operations or check out school owned equipment.

This course offers a concentrated study of photography and/or digital design for students who want to pursue image making in a serious manner. Students on the photography track are introduced to large format printing, DSLR camera handling skills, and advanced techniques using Adobe Photoshop and Lightroom. Students on the design track will be developing a portfolio of digital drawings and designs using the Adobe Creative Suite. Design students will also explore methods of digital photography to enhance their layout, formatting, and design skills. Students will explore brainstorming methods to develop stronger concepts and common visual connections through the development of a series of work. Students will compile a portfolio and assemble a one-person show to be exhibited in the spring.

## AP PHOTOGRAPHY AND DIGITAL DESIGN (HONORS)

ART871—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: ADVANCED PHOTOGRAPHY AND DIGITAL DESIGN

ART872—SEMESTER 2  
FULL YEAR

This course offers 2-D design students a concentrated program, which enables them to apply for college credit in art. Emphasis is centered on studio work, the preparation of a portfolio, and the submission of a portfolio for potential AP credit. In the spring, each student will exhibit their work in a one-person show.

# DIGITAL DESIGN

## DIGITAL ART AND DESIGN 1 (COLLEGE PREP)

### GPA WAIVER OPTION

ART501—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: NONE

ART502—SEMESTER 2  
ONE SEMESTER

This course is designed to introduce students to Adobe Photoshop and Procreate as drawing and graphic design tools and as a means of producing finished artwork. Students will have the opportunity to develop skills and be creative while digitally drawing, painting, and manipulating photographic images with both Wacom tablets as well as iPad and Apple pencil. Projects will have fine arts, photography, media arts, and graphic design components.

## DIGITAL ART AND DESIGN 2 (COLLEGE PREP)

### GPA WAIVER OPTION

ART511—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: COMPUTER ART 1 OR DIGITAL ART AND DESIGN 1

ART512—SEMESTER 2  
ONE SEMESTER

This course is designed to be an advanced or second level for students interested in furthering their study and exploration of using Adobe Photoshop as well as Procreate as a drawing and graphic design tool. Students will have the opportunity to develop skills and be creative while digitally drawing, painting, and manipulating photographic images with both Wacom tablets as well as iPad and Apple pencil. Students will be introduced to more complex concepts and techniques of media arts and graphic design. The course will have fine arts, photographic, and commercial art components.

## 2-D ANIMATION (COLLEGE PREP)

### GPA WAIVER OPTION

ART531—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: COMPUTER ART 1 OR DIGITAL ART AND DESIGN 1

ART532—SEMESTER 2  
ONE SEMESTER

This course provides students the opportunity to study and explore 2-D animation. Students will study the history of animation and work with 2-D animation software to produce their own animated shorts, from initial concept and storyboarding through final rendering. Concepts and techniques in vector-based drawing, timing, key-framing, and music and lip synchronization will be explored.

## 3-D ANIMATION (COLLEGE PREP)

### GPA WAIVER OPTION

ART541—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: 2-D ANIMATION

ART542—SEMESTER 2  
ONE SEMESTER

This course is designed for students with an interest in 3-D animation. In addition to the study of the history of 3-D animation, students will build upon the concepts, skills, and techniques learned from 2-D Animation to help them learn to use 3-D animation software to create and animate their own 3-D models/characters. Polygon and NURB modeling, texturing, lighting, and basic 3-D key-frame/path animation will be explored.

# ART HISTORY

## ART HISTORY 1 (COLLEGE PREP)

### GPA WAIVER OPTION

ART701—SEMESTER 1 ONLY  
OPEN TO 10-11-12  
PREREQUISITE: NONE

ONE SEMESTER

This course is designed as an introduction to the history of art. Students will become familiar with the major forms of artistic expression from prehistoric art through the early Renaissance. They will become informed observers of their visual culture.

## ART HISTORY 2 (COLLEGE PREP)

### GPA WAIVER OPTION

ART702—SEMESTER 2 ONLY  
OPEN TO 10-11-12  
PREREQUISITE: NONE

ONE SEMESTER

This course is designed as an introduction to the history of art from the last five centuries. Students will become familiar with the major forms of artistic expression from the late Renaissance to the present. They will become informed observers of their visual culture.

## AP ART HISTORY (HONORS)

ART721—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: NONE

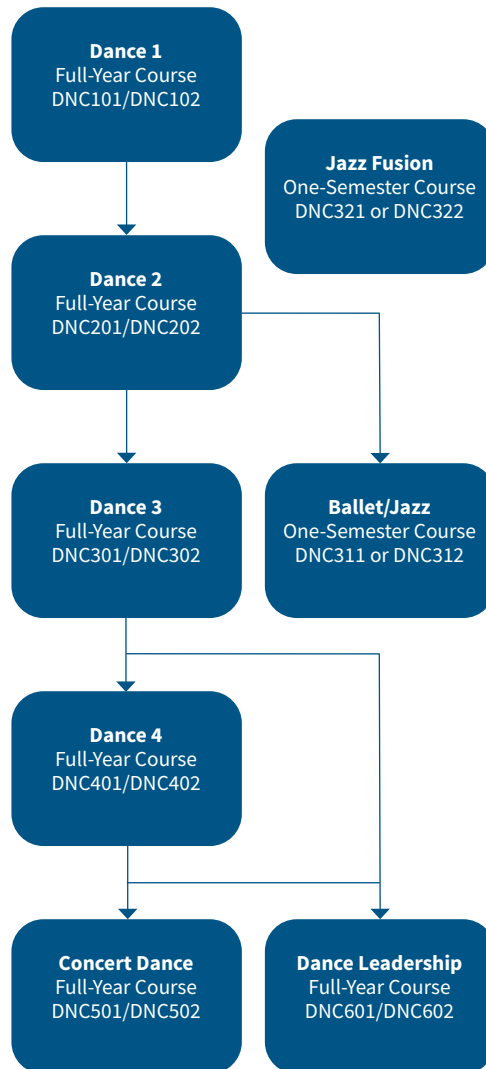
ART722—SEMESTER 2  
FULL YEAR

This course is designed as an introductory college-level course in the history of art. Students will examine the major forms of artistic expression from prehistoric through contemporary cultures. They will study architecture, sculpture, painting, and other art forms with intelligence and sensitivity. Students who enroll in this course will be prepared to take the AP Art History exam in May.

# DANCE COURSE OFFERINGS

WWW.D125.ORG/ACADEMICS/COURSEBOOK

## DANCE PATHWAY



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FINE ARTS ONLINE: [WWW.D125.ORG/ARTS](http://WWW.D125.ORG/ARTS)

# DANCE DEPARTMENT

STEVENSON HIGH SCHOOL PROVIDES DANCE AS A CREATIVE AND REWARDING ART EXPERIENCE WHERE ARTISTIC INTEGRITY AND APPRECIATION ARE DEVELOPED. DANCE IS A PHYSICAL AND MENTAL DISCIPLINE. STUDENTS ARE PROVIDED OPPORTUNITIES TO DEVELOP BODY STRENGTH, AGILITY, COORDINATION, CREATIVE PROBLEM-SOLVING SKILLS, ORGANIZATIONAL SKILLS, AND THE ABILITY TO WORK EFFECTIVELY IN COOPERATIVE LEARNING GROUPS. THEY GAIN SELF-CONFIDENCE, SELF-DISCIPLINE, AND SATISFACTION IN MOVEMENT. STUDENTS WILL HAVE THE OPPORTUNITY TO LEARN A VARIETY OF DANCE STYLES FROM GUEST DANCE TEACHERS DURING THE SCHOOL YEAR. DANCE STUDENTS ARE GIVEN CLEAR COURSE TARGETS AND THEY ARE ASSESSED ON THESE TARGETS REGULARLY. ALL DANCE STUDENTS ARE REQUIRED TO PURCHASE AND WEAR APPROPRIATE ATTIRE AS DESIGNATED BY THE DANCE TEACHER.

## DANCE 1 (COLLEGE PREP)

### GPA WAIVER OPTION

DNC101—SEMESTER 1	DNC102—SEMESTER 2
OPEN TO 9-10-11-12	FULL YEAR
PREREQUISITE: NONE	

This course will introduce and review essential dance skills. Students will learn basic dance movement and concepts such as time, space, and energy, as well as movement terminology. Practice and repetition are primary means of learning movement and are followed by assessment and teacher feedback. Emphasis will be on basic technique and choreography concepts. Students will also learn the history of different genres, dance anatomy, particularly bone and muscle structure, and conditioning exercises to prepare the body for flexibility, strength, and endurance. Students will also participate in peer-to-peer feedback to create verbal skills necessary to show cognitive understanding of dance movement vocabulary as well as viewed dance. Students are required to attend and critique the Winter and Spring Dance concerts. Students will also participate in the dance demonstration during first semester and the Day of Dance performance during second semester.

## DANCE 2 (COLLEGE PREP)

### GPA WAIVER OPTION

DNC201—SEMESTER 1	DNC202—SEMESTER 2
OPEN TO 9-10-11-12	FULL YEAR
PREREQUISITE: DANCE 1 AND/OR PLACEMENT BY INSTRUCTOR	

This course is designed for students who have some experience in contemporary dance technique. Emphasis will be on dance vocabulary, essential choreographic concepts, and basic anatomy as it pertains to dance. Practice and repetition are primary means of learning movement and are followed by assessment and teacher feedback. Students will also participate in peer-to-peer feedback to continue to develop verbal skills necessary to show cognitive understanding of dance movement vocabulary, as well as viewed dance. Students are required to attend and critique the Winter and Spring Dance concerts. Students will also participate in the Dance Demonstrations during first semester and the Day of Dance performance during second semester.

## DANCE 3 (COLLEGE PREP)

### GPA WAIVER OPTION

DNC301—SEMESTER 1	DNC302—SEMESTER 2
OPEN TO 9-10-11-12	FULL YEAR
PREREQUISITE: DANCE 2 AND/OR PLACEMENT BY INSTRUCTOR	

This course is designed for students with previous dance training. Students will focus on the detailed aspects of contemporary dance at an accelerated pace. Emphasis is on the student's technique and choreography studies. Students engage in critical response and self-assessment activities to enhance content knowledge. Dancers will challenge their physical limitations and their ability to dance to their full potential. Students are required to attend and critique the Winter and Spring Dance concerts. Students will also participate in the Dance Demonstration performance during first semester and the Day of Dance performance during second semester.

## BALLET/JAZZ (COLLEGE PREP)

### GPA WAIVER OPTION

DNC311—SEMESTER 1	DNC312—SEMESTER 2
OPEN TO 10-11-12	ONE SEMESTER
PREREQUISITE: DANCE 2 OR HIGHER	

This course will examine different elements of ballet and jazz dance (including components from contemporary ballet, musical theater, and hip hop) as well as their origins. Students will explore technical skill and theory, history of the genres, and exploratory work. Students will also participate in the Dance Demonstration performance during first semester and the Day of Dance performance during second semester. This course may be repeated.

## JAZZ FUSION (COLLEGE PREP)

### GPA WAIVER OPTION

DNC321—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: NONE

DNC322—SEMESTER 2  
ONE SEMESTER

This course will introduce and review essential dance skills that pertain to the jazz dance genre. Over the semester of this jazz survey course, students will learn and engage in jazz, hip hop, musical theatre, lyrical jazz, and dance fitness movement. The Jazz Fusion curriculum is designed to help dancers create a strong foundation through repetitive movement, dance vocabulary, discussion, and explorations. With focus on creativity, discipline, and technical development, dancers work in a nurturing, pre-professional atmosphere to build confidence and life/dance skills. No experience is necessary and this course may be repeated.

## DANCE 4 (COLLEGE PREP)

### GPA WAIVER OPTION

DNC401—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: DANCE 3 AND/OR PLACEMENT BY INSTRUCTOR

DNC402—SEMESTER 2  
FULL YEAR

This course is designed for students who have achieved a high degree of technical and creative skill in contemporary dance. Students will focus on the detailed aspects of contemporary dance at an accelerated pace. Emphasis is on growth in creative skills necessary for versatility of movement styles, and choreography/composition. Students engage in critical response and self-assessment activities to enhance content knowledge. Students are required to attend and critique the Winter and Spring Dance concerts. Students will also participate in the Dance Demonstration performance during first semester and the Day of the Dance performance during second semester. Students may also audition for guest choreography for the Winter Dance Concert. These rehearsals take place after school and are required, if cast.

## CONCERT DANCE (COLLEGE PREP)

### GPA WAIVER OPTION

DNC501—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: DANCE 4 OR A SENIOR WHO HAS COMPLETED DANCE 3

DNC502—SEMESTER 2  
FULL YEAR

This course is designed for students who have had advanced training in contemporary dance, as well as a strong background in ballet, jazz, and composition. Concert dancers are responsible for maintaining a high quality of technical skill. The Concert Dance class will work toward developing and enhancing performance and choreographic skills in preparation for college-level dance study and/or professional studio experience. Concert dancers will perform in the Winter and Spring Dance concerts. Daily and after school rehearsals will be scheduled one to two weeks prior to the opening of the Winter and Spring concerts, and attendance is mandatory. Students may also audition for guest choreographers. These rehearsals take place after school and are required, if cast. Class fees are approximately \$150 for production fees and company apparel. Admission into Concert Dance is based on the submission of a portfolio submitted to and approved by the Dance Department.

## DANCE LEADERSHIP (COLLEGE PREP)

### GPA WAIVER OPTION

DNC601—SEMESTER 1  
OPEN TO 11-12  
PREREQUISITES: STUDENTS MUST COMPLETE A MINIMUM OF ONE YEAR IN DANCE 3 OR DANCE 4, AND APPROVAL OF INSTRUCTORS

DNC602—SEMESTER 2  
FULL YEAR

Dance Leadership is a one-year course where students will intern and assist with dance instruction in a technique class. The student leader will learn and demonstrate the teacher-created combinations including warm-ups, across the floor, and center combinations. Dance leaders will model proper technique and assist students. Students will periodically work one-on-one with dance students in a peer mentoring fashion. While taking this course, the Dance Leadership student will also meet individually with the teacher outside of class to learn what they will instruct at the end of each semester. The leadership student will also create exercises and a lesson that they will instruct at the end of each semester. Dance Leadership applications are available on the Dance website in early November and are due by December 1. This course may be repeated.

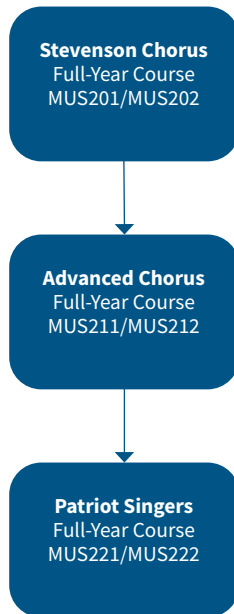
# MUSIC COURSE OFFERINGS

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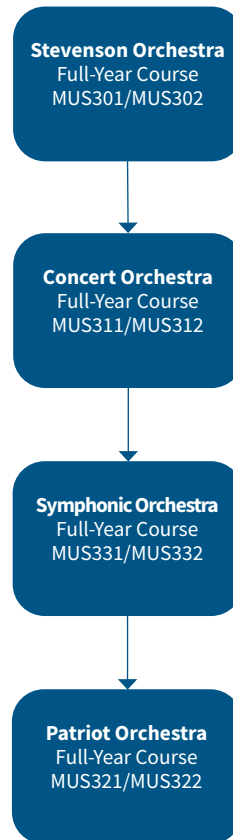
## BAND PATHWAY



## CHORAL PATHWAY



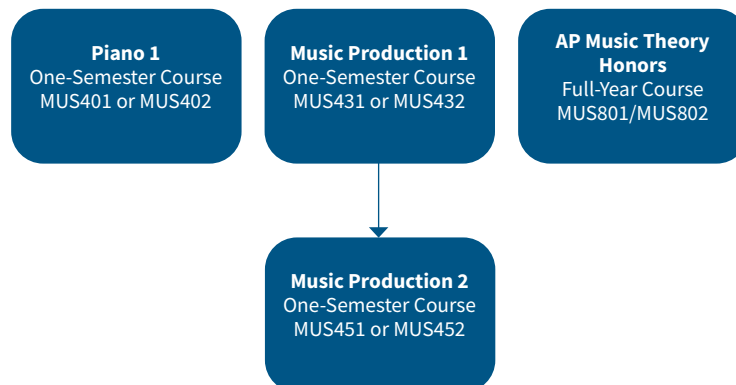
## ORCHESTRA PATHWAY



## GUITAR PATHWAY



## GENERAL MUSIC COURSES



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FINE ARTS ONLINE: [WWW.D125.ORG/ARTS](http://WWW.D125.ORG/ARTS)

# MUSIC DEPARTMENT

MUSIC STUDY HELPS STUDENTS DEVELOP SKILLS IN COMPREHENDING, CREATIVE PROBLEM SOLVING, WORKING AS A TEAM, LOGICAL REASONING, USING SYMBOLS, CONCEPTUALIZING, MAKING VALUE JUDGMENTS, AND COMMUNICATING. IT PROMOTES CULTURAL AWARENESS AND PROVIDES UNIQUE OPPORTUNITIES FOR SELF-EXPRESSION AND CREATIVITY. THE STEVENSON MUSIC DEPARTMENT OFFERS A VARIETY OF CLASSES THAT ALLOW STUDENTS TO BEGIN—OR CONTINUE—A STRONG, SEQUENTIAL PROGRAM OF MUSIC STUDY. COURSES ARE OFFERED IN INSTRUMENTAL MUSIC, VOCAL MUSIC, AND NON-PERFORMANCE CLASSES.

THOUGH MANY OBJECTIVES FOR MUSIC EDUCATION CAN BE MET IN THE CLASSROOM, IT IS IMPORTANT THAT STUDENTS, WHO ARE DEVELOPING MUSIC SKILLS, ARE PROVIDED OPPORTUNITIES TO DISPLAY THEIR ACCOMPLISHMENTS THROUGH CONCERTS, RECITALS, PARADES, FESTIVALS, AND OTHER PERFORMANCE EXPERIENCES. THESE ARE A DIRECT OUTGROWTH OF THE NATURE OF THE ART WHICH IS BEING STUDIED. THEREFORE, PERFORMING ENSEMBLES INCLUDE AN EMPHASIS ON THE IMPORTANCE OF PARTICIPATION IN OCCASIONAL AFTER-SCHOOL REHEARSALS AND PERFORMANCES.

**Note:** Seniors who are enrolled in Honor Band, Patriot Orchestra, Patriot Guitar, Patriot Chorus, and Advanced Chorus, and have been active for four semesters in performing ensembles, earn accelerated-level grade points unless requesting a GPA waiver. Band students participating in Marching Band are offered a P.E. waiver for the first semester.

# BAND

## FRESHMAN BAND\* (COLLEGE PREP)

### GPA WAIVER OPTION

MUS101—SEMESTER 1  
OPEN TO 9  
PREREQUISITE: PRIOR BAND EXPERIENCE AND/OR APPROVAL OF BAND DIRECTOR

MUS102—SEMESTER 2  
FULL YEAR

All incoming freshmen with band experience may audition to enroll in Freshman Band to continue work on comprehensive music skills. Freshmen Band members also perform in three formal concerts throughout the year. For the first eight to nine weeks of the first semester, band students may choose to perform in the highly acclaimed Marching Patriots with members of the Concert, Symphonic, Advanced Symphonic, and Honor Bands. Students electing to participate in Marching Band may receive a P.E. waiver for the first semester.

## CONCERT BAND\* (COLLEGE PREP)

### GPA WAIVER OPTION

MUS111—SEMESTER 1  
OPEN TO 9-10-11-12 (QUALIFIED STUDENTS)  
PREREQUISITE: AUDITION WITH DIRECTOR

MUS112—SEMESTER 2  
FULL YEAR

Upperclassmen with band experience may audition to enroll in Concert Band to continue work on comprehensive music skills. Concert Band members also perform in three formal concerts throughout the year. For the first eight to nine weeks of the first semester, band students may choose to perform in the highly acclaimed Marching Patriots with members of the Freshman, Symphonic, Advanced Symphonic, and Honor Bands. Students electing to participate in Marching Band may receive a P.E. waiver for the first semester.

### \* IMPORTANT NOTE FOR ALL BAND CLASSES:

*In order to earn a P.E. waiver, all band students who participate in the Marching Patriots must be available for rehearsals during summer and fall evenings. Students must also obtain all necessary GPA waiver approvals.*





# CHOIR

## STEVENSON CHORUS (COLLEGE PREP)

### GPA WAIVER OPTION

MUS201—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: NONE

MUS202—SEMESTER 2  
FULL YEAR

This course combines the best of personal enjoyment while developing vocal skills and studying the fundamentals of musicianship. Special emphasis is put on the development of sight singing skills necessary for future placement into advanced choral groups. Stevenson Chorus performs at five school concerts throughout the year. This course may be repeated.

## ADVANCED CHORUS (COLLEGE PREP/ACCELERATED)

### GPA WAIVER OPTION (FOR COLLEGE PREP ONLY)

MUS211—SEMESTER 1  
OPEN TO 10-11-12 (QUALIFIED STUDENTS)  
PREREQUISITE: AUDITION WITH DIRECTOR

MUS212—SEMESTER 2  
FULL YEAR

This advanced treble ensemble is designed for experienced altos and sopranos. The development of vocal skills and musical concepts is achieved through the study and performance of varied literature. The importance of musicianship is stressed, along with continuing work on music theory. This ensemble performs at five school concerts and other community events. Seniors may earn accelerated credit in this course. Students who wish to become members of Patriot Singers are urged to participate in Stevenson Chorus to gain experience and training. This course may be repeated.

## PATRIOT SINGERS (COLLEGE PREP/ACCELERATED)

### GPA WAIVER OPTION (FOR COLLEGE PREP ONLY)

MUS221—SEMESTER 1  
OPEN TO 10-11-12 (QUALIFIED STUDENTS)  
PREREQUISITE: AUDITION WITH DIRECTOR, TREBLE VOICES NEED TO HAVE COMPLETED ONE YEAR IN ADVANCED CHORUS

MUS222—SEMESTER 2  
FULL YEAR

This course is designed for advanced students who perform a wide variety of choral literature, from classical to contemporary. Patriot Singers also focuses on music reading, sight singing, and more advanced music theory concepts. Students who wish to become members of Patriot Singers are urged to participate in Stevenson Chorus to gain experience and training. The Patriot Singers perform at five school concerts and other community events. Seniors may earn accelerated credit in this course. This course may be repeated.

# ORCHESTRA

## STEVENSON ORCHESTRA (COLLEGE PREP)

### GPA WAIVER OPTION

MUS301—SEMESTER 1  
OPEN TO 9  
PREREQUISITE: ALL INCOMING FRESHMAN ORCHESTRA STUDENTS SHOULD REGISTER FOR THIS CLASS.

MUS302—SEMESTER 2  
FULL YEAR

Students will continue to develop performance techniques and comprehensive musical skills and concepts. This orchestra explores a variety of string orchestra music repertoire. Stevenson Orchestra members will perform in four formal concerts throughout the year. There is no audition required to enroll. All students enrolled in any orchestra are expected to own or rent an instrument. Cello and bass students may use school instruments for daily rehearsals. All incoming Stevenson Orchestra and transfer students are highly encouraged to attend a two-day summer strings camp in August.

## CONCERT ORCHESTRA (COLLEGE PREP)

### GPA WAIVER OPTION

MUS311—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: PRIOR ORCHESTRA EXPERIENCE AND/OR APPROVAL OF ORCHESTRA DIRECTOR

MUS312—SEMESTER 2  
FULL YEAR

Violin, viola, cello, and bass players with previous orchestra experience are encouraged to enroll in this ensemble. This orchestra explores a variety of string orchestra and chamber music repertoire. Students will master two octave scales, three octave scales, and develop better sight-reading skills for future placements. Students who are not yet at this level are welcome in the program but, a consultation with an Orchestra Director is advised. All students enrolled in any orchestra are expected to own or rent an instrument. Cello and bass students may use school instruments for daily rehearsals. All students will be required to attend periodic rehearsals and performances outside of the school day. All incoming Concert Orchestra, Guitar I, new, and transfer students must attend a two-day summer strings camp.

## SYMPHONIC ORCHESTRA (COLLEGE PREP)

### GPA WAIVER OPTION

MUS331—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: AUDITIONS ARE REQUIRED FOR ALL STUDENTS.

MUS332—SEMESTER 2  
FULL YEAR

The repertoire includes chamber works, string orchestra, and full orchestra from advanced and commonly performed works. Repertoire focuses on music of the Baroque, Classical, and early Romantic eras. Most students in this class have mastered all three octave major and minor scales, are working on the concerto repertoire, have excellent technique, and have excellent sight-reading skills. This ensemble combines with members of Advanced Symphonic Band for several concerts each year for performance of the full orchestra repertoire. Students will be required to attend periodic rehearsals and performances outside of the school day.

## PATRIOT ORCHESTRA (COLLEGE PREP/ACCELERATED)

### GPA WAIVER OPTION (FOR COLLEGE PREP ONLY)

MUS321—SEMESTER 1                      MUS322—SEMESTER 2

OPEN TO 10-11-12 (QUALIFIED STUDENTS)    FULL YEAR

PREREQUISITE: ALL STUDENTS MUST HAVE COMPLETED ONE FULL YEAR OF CONCERT OR SYMPHONIC ORCHESTRA IN ADDITION TO A FORMAL AUDITION AND APPROVAL FROM THE ORCHESTRA DIRECTOR.

The repertoire includes chamber works, string orchestra, and full orchestra from advanced and common works for schools. Repertoire focuses on music of the mid 19<sup>th</sup> century to living composers. There is support for chamber ensemble work. Most students in this class have mastered all three octave major and minor scales, are working on the concerto repertoire, have excellent technique, and have advanced sight-reading skills. This ensemble combines with members of Honor Band for several concerts each year for performance of the full orchestra repertoire. Students will be required to attend periodic rehearsals and performances outside of the school day. Seniors may earn accelerated credit in this course.

## GUITAR

### GUITAR 1 (COLLEGE PREP)

#### GPA WAIVER OPTION

MUS421—SEMESTER 1                      MUS422—SEMESTER 2

OPEN TO 9-10-11-12                      FULL YEAR

PREREQUISITE: NONE

This course is designed for students who are interested in learning how to play the guitar and/or develop strong technical skills in guitar performance. This course will introduce the techniques and musicianship skills in order to perform classical, blues, jazz, rock, and pop repertoire. Students will learn music reading skills, sight-reading, chords, collaboration, practice skills, and expressive performance and listening skills. Nylon string, classical guitars are provided, but it is essential to have a nylon string, classical guitar at home to practice. Students repeating this course or students with some guitar experiences will be able to experience more advanced music repertoire. All incoming Concert Orchestra, Guitar I, new, and transfer students must attend a two-day summer strings camp. This course may be repeated.

## GUITAR 2 (COLLEGE PREP)

### GPA WAIVER OPTION

MUS461—SEMESTER 1                      MUS462—SEMESTER 2

OPEN TO 9-10-11-12                      FULL YEAR

PREREQUISITE: GUITAR 1 OR PER AUDITION WITH GUITAR INSTRUCTOR

This course is designed for guitarists who are interested in developing their intermediate guitar technique. Students will refine and further develop musicianship to develop a high level of performance on guitar. The skills and knowledge learned will be applied to other musical styles. Emphasis is placed on development of technique, music-reading skills, sight-reading, chords (first position and barred), and expressive performance, solo repertoire, and ensemble skills. Students will develop p.i.m.a. right hand skills as well as flamenco rasgueado technique. Nylon string, classical guitars are provided for class use but it is essential that students have their own nylon string, classical guitar for home practice. This course may be repeated.

## PATRIOT GUITAR ENSEMBLE (COLLEGE PREP/ACCELERATED)

### GPA WAIVER OPTION (FOR COLLEGE PREP ONLY)

MUS441—SEMESTER 1                      MUS442—SEMESTER 2

OPEN TO 9-10-11-12                      FULL YEAR

PREREQUISITE: AUDITIONS ARE REQUIRED FOR ALL STUDENTS.

This course is designed for advanced guitarists who are interested in further developing technique and musicianship. The repertoire performed in this class includes chamber works for guitar, large ensemble pieces by composers of varied eras, and extensive work on études and solo repertoire. Emphasis is placed on development of technique, music-reading skills, composition, sight-reading, chords (first position and barred), and expressive performance as soloists and ensemble members. Students will also receive advanced training in a variety of performance styles. Nylon string, classical guitars are provided for class use but it is highly recommended that students have their own nylon string, classical guitar for home practice. This ensemble performs several concerts each year and students are encouraged to perform at solo and ensemble contests. Students will be required to attend periodic rehearsals and performances outside of the school day. Seniors may earn accelerated credit in this course.

# GENERAL MUSIC COURSES

## PIANO 1 (COLLEGE PREP)

### GPA WAIVER OPTION

MUS401—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: NONE

MUS402—SEMESTER 2  
ONE SEMESTER

This course is designed for students of all skill levels, from non-experienced through advanced. Using the electronic piano lab (MIDI), the class will introduce students to music notation, basic music theory, keyboard technique, and music terminology through the study of keyboard repertoire. Students will work independently, collaboratively, and with instructor guidance to shape their musical goals and experience. Students repeating this course or students with theory and composition experiences will be able to experience more advanced musical topics. This course may be repeated.

## MUSIC PRODUCTION 1 (COLLEGE PREP)

### GPA WAIVER OPTION

MUS431—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: NONE

MUS432—SEMESTER 2  
ONE SEMESTER

This course will explore concepts in production, recording, performance, audio engineering, music business, sound design, music marketing, and more. Students will have access to music production software, instruments, and recording equipment in order to create, edit, and mix the music that interests them. Music Production 1 is open to all students with an interest in music, no prior experience is necessary. All students will have the option to participate in a Music Production Showcase at the end of the semester.

## MUSIC PRODUCTION 2 (COLLEGE PREP)

### GPA WAIVER OPTION

MUS451—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: MUSIC PRODUCTION 1 OR APPROVAL OF INSTRUCTOR

MUS452—SEMESTER 2  
ONE SEMESTER

Music Production 2 is a course designed for students interested in furthering their study and exploration of music production and the music industry. Students will pursue more advanced concepts and techniques resulting in a substantial amount of original music by the end of the course. Students will have access to music production software, instruments, and recording equipment in order to create, edit, and mix the music that interests them. All students will participate in a Music Production Showcase at the end of the semester.

## AP MUSIC THEORY (HONORS)

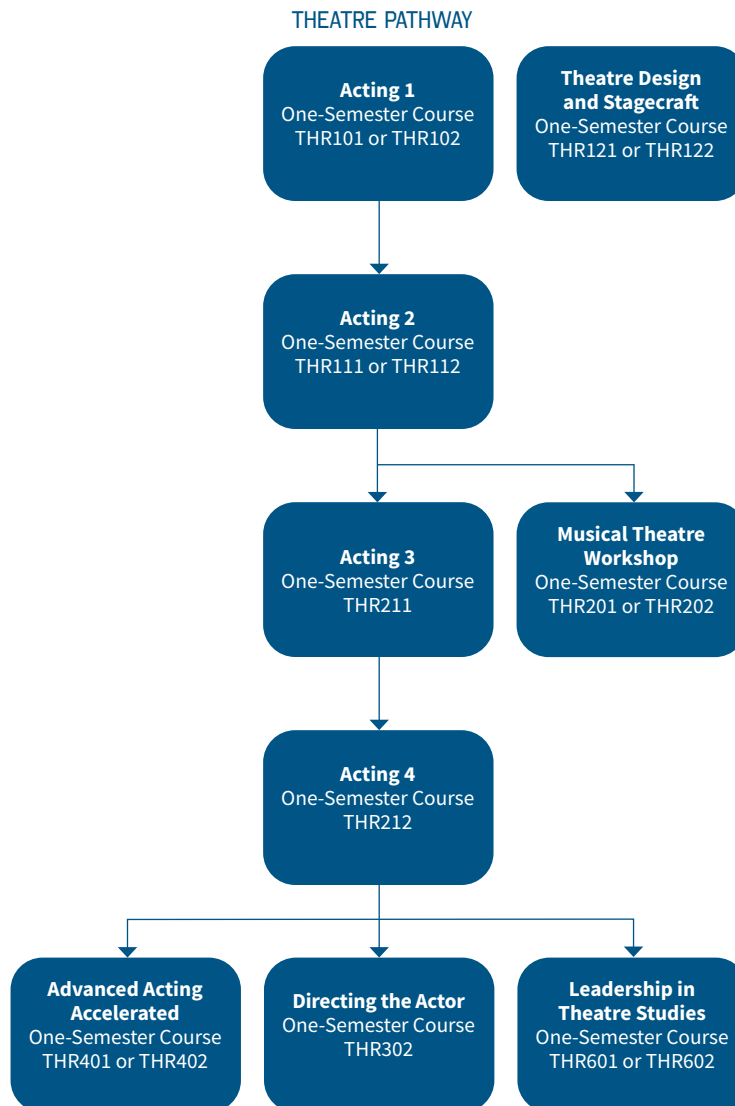
MUS801—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: MEMBERSHIP IN EITHER INSTRUMENTAL OR VOCAL ENSEMBLE OR APPROVAL OF INSTRUCTOR

MUS802—SEMESTER 2  
FULL YEAR

This course is designed for the mature musician who is interested in enhancing their music ability through a rigorous study of music theory. Students learn the basics of tonal harmony, including: chord construction, four-part voice writing, harmonic analysis, and harmonic sequence. Students also study ear training, sight singing, melodic, rhythmic, and harmonic dictation, 20<sup>th</sup> century techniques, and form/structure. Students who enroll in this course will be prepared to take the AP Music Theory exam in May, as well as entrance examinations given by schools of music for entering music majors/minors.

# THEATRE COURSE OFFERINGS

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# THEATRE DEPARTMENT

THEATRE CLASSES AT STEVENSON FEATURE A SEQUENTIAL AND CUMULATIVE CURRICULUM WHICH ALLOWS STUDENTS TO DEVELOP INTERNAL AND EXTERNAL RESOURCES, EXPLORE CREATIVE POTENTIAL, INVESTIGATE THE SOCIAL AND HISTORICAL CONTEXT IN WHICH THEY LIVE, FORM AESTHETIC JUDGMENTS, AND EXPERIENCE THE DISCIPLINE OF THE ARTIST. THE COURSES ARE PROCESS ORIENTED, PRIMARILY CONCERNED WITH FOSTERING INTEGRITY IN THE STUDENT'S WORK. SOME COURSES INCLUDE A PUBLIC PERFORMANCE COMPONENT.

WHILE THE THEATRE COURSES CAN PROVIDE PRE-PROFESSIONAL TRAINING FOR STUDENTS, THE ULTIMATE GOAL IS TO PROMOTE APPRECIATION OF THE ART, THE DEVELOPMENT OF ENSEMBLE SKILLS, AS WELL AS DEEPER SELF-AWARENESS, AND MORE SENSITIVE AND REFLECTIVE UNDERSTANDING OF THE HUMAN CONDITION. THEATRE STUDENTS ARE INFORMED OF SPECIFIC LEARNING TARGETS AND ARE ASSESSED REGULARLY.

## ACTING 1 (COLLEGE PREP)

### GPA WAIVER OPTION

THR101—SEMESTER 1	THR102—SEMESTER 2
OPEN TO 9-10-11-12	ONE SEMESTER
PREREQUISITE: NONE	

Acting 1 is an introductory theatre survey and performance based class. This course emphasizes the basic skills and techniques of theatre artists including: ensemble, imagination, focus, risk taking, performance, rehearsal, and text analysis. Techniques to be covered include warm-up activities and exercises, ensemble communication and collaboration, improvisation, pantomime, text interpretation, performance critique, character creation, solo and scene performances, with an emphasis on transferability. Students interested in pursuing public performance opportunities will be encouraged to audition for department productions, and to take advanced level theatre courses.

## ACTING 2 (COLLEGE PREP)

### GPA WAIVER OPTION

THR111—SEMESTER 1	THR112—SEMESTER 2
OPEN TO 9-10-11-12	ONE SEMESTER
PREREQUISITE: ACTING 1	

Acting 2 builds upon the work of Acting 1 with a greater emphasis on building character through improv comedy as well as scripted scene work. Students will examine diverse, contemporary, and alternative theatrical texts for performance and exploration. We will continue to build skills in performing, writing, analysis, and ensemble. Successful completion of this course prepares students to enroll in Acting 3 and 4.

## ACTING 3 (COLLEGE PREP)

### GPA WAIVER OPTION

THR211—SEMESTER 1 ONLY	
OPEN TO 10-11-12	ONE SEMESTER
PREREQUISITE: ACTING 2	

Acting 3 is an advanced theatre course with an emphasis on student-generated performance. Specific areas of focus include improv comedy and creative writing work relating to contemporary social issues. Acting 3 culminates in an original devised performance, as part of the Patriot Theatre Company season.

## ACTING 4 (COLLEGE PREP)

### GPA WAIVER OPTION

THR212—SEMESTER 2 ONLY	
OPEN: 10-11-12	ONE SEMESTER
PREREQUISITES: ACTING 3	

Acting 4 is an advanced theatre course, which allows students to explore and perform a wide range of theatrical texts and traditions. With a focus on comedy, students will gain knowledge of influential theatre styles including Greek, Commedia dell'arte, Shakespeare, and other global traditions.

## THEATRE DESIGN AND STAGECRAFT (COLLEGE PREP)

### GPA WAIVER OPTION

THR121—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: NONE

THR122—SEMESTER 2  
ONE SEMESTER

Theatre Design and Stagecraft introduces students to the foundational areas of technical theatre and design. Students will learn about tool and scene shop safety, theatre geography, set design and construction, scenic painting, lighting technology, and principles of costume and makeup design. This is a hands-on course, where students will design and create the scenery for departmental productions. Students will have many opportunities to further explore design areas of their choosing, including a culminating design project. After successfully completing this course, students may continue their studies by repeating this course, creating an independent study, participating in the Stagecrafters club, and serving in leadership and design positions for the Patriot Theatre Company.

## MUSICAL THEATRE WORKSHOP (COLLEGE PREP)

### GPA WAIVER OPTION

THR201—SEMESTER 1  
OPEN TO 11-12  
PREREQUISITE: ACTING 2 OR ONE YEAR OF CHORAL MUSIC

THR202—SEMESTER 2  
ONE SEMESTER

Through the workshop process, upperclassmen will focus on musical theatre as a distinct performance style. Musical Theatre will include the following units of study: historical survey of the evolution of musical theatre, group performance and scene study, character analysis, voice and movement work, and auditioning for college, university and/or professional theatre. The course will culminate in a public performance of work studied in class. Students will be required to attend after school rehearsal prior to the week of performance. This course may be repeated.

## ADVANCED ACTING (ACCELERATED)

THR401—SEMESTER 1  
OPEN TO 11-12  
PREREQUISITE: ACTING 4

THR402—SEMESTER 2  
ONE SEMESTER

Advanced Acting is an intensive theatre course in performance, production, and leadership. Students will build on the foundations of Acting 1-4 to integrate and present complex theatrical texts. Advanced Acting prepares students to be involved in departmental productions in acting and production capacities. This course also prepares students for college and professional theatre pursuits, as well as the transfer of theatre skills to all career avenues. Students will be expected to conduct themselves as theatre professionals and role models to the entire theatre community. Advanced Acting culminates in a public showcase of a scripted work as part of the Patriot Theatre Company season. This course may be repeated.

## DIRECTING THE ACTOR (COLLEGE PREP)

### GPA WAIVER OPTION

THR302—SEMESTER 2 ONLY  
OPEN TO 11-12  
PREREQUISITE: ACTING 4

ONE SEMESTER

This is a one-semester course that allows the student to explore and develop their directorial ability. The course will emphasize the development of play conceptualization, techniques for working with the actor, and directorial analysis of a play. The culminating project of the course will be a public performance of scenes directed by students in the class. This course may be repeated.

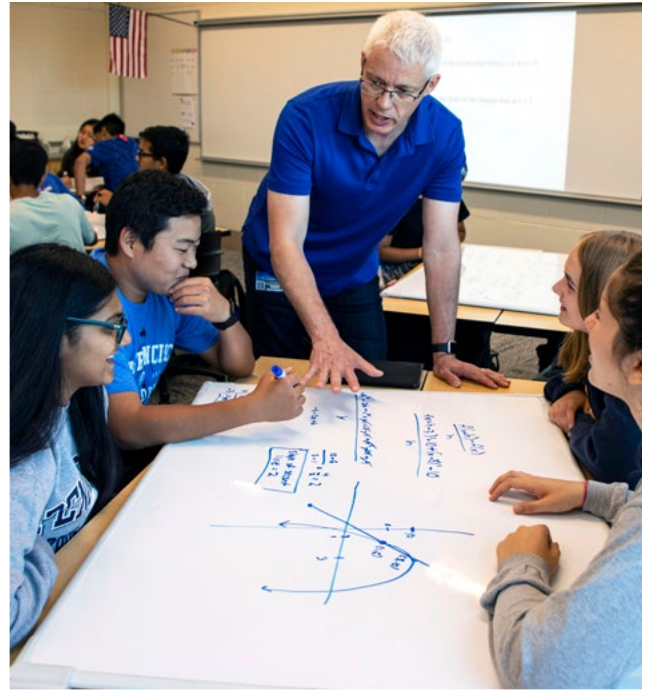
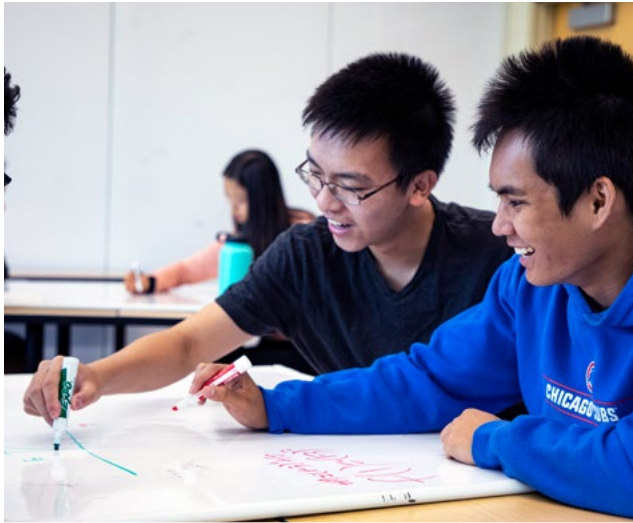
## LEADERSHIP IN THEATRE STUDIES (COLLEGE PREP)

### GPA WAIVER OPTION

THR601—SEMESTER 1  
OPEN TO 11-12  
PREREQUISITE: ACTING 4

THR602—SEMESTER 2  
ONE SEMESTER

Leadership in Theatre Studies is a one-semester course in which students will intern and assist with theatre instruction in Acting 1, Acting 2, Acting 3, and/or Acting 4 courses. Student leaders will lead by example, demonstrating superior ensemble behavior, providing critical feedback to their peers, and modeling performance expectations. Student leaders will work with individual students and small groups as they prepare for performances. They will also have regular check-ins with their teacher, to set personal goals and plan for instructional opportunities. This course may be repeated.



## MATHEMATICS DIVISION

**DARSHAN JAIN, DIRECTOR** | [DJAIN@D125.ORG](mailto:DJAIN@D125.ORG) | 847-415-4600

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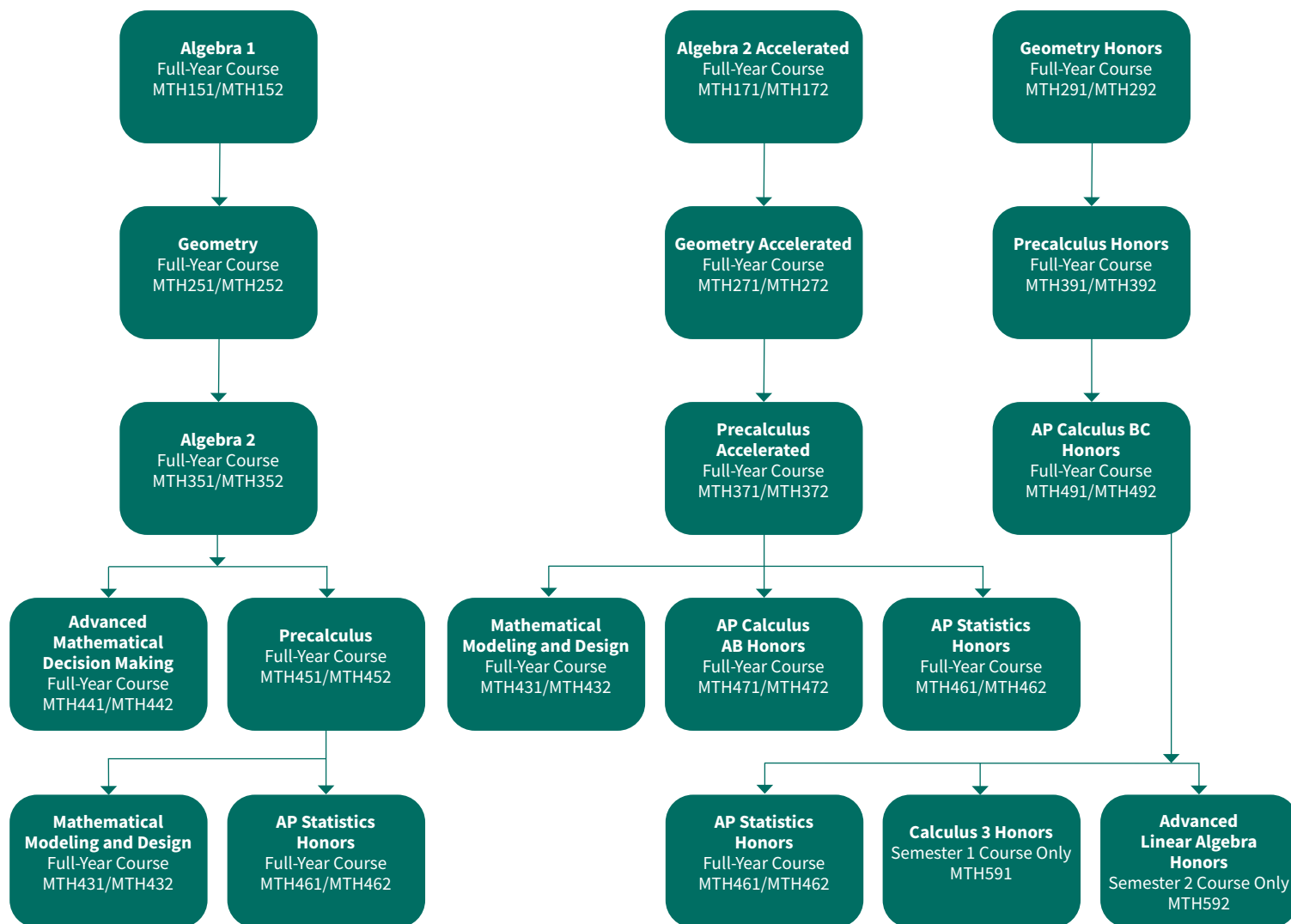


The Mathematics Division believes that all students can experience mathematical thinking as sensible, worthwhile, accessible, and doable. Students will develop flexibility in learning and thinking through the application of the Standards of Mathematics Practices (CCSSM, 2010). These critical skills traverse all mathematics coursework and support students' active engagement and agency in learning. Students will develop skills to connect various representations of mathematics to analyze, interpret, and reason critically around concrete real-world scenarios and abstract concepts. In addition to experiencing the study of mathematics as useful and practical, students will understand the relevance of mathematics for the cultural and social contributions it affords. The instructional design promotes cooperative learning, student-engaged learning activities, and independent practice. Graphing calculators and other technologies are used to support concept development and depth of understanding.

Students must earn course credit for at least six semesters of mathematics coursework including Algebra 1 and at least one course with geometry content. Eight semesters of mathematics is highly recommended to support continuity and preparation for post-secondary requirements or opportunities.

# MATHEMATICS COURSE OFFERINGS

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## CALCULATOR RECOMMENDATION:

A graphing calculator is required for all mathematics courses. The TI-84 Plus CE calculator is strongly recommended as the preferred model for all SHS mathematics courses. The TI-Nspire CX and TI-Nspire CX CAS calculators are also acceptable. In addition, students will use SHS-issued iPad to access notes, view feedback, engage in learning activities, and collaborate.



## ALGEBRA 1 (COLLEGE PREP)

MTH151—SEMESTER 1

OPEN TO 9-10

PREREQUISITE: COMPLETION AND DEMONSTRATED PROFICIENCY IN COMMON CORE STATE STANDARDS MATHEMATICS GRADE 8 (CCSSM8).

MTH152—SEMESTER 2

FULL YEAR

This course is designed to engage students in the practice of mathematics by developing an understanding of mathematical relationships, functions, and models, both in and out of context, with an emphasis on problem solving. Algebraic topics will be developed and valued conceptually leading to procedural fluency. Students will utilize concepts, skills, representations, and techniques that address linear functions, exponential functions, quadratic functions, and systems of equations. This course also uses statistical models to analyze relationships represented by data. Successful completion of this course will prepare students for entry into Geometry.

## GEOMETRY (COLLEGE PREP)

MTH251—SEMESTER 1

OPEN TO 10-11

PREREQUISITE: ALGEBRA 1

MTH252—SEMESTER 2

FULL YEAR

This course deals with sets of points and related properties. Sets studied include lines, angles, polygons, with emphasis on circles, planes, and surfaces of geometric solids such as pyramids, cones, cylinders, and spheres. This course emphasizes systematic approaches to and processes for proving and applying theorems. Algebra is utilized extensively during the course. Successful completion of this course prepares the students for further work in Algebra 2.

## ALGEBRA 2 (COLLEGE PREP)

MTH351—SEMESTER 1

OPEN TO 11-12

PREREQUISITE: GEOMETRY

MTH352—SEMESTER 2

FULL YEAR

This course is designed to provide students with a thorough background in advanced algebraic topics in preparation for continued coursework in Precalculus (MTH451/452) and Advanced Mathematical Decision Making (MTH441/442). Central to classroom experience is extending prior coursework and improving mathematical reasoning skills. Topics include inverses and transformations of functions, the study of the polynomial, rational, exponential, logarithmic, and trigonometric function families with an increased emphasis on modeling, and systems of equations, probability, and statistics.

## ADVANCED MATHEMATICAL DECISION MAKING (COLLEGE PREP)

MTH441—SEMESTER 1

OPEN TO 12

PREREQUISITE: ALGEBRA 2

MTH442—SEMESTER 2

FULL YEAR

This course is designed for students who are college-bound, non-STEM majors. Specific emphasis will be on problem solving using ratio, rate and proportions, probability, combinatorics, graph theory, finance, statistical analysis, mathematical modeling using logistic growth, exponential, and periodic functions.

## PRECALCULUS (COLLEGE PREP)

MTH451—SEMESTER 1

OPEN TO 11-12

PREREQUISITE: ANY LEVEL GEOMETRY AND ANY LEVEL ALGEBRA 2

MTH452—SEMESTER 2

FULL YEAR

This course includes the topics of polynomial, rational and algebraic functions, complex numbers, trigonometric equations, identities, inverse trigonometric functions, logarithms, permutations, combinations, and probability. Students completing this course will be prepared for a college-level calculus course.

## MATHEMATICAL MODELING AND DESIGN (COLLEGE PREP)

MTH431—SEMESTER 1

OPEN TO 12

PREREQUISITE: PRECALCULUS CP OR PRECALCULUS AC

MTH432—SEMESTER 2

FULL YEAR

*Have you ever wondered “Where can I use this mathematics” or “How can I use math to make a situation better?”* This course is a capstone experience for students who have completed PreCalculus (CP) or PreCalculus (AC). This is an introductory study of mathematical modeling and design thinking. Modeling is useful to understand the world and to make informed improvements and decisions. In this course, students will build on their prior mathematics knowledge and apply new skills (stochastic methods, statistical models, numerical analysis, digital simulations, etc.), to model real-world situations. Students will develop a “research question”, and construct flexible models that they improve over time. As a capstone project, students will have a choice in developing and applying a model in their area of interest. Collaboration and effective communication through written and presentational formats will be emphasized. This course helps students with interests in mathematics, social science, finance, business, science, or engineering to apply mathematics in meaningful ways.

### ALGEBRA 2 (ACCELERATED)

MTH171—SEMESTER 1

OPEN TO 9-10-11

PREREQUISITE: COMPLETION AND DEMONSTRATED PROFICIENCY IN ALGEBRA 1

MTH172—SEMESTER 2

FULL YEAR

This course is designed to provide students with an extensive background in advanced algebraic topics. Students will investigate a wide array of topics including inverses and transformations of functions, the study of the polynomial, exponential, rational, exponential, logarithmic, and trigonometric function families with an increased emphasis on modeling, systems of equations, probability, and statistics. Within these topics, some are studied at greater depth in order to prepare students to take advanced mathematics courses such as calculus, advanced statistics, or discrete mathematics. Successful completion of this course prepares the student for Geometry Accelerated.

### GEOMETRY (ACCELERATED)

MTH271—SEMESTER 1

OPEN TO 9-10-11

PREREQUISITE: ALGEBRA 2 ACCELERATED

MTH272—SEMESTER 2

FULL YEAR

This course requires students to complete an in-depth study of Euclidean Geometry. Topics include coordinate geometry, proof, congruent triangles, similar triangles, polygons, circles, area, and volume. The course teaches and extends problem-solving skills and the development of logical reasoning to communicate mathematics. Successful completion of this course prepares a student for Precalculus Accelerated.

### PRECALCULUS (ACCELERATED)

MTH371—SEMESTER 1

OPEN TO 10-11-12

PREREQUISITE: GEOMETRY ACCELERATED

MTH372—SEMESTER 2

FULL YEAR

This course provides an in-depth study of precalculus mathematics. Topics include polynomial, rational, algebraic, exponential, logarithmic and trigonometric functions and relations, conics and their properties, the complex number system, inequalities, probability, and statistics. Successful completion of this course provides the student with the necessary prerequisites for AP Calculus AB.

### GEOMETRY (HONORS)

MTH291—SEMESTER 1

OPEN TO 9-10

PREREQUISITE: COMPLETION AND DEMONSTRATED PROFICIENCY IN ALGEBRA 2 ACCELERATED

MTH292—SEMESTER 2

FULL YEAR

This course is an in-depth study of Euclidean geometry including extension topics of coordinate geometry, geometric probability and transformations. The course stresses problem-solving skills and the development of logical reasoning and communication of mathematics. Algebra 2 topics are integrated extensively throughout the course. Successful completion will prepare the student for Precalculus Honors.

### PRECALCULUS (HONORS)

MTH391—SEMESTER 1

OPEN TO 10-11

PREREQUISITE: GEOMETRY HONORS

MTH392—SEMESTER 2

FULL YEAR

This course is a continuation of the mathematics studied in Algebra 2 Accelerated and Geometry Honors. The content includes that of Precalculus Accelerated as well as topics related to limits, vector theory, matrix algebra, discrete mathematics, polar coordinates, proof by induction, and conic sections. Successful completion of this sequence prepares the student for entry into AP Calculus BC.

### AP CALCULUS AB (HONORS)

MTH471—SEMESTER 1

OPEN TO 11-12

PREREQUISITE: PRECALCULUS ACCELERATED

MTH472—SEMESTER 2

FULL YEAR

AP Calculus AB is primarily concerned with developing students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. The connections among these representations are also important. Topics covered in this course include limits, differentiation, integration, continuity, indeterminate forms, and improper integrals. Students who enroll in this course will be prepared to take the AP Calculus AB exam in May.

### AP CALCULUS BC (HONORS)

MTH491—SEMESTER 1  
OPEN TO 11-12  
PREREQUISITE: PRECALCULUS HONORS

MTH492—SEMESTER 2  
FULL YEAR

This course deals with the BC content of the AP curriculum beyond that of the Calculus AB sequence. Additional topics include sequences, infinite series, solutions of differential equations, advanced techniques of integration, as well as parametric and polar equations. Students who enroll in this course will be prepared to take the AP Calculus BC exam in May.

### AP STATISTICS (HONORS)

MTH461—SEMESTER 1  
OPEN TO 11-12  
PREREQUISITE: PRECALCULUS (ANY LEVEL)

MTH462—SEMESTER 2  
FULL YEAR

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes—Exploring Data: describing patterns and departures from patterns; Sampling and Experimentation: planning and conducting a study; Anticipating Patterns: exploring random phenomena using probability and simulation, and Statistical Inference: estimating population parameters and testing hypotheses. Students who enroll in this course will be prepared to take the AP Statistics exam in May.

### CALCULUS 3 (HONORS)

MTH591—SEMESTER 1 ONLY  
OPEN TO 11-12  
PREREQUISITE: AP CALCULUS BC

ONE SEMESTER

This course is the last of a three-course sequence in calculus and analytic geometry and includes the essential elements of multi-variable calculus as well as the analytic geometry of space. Content focus is on vectors, functions of several variables, curves and surfaces, differentiation, partial derivatives, multiple integrals, and surface integrals.

### ADVANCED LINEAR ALGEBRA (HONORS)

MTH592—SEMESTER 2 ONLY  
OPEN TO 11-12  
PREREQUISITE: AP CALCULUS BC

ONE SEMESTER

The course covers matrices and the algebra of linear systems. Content includes equations, vector spaces, real inner product spaces, linear transformations, determinants, eigenvalues, eigenvectors, diagonalizability, quadratic forms, and symmetric matrices. This course is equivalent to a one-semester college linear algebra course.



## PHYSICAL WELFARE DIVISION

**ERIC RAMOS, DIRECTOR** | [ERAMOS@D125.ORG](mailto:ERAMOS@D125.ORG) | 847-415-4229

**Physical Education Department      Health Education Department**

SCAN QR CODE TO READ MORE ABOUT PHYSICAL WELFARE ONLINE.  
[WWW.D125.ORG/ACADEMICS/PHYSICAL-WELFARE](http://WWW.D125.ORG/ACADEMICS/PHYSICAL-WELFARE)



The Division of Physical Welfare strives to ensure that students learn how to develop lifetime wellness by being prepared to make healthy, responsible lifestyle decisions while engaging in activities that establish positive, physical, social and emotional habits. We encourage positive, healthy decision making.

Students gain the knowledge and skills necessary to become healthy, lifelong learners through a fitness-based curriculum and a comprehensive Health Education Program. The foundation for cognitive, motor, and social development begins with activities and discussions during Foundation P.E. courses and continues through Health Education and upper level programs. Following these courses, students have choices in activities in which they will participate and further develop their knowledge and skills.

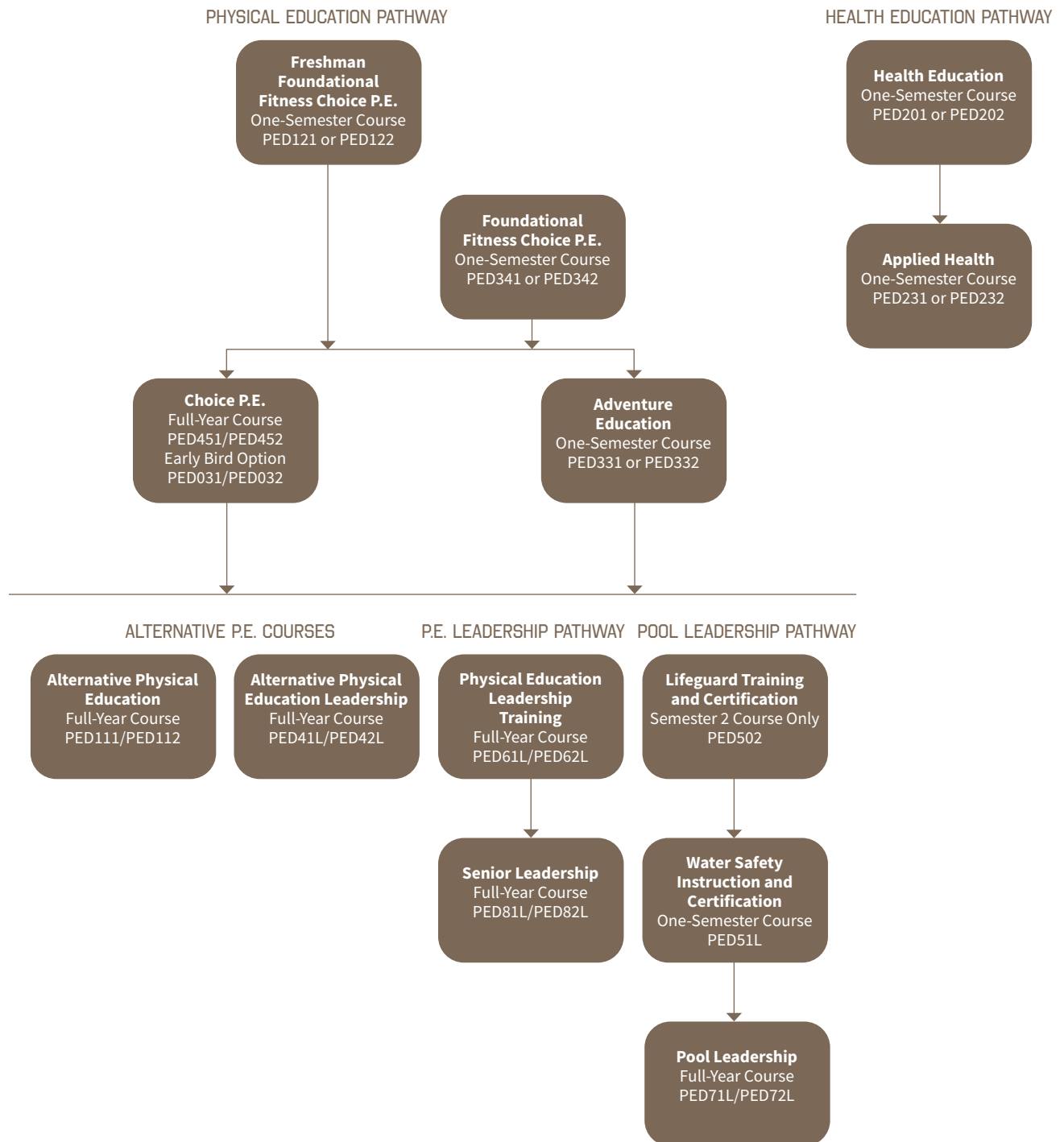
We make a commitment to provide each student with an equal opportunity for daily physical education regardless of their athletic ability or physical capabilities. The individual needs and interests of the student will determine their physical education choices.

### **Physical Welfare courses required for graduation:**

- All students must be enrolled in a physical education course, except when waivers apply.
- Read the introductory section for a full explanation of physical education requirements and waivers. Students should be prepared to discuss waiver applications with their counselors.
- Health Education

# PHYSICAL EDUCATION AND HEALTH EDUCATION COURSE OFFERINGS

WWW.D125.ORG/ACADEMICS/COURSEBOOK



# PHYSICAL EDUCATION

THE PHYSICAL EDUCATION DEPARTMENT OFFERS A HEALTH-RELATED FITNESS PROGRAM. STUDENTS WILL EXPERIENCE A VARIETY OF CARDIOVASCULAR AND FITNESS-RELATED ACTIVITIES AS WELL AS DEVELOP PHYSICAL SKILLS WHILE PARTICIPATING IN CARDIOVASCULAR AND TEAM-CENTERED ACTIVITIES. STUDENTS WILL ALSO ACQUIRE THE PRACTICAL EXPERIENCES AND KNOWLEDGE REQUIRED TO ESTABLISH A HEALTHY LIFESTYLE, BOTH AS AN ADOLESCENT AND AS A MATURING ADULT.

EXCESSIVE ABSENTEEISM OR NON-PARTICIPATION MUST BE MADE UP. MAKE-UP CARDS ARE ISSUED TO STUDENTS AND THEY CAN USE THE FITNESS CENTER OR CARDIO CENTER DURING THEIR LUNCH HOUR OR AFTER SCHOOL FOR MAKE-UP CREDIT.

HEALTH EDUCATION INFORMATION IS LINKED TO THE KNOWLEDGE AND UNDERSTANDING EACH STUDENT NEEDS TO IMPROVE THEIR LEVEL OF EMOTIONAL AND PHYSICAL HEALTH. DURING THE SEMESTER A STUDENT TAKES HEALTH EDUCATION, THEY ARE NOT REQUIRED TO TAKE PHYSICAL EDUCATION.

MEDICAL EXCUSES ARE ACCEPTED FROM PARENTS FOR UP TO THREE DAYS WITHIN EACH SIX-WEEK GRADING PERIOD. EXCUSES OF LONGER DURATION MUST BE WRITTEN BY A PHYSICIAN. STUDENTS WITH PHYSICIANS' NOTES WILL BE ACCOMMODATED IN EITHER AN ALTERNATIVE ACTIVITY OR OUR ALTERNATIVE PROGRAM (SEE ALTERNATIVE PHYSICAL EDUCATION). IF A PHYSICAL EDUCATION STUDENT IS ALSO A STUDENT ATHLETE, ANY MEDICAL RESTRICTIONS IN PHYSICAL EDUCATION WILL ALSO AFFECT THEIR ATHLETIC PARTICIPATION.

ALL CLASSES IN PHYSICAL EDUCATION, EXCEPT THE LEADERSHIP PROGRAM COURSES ARE PASS/FAIL.

## FRESHMAN FOUNDATIONAL FITNESS CHOICE P.E. (COLLEGE PREP)

PED121—SEMESTER 1  
OPEN TO 9  
PREREQUISITE: NONE

PED122—SEMESTER 2  
ONE SEMESTER

Freshman Foundational Fitness Choice P.E. is designed for students to learn to develop and maintain physical fitness in a variety of self-selected activities. The course begins with the Foundations of Fitness, where students learn how to develop and apply a personal fitness plan, how to perform basic lifting techniques, and how to utilize a fitness center safely. Students who are able to demonstrate safety in and around the water will choose activities in which they will participate and apply their fitness plan. (Students needing additional support for achieving swimming proficiency will participate in American Red Cross Learn to Swim lessons.)

## FOUNDATIONAL FITNESS CHOICE P.E. (COLLEGE PREP)

PED341—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: NONE

PED342—SEMESTER 2  
ONE SEMESTER

This course is designed for students who did not take Freshman Foundational Fitness Choice P.E. to learn to develop and maintain physical fitness in a variety of self-selected activities. The course begins with the Foundations of Fitness where students learn how to develop and apply a personal fitness plan, how to perform basic lifting techniques, and how to utilize a fitness center safely. Students who are able to demonstrate safety in and around the water will choose activities in which they will participate and apply their fitness plan. (Students needing additional support for achieving swimming proficiency will participate in American Red Cross Learn to Swim lessons.)

## CHOICE P.E. (COLLEGE PREP)

PED451—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: A FOUNDATIONAL FITNESS CLASS, ANY PREVIOUS PHYSICAL EDUCATION COURSE OR DIRECTOR APPROVAL

PED452—SEMESTER 2  
ONE SEMESTER

This course is designed for students to develop and maintain their lifelong wellness in activities of their choice. Students will choose the activity in which they will participate each semester. (Regardless of activity selected, all students will learn how to apply their fitness plan, reflect on their fitness, and build their knowledge of health-related fitness.) Multiple credits may be earned for this course.

### ADVENTURE EDUCATION (COLLEGE PREP)

PED331—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: A FOUNDATIONAL FITNESS CLASS OR ANY PREVIOUS PHYSICAL EDUCATION COURSE

PED332—SEMESTER 2  
ONE SEMESTER

Students in this course will participate in individual, partner, and team activities to work towards becoming better problem solvers and communicators, while learning to trust others and be trusted. Some units will require students to be in the pool. Activities may include team building, outdoor games, biking, archery, climbing/rappelling, kayaking, and canoeing. Multiple credits may be earned for this course.

### EARLY BIRD CHOICE P.E. (COLLEGE PREP)

PED031—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: A FOUNDATIONAL FITNESS COURSE, ANY PHYSICAL EDUCATION CLASS OR DIRECTOR APPROVAL

PED032—SEMESTER 2  
ONE SEMESTER

(See description for Choice P.E.). Early Bird physical education is scheduled from 7-8:25 a.m. on Monday/Wednesday/Friday. Students with excessive absenteeism in this class will be removed from the Early Bird program and placed in a physical education class during the regularly scheduled day. Multiple credits may be earned for this course.

### PHYSICAL EDUCATION LEADERSHIP TRAINING (COLLEGE PREP)

#### GPA WAIVER OPTION

PED61L—SEMESTER 1  
OPEN TO 11  
PREREQUISITE: ADMISSION BASED ON WRITTEN APPLICATION SUBMITTED TO AND APPROVED BY THE PHYSICAL EDUCATION DEPARTMENT DURING SOPHOMORE YEAR. (APPLICATION AVAILABLE ON THE STEVENSON WEBSITE, UNDER THE PHYSICAL EDUCATION WEB PAGE.) THE PHYSICAL EDUCATION LEADERSHIP PROGRAM IS A TWO-YEAR COMMITMENT.

PED62L—SEMESTER 2  
FULL YEAR

The first year of the leadership program is designed for students to become effective teacher aides and strong leaders. There will be active participation in all activities offered within the Stevenson Physical Education program. Students will learn to lead group activities, to develop skill progression, and to study methods and techniques of teaching physical education. The focus of this program is to develop and expand on leadership skills in group and individual led discussions or teaching opportunities where students will be asked to continually reflect on their leadership experience. Students will have the opportunity to apply the skills they learn by assisting physical education classes and planning two field days for junior high students. All students will participate in an aquatics program and fitness testing. Failure to comply with the Stevenson High School Student Guidebook Code of Conduct and P.E. Leader Code of Conduct can result in immediate dismissal.

### SENIOR LEADERSHIP (COLLEGE PREP)

#### GPA WAIVER OPTION

PED81L—SEMESTER 1  
OPEN TO 12  
PREREQUISITE: PHYSICAL EDUCATION LEADERSHIP TRAINING

PED82L—SEMESTER 2  
FULL YEAR

Students will apply what they learned in Physical Education Leadership Training by serving as teacher aides with a physical education teacher. All students will participate in fitness testing. Failure to comply with the Stevenson High School Student Guidebook Code of Conduct and P.E. Leader Code of Conduct can result in immediate dismissal.

### LIFEGUARD TRAINING AND CERTIFICATION (COLLEGE PREP)

PED502—SEMESTER 2 ONLY  
OPEN TO 10-11-12  
PREREQUISITE: ABILITY TO DEMONSTRATE REQUIRED SWIM SKILLS. STUDENTS MUST BE AT LEAST 15 YEARS OLD BY THE END OF THE COURSE.

ONE SEMESTER

ADDITIONAL FEE TO RECEIVE AMERICAN RED CROSS CERTIFICATE.

This course is designed to provide students with the ability to earn American Red Cross Lifeguarding and First Aid certification. Students will also learn skills in oxygen administration, preventing disease transmission, and CPR/AED. Students will be charged a fee if they wish to receive their American Red Cross certification. Students taking this class will be encouraged to participate in our Pool Leadership program. (Materials for the course are available in the Patriot Superstore.)

### WATER SAFETY INSTRUCTION AND CERTIFICATION (COLLEGE PREP)

#### GPA WAIVER OPTION

PED51L—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: ABILITY TO DEMONSTRATE REQUIRED SWIM SKILLS. STUDENTS MUST BE 16 YEARS OLD BY THE END OF THE COURSE. ADDITIONAL FEE TO RECEIVE AMERICAN RED CROSS CERTIFICATE.

ONE SEMESTER

The first part of the course consists of the American Red Cross Fundamentals of Instructor Training and Water Safety Instructor course. Students will learn techniques of teaching swimming and the policies and procedures of the Physical Education Department as they pertain to the role of the pool leader in the aquatics program. Students will be charged a fee if they wish to receive their American Red Cross certification. Students taking this class will be encouraged to participate in our Pool Leadership program, where they will then serve as water safety instructors, lifeguards, and pool aides. Each student will receive ongoing Lifeguard In-Service Training while in the program that will keep their certifications current and their skills sharp. At the end of the course, a student must receive a recommendation in their evaluation to continue into the leadership program.

## POOL LEADERSHIP (COLLEGE PREP)

### GPA WAIVER OPTION

PED71L—SEMESTER 1  
OPEN TO 11-12

PED72L—SEMESTER 2  
ONE SEMESTER OR FULL YEAR

PREREQUISITE: WATER SAFETY INSTRUCTION AND CERTIFICATION. STUDENTS MUST HAVE AMERICAN RED CROSS LIFEGUARDING AND WATER SAFETY INSTRUCTION CERTIFICATIONS.

Students will continue to serve as water safety instructors, lifeguards, and pool aides to the aquatics program. Each student will receive ongoing Lifeguard In-Service Training that will keep their certifications current and their skills sharp. At the end of each semester a student must receive a recommendation in their evaluation to continue in the leadership program. Materials for the course are available in the Patriot Superstore. Failure to comply with the Stevenson High School Student Guidebook Code of Conduct and P.E. Leader Code of Conduct can result in immediate dismissal.

## ALTERNATIVE PHYSICAL EDUCATION LEADERSHIP (COLLEGE PREP)

### GPA WAIVER OPTION

PED41L—SEMESTER 1  
OPEN TO 11-12

PED42L—SEMESTER 2  
FULL YEAR

PREREQUISITE: ADMISSION BASED ON WRITTEN APPLICATION SUBMITTED TO AND APPROVED BY THE ALTERNATIVE PHYSICAL EDUCATION COORDINATOR DURING SOPHOMORE YEAR. (APPLICATIONS ARE AVAILABLE ON THE PHYSICAL WELFARE WEB PAGE.) THE ALTERNATIVE PHYSICAL EDUCATION LEADERSHIP PROGRAM IS A TWO-YEAR COMMITMENT.

New students will engage in training which takes place in class during the first semester. Students will perform one-on-one or in small groups working with individuals who have a variety of special needs. Leaders also participate in work with the students outside of the regular school day. Failure to comply with the Stevenson High School Student Guidebook Code of Conduct and P.E. Leader Code of Conduct can result in immediate dismissal.

## ALTERNATIVE PHYSICAL EDUCATION (COLLEGE PREP)

PED111—SEMESTER 1  
OPEN TO 9-10-11-12

PED112—SEMESTER 2  
FULL YEAR

PREREQUISITE: A PHYSICIAN'S VERIFICATION MUST BE ON FILE

Alternative Physical Education is for students who, for medical reasons, are unable to participate in regular physical education classes for an extended duration. This class is also for students with other disabilities that merit an adapted curriculum. All curriculum will be modified and adapted so that all students can participate and benefit. The instructor will work with the doctor in an effort to design a program to meet the individual needs of each student. Upon clearance from the doctor, a student will be readmitted to their regularly scheduled physical education class.

## HEALTH EDUCATION

THE EMPHASIS IN HEALTH EDUCATION IS ON CHOICES TO EMPOWER PERSONAL WELLNESS THROUGH EXPERIENTIAL ACTIVITIES.

## HEALTH EDUCATION (COLLEGE PREP)

PED201—SEMESTER 1  
OPEN TO 10

PED202—SEMESTER 2  
ONE SEMESTER

PREREQUISITE: NONE

The following Health Education units are taught:

- Wellness and Mental Health
- Reality of Drugs
- Adult CPR and AED
- Social Health

Within the adult CPR unit, students have the opportunity to receive adult CPR and AED certification (summer school excluded) through the American Red Cross. (Student participation in the adult CPR unit is a requirement.) Health Education should be completed by the end of the sophomore year. During the semester that a student takes Health Education, the student is excused from Physical Education. By completing the Reality of Drugs unit, students will be prepared for the "46th Credit" exam which is a graduation requirement.

## APPLIED HEALTH (COLLEGE PREP)

### GPA WAIVER OPTION

PED231—SEMESTER 1  
OPEN TO 10-11-12

PED232—SEMESTER 2  
ONE SEMESTER

PREREQUISITE: HEALTH EDUCATION

ADDITIONAL FEE TO RECEIVE AMERICAN RED CROSS CERTIFICATE.

The purpose of Applied Health is to develop professional skills that can be applied to a career in healthcare. This course empowers students with real usable skills and credentials in the allied medical health field. Topics in the course include professional rescue skills, injury management, health career exploration, functional anatomy and terminology, long-term wellness, and personal/professional social/emotional life skills.

The course is lab-based and highly dependent on attendance and participation. A lab fee is required for any student who wishes to earn the American Red Cross certification. During the semester that a student takes Applied Health, the student is excused from Physical Education.





## SCIENCE DIVISION

STEVE WOOD, DIRECTOR | SWOOD@D125.ORG | 847-415-4401

SCAN QR CODE TO READ MORE ABOUT SCIENCE ONLINE:  
[WWW.D125.ORG/ACADEMICS/SCIENCE](http://WWW.D125.ORG/ACADEMICS/SCIENCE)



Science is as much a way of knowing as it is a body of knowledge. The Science Division at Stevenson is dedicated to a laboratory approach to science education that will involve each student in the process of discovery. This approach enables students to have practice in the kinds of analytical problem solving that will help them throughout life. Students will engage in the Science and Engineering Practices outlined in the Next Generation Science Standards (NGSS) as they “do science.” At the same time, students build an integrated information base for post-secondary studies and see the cross-cutting concepts that run through all science disciplines. Courses are presently offered at three levels as indicated by the course pathway on the following page.

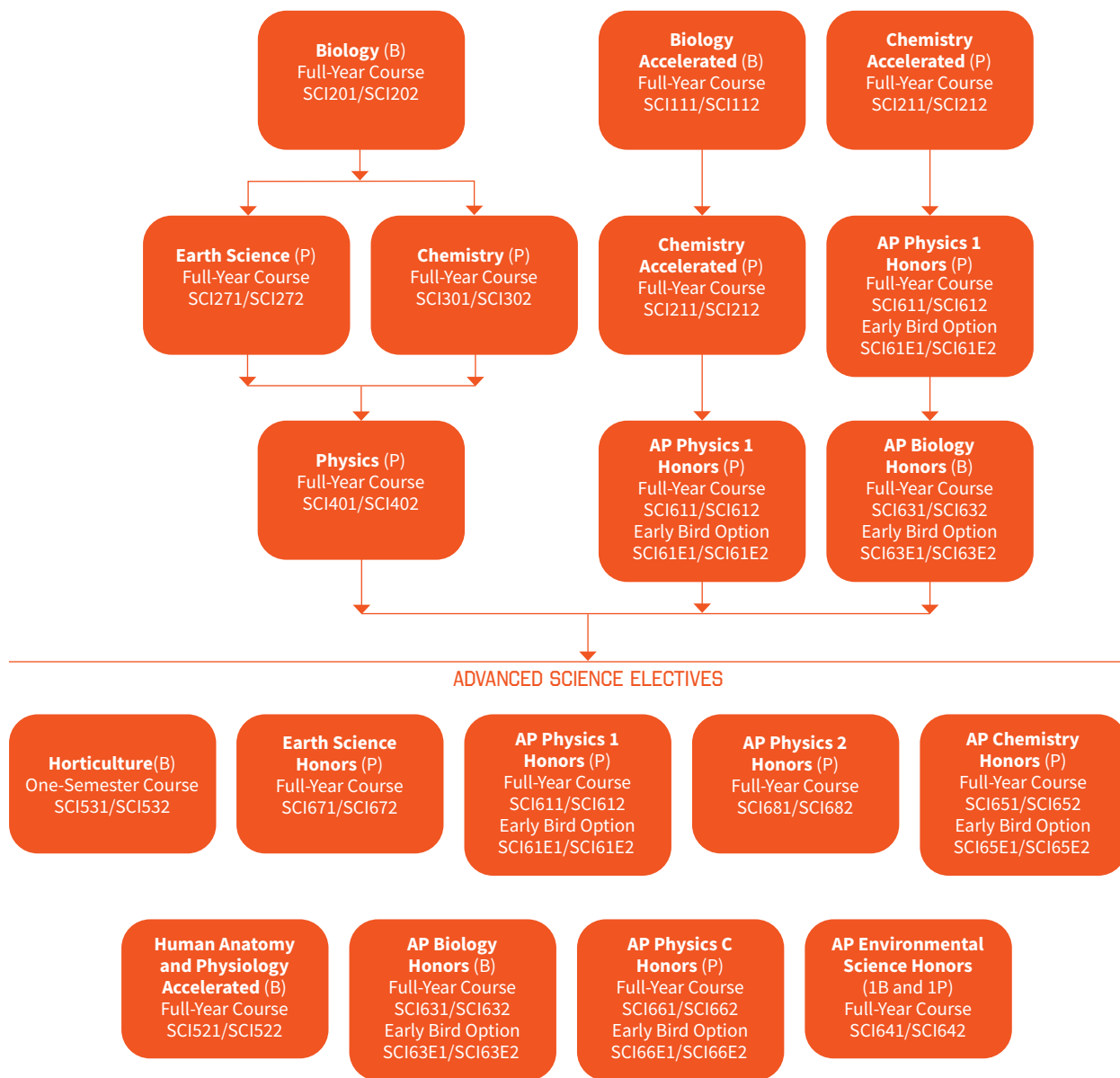
The graduation requirement for all students is two years of science. One year must be in the biological sciences which are indicated with a B after the course title. One year must be in the physical sciences which are indicated with a P after the course title. It is strongly recommended that all college-bound students take four years of a laboratory science.

### Science Courses Required for Graduation:

Two semesters biological (B) and two semesters physical (P).

# SCIENCE DIVISION COURSE OFFERINGS

WWW.D125.ORG/ACADEMICS/COURSEBOOK



KEY:  
B=BIOLOGICAL SCIENCE  
P=PHYSICAL SCIENCE

## BIOLOGY (COLLEGE PREP B)

SCI201—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: APPROVAL OF DIRECTOR

SCI202—SEMESTER 2  
FULL YEAR

Students in this course will increase their scientific literacy through gaining an understanding of the core concepts of biology and also improving their ability to engage in scientific critical thinking, including testing experimental questions, using models to explain phenomena, and constructing explanations from evidence. First semester topics include characteristics of life, atoms, photosynthesis, biochemistry, cellular respiration, carbon cycle, and human impacts. Second semester topics include diffusion and homeostasis within the body, mitosis, DNA, protein synthesis, meiosis, inheritance, and evolution. Students engage in class discussion, participate in laboratory investigations, create and use models, and construct scientific explanations.

## EARTH SCIENCE (COLLEGE PREP P)

SCI271—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: BIOLOGY OR APPROVAL OF DIRECTOR

SCI272—SEMESTER 2  
FULL YEAR

This lab-based course explores astronomy, geology, and atmospheric science. First semester topics focus on the physical world and include geologic time, minerals, rocks, plate tectonics, earthquakes, volcanoes, and mountain building. Second semester topics include weathering and erosion, running water, glaciers, wind, atmospheric science, and astronomy. Students engage in several hands-on engineering projects throughout the year.

## HORTICULTURE (COLLEGE PREP B)

SCI531—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: BIOLOGY OR APPROVAL OF DIRECTOR

SCI532—SEMESTER 2  
ONE SEMESTER

Students will develop an understanding of plant biology, physiology, and ecology. Students will grow plants from seed, care for plants, practice plant propagation techniques, as well as harvest and process plant products from Stevenson's new greenhouse and green roof facilities. Students will also learn about green industry careers.

## CHEMISTRY (COLLEGE PREP P)

SCI301—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: BIOLOGY (COLLEGE PREP OR ACCELERATED), OR APPROVAL OF DIRECTOR, AND THE EQUIVALENT OF ONE YEAR OF ALGEBRA

SCI302—SEMESTER 2  
FULL YEAR

This course asks students to explore basic chemistry concepts and the impact of those concepts on real-life applications. Problem solving, critical thinking, and laboratory skills are emphasized. Major topics include: atomic theory and structure, the periodic table, chemical reactions, stoichiometry, thermochemistry, nuclear chemistry, reaction rates, equilibrium, gas laws, acids/bases, and environmental chemistry.

## PHYSICS (COLLEGE PREP P)

SCI401—SEMESTER 1  
OPEN TO 11-12  
PREREQUISITE: NONE

SCI402—SEMESTER 2  
FULL YEAR

This course instructs students how to investigate and explain daily phenomena. First semester topics include kinematics, Newton's Laws, and energy. Second semester topics include electrostatics, the relationship between electricity and magnetism, and waves. Students engage in class discussion, perform problem analysis using algebraic concepts, and conduct laboratory investigations.

## BIOLOGY (ACCELERATED B)

SCI111—SEMESTER 1  
OPEN TO 9-10  
PREREQUISITE: APPROVAL OF DIRECTOR

SCI112—SEMESTER 2  
FULL YEAR

This course is organized into integrated units driven by an anchoring phenomena. The content of this course includes: energy, genetics and heredity, macromolecules, group behavior, evolution, ecology, homeostasis in the environment, homeostasis and diffusion within the body, human impacts, protein synthesis, mutations, cell cycle, and DNA. Students will work collaboratively and improve their ability to test experimental questions, analyze and interpret data, develop and use models, use mathematical and computational thinking, and construct explanations using evidence. The pace of this course is accelerated and material is presented in greater depth than in College Prep Biology.

## CHEMISTRY (ACCELERATED P)

SCI211—SEMESTER 1

OPEN TO 9-10-11-12

PREREQUISITE: FRESHMAN PLACEMENT REQUIRES APPROVAL OF DIRECTOR

SCI212—SEMESTER 2

FULL YEAR

Chemistry Accelerated is a lab-oriented, in-depth study of the fundamental concepts of chemistry with an emphasis on observing patterns, recognizing cause and effect, and finding relationships between energy and matter. Problem solving, critical thinking, and laboratory skills are emphasized. Major topics include: atomic theory and structure, the periodic table, chemical reactions, stoichiometry, thermochemistry, nuclear chemistry, reaction rates, equilibrium, acid/base, and environmental chemistry.

## HUMAN ANATOMY AND PHYSIOLOGY (ACCELERATED B)

SCI521—SEMESTER 1

OPEN TO 11-12

PREREQUISITE: BIOLOGY, CHEMISTRY AND HEALTH EDUCATION

SCI522—SEMESTER 2

FULL YEAR

Human Anatomy and Physiology is an excellent resource for anyone interested in pursuing a career in healthcare, wishing to improve the accuracy of their art, or for those aspiring to gain a deeper understanding of the structure and function of the human body. The course goes beyond the basic biology of human body systems as it delves into the complex relationships required to maintain homeostasis.

**Note:** It is strongly recommended that Physics is taken prior to, or concurrently with, Human Anatomy and Physiology Accelerated.

## AP PHYSICS 1 (HONORS P)

SCI611—SEMESTER 1

### EARLY BIRD OPTION

SCI61E1—SEMESTER 1

OPEN TO 10-11-12

RECOMMENDED: CHEMISTRY

SCI612—SEMESTER 2

SCI61E2—SEMESTER 2

FULL YEAR

This course covers the material typical in the first semester of an introductory physics course at a college level in preparation for the AP Physics 1 exam. It will be beneficial to students wishing to satisfy a college physical science requirement and will deal with mechanics, simple harmonic motion, waves and resistor circuits. Laboratory experiments, problem solving, and written explanations of physics concepts are emphasized in all units studied. The pace of this course is accelerated and the material is in greater depth, with more mathematical computation than in Physics. Students who enroll in this course will be prepared to take the AP Physics 1 exam in May. This class meets 1.5 periods and receives 1.5 credits for each semester.

## AP PHYSICS 2 (HONORS P)

SCI681—SEMESTER 1

OPEN TO 11-12

PREREQUISITE: AP PHYSICS 1 OR PHYSICS (COLLEGE PREP)

SCI682—SEMESTER 2

FULL YEAR

This course covers the material typical in the second semester of an introductory physics course at a college level. It will be beneficial to students wishing to satisfy a college physical science requirement and will deal with optics, modern, fluids, thermodynamics, electrostatics, resistor-capacitor circuits, and electromagnetism. Laboratory experiments and problem solving are emphasized in all units studied. The pace of this course is accelerated and the material is in greater depth, with more mathematical computation than in Physics. Students who enroll in this course will be prepared to take the AP Physics 2 exam in May. This class meets one period and receives one credit for each semester.

## AP BIOLOGY (HONORS B)

SCI631—SEMESTER 1

### EARLY BIRD OPTION

SCI63E1—SEMESTER 1

OPEN TO 11-12

PREREQUISITE: CHEMISTRY AND PHYSICS (COLLEGE PREP OR ACCELERATED) OR APPROVAL OF DIRECTOR

SCI632—SEMESTER 2

SCI63E2—SEMESTER 2

FULL YEAR

In this course, students study advanced topics in cellular and molecular biology as recommended by the College Board. In-depth study of topics is reinforced by laboratory work. This course is most beneficial for students considering majors in science or careers in health-related fields. Students who enroll in this course will be prepared to take the AP Biology exam in May. This class meets 1.5 periods and receives 1.5 credits for each semester.

### AP ENVIRONMENTAL SCIENCE (HONORS B, P)

SCI641—SEMESTER 1                      SCI642—SEMESTER 2  
OPEN TO 12                                  FULL YEAR  
PREREQUISITE: BIOLOGY AND CHEMISTRY, OR APPROVAL OF DIRECTOR

This two-semester course will be the equivalent of a one-semester introductory college lab course in environmental science. Students will investigate the interrelationships of the natural world, analyze environmental problems, and propose solutions for resolving/preventing these problems. Topics include: earth systems, ecology, populations, energy use, global warming, and pollution. This class meets for one period and receives one credit for each semester. Students successfully completing this course will receive one semester credit of physical science and one semester credit of biological science. Students who enroll in this course will be prepared to take the AP Environmental Science exam in May. They will also attend three field trips during the school year. It is recommended that students take physics before, or concurrently with, this course.

### AP CHEMISTRY (HONORS P)

SCI651—SEMESTER 1                      SCI652—SEMESTER 2  
**EARLY BIRD OPTION**  
SCI65E1—SEMESTER 1                      SCI65E2—SEMESTER 2  
OPEN TO 11-12                                  FULL YEAR  
PREREQUISITE: CHEMISTRY AND PHYSICS, OR APPROVAL OF DIRECTOR

This course covers the following areas: chemical bonding, behavior of gases, structure of matter, kinetic theory, solutions, acid base chemistry, electrochemistry, molecular geometry, thermodynamics, and equilibrium. Experiments reinforce these units; problem solving is emphasized. Students who enroll in this course will be prepared to take the AP Chemistry exam in May. This class meets 1.5 periods and receives 1.5 credits for each semester.

### AP PHYSICS C (HONORS P)

SCI661—SEMESTER 1                      SCI662—SEMESTER 2  
**EARLY BIRD OPTION**  
SCI66E1—SEMESTER 1                      SCI66E2—SEMESTER 2  
OPEN TO 11-12                                  FULL YEAR  
PREREQUISITE: AP PHYSICS 1 OR AP PHYSICS 2, AND COMPLETION OR CONCURRENT ENROLLMENT IN AP CALCULUS AB OR BC, OR APPROVAL OF DIRECTOR

This course integrates calculus into the topics of physics, and covers material typical to the first year of a university-level physics course. It is strongly recommended for students wishing to pursue a career in any engineering or STEM-related field. Laboratory experiments, analytical thinking, and problem solving, as well as written explanations of physics concepts are emphasized. Topics in mechanics are studied first semester, while topics in electricity and magnetism are examined second semester. Students who enroll in both semesters of this course will be prepared to take both the AP Physics C Mechanics and the AP Physics C Electricity and Magnetism exams in May. This class meets 1.5 periods and receives 1.5 credits for each semester.

### EARTH SCIENCE (HONORS P)

**DUAL CREDIT MAY BE AVAILABLE AT A LOCAL UNIVERSITY**  
SCI671—SEMESTER 1                      SCI672—SEMESTER 2  
OPEN TO 11-12                                  FULL YEAR  
RECOMMENDED: BIOLOGY, CHEMISTRY, AND PHYSICS

This lab-based course covers three key areas: geology, meteorology, and astronomy. First semester topics include physical geology, plate tectonics, and historical geology. Second semester topics include elements of weather, climate science, planetary science, and astronomy. This course is a dual-credit, college-level science course. Classes are held at Stevenson and taught by Stevenson teachers.



## SOCIAL STUDIES DIVISION

**BRAD SMITH, DIRECTOR** | BSMITH@D125.ORG | 847-415-4651

SCAN QR CODE TO READ MORE ABOUT SOCIAL STUDIES ONLINE:  
[WWW.D125.ORG/ACADEMICS/SOCIAL-STUDIES](http://WWW.D125.ORG/ACADEMICS/SOCIAL-STUDIES)



Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides a coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help students develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent 21<sup>st</sup> century world.

A minimum of three years of study in Social Studies is recommended for college-bound students.

### Social Studies Courses Required for Graduation:

- One year of World History and Geography
- One year of U.S. History (or AP U.S. History)
- One semester of Government (or AP U.S. Government and Politics)—Both Government and AP U.S. Government satisfy the Illinois civics requirements for graduation.
- One semester of Economics, AP Macroeconomics, AP Microeconomics, or Personal Finance is necessary for graduation.

# SOCIAL STUDIES COURSE OFFERINGS

WWW.D125.ORG/ACADEMICS/COURSEBOOK

## COURSES AVAILABLE STARTING IN 9<sup>TH</sup> GRADE

**World History and Geography\***  
Full-Year Course  
SOC101/SOC102

## COURSES AVAILABLE STARTING IN 10<sup>TH</sup> GRADE

**World Religions**  
One-Semester Course  
SOC501 or SOC502

**Global Relations**  
One-Semester Course  
SOC531 or SOC532

**AP European History Honors**  
Full-Year Course  
SOC601/SOC602

**AP Human Geography Honors**  
Full-Year Course  
SOC611/SOC612

**Constitutional Law**  
One-Semester Course  
SOC511 or SOC512

**Law In American Society**  
One-Semester Course  
SOC431 or SOC432

**AP Government-Comparative Honors**  
One-Semester Course  
SOC631 or SOC632

## COURSES AVAILABLE STARTING IN 11<sup>TH</sup> GRADE

**U.S. History\***  
Full-Year Course  
SOC321/SOC322

**AP U.S. History Honors\***  
Full-Year Course  
SOC621/SOC622

**American Studies (AP U.S. History and AP English Language and Composition) Honors**  
Full-Year Course  
SOC581/SOC582

**Sociology**  
One-Semester Course  
SOC541 or SOC542

**Sociology Honors**  
One-Semester Course  
SOC571 or SOC572

**Economics\***  
One-Semester Course  
SOC411 or SOC412

**AP Macroeconomics Honors\***  
One-Semester Course  
SOC641 or SOC642

**AP Microeconomics Honors\***  
One-Semester Course  
SOC651 or SOC652

**Philosophy and Political Theory: A History of Ideas Honors**  
One-Semester Course  
SOC671 or SOC672

## COURSES AVAILABLE STARTING IN 12<sup>TH</sup> GRADE

**Government\***  
One-Semester Course  
SOC401 or SOC402

**AP Government-United States Honors\***  
One-Semester Course  
SOC681 or SOC682

**AP Government-Comparative Honors**  
One-Semester Course  
SOC631 or SOC632

**Political Thought and Its Literature**  
One-Semester Course  
SOC561 or SOC562

**Psychology**  
One-Semester Course  
SOC551 or SOC552

**AP Psychology Honors**  
Full-Year Course  
SOC661/SOC662

*\* Courses marked with an asterisk fulfill social studies graduation requirement*

## WORLD HISTORY AND GEOGRAPHY (COLLEGE PREP)

SOC101—SEMESTER 1  
OPEN TO 9-10  
PREREQUISITE: NONE

SOC102—SEMESTER 2  
FULL YEAR

World History and Geography is a one-year course required for graduation, and a prerequisite for all courses in the social studies. Students taking World History and Geography develop core academic skills in reading and writing while studying history from the origins human civilizations to the present. Patterns and changes in political and economic systems, social structures, religious beliefs and ideologies, and cultural accomplishments are studied from a global perspective with case studies from every world region. Through collaboration, discussion, and debate, World History and Geography students will improve their: 1) historical and geographic literacy, 2) historical evaluation and analysis, and 3) historical argumentation for the purpose of becoming better readers, writers, and critical thinkers. With the foundational study of World History and Geography, students develop global perspective, appreciation for global and community diversity, and an understanding of the historical forces that have shaped our present world.

## WORLD RELIGIONS (COLLEGE PREP)

SOC501—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY

SOC502—SEMESTER 2  
ONE SEMESTER

This course is designed to introduce students to the major religions of the world. Students will analyze each religion's foundations, historical development, principle themes and beliefs, and cultural impact. Its primary purpose is to equip students with an understanding of the major ideas and practices of the world's religions so that they may better understand the world in which they live.

## LAW IN AMERICAN SOCIETY (COLLEGE PREP)

SOC431—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY

SOC432—SEMESTER 1  
ONE SEMESTER

In this one-semester course, students will develop a basic understanding of our legal system, its terminology and its procedures. An emphasis will be placed on analyzing real world issues and court cases that relate to our rights as citizens and the role of our legal system. The class will rely heavily on class discussions, group projects, and simulations. We will explore the lawmaking process, civil law, criminal law, and criminal investigations, and criminal behavior. Students will also prepare opening statements, learn how to question witnesses, and engage in mock trial activities. This class will expose students to skills and content that will prove useful for those considering careers in law, criminal justice, crime prevention, and other public occupations.

## CONSTITUTIONAL LAW (COLLEGE PREP)

SOC511—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY

SOC512—SEMESTER 2  
ONE SEMESTER

Constitutional Law provides students with an understanding of how the U.S. Constitution came into existence, why it took the form it did, and how it functions in contemporary American society. Students will develop analytical and evaluative skills by applying constitutional principles to a variety of legal issues and political controversies. Students will assume a lawyer's role in oral argument activities. Students interested in legal careers, criminal and civil rights, and public service should consider this course.

## GLOBAL RELATIONS (COLLEGE PREP)

SOC531—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY

SOC532—SEMESTER 2  
ONE SEMESTER

This one-semester course focuses on significant and contemporary global events. The emphasis in the course will be on international events after the Cold War. A major goal of the course is to encourage an understanding and evaluation of the international system through major current events. Students will be expected to read current news publications in addition to assigned text materials and will be engaged in several issue-based simulations throughout the course.

## AP EUROPEAN HISTORY (HONORS)

SOC601—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY

SOC602—SEMESTER 2  
FULL YEAR

This course focuses on dominant ideas in the world today (democracy, industrialism, capitalism, communism, the scientific method) through the advanced study of European history, with a focus on understanding how European ideas, culture, politics, and economics have shaped the world from 1450 to the present. Students will collaboratively engage with, discuss, and debate historical evidence in order to improve their capacities in: 1) historical comprehension, 2) historical analysis, and 3) historical argumentation. As a result, students will learn that history is an interpretive, dynamic study of the past that empowers them to impact the future. Students who enroll in this course are prepared to take the AP European History exam in May.



### AP HUMAN GEOGRAPHY (HONORS)

SOC611—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY

SOC612—SEMESTER 2  
FULL YEAR

The purpose of the advanced placement course in human geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of our world. Students employ geographical and spatial concepts and tools to analyze topics such as human population movement and organization, cultural patterns and processes, political organization, agricultural and rural land use, industrialization and economic development, and city and urban land use. Students will be expected to integrate college-level reading with maps, graphs, and other spatial data sets to conduct analyses, apply models, and draw conclusions. A summer reading assignment must be completed prior to beginning this course. Students who enroll in this course are prepared to take the AP Human Geography exam in May.

### U.S. HISTORY (COLLEGE PREP)

SOC321—SEMESTER 1  
OPEN TO 11  
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY

SOC322—SEMESTER 2  
FULL YEAR

This sequence fulfills the graduation requirement of one year of U.S. history as established by the State of Illinois. With an emphasis on the 20<sup>th</sup> century, the overriding goal of this course is to give students the opportunity to understand how the current domestic and international status of the U.S. developed. It is designed to help students identify causes and effects, events and philosophies, which led to the contemporary situation, and provide them with an historical basis for decision making. This course builds on the skills associated with historical inquiry introduced in World History and Geography. Geographic themes such as location, mobility, and interaction with the environment are stressed within this historical treatment.

### AP U.S. HISTORY (HONORS)

SOC621—SEMESTER 1  
OPEN TO 11  
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY

SOC622—SEMESTER 2  
FULL YEAR

This sequence fulfills the graduation requirement of one year of U.S. history as set by the State of Illinois. In this Advanced Placement course, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. This course will develop college-level reading and writing skills through the advanced study of United States history. Students who enroll in this course are prepared to take the AP United States History exam in May.

### AMERICAN STUDIES (AP U.S. HISTORY AND AP ENGLISH LANGUAGE AND COMPOSITION) (HONORS)

SOC581—SEMESTER 1  
OPEN TO 11  
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY, SOPHOMORE ENGLISH

SOC582—SEMESTER 2  
FULL YEAR

Students are scheduled for consecutive periods of history and English, allowing for an integrated study of the two disciplines, development of skills for informed citizenship, and thematic movements in our country's history and literature. This course fulfills the College Board's objectives for both AP English Language and Composition and AP U.S. History, with attention to how a shared focus on both content and skills reinforces the development of the common and separate course objectives, including preparation for both AP exams. The AP U.S. History component focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content objectives and themes. SAT and AP exam preparation are used to sharpen reading, editing, and revising skills. Students who enroll in this course are prepared to take both the AP English Language and Composition and the AP United States History exams in May.

## ECONOMICS (COLLEGE PREP)

SOC411—SEMESTER 1

OPEN TO 11-12

PREREQUISITE: WORLD HISTORY AND GEOGRAPHY

SOC412—SEMESTER 2

ONE SEMESTER

Students in this course develop the economic awareness and decision-making skills to make rational and informed economic decisions in life, become responsible consumers, and develop essential business and job skills for their futures. Through collaborative and interactive activities and units, students gain an understanding of basic economic concepts, the impact economic factors can have on their lives, and their role in the growing global economy. Students improve their critical-thinking skills to better understand world events and participate as global citizens. This course also fulfills the Economic/Personal Finance graduation requirement.

## SOCIOLOGY (COLLEGE PREP)

SOC541—SEMESTER 1

OPEN TO 11-12

PREREQUISITE: WORLD HISTORY AND GEOGRAPHY

SOC542—SEMESTER 2

ONE SEMESTER

The purpose of this course is to provide students with a chance to examine human social interaction and social organization. Sociology focuses on special topics such as groups, culture, socialization, deviance, and inequalities (gender, social class, race, ethnicity). This class will explore these areas through sociological readings and engaging in discussing and simulation. Students will learn how to become more reflective of themselves, their community, and their society. Students will be required to complete ten community service hours as an alternative to a traditional final exam. Upon completion of this course and required service hours, students should gain a better understanding of themselves and their place in the social world.

## SOCIOLOGY (HONORS)

### DUAL CREDIT WITH LOYOLA UNIVERSITY CHICAGO

SOC 571—SEMESTER 1

OPEN TO 11-12

PREREQUISITE: WORLD HISTORY AND GEOGRAPHY

SOC572—SEMESTER 2

ONE SEMESTER

ADDITIONAL FEES FOR DUAL CREDIT MAY BE IMPOSED BY THE COLLEGE/UNIVERSITY.

Honors Sociology is a dual credit course in partnership with Loyola University Chicago that allows students to take a college course while still in high school. This one-semester class meets the requirements for Loyola University Chicago's *Sociology 101: Society in a Global Age*. The class will be a valuable entry point for students who want to learn about the sociology concepts on the MCAT exam. Sociology analyzes how society shapes individual through structures like family, media, education, and through inequalities like gender, race, and social class. Learning Sociology can give students new insights about everyday life. These insights will hopefully increase student mindfulness about themselves as individuals, their interactions with others and their society in general. Sociology is excellent preparation for working with diverse people and data.

## AP MACROECONOMICS (HONORS)

SOC641—SEMESTER 1                      SOC642—SEMESTER 2  
OPEN TO 11-12                              ONE SEMESTER  
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY

The purpose of an advanced placement course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. It places emphasis on the different philosophies and theories associated with macroeconomic analysis and policy. Students will analyze both basic and extensive economic concepts in order to become informed economic consumers, producers, and suppliers. Students who enroll in this course are prepared to take the AP Macroeconomics exam in May. Successful completion of this class fulfills the Economics/Personal Finance graduation requirement.

## AP MICROECONOMICS (HONORS)

SOC651—SEMESTER 1                      SOC652—SEMESTER 2  
OPEN TO 11-12                              ONE SEMESTER  
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY

This is an advanced placement level course preparing students for the AP Microeconomics exam. Coursework in AP Microeconomics includes: the basic economic problem, the nature of markets, the firm, the factor markets and the role of government. Successful completion of this class fulfills the Economics/Personal Finance graduation requirement. Students who enroll in this course are prepared to take the AP Microeconomics exam in May.

## PHILOSOPHY AND POLITICAL THEORY: A HISTORY OF IDEAS (HONORS)

### DUAL CREDIT AVAILABLE WITH LOYOLA UNIVERSITY CHICAGO

SOC671—SEMESTER 1                      SOC672—SEMESTER 2  
OPEN TO 11-12                              ONE SEMESTER  
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY  
ADDITIONAL FEES FOR DUAL CREDIT MAY BE IMPOSED BY THE COLLEGE/UNIVERSITY.

*What is the meaning of life? What is reality? How do I know what I know?* This course introduces philosophies and political theories by which humans have attempted to understand and organize their world. It is a college-level elective that explores major world philosophies, their influence on each other, and their influence on the present. Students will contemplate ethical dilemmas to cultivate more thoughtful decision making in their lives. Students will learn the theories of major philosophers and utilize those ideas in discussion, debates, and written assignments. Students will synthesize those ideas into a personal philosophy of their own. Upon successful completion of course requirements, students electing to receive dual credit from Loyola University Chicago will receive three credit hours for *Philosophy 130: This course introduces students to the fundamental philosophical issues that bear on our understanding of persons in three equally weighted components, namely, Persons & Knowledge, Persons & Values, and Persons & Reality.*

## GOVERNMENT (COLLEGE PREP)

SOC401—SEMESTER 1                      SOC402—SEMESTER 2  
OPEN TO 12                                      ONE SEMESTER  
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY, UNITED STATES HISTORY

Topics considered in this course include the fundamental concepts and structure of federal, state, and local government; methods of selecting candidates for office; methods by which individuals and groups may influence government officials, and mechanics of voting. Instruction and assessment will address the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the U.S.A. and the Constitution of the State of Illinois. This course satisfies the Illinois civics requirement for high school graduation and Stevenson's graduation requirement of one semester of government.

## PSYCHOLOGY (COLLEGE PREP)

SOC551—SEMESTER 1  
OPEN TO 12  
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY, UNITED STATES HISTORY

SOC552—SEMESTER 2  
ONE SEMESTER

Psychology is a scientific study that deals with emotional, behavioral, and mental processes of people in society. Special emphasis includes: abnormal psychology (psychological disorders and treatments) and social psychology (people's perceptions of themselves and others, group behavior, and interpersonal attraction). In addition, other topics covered include personality, learning, memory, and the brain. This course will provide an introduction to topics typically covered in an introductory level college psychology course. Students will learn how psychology applies to their lives by partaking in class discussions and group projects. Upon completion of this course students should have a better understanding of themselves and the wide variety of people around them.

## POLITICAL THOUGHT AND ITS LITERATURE (COLLEGE PREP)

SOC561—SEMESTER 1  
OPEN TO 12  
PREREQUISITE: UNITED STATES HISTORY AND JUNIOR ENGLISH

SOC562—SEMESTER 2  
ONE SEMESTER

This one-semester elective course, which can be taken as an English credit or social studies credit, helps students develop skills in the areas of reading, literary analysis, writing, oral communication, and research in order to help them be better prepared for future education. Students explore the overarching themes of the course—the individual's understanding of self and others, individualism v. collectivism in democracy, ethics and morals, political partisanship, race relations, diversity, income inequality, politics and media relations, civil liberties, and many other important political issues—through short stories, essays, articles, novels, poetry, drama, and other intriguing texts. Through their reading and inquiry, students are introduced to various stylistic techniques that help them learn strategies to improve their reading comprehension, writing, listening, and speaking skills. Students write in multiple formats throughout the year, including narrative and argumentative, which is a framework for critical thinking. Authentic class discussion plays a vital role in that students talk in class as a means of enhancing their speaking and listening skills as a critical thinker. Students will participate in a mock trial, reach outside of the community, participate in class discussions, and examine what it means to develop a world view, and what it means to be a political scientist.

## AP COMPARATIVE GOVERNMENT AND POLITICS (HONORS)

SOC631—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY

SOC632—SEMESTER 2  
ONE SEMESTER

This one-semester elective course introduces students to the rich diversity of political life outside the United States. Students use a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems by reading and interpreting data, making comparisons and applications, and developing evidence-based arguments. This course does not satisfy the Stevenson government graduation requirement, nor the Illinois Civics requirement for graduation for the State of Illinois. Students are prepared to take the AP Comparative Government and Politics exam in May.

## AP COMPARATIVE GOVERNMENT AND POLITICS (HONORS)—ONLINE OPTION

SOC6301—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY

SOC6302—SEMESTER 2  
ONE SEMESTER

The curricular requirements for this one-semester online course are identical to the traditional AP Comparative Government and Politics course. This course will be offered in an online instructional format as a one-semester elective. The primary mode of instruction, assessment, feedback, and collaboration will be online. There will be no physical class meeting period or time, though some activities will be available to all enrolled students in person during the school day and drop-in hours with teachers will be available. Daily activities and assignments will require 30-90 minutes of work per school day. Assignments will have daily due dates and will receive individualized feedback from the teacher. Digital or in-person peer collaboration will be expected as well. In-person remediation may be required on an individualized student basis with the teacher. This course does not satisfy the Stevenson government graduation requirement, nor the Illinois Civics requirement for graduation for the State of Illinois. Students are prepared to take the AP Comparative Government and Politics exam in May.

### AP PSYCHOLOGY (HONORS)

SOC661—SEMESTER 1

OPEN TO 12

PREREQUISITE: WORLD HISTORY AND GEOGRAPHY, UNITED STATES HISTORY

SOC662—SEMESTER 2

FULL YEAR

The purpose of the year-long, advanced placement course in psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of humans and animals. This course will provide the student with a learning experience equivalent to that obtained in an introductory college psychology course. The course satisfies the psychology requirement typically needed by students wishing to pursue a career in business, engineering, education, law, medicine, and any other health-related fields (including preparation for the MCAT). Particular emphasis includes neuroscience, sleep, mental illness and treatment, memory, personality, and social psychology. Students who enroll in this course are prepared to take the AP Psychology exam in May.

### AP PSYCHOLOGY HYBRID (HONORS)

SOC661—SEMESTER 1

OPEN TO 12

PREREQUISITE: WORLD HISTORY AND GEOGRAPHY, UNITED STATES HISTORY

SOC662—SEMESTER 2

FULL YEAR

This course is a combination of traditional in-person classroom instruction and online learning. The curriculum in this course format maintains standards of intellectual challenge and allows for greater personalization of learning for increased student success. This AP Psychology course will involve using technology to provide every student with a more unique learning experience, including greater individual autonomy with regards to the location, pace, and time when learning occurs. Students will be introduced to the systematic and scientific study of the behavior and mental processes of humans and animals. This course will provide the student with a learning experience equivalent to that obtained in an introductory college psychology course. It also satisfies the psychology requirement typically needed by students wishing to pursue a career in business, engineering, education, law, medicine, and any other health-related fields (including preparation for the MCAT). Particular emphasis includes neuroscience, sleep, mental illness and treatment, memory, personality, and social psychology. Students who enroll in this course are prepared to take the AP Psychology exam in May.

### AP GOVERNMENT—UNITED STATES (HONORS)

SOC681—SEMESTER 1

OPEN TO 12

PREREQUISITE: WORLD HISTORY AND GEOGRAPHY, UNITED STATES HISTORY

SOC682—SEMESTER 2

ONE SEMESTER

This course gives students the tools to engage meaningfully in the local, state, and national political process. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute United States political reality. Civics skills will be acquired to help students learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens. Instruction and assessment will address the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the U.S.A. and the Constitution of the State of Illinois. This course satisfies the Illinois civics requirement for high school graduation and Stevenson's graduation requirement of one semester of government. Students who enroll in this course will be prepared to take the AP United States Government and Politics exam in May.

### AP GOVERNMENT—UNITED STATES (HONORS)— ONLINE OPTION

SOC6Q1—SEMESTER 1

OPEN TO 12

PREREQUISITE: WORLD HISTORY AND GEOGRAPHY, UNITED STATES HISTORY

SOC6Q2—SEMESTER 2

ONE SEMESTER

The curricular requirements for this course are identical to the traditional AP Government—United States one-semester course (SOC681/SOC682). Instructional activities are adjusted for an online instructional setting. There will be no physical class meeting period or time, though some activities will be available to all enrolled students in-person during the school day. The primary mode of instruction will be online. Daily activities and assignments will require 30-90 minutes of work per school day. These assignments will have daily due dates. Students will receive individualized feedback from the teacher. A minimum of 60 minutes a week of in-person or digital peer collaboration will be expected. All common AP Government team assessments and the final exam will be conducted in-person during the school day. Daily in-person office hours will be available for all students enrolled in the course. In-person remediation may be required as needed on an individual student basis with their teacher. Students who enroll in this course will be prepared to take the AP United States Government and Politics exam in May.



# WORLD LANGUAGES

WWW.D125.ORG/ACADEMICS/COURSEBOOK

## FRENCH PATHWAY

**French 1**  
Full-Year Course  
FRE101/FRE102

**French 2 Accelerated**  
Full-Year Course  
FRE211/FRE212

**French 3 Accelerated**  
Full-Year Course  
FRE311/FRE312

**AP French Language Honors**  
Full-Year Course  
FRE601/FRE602

## GERMAN PATHWAY

**German 1**  
Full-Year Course  
GRE101/GRE102

**German 2 Accelerated**  
Full-Year Course  
GRE211/GRE212

**German 3 Accelerated**  
Full-Year Course  
GRE311/GRE312

**AP German Language and Culture Honors**  
Full-Year Course  
GRE601/GRE602

## WORLD LANGUAGES DIVISION

**JUSTIN FISK, DIRECTOR** | JUSFISK@D125.ORG | 847-415-4701

**World Languages Department**  
**English Language Learning Department**



SCAN QR CODE TO READ MORE ABOUT  
WORLD LANGUAGES AND ELL ONLINE:  
WWW.D125.ORG/ACADEMICS/WORLD-LANGUAGES-ELL

### World Languages: Your Key to the World—Opening Doors. Opening Minds.

To meet the aims and purpose of world language instruction, it is recommended that students take two to five years of a language. Many colleges and universities require a two- to four-year sequence in one language.

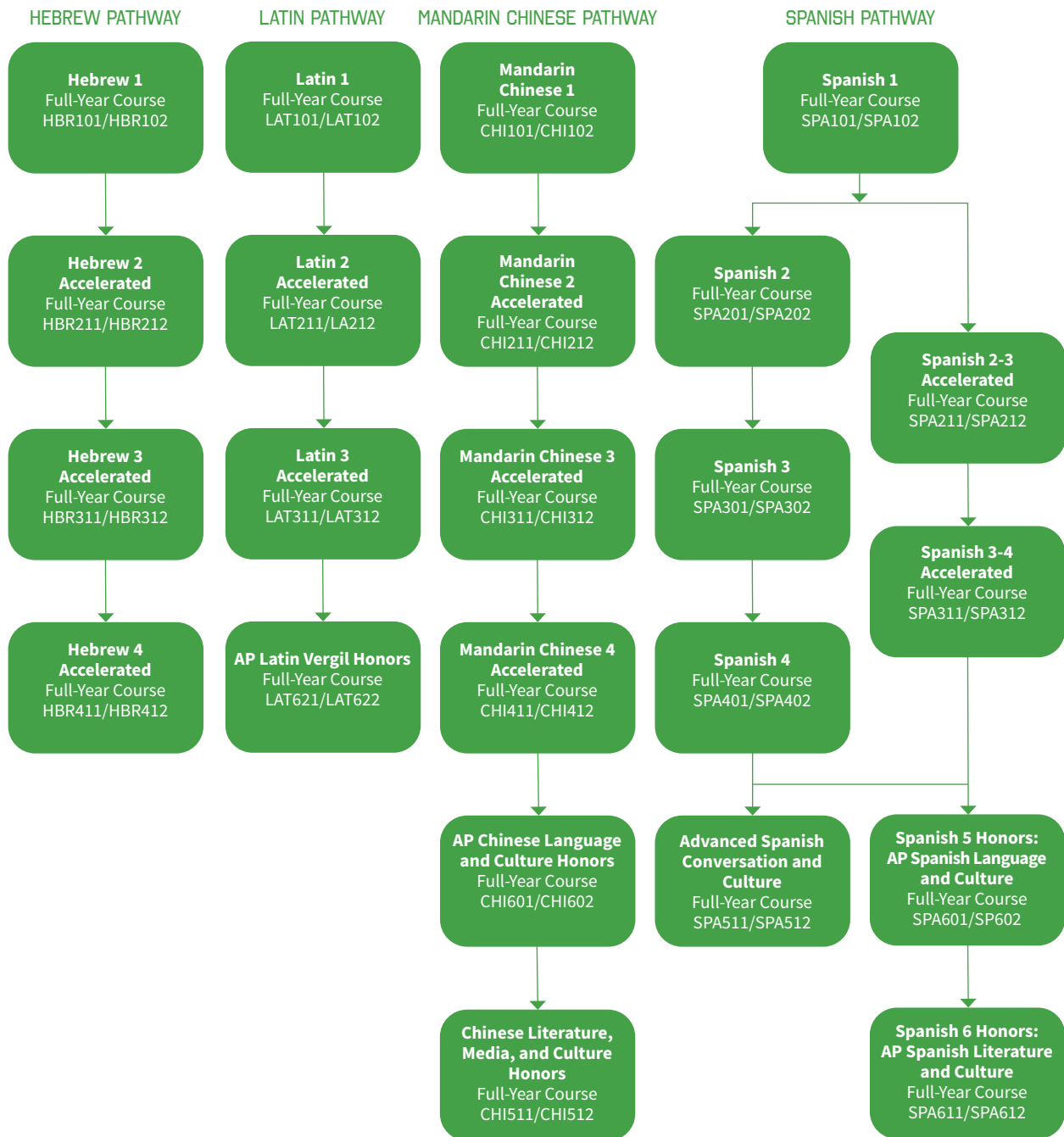
A placement exam must be taken by all incoming freshmen and transfer students who have prior experience in Spanish, French, German, Mandarin Chinese, Hebrew, or Latin. By meeting proficiency standards in the placement exam, the student will be placed in the appropriate second year course.

Students who have developed proficiency in a language through life experience, rather than through formal study, may be placed by examination into the most appropriate language course for their skill level. However, no transcript credit for earlier courses in that language will be awarded.

Prior credit approval from the World Language Director is needed before enrolling in courses for external credit. Please refer to the “External Credits” section of the coursebook.

World Languages courses satisfy the graduation requirement for elective credits.

# COURSE OFFERINGS



# WORLD LANGUAGES DEPARTMENT

## FRENCH 1 (COLLEGE PREP)

FRE101—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: NONE

FRE102—SEMESTER 2  
FULL YEAR

Students begin to develop their competence in French across three modes of communication: interpersonal, presentational, and interpretative. They will explore the language in the context of six AP themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Performance-based assessments in the presentational and interpersonal modes (speaking and writing) provide the students the opportunity to use the language in practiced, familiar contexts. Interpretive listening and reading tasks are focused on the acquisition and recognition of basic stated information in the target language. Additionally, students explore the cultures of the French-speaking world, making comparisons and connections with their own experiences. Communication in class (teacher-student and/or student-student) is primarily in French.

## FRENCH 2 (ACCELERATED)

FRE211—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: FRENCH 1 OR PASSING THE PLACEMENT EXAM FOR FRENCH 2 (ACCELERATED) AND APPROVAL OF DIRECTOR

FRE212—SEMESTER 2  
FULL YEAR

This course is the first in the three-year accelerated sequence that prepares students for AP French Language. Students continue to develop their competence in French across the three modes of communication in the context of the six AP themes. Performance-based assessments in the interpersonal and presentational modes (speaking and writing) provide the students the opportunity to use the language in practiced, familiar contexts as well as occasional, unfamiliar topics with increasing independence. Interpretive listening and reading is focused on the recognition of key details and making inferences about the content of authentic sources. Students continue to explore the cultures of the French-speaking world in new contexts. Communication in class (teacher-student and/or student-student) is primarily in French.

## FRENCH 3 (ACCELERATED)

FRE311—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: FRENCH 2 (ACCELERATED) OR PASSING THE PLACEMENT EXAM FOR FRENCH 3 (ACCELERATED) AND APPROVAL OF DIRECTOR

FRE312—SEMESTER 2  
FULL YEAR

This course is the second in the three-year accelerated sequence that prepares students for AP French Language. Students continue to develop their competence in French across the three modes of communication in the context of the six AP themes. Performance-based assessments in the interpersonal and presentational modes (speaking and writing) provide the students the opportunity to use French independently in familiar contexts, with the increasing ability to use the language in unfamiliar contexts. Interpretive listening and reading tasks are focused on both literal comprehension and inferential interpretation. Throughout the course, students continue to explore the cultures of the French-speaking world in new contexts. In this course, students also read authentic literature including poems, short stories, and excerpts from novels. Communication in class (teacher-student and/or student-student) is entirely in French.

## AP FRENCH LANGUAGE (HONORS)

FRE601—SEMESTER 1  
OPEN TO 11-12  
PREREQUISITE: FRENCH 3 (ACCELERATED) OR PASSING THE PLACEMENT EXAM FOR AP FRENCH LANGUAGE (HONORS) AND APPROVAL OF DIRECTOR

FRE602—SEMESTER 2  
FULL YEAR

Students continue to work to develop their competence across the three modes of communication in the context of the six AP themes, as they simultaneously prepare for the AP French Language and Culture exam. Performance-based assessments (speaking and writing) provide the students the opportunity to use the language independently in unfamiliar contexts. Interpretive listening and reading tasks involve authentic sources designed for native speakers and are focused on both literal comprehension and inferential interpretation. A variety of authentic print, audio, and video materials provide the basis for exploration of the cultures of the French-speaking world. Tasks involve students analyzing and making comparisons with their own cultural products, practices, and perspectives. Communication in class (teacher-student and/or student-student) is entirely in French. Students who enroll in this course will be prepared to take the AP French Language and Culture exam in May.



## GERMAN 1 (COLLEGE PREP)

GRE101—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: NONE

GRE102—SEMESTER 2  
FULL YEAR

German 1 is an introduction to German language and culture. Students begin to develop their competence in German across the three modes of communication: interpersonal, presentational, and interpretative in the context of the following AP themes: Contemporary Life and Personal and Public Identities. Performance-based assessments in the presentational and interpersonal modes provide the students the opportunity to use the language in practiced, familiar contexts. Interpretive listening and reading tasks are focused on the acquisition and recognition of basic stated information in the target language. By the end of the course, students will be able to communicate in German in a basic way in familiar contexts. Moreover, they will be able to read and understand short stories in German. Additionally, students will explore the target culture, make comparisons and connections with their own experiences, and come to view language learning as a lifelong pursuit. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in German. This is the first course in a four course sequence that prepares students for AP German Language and Culture.

## GERMAN 2 (ACCELERATED)

GRE211—SEMESTER 1  
OPEN TO 9-10-11-12

GRE212—SEMESTER 2  
FULL YEAR

PREREQUISITE: GERMAN 1 OR PASSING THE PLACEMENT EXAM FOR GERMAN 2 (ACCELERATED) AND APPROVAL OF DIRECTOR

Students continue to work to develop their competence in German across the three modes of communication in the context of the following AP themes: Contemporary Life, Families and Communities, and Science and Technology. Performance-based assessments in the presentational and interpersonal modes provide the students the opportunity to use the language in practiced, familiar contexts with increasing independence. Moreover, they will be able to read and understand more complex stories in German. Interpretive listening and reading are focused on the acquisition and recognition of key details in the target language. Students continue to explore the target culture in new contexts. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in German. This is the second course in a four course sequence that prepares students for AP German Language and Culture.

## GERMAN 3 (ACCELERATED)

### DUAL CREDIT AVAILABLE WITH LOYOLA UNIVERSITY

GRE311—SEMESTER 1  
OPEN TO 10-11-12

GRE312—SEMESTER 2  
FULL YEAR

PREREQUISITE: GERMAN 2 (ACCELERATED) OR PASSING THE PLACEMENT EXAM FOR GERMAN 3 (ACCELERATED) AND APPROVAL OF DIRECTOR.

This course, which moves at a faster pace than German 2 Accelerated, begins preparation for the AP German Language and Culture Exam. Students continue to work to develop their competence in German across the three modes of communication in the context of the six AP themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Performance-based assessments in the presentational and interpersonal modes provide the students the opportunity to use the language in familiar contexts independently. Additionally, authentic materials will expand their German knowledge. Interpretive listening and reading tasks are focused on literal comprehension with increasing emphasis on inferential interpretation. Students continue to explore the target culture in new contexts. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in German. This is the third course in a four course sequence that prepares students for AP German Language and Culture.

## AP GERMAN LANGUAGE AND CULTURE (HONORS)

### DUAL CREDIT AVAILABLE WITH LOYOLA UNIVERSITY

GRE601—SEMESTER 1  
OPEN TO 11-12

GRE602—SEMESTER 2  
FULL YEAR

PREREQUISITE: GERMAN 3 (ACCELERATED) OR PASSING THE PLACEMENT EXAM FOR AP GERMAN AND APPROVAL OF DIRECTOR

This AP German course is designed for motivated students who have successfully finished three years of German and who are interested in taking a higher level German course. It is aimed to prepare students who are interested in taking the AP German Language and Culture exam, and/or in furthering their study in the German language and culture. Special emphasis is placed on the use of authentic source materials related to culture and current events and the integration of language skills. Specific work includes: analysis of articles and literature, formal and informal oral presentations, formal and informal writings, a variety of audios/videos related to conversations, announcements, news reports, or academic or cultural topic related to the German-speaking world. The expectation is that all communication in the classroom (teacher-student and/or student-student) take place in German. Students who enroll in this course will be prepared to take the AP German Language and Culture exam in May.

## HEBREW 1 (COLLEGE PREP)

HBR101—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: NONE

HBR102—SEMESTER 2  
FULL YEAR

Hebrew 1 is an introduction to the Hebrew language and Israeli culture. Students develop their competencies across three modes of communication: interpersonal, presentational, and interpretative. Students become comfortable reading the print form of the Hebrew alphabet that appears in books and also learn the script form for writing. The course explores the language in the context of the six AP themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Performance-based assessments in the interpersonal, presentational, and interpretive modes provides students with the opportunity to use the language in practiced, familiar contexts. Interpretive listening and reading tasks focus on the acquisition and recognition of basic stated information in Hebrew. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Hebrew. Additionally, students explore Israeli culture, make comparisons and connections with their own experiences, and come to view language learning as a lifelong pursuit.

## HEBREW 2 (ACCELERATED)

HBR211—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: HEBREW 1 OR PASSING THE PLACEMENT EXAM FOR HEBREW 2 (ACCELERATED) AND APPROVAL OF DIRECTOR

HBR212—SEMESTER 2  
FULL YEAR

Students continue to develop their competence in Hebrew across the three modes of communication: interpersonal, presentational, and interpretive. Students also continue to learn in the context of the six AP themes: Global Challenges; Science and Technology; Contemporary Life; Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Performance-based assessments provide the opportunity to use the language in practiced, familiar contexts with increasing independence. Interpretive listening and reading activities are focused on the acquisition and recognition of key details in Hebrew. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Hebrew. Additionally, students explore Israeli culture through a variety of contexts and authentic materials, such as short stories, essays, poems, songs, news reports, advertising, and video clips from Israel.

## HEBREW 3 (ACCELERATED)

HBR311—SEMESTER 1  
OPEN TO 10-11-12  
PREREQUISITE: HEBREW 2 (ACCELERATED) OR PASSING THE PLACEMENT EXAM FOR HEBREW 3 (ACCELERATED) AND APPROVAL OF DIRECTOR

HBR312—SEMESTER 2  
FULL YEAR

Students continue to develop their competence in Hebrew across the three modes of communication: interpersonal, presentational, and interpretive in a near-immersion environment. Students also continue to learn in the context of the six AP themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Performance-based assessments provide us the opportunity to use the language independently in familiar contexts. Interpretive listening and reading activities are focused on the ability to interpret and infer meaning in Hebrew. Practice is provided regularly, both within the classroom and at home. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Hebrew. Students continue to explore Israeli culture through a variety of contexts and authentic materials, such as short stories, essays, poems, songs, news reports, advertising, art, video clips, and movies from Israel.

## HEBREW 4 (ACCELERATED)

HBR411—SEMESTER 1  
OPEN TO 11-12  
PREREQUISITE: HEBREW 3 (ACCELERATED) OR PASSING THE PLACEMENT EXAM FOR HEBREW 4 (ACCELERATED) AND APPROVAL OF DIRECTOR

HBR412—SEMESTER 2  
FULL YEAR

Students develop their competence in Hebrew and engage in higher-level reading, writing, listening, and speaking activities that align with the interpersonal, presentational and interpretive modes of communication in an immersion environment. Students continue to learn in the context of the six AP themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Performance-based assessments provide the opportunity to use the language independently even in unfamiliar contexts. Interpretive listening and reading activities are focused on both literal comprehension and inferential interpretation of the language. In Hebrew 4, classroom discussions and debates are lead by the students. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Hebrew. Israeli culture continues to be explored through a variety of contexts and authentic materials, such as short stories, essays, poems, songs, print and broadcast news reports, advertising, art, video-clips, popular TV sitcoms, and movies from Israel.

### LATIN 1 (COLLEGE PREP)

LAT101—SEMESTER 1  
OPEN TO 9-10-11-12  
PREREQUISITE: NONE

LAT102—SEMESTER 2  
FULL YEAR

Latin 1 focuses on learning the basics of Latin grammar, syntax, and vocabulary. This course is designed to enable students to read materials in Latin with ease and understanding and to write original Latin sentences employing the vocabulary and grammatical structures learned. Additionally, basic prefixes, suffixes, and roots of vocabulary words and word families will be studied. This class will also cover topics in Roman history, mythology, and culture.

### LATIN 2 (ACCELERATED)

LAT211—SEMESTER 1  
OPEN TO 9-10-11-12

LAT212—SEMESTER 2  
FULL YEAR

PREREQUISITE: LATIN 1 OR PASSING THE PLACEMENT EXAM FOR LATIN 2 (ACCELERATED) AND APPROVAL OF DIRECTOR

Latin 2 focuses on refining students' knowledge of grammar and syntax from Latin 1 in order to facilitate the translation of more complex passages. Readings will focus on daily life in Rome, mythology, and the heroic ideal. In addition, students will complete a semester of vocabulary study based on Latin roots, which is designed to increase students' English vocabulary. Students will also study prescription writing in Latin abbreviations, Latin in modern law, and Latin in medicine and anatomy.

### LATIN 3 (ACCELERATED)

#### DUAL CREDIT AVAILABLE WITH LOYOLA UNIVERSITY

LAT311—SEMESTER 1  
OPEN TO 10-11-12

LAT312—SEMESTER 2  
FULL YEAR

PREREQUISITE: LATIN 2 (ACCELERATED) OR PASSING THE PLACEMENT EXAM FOR LATIN 3 (ACCELERATED) AND APPROVAL OF DIRECTOR

Students will explore various selections of Latin literature. Students will continue to refine their skills in literal translation, sight translation, scansion, and literary analysis both in the target language and in English in order to facilitate greater fluency in the reading of Latin literature. Authors that will be studied include Ovid, Catullus, Cicero, Plautus, and Caesar. Caesar is studied in order to provide a bridge to advanced placement in fourth year.

### AP LATIN VERGIL (HONORS)

#### DUAL CREDIT AVAILABLE WITH LOYOLA UNIVERSITY

LAT621—SEMESTER 1  
OPEN TO: 11-12

LAT622—SEMESTER 2  
FULL YEAR

PREREQUISITE: LATIN 3 (ACCELERATED) AND APPROVAL OF DIRECTOR

Students will complete preparation for the AP Latin exam. Students will continue to refine reading, writing, listening, and speaking skills. Training in translation, meter, and poetic devices involved in the study of major Latin works of literature will be stressed. The students will become more comfortable in the reading and interpretation of Vergil's *Aeneid* and Caesar's *De Bello Gallico*. To achieve this endeavor, both the cultural component (history, politics, social structure, and art) and the linguistic aspect (grammar, vocabulary, and structure) will be emphasized. Students proceeding to AP Latin will be provided with summer readings by the classroom instructor. Students who enroll in this course will be prepared to take the AP Latin exam in May.

### MANDARIN CHINESE 1 (COLLEGE PREP)

CHI101—SEMESTER 1

OPEN TO: 9-10-11-12

PREREQUISITE: NONE

CHI102—SEMESTER 2

FULL YEAR

Mandarin Chinese 1 is an introduction to Chinese language and culture. It is designed for students who are not heritage/native speakers\*. Students begin to develop their competence in Chinese across the three modes of communication: interpersonal, presentational, and interpretative in the context of the following global themes: Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Performance-based assessments in the presentational and interpersonal modes provide the students the opportunity to use the language in practiced, familiar contexts. Interpretive listening and reading tasks are focused on the acquisition and recognition of basic stated information in the target language. By the end of the course, students will be able to communicate in Mandarin (the spoken language) and Hanzi (the written language) in a basic way in familiar contexts. Additionally, students explore the target culture, make comparisons and connections with their own experiences, and come to view language learning as a lifelong pursuit. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Mandarin.

\* *There is a placement exam for heritage students or students with prior knowledge that includes reading, writing, and a short interview. The results from the exam will determine the appropriate course for the student.*

### MANDARIN CHINESE 2 (ACCELERATED)

CHI211—SEMESTER 1

OPEN TO: 9-10-11-12

PREREQUISITE: MANDARIN CHINESE 1 OR PASSING THE PLACEMENT EXAM FOR MANDARIN CHINESE 2 (ACCELERATED) AND APPROVAL OF DIRECTOR

CHI212—SEMESTER 2

FULL YEAR

In this course, students continue to work to develop their competence in Chinese across the three modes of communication in the context of the following AP themes: Contemporary Life, Families and Communities, Beauty and Aesthetics, and Science and Technology. Performance-based assessments in the presentational and interpersonal modes provide the students the opportunity to use the language in practiced, familiar contexts with increasing independence. Interpretive listening and reading are focused on the acquisition and recognition of key details in the target language. Students continue to explore the target culture in new contexts. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Mandarin.

### MANDARIN CHINESE 3 (ACCELERATED)

CHI311—SEMESTER 1

OPEN TO: 9-10-11-12

PREREQUISITE: MANDARIN CHINESE 2 (ACCELERATED) OR PASSING THE PLACEMENT EXAM FOR MANDARIN CHINESE 3 (ACCELERATED) AND APPROVAL OF DIRECTOR

CHI312—SEMESTER 2

FULL YEAR

This course, which moves at a faster pace than Mandarin Chinese 2 Accelerated, requires students to engage in interpersonal, presentational, and interpretive tasks at more advanced proficiency levels. Students continue to work to develop their competence in Chinese across the three modes of communication in the context of the six AP themes. Performance-based assessments in the presentational and interpersonal modes provide the students the opportunity to use the language in familiar contexts independently. Interpretive listening and reading tasks are focused on literal comprehension with increasing emphasis on inferential interpretation. Students continue to explore the target culture in new contexts. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Mandarin.

### MANDARIN CHINESE 4 (ACCELERATED)

CHI411—SEMESTER 1

OPEN TO: 10-11-12

PREREQUISITE: MANDARIN CHINESE 3 (ACCELERATED) OR PASSING THE PLACEMENT EXAM FOR MANDARIN CHINESE 4 (ACCELERATED) AND APPROVAL OF DIRECTOR

CHI412—SEMESTER 2

FULL YEAR

Students continue to work to develop their competence in Mandarin Chinese across the three modes of communication in the context of the six AP themes. Performance-based assessments provide the students opportunity to use the language independently in unfamiliar contexts. Interpretive listening and reading tasks are focused on both literal and comprehension and inferential interpretation. Practice is provided regularly, both within the classroom and at home. Cultural information and comparisons are drawn from authentic print, literary works, and class discussion. Students will participate in class debates and facilitate classroom discussion through their own student-led presentation. The expectation is that the communication in the classroom take place primarily in Chinese. This course begins preparation for the AP Chinese Language and Culture exam.

## AP CHINESE LANGUAGE AND CULTURE (HONORS)

CH1601—SEMESTER 1

OPEN TO: 11-12

PREREQUISITE: MANDARIN CHINESE 3 (ACCELERATED) OR PASSING THE PLACEMENT EXAM FOR AP CHINESE LANGUAGE AND CULTURE (HONORS) AND APPROVAL OF DIRECTOR

CH1602—SEMESTER 2

FULL YEAR

This course is designed to prepare students for the AP Chinese Language and Culture exam, i.e. a level comparable to fourth semester (or equivalent) college/university courses in Mandarin Chinese. The course focuses on language proficiency while dealing with level- and age-appropriate cultural content throughout the course. Students engage in readings, conversation and composition, and research projects. The expectation is that all communication in the classroom takes place in the target language. By the end of the year, students will be able to understand the spoken language formally (lectures, news, etc.) and in conversation (dialogues...); to acquire vocabulary and structures that enable students to understand, analyze contextualized materials (advertisement, posters, newspaper, magazine articles, letters, etc.); to describe an event or activity in a cohesive and coherent manner with linguistic accuracy; to write appropriately employing the organization, vocabulary, and structure appropriate to the purpose of their writing, and to demonstrate cultural appropriateness through spoken and written discourse.

## CHINESE LITERATURE, MEDIA, AND CULTURE (HONORS)

CH1511—SEMESTER 1

OPEN TO: 11-12

PREREQUISITE: AP CHINESE LANGUAGE AND CULTURE OR PLACEMENT TEST

CH1512—SEMESTER 2

FULL YEAR

Students continue to work to develop their competence in Chinese across the three modes of communication within the context of critical analysis of literature and media, as well as a close investigation of culture and social trends. Performance-based assessments provide students the opportunity to use the language independently and collaboratively in both familiar and unfamiliar literary, media, and cultural contexts. Interpretive listening, viewing, and reading tasks are focused on both literal comprehension and inferential interpretation of both familiar and unfamiliar pieces of literature, media, and culture. Practice is provided regularly, both within the classroom and at home. Throughout the course, students continue to explore the target culture as they are invited to situate their own experiences within new contexts.

## SPANISH 1 (COLLEGE PREP)

SPA101—SEMESTER 1

OPEN TO 9-10-11-12

PREREQUISITE: NONE

SPA102—SEMESTER 2

FULL YEAR

Students begin to develop their competence in Spanish across three modes of communication: interpersonal, presentational, and interpretative. They will explore the language in the context of the six AP themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Performance-based assessments in the presentational and interpersonal modes provide the students the opportunity to use the language in practiced, familiar contexts. Interpretive listening and reading tasks are focused on the acquisition and recognition of basic stated information in the target language. Practice is provided regularly, both within the classroom and at home. Additionally, students explore the target culture, make comparisons and connections with their own experiences, and come to view language learning as a lifelong pursuit. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Spanish.

## SPANISH 2 (COLLEGE PREP)

SPA201—SEMESTER 1

OPEN TO 9-10-11-12

PREREQUISITE: SPANISH 1 OR PASSING THE PLACEMENT EXAM FOR SPANISH 2 AND APPROVAL OF DIRECTOR

SPA202—SEMESTER 2

FULL YEAR

Students continue to work to develop their competence in Spanish across the three modes of communication in the context of the six AP themes. Performance-based assessments provide the students the opportunity to use the language in practiced, familiar contexts with increasing independence. Interpretive listening and reading are focused on the acquisition and recognition of key details in the target language. Practice is provided regularly, both within the classroom and at home. Students continue to explore the target culture in new contexts. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Spanish.

### SPANISH 2-3 (ACCELERATED)

SPA211—SEMESTER 1

OPEN TO 9-10-11-12

PREREQUISITE: SPANISH 1 OR PASSING THE PLACEMENT EXAM FOR SPANISH 2-3 (ACCELERATED) AND APPROVAL OF DIRECTOR

SPA212—SEMESTER 2

FULL YEAR

In comparison to Spanish 2, Spanish 2-3 has a faster pace and students are asked to engage in interpersonal, presentational, and interpretive tasks at more advanced proficiency levels. Students continue to work to develop their competence in Spanish across the three modes of communication in the context of the six AP themes. Performance-based assessments provide the students the opportunity to use the language in practiced, familiar contexts as well as occasional unfamiliar topics with increasing independence. Interpretive listening and reading are focused on the acquisition and recognition of key details with emerging evidence of inference making in the target language. Practice is provided regularly, both within the classroom and at home. Students continue to explore the target culture in new contexts. In this course, students also begin reading poems and short stories by authors who appear on the AP Spanish Literature and Culture reading list. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Spanish.

### SPANISH 3 (COLLEGE PREP)

SPA301—SEMESTER 1

OPEN TO 10-11-12

PREREQUISITE: SPANISH 2

SPA302—SEMESTER 2

FULL YEAR

Students continue to work to develop their competence in Spanish across the three modes of communication in the context of the six AP themes. Performance-based assessments provide the students the opportunity to use the language in familiar contexts independently. Interpretive listening and reading tasks are focused on literal comprehension with increasing emphasis on inferential interpretation. Practice is provided regularly, both within the classroom and at home. Students continue to explore the target culture in new contexts. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Spanish.

### SPANISH 3-4 (ACCELERATED)

SPA311—SEMESTER 1

OPEN TO 10-11-12

PREREQUISITE: SPANISH 2-3 (ACCELERATED) OR PASSING THE PLACEMENT EXAM FOR SPANISH 3-4 (ACCELERATED) AND APPROVAL OF DIRECTOR

SPA312—SEMESTER 2

FULL YEAR

Students continue to work to develop their competence in Spanish across the three modes of communication in the context of the six AP themes. Performance-based assessments provide the students the opportunity to use the language independently in unfamiliar contexts. Interpretive listening and reading tasks are focused on both literal comprehension and inferential interpretation. Practice is provided regularly, both within the classroom and at home. Throughout the course, students continue to explore the target culture in new contexts. In comparison to the college prep sequence of courses, Spanish 3-4 accelerated has a faster pace and students are asked to engage in interpersonal, presentational, and interpretive tasks at more advanced proficiency levels. In this course, students also continue reading authentic literature including poems, short stories, and plays. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Spanish.

### SPANISH 4 (COLLEGE PREP)

SPA401—SEMESTER 1

OPEN TO 11-12

PREREQUISITE: SPANISH 3

SPA402—SEMESTER 2

FULL YEAR

Students continue to work to develop their competence in Spanish across the three modes of communication in the context of the six AP themes. Performance-based assessments provide the students the opportunity to use the language independently in unfamiliar contexts. Interpretive listening and reading tasks are focused on both literal comprehension and inferential interpretation. Practice is provided regularly, both within the classroom and at home. Cultural information and comparisons are drawn from authentic print, literary works and class discussion. Students will participate in classroom debates and facilitate classroom discussion through their own student-led presentation. Upon completion of this course, students will be prepared to enter into AP Spanish Language and Culture. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Spanish.

**SPANISH 5 (HONORS):  
AP SPANISH LANGUAGE AND CULTURE**

SPA601—SEMESTER 1  
OPEN TO 11-12  
PREREQUISITE: SPANISH 4 OR SPANISH 3-4 (ACCELERATED)

SPA602—SEMESTER 2  
FULL YEAR

This course is designed to prepare students for the AP Spanish Language and Culture exam and provides a transition to the AP Spanish Literature and Culture course. Students continue to work to develop their competence in Spanish across the three modes of communication: interpretive, interpersonal and presentational, within the context of the six AP themes: Families and Communities, Science and Technology, Global Challenges, Contemporary Life, Personal and Public Identities, Beauty and Aesthetics. Performance-based assessments provide the students the opportunity to use the language independently in familiar and unfamiliar contexts. Interpretive listening and reading tasks are focused on both literal comprehension and inferential interpretation. Practice is provided regularly, both within the classroom and at home. Cultural information and comparisons are drawn from authentic print and audio-visual sources, literary works, and class discussion. Students will research a variety of cultural topics and facilitate discussion through their own student-led presentations. The expectation is that the communication in the classroom (teacher-student and/or student-student) takes place in Spanish.

**SPANISH 6 (HONORS):  
AP SPANISH LITERATURE AND CULTURE**

SPA611—SEMESTER 1  
OPEN TO 12

SPA612—SEMESTER 2  
FULL YEAR

PREREQUISITE: SPANISH 5 (HONORS): AP SPANISH LANGUAGE AND CULTURE

This course is designed to introduce students to the formal study of Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course aims to develop students' critical reading and analytical writing skills in Spanish as well as their ability to make interdisciplinary connections and explore linguistic and cultural comparisons. This course will be conducted entirely in Spanish appropriate to this level and covers the entire official AP Spanish Literature and Culture reading list. Literary texts are grouped by themes and presented in chronological order within each of the following themes: las sociedades en contacto, la construcción del género, el tiempo y el espacio, las relaciones interpersonales, la dualidad del ser, and la creación literaria. Students are expected to discuss literary texts and their different historical, sociocultural, and geopolitical contexts in a variety of interactive oral and written formats in Spanish. Students who enroll in this course will be prepared to take the AP Spanish Literature and Culture exam in May.

**ADVANCED SPANISH CONVERSATION AND CULTURE  
(COLLEGE PREP)**

SPA511—SEMESTER 1  
OPEN TO 10-11-12

SPA512—SEMESTER 2  
FULL YEAR

PREREQUISITE: SPANISH 3-4 (ACCELERATED), SPANISH 4 OR SPANISH 5 (HONORS): AP SPANISH LANGUAGE AND CULTURE

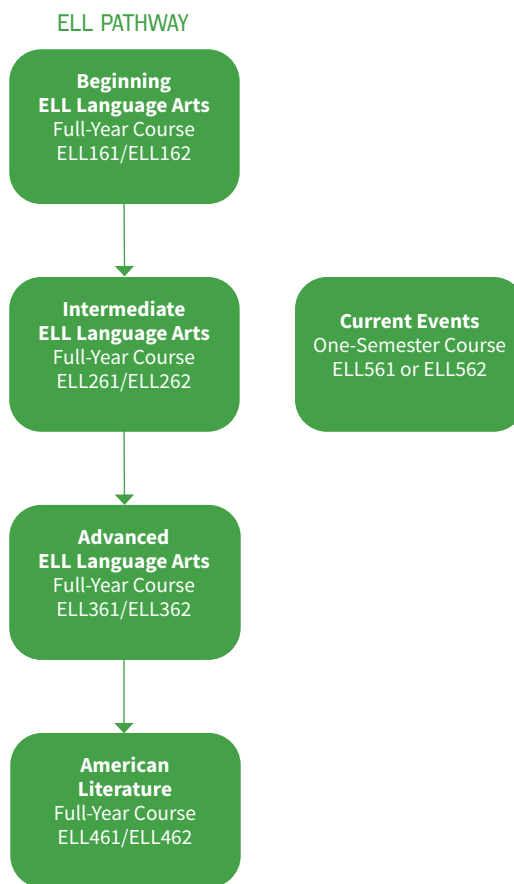
Advanced conversation and culture builds upon the communicative focus in the presentational, interpretive, and interpersonal modes from prior coursework, but will uniquely explore the language through a cultural lens. The aim of this course is to present how the language manifests itself in various regions of the Spanish-speaking world through both historical and contemporary settings. Students who like to travel or who are thinking about studying abroad in college will enjoy this course and the experience it will provide prior to graduation. In discovering Spanish throughout the world, students will also engage in film studies, literature, and a comprehensive review of grammar, all of which will prepare them for continued language study at the university level. Teacher-student and/or student-student interactions are conducted exclusively in Spanish.

# ENGLISH LANGUAGE LEARNING (ELL) DEPARTMENT

THE STEVENSON HIGH SCHOOL ENGLISH LANGUAGE LEARNING (ELL) PROGRAM IS PART OF THE WORLD LANGUAGES DIVISION. STUDENTS AT STEVENSON WHO ARE NON-ENGLISH OR LIMITED-ENGLISH SPEAKERS ARE PROVIDED WITH A TRANSITIONAL LANGUAGE PROGRAM. WHILE IN THIS PROGRAM, STUDENTS HAVE THE OPPORTUNITY TO LEARN ENGLISH AND TO STRENGTHEN THEIR READING AND WRITING SKILLS. THE GOAL OF THE ELL PROGRAM IS TO INCREASE THE ENGLISH FLUENCY OF LIMITED-ENGLISH SPEAKERS SO THAT THEY CAN BE SUCCESSFUL IN MAINSTREAM HIGH SCHOOL CLASSES. THE ELL STAFF GUIDES AND GIVES TUTORIAL SUPPORT TO ITS STUDENTS. APPROPRIATE PLACEMENT OF STUDENTS IN THE ELL PROGRAM IS DONE THROUGH STATE AND NATIONAL TESTING SCORES, HOME LANGUAGE SURVEYS, TEACHER RECOMMENDATIONS, AND THE COOPERATIVE EFFORTS OF THE STUDENT SERVICES DEPARTMENT AND THE ELL FACULTY IN THE WORLD LANGUAGES DIVISION.

# ELL COURSE OFFERINGS

WWW.D125.ORG/ACADEMICS/COURSEBOOK



## BEGINNING ELL LANGUAGE ARTS (COLLEGE PREP)

ELL161—SEMESTER 1

ELL162—SEMESTER 2

OPEN TO 9-10-11-12

FULL YEAR

PREREQUISITE: WIDA-SCREENER BELOW A 3.0

This is a two-credit course for beginning ELL students who are new to the English language or have limited English vocabulary and communication skills. The course meets two periods a day, and instruction is entirely in English. Students work on developing and expanding their vocabulary, grammar, speaking, listening, reading, and writing skills. Students will be introduced to classic literature such as *Sarah, Plain and Tall*, and *Sadako and the Thousand Paper Cranes*. Students will practice their writing skills in the context of the course readings and will start with basic sentence structures and end with three-paragraph essays. Speaking and listening will focus on proper pronunciation as well as interpersonal and presentational communication. Upon completion of the course, students will receive two credits in English.



### INTERMEDIATE ELL LANGUAGE ARTS (COLLEGE PREP)

ELL261—SEMESTER 1  
OPEN TO 9-10-11-12

ELL262—SEMESTER 2  
FULL YEAR

PREREQUISITE: PROFICIENCY AS DEMONSTRATED ON WIDA-SCREENER ACCESS EXAM (3.0-4.0), OR SUCCESSFUL COMPLETION OF BEGINNING ELL, TEACHER RECOMMENDATION, OR DIRECTOR APPROVAL.

This is a two-credit course for Intermediate ELL students.

This course will meet two periods each day, and instruction is entirely in English. In this course, students will use the READ 180 program as well as read novels such as *Night*, *Whirligig*, and *Breaking Through*. Students will build on their writing skills from Beginning ELL and will move beyond paragraph construction to composing, revising, and editing narrative, descriptive, expository, and persuasive essays. Speaking and listening is practiced and assessed as students are expected to have conversational and presentational English speaking skills. The overall English difficulty of course materials reflects that of a mainstream middle school course. Upon completion of this course, students will receive two credits in English.

### ADVANCED ELL LANGUAGE ARTS (COLLEGE PREP)

ELL361—SEMESTER 1  
OPEN TO 9-10-11-12

ELL362—SEMESTER 2  
FULL YEAR

PREREQUISITE: PROFICIENCY AS DEMONSTRATED ON WIDA-SCREENER ACCESS EXAM (4.0-4.8), OR SUCCESSFUL COMPLETION OF INTERMEDIATE ELL, TEACHER RECOMMENDATION, OR DIRECTOR APPROVAL.

This is a two-credit course for Advanced ELL students. This course is taught entirely in English, will meet two periods each day and mirrors a freshman English (College Prep) course with ELL support. Students will read a variety of texts from a variety of genres such as *Of Mice and Men* and *To Kill a Mockingbird*. Students will also continue to refine and develop their writing skills and will be required to write multi-page essays using a variety of writing styles. In addition to reading, writing, and advanced grammar skills, students will advance their listening and speaking skills by partaking in Socratic discussions, debates, and oral presentations. Upon completion of this course, students will receive two credits in English.

### AMERICAN LITERATURE (COLLEGE PREP)

ELL461—SEMESTER 1  
OPEN TO 9-10-11-12

ELL462—SEMESTER 2  
FULL YEAR

PREREQUISITE: PROFICIENCY AS DEMONSTRATED ON WIDA-SCREENER OR ACCESS EXAM, SUCCESSFUL COMPLETION OF BEGINNING ELL LANGUAGE ARTS, TEACHER RECOMMENDATION OR DIRECTOR APPROVAL.

This is an English course for ELL students who are transitioning out of the ELL program. The course mirrors a Sophomore English (College Prep) course, and much of the course reading is identical to what is used in a sophomore-level English course. For example, students will read literature such as *A Raisin in the Sun* and *The Great Gatsby*. Students are expected to produce work with ELL support similar to that of a mainstream student. Students' proficiencies will advance in the areas of literary analysis, writing, grammar, oral communication, and research.

### CURRENT EVENTS (COLLEGE PREP)

ELL561—SEMESTER 1  
OPEN TO 9-10-11-12

ELL562—SEMESTER 2  
ONE SEMESTER

PREREQUISITE: NONE

This one-semester elective course is designed to develop students' academic, social, and instructional language across the five WIDA Standards (Social and Instructional Language, the Language of Language Arts, the Language of Mathematics, the Language of Science, and the Language of Social Studies) through discussion and guided written reflection around current events and students' own experiences. Special focus will not only be given to written, audio, and visual sources that are connected with the WIDA Standards, but also to students' own cultural and linguistic experiences across these standards. Additionally, added focus will be given to academic, social, and instructional language for WIDA's five complementary strands (the Language of Music and Performing Arts, the Language of Humanities, the Language of Visual Arts, the Language of Health and Physical Education, and the Language of Technology and Engineering.) This course may be repeated.

# STUDENT LEARNING PROGRAMS

**DR. MARLA ISRAEL, DIRECTOR |**

MISRAEL@D125.ORG | 847-415-4506

STEVENSON HIGH SCHOOL PROVIDES A CONTINUUM OF COURSES AND SUPPORT PROGRAMS TO ENSURE THAT ALL STUDENTS HAVE ACCESS TO A RIGOROUS COURSE OF STUDY WHILE SUPPORTING THEIR INDIVIDUAL NEEDS TO ENSURE SUCCESS. NONE OF THE FOLLOWING COURSES MEET THE CORE COURSE GRADUATION REQUIREMENTS; HOWEVER, SOME COURSES DO PROVIDE ELECTIVE CREDIT. THE FOLLOWING DESCRIBES THIS CONTINUUM:

## ACADEMIC LITERACY 1

The focus of this course provides instruction in the skills needed for success in high school and beyond. This course emphasizes fundamental literacy within all academic disciplines with a focus on those subjects and skills most appropriate to freshman year. Students will learn strategies to support reading, writing, and listening and speaking skills in science, English, social studies, and mathematics. Depending on their benchmark and/or ongoing assessment results, this course may be required of some entering freshmen. This course counts for one elective communication arts credit but is not an English graduation credit.

## ACADEMIC LITERACY 2

This course provides in-depth instruction in the skills needed for success in high school and beyond, tailored to the curriculum needs of sophomores and juniors. This course emphasizes fundamental literacy within a variety of academic disciplines. Students will learn strategies to support reading, writing, listening and speaking skills in science, English, and social studies. Depending on their benchmark, post-performance and/or ongoing assessment results, this course may be required of some students. This course counts for one elective communication arts credit but is not an English graduation credit.

## MENTOR MATH

A student is placed into Mentor Math upon the recommendation of the content teacher when in-class instruction is not fully sufficient to support the student in either Algebra 1, Geometry, or Algebra 2. The class is designed to offer intensive, small group math instruction with a mathematics teacher to reinforce current content and develop prerequisite skills. This course is pass/fail and counts for one elective mathematics credit per semester, but does not count toward the six math credits needed for graduation. Students must enter the course by the nine-week mark to receive credit.



SCAN QR CODE TO READ MORE ABOUT STUDENT LEARNING PROGRAMS:  
WWW.D125.ORG/ACADEMICS/TUTORING

## GUIDED STUDY MATH

Guided Study Math is a non-credit bearing course that often takes the place of a traditional study hall. An incoming freshman student is placed into one period of Guided Study Math, based on feeder school or director recommendation, as determined by the freshman benchmark exam. Students can also be placed into Guided Study Math upon the recommendation of their content (Algebra 1, Geometry, Algebra 2) teacher. The support is designed to offer small group math help with a math-trained support staff member. In Guided Study Math, mathematics skills and homework completion are the priorities; however, other academics are addressed. Class size is small to ensure individualized, personal attention in a nurturing atmosphere.

## GUIDED STUDY

Guided Study is a non-credit bearing course that often takes the place of a traditional study hall. Entrance into Guided Study is made by the sending feeder school or the student's Student Support Team (SST). This support program focuses on the development of study and organizational skills, project and exam preparation, and homework completion. Weekly course progress monitoring with the student develops executive functioning and self-advocacy skills. Class size is small to ensure individualized, personal attention in a nurturing atmosphere.

## MENTOR SKILLS 1

Mentor Skills 1 is a one-period class that meets daily in which students earn one elective credit per semester for no more than two semesters. The purpose of Mentor Skills is to help students achieve academic and social-emotional independence, through a supportive environment, focusing on the five Social-Emotional Learning competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The Mentor Skills program also focuses on executive functioning and study skills. Students are identified for the Mentor Skills program by their Student Support Team (SST) based on entrance criteria.

## MENTOR SKILLS 2

Mentor Skills 2 is a one-period class that meets daily in which students can earn one elective credit per semester for no more than two semesters. The purpose of Mentor Skills 2 is to extend and support the learning in the SEL competencies for those students who have shown growth in Mentor Skills 1 while providing opportunities for students to continue their personal growth and development. In order to qualify for Mentor Skills 2, students will need to fulfill the prerequisite of passing both semesters of Mentor Skills 1 (2 credits) as well as meet the criteria of the Mentor Skills 2 entry rubric along with a recommendation from their Student Support Team (SST). This course will be open to any sophomore, junior, or senior student who qualifies. A personalized action-research project or community service project around one of the CASEL competencies will be the culminating assessment for this course.

## SUPPORT PROGRAMS

### STUDENT TUTORIAL PROGRAMS

Content area tutors are available in the ILC and ELC to assist students from 7 a.m. - 4 p.m. on regular school days. Mathematics tutors are available in the ILC from 7 a.m. - 5:30 p.m. on regular school days. Students are encouraged to work with a tutor to meet their academic goals. No appointment is necessary. Freshman, sophomore, and junior students earning unsatisfactory grades are required to attend tutorial programs in specific content areas in the learning centers until satisfactory progress occurs. Senior students earning unsatisfactory grades are strongly encouraged to work with learning center tutors for additional support in their classes.

### MANDATORY TARGETED TUTORING

Mandatory Targeted Tutoring is an intervention for students who need additional assistance with learning targets and work completion. A student is enrolled in Mandatory Targeted Tutoring when classroom performance demonstrates a need for additional support for specific learning targets. Freshman, sophomore, and junior students receiving a grade of MG (Minimal Growth) or FG (Failure to Grow) are enrolled. A student is dismissed from Mandatory Targeted Tutoring once the classroom teacher has evidence that the student has mastered the learning target, or has achieved an AG. An email is sent to both the student and parents indicating the student's requirement into and exit out of Mandatory Targeted Tutoring. Senior students earning unsatisfactory grades are strongly encouraged to work with learning center tutors for additional support in their classes.

Content area tutors are available in the ILC and ELC from 7 a.m. - 4 p.m. on regular school days to provide Mandatory Targeted Tutoring and upperclassman tutoring support. Mathematics tutors are available in the ILC from 7 a.m. - 5:30 p.m. on regular school days.

### GUIDED STUDY LUNCH

Guided Study Lunch is an intervention for students who need additional assistance with learning targets, classroom work completion, and organization of school work in a daily, structured environment. A student is enrolled in Guided Study Lunch by their Student Support Team (SST) when classroom performance demonstrates a need for daily, structured, additional support for learning targets and/or classroom work completion and the student has chosen not to attend Mandatory Targeted Tutoring or other support interventions that are offered. A student is dismissed from Guided Study Lunch at the end of each semester, or once the student has achieved an AG in all classes. Guided Study Lunch is for sophomores, juniors, and seniors during half their lunch period (20 minutes).

### GUIDED STUDY AFTER SCHOOL

Guided Study After School is an intervention for students who need additional assistance with learning targets, classroom work completion, and organization of school work in a structured environment. A student is enrolled in Guided Study After School by their Student Support Team (SST) when classroom performance demonstrates a need for daily, structured additional support for learning targets and/or classroom work completion and the student has chosen not to attend Mandatory Targeted Tutoring or other support interventions that are offered. A student is dismissed from Guided Study After School at the end of each semester, or once the student has achieved an AG in all classes. Guided Study After School is for freshmen, sophomores, juniors, and seniors from 3:30-4 p.m. on Tuesdays, Wednesdays, and Thursdays in the QLC.

# SPECIAL EDUCATION SERVICES

**TRACI KRAWCZYK, DIRECTOR** |  
TKRAWCZYK@D125.ORG | 847-415-4801

STEVENSON HIGH SCHOOL PROVIDES ALL STUDENTS WITH SPECIAL EDUCATION NEEDS A FREE AND APPROPRIATE PUBLIC EDUCATION. STUDENTS AND THEIR PARENTS SERVE AS MEMBERS OF THE IEP TEAM AND FULLY PARTICIPATE IN THE DETERMINATION OF ELIGIBILITY FOR SPECIAL EDUCATION SERVICES. ONCE A STUDENT HAS BEEN FOUND ELIGIBLE FOR SPECIAL EDUCATION AND/OR RELATED SERVICES, AN INDIVIDUALIZED EDUCATION PLAN IS DEVELOPED TO DETERMINE THE APPROPRIATE SERVICES. IT IS THE RESPONSIBILITY OF THIS MULTI-DISCIPLINARY TEAM TO DETERMINE THE MOST APPROPRIATE EDUCATION PLACEMENT IN THE LEAST RESTRICTIVE ENVIRONMENT.

THE ILLINOIS STATE AND EDUCATIONAL RIGHTS AND RESPONSIBILITIES GUIDE AND THE PROCEDURAL SAFEGUARDS ARE POSTED ON THE SPECIAL EDUCATION HOME PAGE OF THE STEVENSON WEBSITE. IN ADDITION, THEY ARE AVAILABLE UPON REQUEST FROM THE SPECIAL EDUCATION DIVISION.

STEVENSON HIGH SCHOOL OFFERS A FULL CONTINUUM OF SERVICES AND PROGRAMS, AS OUTLINED HERE:



SCAN QR CODE TO READ MORE ABOUT SPECIAL EDUCATION SERVICES:  
[WWW.D125.ORG/ACADEMICS/SPECIAL-EDUCATION](http://WWW.D125.ORG/ACADEMICS/SPECIAL-EDUCATION)

## STUDY SKILLS PROGRAM

The Stevenson High School Special Education Study Skills Program is designed to foster the independence essential to work toward:

- Becoming active learners in the areas of academics and social skills
- Taking advantage of the resources that Stevenson High School has to offer
- Developing and achieving realistic transition goals

Daily study skills sessions support a student's IEP and transition plans with the special education teachers' support through the teaching and guided student implementation of strategies addressing social emotional learning, reading, writing, and exam taking. The sessions are divided up into three components including: strategy instruction/review, self-management, and individualized support. The primary goal of study skills instruction is to promote the self-advocacy and self-determination essential for independence within and beyond the walls of Stevenson High School. Executive functioning and individualized support is represented through the application of skill sets in:

- Utilization of automated systems to track progress
- Assignments and upcoming assessments
- Differentiated academic support to address and practice skill sets presently challenging the students

## INSTRUCTIONAL COURSES

Instructional courses are designed to meet the needs of students who may require specialized individualized instruction with the courses required for graduation. Instructional courses parallel mainstream curriculum and may be taught collaboratively with both a special education and mainstream teacher, to courses that address the basic life skills necessary to support select transition goals taught by Special Education personnel exclusively. Similar to our Study Skills program, the primary goal of the special education instructional classes is to foster the academic proficiency and independence necessary to support the student's progression toward their next level of proficiency in all domains.

### **AUTISM SPECTRUM DISORDER (ASD) SUPPORT PROGRAM**

The Autism Spectrum Disorder (ASD) Support Program is a strategy-based program that serves as a platform for the development of social/emotional, executive functioning, and core content skills for individual learners. Because these skills are pervasive in all coursework at Stevenson High School and beyond, students in this class will develop compensatory strategies to improve deficit areas through the application of evidence-based practices. A student's support team bridges direct instruction and classroom support through regular collaboration and communication with their teachers, as well as push-in services taking place within the classroom. Students may participate in lessons to further develop social skills and independent living skills, based on the needs of each student. ASD study skills programming is individualized for each student, based upon individual IEP goals, services, and transition plans.

### **STRUCTURED LEARNING PROGRAM**

The Structured Learning Program is designed to meet the needs of students requiring a highly structured, consistent learning environment. The program's significantly individualized instruction focuses on increasing student's self-management skills and independence, as well as further development of functional academic skills. The program offers a modified curriculum that is supplemented with one-to-one assistance and supervision throughout the school day.

### **SUPPORTED ACADEMIC AND INDEPENDENT LIVING (SAIL)**

The Supported Academic and Independent Living (SAIL) program offers a modified, functional curriculum for students with mild to moderate intellectual and functional deficits. The SAIL program focuses on functional academic skills aligned to the essential elements of the common core state standards, as well as independent living and prevocational skills. Students in the SAIL program participate in small group instruction to develop their foundational skills in preparation for participation in the district transition program.

### **EDUCATIONAL LIFE SKILLS PROGRAM (ELS)**

The Educational Life Skills Program (ELS) is designed as a school-within-a-school, supporting students with moderate to severe functional and cognitive deficits. The ELS program offers individualized one-to-one support as well as small group instruction. Student learning is highly modified and individualized per student based on their specific IEP goals. The ELS program emphasizes functional life skill domains including adaptive skills, self-care, recreation/leisure, community, vocational skill sets, and communication. Students in the ELS program participate in community-based instruction to generalize skills.

### **ON-SITE ALTERNATIVE EDUCATION PROGRAM**

The Alternative Education Program (AEP) is a highly supervised program that addresses the individual needs of students who have been challenged with emotional, behavioral, and medical aspects of their education. AEP provides a separate and highly-structured learning environment for students to meet graduation requirements and reach post-secondary transition goals. Through a non-traditional setting, social emotional learning is emphasized within context of academic growth and achievement.

### **HEARING/VISION ITINERANT SERVICES**

Itinerant support services are provided for students challenged with mild to severe vision/hearing exceptionalities, ensuring access to all school resources. These supports are provided through the Exceptional Learners Collaborative (ELC) which supports the provision of direct service, and consultation with special education/mainstream staff.

### **ALTERNATIVE OFF-CAMPUS PROGRAMMING**

For students requiring intensified support systems and supervision, with extensive, related service programming that needs to be provided in a more immediate and centralized fashion, Stevenson High School supports alternate off-site placement within a variety of therapeutic settings.

### **CONSULTATIVE/COLLABORATIVE MODEL**

Stevenson High School's consultative and collaborative model is designed to meet the needs of special education students within the mainstream educational environment. This model facilitates the exchange of information and supportive services between special and general education. Ongoing contact is made with mainstream teachers, who maintain the primary responsibility for curricular and disciplinary issues.

## TRANSITION PROGRAM

Stevenson High School's Transition Service Program provides individualized skill development for special education students ages 18 through 21. The curriculum for the transition program includes learning targets focusing on the development and enhancement of daily living skills, and vocational training in the areas of work behavior and communication.

Placement into the transition program is addressed on an annual basis by each student's IEP Team upon completion of all Stevenson High School graduation requirements.

## EXCEPTIONAL LEARNERS COLLABORATIVE (ELC)

The Exceptional Learners' Collaborative, ELC, is a special education cooperative and joint agreement between four school districts located in Vernon Hills (Lake County), Illinois. ELC will ensure support for the full continuum of services essential to providing exceptional services to our exceptional learners in District 125. Related service supports for students with low incidence exceptionalities include assistive technology consultation, occupational therapy, physical therapy, speech and language, social work, vision itinerant, hearing itinerant, psychological services, audiology, and mobility services.

## RELATED SERVICE SUPPORTS

The Adlai E. Stevenson High School Special Education Program, in partnership with the Exceptional Learners Collaborative (ELC), offers comprehensive related service supports including speech language, physical/occupational therapy, prevocational support/coordination, and counseling.

# APPENDIX

## LEGAL NOTICE TO STUDENTS AND PARENTS CONFIDENTIALITY OF STUDENT RECORD INFORMATION

IN ACCORDANCE WITH THE PROVISIONS OF THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT AND ITS REGULATIONS, THE ILLINOIS SCHOOL STUDENT RECORDS ACT AND ITS REGULATIONS, AND, BOARD POLICY 7:340, STUDENT RECORDS, AND ITS ADMINISTRATIVE PROCEDURES, EACH PARENT/GUARDIAN AND STUDENT IS ADVISED AS FOLLOWS:

1. DIRECTORY INFORMATION MAY BE RELEASED TO THE GENERAL PUBLIC WITHOUT WRITTEN CONSENT FROM A PARENT/GUARDIAN, UNLESS A PARENT/GUARDIAN REQUESTS THAT SUCH INFORMATION NOT BE RELEASED. ANY PARENTS/GUARDIANS WHO DO NOT WANT SUCH INFORMATION TO BE MADE PUBLIC SHOULD CHECK "I DO NOT WISH TO RELEASE INFORMATION" UNDER THE REQUEST TO RELEASE STUDENT INFORMATION WHEN COMPLETING THE ONLINE REGISTRATION DURING THE SUMMER. PARENTS/GUARDIANS MAY ALSO MAKE SUCH REQUEST BY CONTACTING THE DISTRICT OFFICE. DIRECTORY INFORMATION IS LIMITED TO:
  - A. STUDENT'S NAME
  - B. STUDENT'S ADDRESS
  - C. PARENT'S OR GUARDIAN'S NAME
  - D. PARENT'S OR GUARDIAN'S MAILING ADDRESS
  - E. PARENT'S OR GUARDIAN'S TELEPHONE NUMBER
  - F. PARENT'S OR GUARDIAN'S ELECTRONIC MAIL (E-MAIL) ADDRESS
  - G. STUDENT'S BIRTH DATE AND PLACE
  - H. STUDENT'S GENDER
  - I. STUDENT'S GRADE LEVEL
  - J. STUDENT'S MAJOR FIELD OF STUDY
  - K. STUDENT'S DATES OF ATTENDANCE IN SCHOOL
  - L. STUDENT'S ACADEMIC DEGREES, HONORS, AND AWARDS
  - M. INFORMATION IN RELATION TO THE STUDENT'S PARTICIPATION IN SCHOOL-SPONSORED ACTIVITIES, ORGANIZATIONS, AND ATHLETICS
  - N. PHOTOGRAPHS, VIDEOS, OR DIGITAL IMAGES USED FOR INFORMATIONAL OR NEWS-RELATED PURPOSES (WHETHER BY A MEDIA OUTLET OR BY THE SCHOOL) OF THE STUDENT PARTICIPATING IN SCHOOL OR SCHOOL-SPONSORED ACTIVITIES, ORGANIZATIONS, AND ATHLETICS THAT HAVE APPEARED IN SCHOOL PUBLICATIONS, INCLUDING BUT NOT LIMITED TO YEARBOOKS, NEWSPAPERS, OR SPORTING OR FINE ARTS PROGRAMS, EXCEPT THAT: (I) NO PHOTOGRAPH HIGHLIGHTING INDIVIDUAL FACES WILL BE USED FOR COMMERCIAL PURPOSES, INCLUDING SOLICITATION, ADVERTISING, PROMOTION OR FUNDRAISING WITHOUT THE PRIOR, SPECIFIC, DATED AND WRITTEN CONSENT OF THE PARENT/GUARDIAN OR STUDENT, AND (II) NO IMAGE ON A SCHOOL SECURITY VIDEO RECORDING WILL BE DESIGNATED AS DIRECTORY INFORMATION.

2. DISTRICT 125 MAINTAINS SCHOOL RECORDS FOR EACH STUDENT. A SCHOOL STUDENT RECORD IS ANY RECORD THAT CONTAINS PERSONALLY IDENTIFIABLE INFORMATION OF A STUDENT, OR INFORMATION THAT WOULD LINK THE DOCUMENT TO A STUDENT, EXCEPT FOR RECORDS KEPT IN THE SOLE POSSESSION OF A STAFF MEMBER, WHICH ARE DESTROYED NO LATER THAN THE STUDENT'S GRADUATION OR PERMANENT WITHDRAWAL, AND ARE NOT ACCESSIBLE OR REVEALED TO ANYONE OTHER THAN A TEMPORARY SUBSTITUTE TEACHER; VIDEO OR OTHER ELECTRONIC RECORDINGS CREATED AND MAINTAINED BY LAW ENFORCEMENT PROFESSIONALS WORKING IN THE SCHOOL OR FOR SECURITY OR SAFETY REASONS OR PURPOSES, PROVIDED THE INFORMATION WAS CREATED AT LEAST IN PART FOR LAW ENFORCEMENT OR SECURITY OR SAFETY REASONS OR PURPOSES; AND ELECTRONIC RECORDINGS MADE ON SCHOOL BUSES. THESE CONSIST OF TWO TYPES OF RECORDS: PERMANENT RECORDS AND TEMPORARY RECORDS.

### A STUDENT'S PERMANENT RECORD CONSISTS OF:

- A. BASIC IDENTIFYING INFORMATION, INCLUDING THE STUDENT'S NAME AND ADDRESS, BIRTH DATE AND PLACE, GENDER,
- B. ACADEMIC TRANSCRIPT INCLUDING GRADES, CLASS RANK, GRADUATION DATE, GRADE LEVEL ACHIEVED, SCORES ON COLLEGE ENTRANCE EXAMINATIONS, AND THE UNIQUE STUDENT IDENTIFIER ASSIGNED AND USED BY THE SIS,
- C. ATTENDANCE RECORD,
- D. HEALTH RECORD,
- E. RECORD OF RELEASE OF PERMANENT RECORD INFORMATION,
- F. SCORES RECEIVED ON ALL STATE ASSESSMENT EXAMS ADMINISTERED AT THE HIGH SCHOOL LEVEL, AND
- G. IF NOT MAINTAINED IN THE TEMPORARY RECORD, HONORS AND AWARDS RECEIVED, INFORMATION CONCERNING THE STUDENT'S PARTICIPATION IN SCHOOL-SPONSORED ACTIVITIES OR ATHLETICS, OR OFFICES HELD IN SCHOOL-SPONSORED ORGANIZATIONS.

**NO OTHER INFORMATION WILL BE PLACED IN THE STUDENT'S PERMANENT RECORD.** THE PERMANENT RECORDS WILL BE KEPT BY DISTRICT 125 FOR SIXTY (60) YEARS AFTER GRADUATION, A TRANSFER, OR PERMANENT WITHDRAWAL. A STUDENT'S TEMPORARY RECORD CONSIST OF ALL INFORMATION BY WHICH THE STUDENT MAY BE INDIVIDUALLY IDENTIFIED BUT IS NOT REQUIRED TO BE IN THE STUDENT PERMANENT RECORD. A STUDENT'S TEMPORARY RECORDS MUST INCLUDE:

- A. A RECORD OF RELEASE OF TEMPORARY RECORD INFORMATION,
- B. SCORES RECEIVED ON THE STATE ASSESSMENT EXAMS ADMINISTERED IN THE ELEMENTARY GRADE LEVELS (KINDERGARTEN THROUGH GRADE 8)
- C. INFORMATION REGARDING SERIOUS DISCIPLINARY INFRACTIONS (THOSE INVOLVING DRUGS, WEAPONS, OR BODILY HARM TO ANOTHER) THAT RESULTED IN EXPULSION, SUSPENSION, OR THE IMPOSITION OF PUNISHMENT OR SANCTION,
- D. INFORMATION PROVIDED UNDER SECTION 86 OF THE ABUSED AND NEGLECTED CHILD REPORTING ACT,
- E. COMPLETED HOME LANGUAGE SURVEY FORM,
- F. HEALTH-RELATED INFORMATION, AND
- G. ACCIDENT REPORTS.

THE TEMPORARY RECORD MAY INCLUDE FAMILY BACKGROUND INFORMATION, INTELLIGENCE EXAM SCORES (GROUP AND INDIVIDUAL), APTITUDE EXAM SCORES, REPORTS OF PSYCHOLOGICAL EVALUATIONS (INCLUDING INFORMATION ON INTELLIGENCE, PERSONALITY, AND ACADEMIC INFORMATION), ELEMENTARY AND SECONDARY ACHIEVEMENT LEVEL EXAM RESULTS, PARTICIPATION IN EXTRACURRICULAR ACTIVITIES, INCLUDING ANY OFFICES IN SCHOOL-SPONSORED CLUBS OR ORGANIZATIONS, HONORS AND AWARDS RECEIVED, TEACHER ANECDOTAL RECORDS, OTHER DISCIPLINARY INFORMATION, SPECIAL EDUCATION RECORDS, RECORDS ASSOCIATED WITH PLANS DEVELOPED UNDER SECTION 504, AND ANY VERIFIED REPORTS OF INFORMATION FROM NON-EDUCATIONAL PERSONS OR ORGANIZATIONS OF CLEAR RELEVANCE TO THE EDUCATION OF THE STUDENT. THE TEMPORARY RECORD WILL BE DESTROYED FIVE YEARS AFTER GRADUATION, A TRANSFER, OR PERMANENT WITHDRAWAL.

**A SUMMARY OF THE TYPES OF RECORDS MAINTAINED BY DISTRICT 125 ARE LISTED BELOW ALONG WITH THE OFFICIALS OR CUSTODIANS OF THESE RECORDS:**

RECORD	TYPE OF RECORD	CUSTODIAN OF RECORD
A. DIRECTORY INFORMATION	PERMANENT & TEMPORARY	REGISTRAR
B. ACHIEVEMENT EXAM DATA	TEMPORARY	COUNSELOR & REGISTRAR
C. COURSES/GRADES	PERMANENT	COUNSELOR & REGISTRAR
D. ATTENDANCE DATA	PERMANENT	DEAN & REGISTRAR
E. GRADUATION STATUS	PERMANENT	COUNSELOR & REGISTRAR
F. ENROLLMENT/TRANSFER INFORMATION	PERMANENT	REGISTRAR & COUNSELOR
G. IQ/PSYCHOLOGICAL DATA	TEMPORARY	SPECIAL EDUCATION/PSYCHOLOGIST
H. FAMILY/SOCIAL HISTORY	TEMPORARY	SPECIAL EDUCATION
I. DISCIPLINE	TEMPORARY	DEAN
J. COUNSELING RECORDS	TEMPORARY	COUNSELOR, SOCIAL WORKER, PSYCHOLOGIST
K. ACTIVITIES AND AWARDS	TEMPORARY	STUDENT ACTIVITIES DIRECTOR
L. TRANSCRIPT REQUEST FORMS	TEMPORARY	REGISTRAR
M. HEALTH RECORDS	PERMANENT	SCHOOL NURSE
N. HEALTH-RELATED INFORMATION	TEMPORARY	SCHOOL NURSE
O. ACCIDENT REPORTS	TEMPORARY	SCHOOL NURSE
P. IEP'S AND SPECIAL EDUCATION RECORDS	TEMPORARY	SPECIAL EDUCATION
Q. SECTION 504 PLANS AND RECORDS	TEMPORARY	STUDENT SERVICES/SECTION 504 COORDINATOR
R. HOME-SCHOOL COMMUNICATIONS	TEMPORARY	VARIOUS

3. DISTRICT EMPLOYEES AND SCHOOL OFFICIALS WHO HAVE A CURRENT, DEMONSTRABLE EDUCATIONAL OR ADMINISTRATIVE INTEREST IN THE STUDENT MAY HAVE ACCESS TO THE STUDENT RECORDS FOR THE PURPOSE OF FURTHERING SUCH INTEREST WITHOUT PARENT/GUARDIAN CONSENT. A SCHOOL OFFICIAL IS A BOARD MEMBER, ATTORNEY, AUDITOR, INSURANCE REPRESENTATIVE, INDEPENDENT EVALUATOR, CONTRACTOR, CONSULTANT, VOLUNTEER, OR OTHER PERSON TO WHOM DISTRICT 125 HAS OUTSOURCED INSTITUTIONAL SERVICES OR FUNCTIONS FOR WHICH DISTRICT 125 WOULD OTHERWISE USE EMPLOYEES.
4. EACH PARENT/GUARDIAN OF A STUDENT UNDER 18 YEARS OLD HAS A RIGHT TO INSPECT AND COPY INFORMATION IN THE STUDENT'S RECORDS. SUCH REQUEST MUST BE MADE IN WRITING TO THE PRINCIPAL. ACCESS TO THE RECORDS WILL BE GIVEN WITHIN 10 BUSINESS DAYS OF DISTRICT 125'S RECEIPT OF THE REQUEST. ACCESS WILL NOT BE GIVEN WITH RESPECT TO CONFIDENTIAL LETTERS/RECOMMENDATIONS CONCERNING POST-SECONDARY INSTITUTIONS, INCLUDING BUT NOT LIMITED TO A COLLEGE/UNIVERSITY. WHERE PARENTS/GUARDIANS ARE DIVORCED OR SEPARATED, BOTH SHALL BE PERMITTED TO INSPECT AND COPY THE STUDENT'S RECORDS UNLESS DISTRICT 125 RECEIVED A COPY OF A COURT ORDER INDICATING OTHERWISE. WHEN A STUDENT REACHES 18 YEARS OLD, GRADUATES FROM HIGH SCHOOL, MARRIES, OR ENTERS MILITARY SERVICE, ALL RIGHTS AND PRIVILEGES ACCORDED TO THE PARENTS/GUARDIANS BECOME EXCLUSIVELY THOSE OF THE STUDENT AND NO ONE OTHER THAN THE STUDENT CAN REQUEST RECORDS OR INFORMATION IN SUCH RECORDS.
5. DISTRICT 125 CHARGES \$0.35 PER PAGE FOR COPIES OF STUDENT RECORDS. NO PARENT/GUARDIAN OR STUDENT WILL BE PRECLUDED FROM RECEIVING COPIES BECAUSE OF FINANCIAL HARDSHIP.
6. PARENTS/GUARDIANS HAVE THE RIGHT TO REQUEST A HEARING TO CHALLENGE THE ACCURACY, RELEVANCY, OR PROPRIETY OF THEIR STUDENT'S RECORDS, EXCEPT FOR ACADEMIC GRADES AND REFERENCES TO EXPULSIONS OR OUT-OF-SCHOOL SUSPENSIONS IF THE CHALLENGE IS MADE AT THE TIME THE STUDENT'S SCHOOL RECORDS ARE FORWARDED TO ANOTHER SCHOOL TO WHICH THE STUDENT IS TRANSFERRING. PARENTS ALSO HAVE THE RIGHT TO INSET A WRITTEN REBUTTAL CONCERNING THE CONTENT OF SUCH RECORDS.
7. UPON REQUEST FOR A HEARING CONCERNING THE CONTENT OF THE STUDENT'S RECORDS, THE PRINCIPAL WILL ARRANGE AN INFORMAL MEETING WITH THE PARENT/GUARDIAN. IF THEREAFTER THE PARENT/GUARDIAN WISHES TO PROCEED

- WITH A HEARING, THE PARENT/GUARDIAN MUST SUBMIT SUCH REQUEST IN WRITING TO THE SUPERINTENDENT. THE PARENT/GUARDIAN HAS THE RIGHT TO PRESENT EVIDENCE AND CALL WITNESSES, CROSS-EXAMINE WITNESSES, LEGAL COUNSEL, AND RECEIVE WRITTEN STATEMENTS OF THE DECISION AND THE REASONS FOR SUCH DECISION. THE PARENT/GUARDIAN MAY INSERT A WRITTEN STATEMENT OF REASONABLE LENGTH DESCRIBING THEIR POSITION ON DISPUTED INFORMATION. THE PARENT/GUARDIAN MAY APPEAL THE DECISION TO AN ADMINISTRATIVE TRIBUNAL OR OFFICIAL DESIGNATED BY THE STATE BOARD OF EDUCATION.
8. PARENTS/GUARDIANS HAVE THE RIGHT TO FILE A COMPLAINT WITH THE U.S. DEPARTMENT OF EDUCATION CONCERNING ALLEGED FAILURES BY DISTRICT 125 TO COMPLY WITH THE REQUIREMENTS OF THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA). THE NAME AND ADDRESS OF THE OFFICE THAT ADMINISTERS FERPA IS:  
 FAMILY POLICY COMPLIANCE OFFICE  
 U.S. DEPARTMENT OF EDUCATION  
 400 MARYLAND AVENUE S.W.  
 WASHINGTON, D.C. 20202-4605
  9. UPON GRADUATION, TRANSFER OR PERMANENT WITHDRAWAL OF THE STUDENT, DISTRICT 125 WILL NOTIFY THE PARENTS/GUARDIANS AND THE STUDENT OF THE DESTRUCTION SCHEDULE FOR THE STUDENT'S PERMANENT AND TEMPORARY RECORDS AND OF THEIR RIGHT TO REQUEST A COPY.
  10. REQUESTS FOR DISTRICT 125 TO RELEASE A STUDENT'S RECORDS TO ANY PERSON OTHER THAN THE PARENTS/GUARDIANS (OR STUDENT AGE 18 OR OLDER) MUST BE IN WRITING.
  11. UPON RECEIPT OF A COURT ORDER OF PROTECTION, THE PRINCIPAL WILL FILE IT IN THE RECORDS OF A STUDENT WHO IS THE "PROTECTED PERSON" UNDER THE ORDER OF PROTECTION. NO INFORMATION OR RECORDS SHALL BE RELEASE TO THE RESPONDENT NAMED IN THE ORDER OF PROTECTION. WHEN A STUDENT WHO IS A "PROTECTED PERSON" UNDER AN ORDER OF PROTECTION TRANSFERS TO PUBLIC OR PRIVATE SCHOOL, OR AS SOON AS POSSIBLE, THE PRINCIPAL WILL, AT THE REQUEST OF THE PETITIONER, PROVIDE, WITHIN 24 HOURS OF THE TRANSFER OR AS SOON AS POSSIBLE, WRITTEN NOTICE OF THE ORDER OF PROTECTION, ALONG WITH A CERTIFIED COPY OF THE ORDER, TO THE SCHOOL TO WHICH THE STUDENT IS TRANSFERRING.



12. DISTRICT 125 MAY GRANT ACCESS TO, OR RELEASE INFORMATION FROM, STUDENT RECORDS WITHOUT PARENT/GUARDIAN CONSENT OR NOTIFICATION TO ANY PERSON FOR THE PURPOSE OF RESEARCH, STATISTICAL REPORTING, OR PLANNING, PROVIDED THAT NO STUDENT OR PARENT(S)/GUARDIAN(S) CAN BE IDENTIFIED FROM THE INFORMATION RELEASED, AND THE PERSON TO WHOM THE INFORMATION IS RELEASED SIGNS AN AFFIDAVIT AGREEING TO COMPLY WITH ALL APPLICABLE STATUTES AND RULES PERTAINING TO SCHOOL STUDENT RECORDS.
13. DISTRICT 125 WILL GRANT ACCESS TO, OR RELEASE INFORMATION FROM, A STUDENT'S RECORDS PURSUANT TO A COURT ORDER, PROVIDED THAT THE PARENT(S)/GUARDIAN(S) WILL BE GIVEN PROMPT WRITTEN NOTICE OF SUCH ORDER'S TERMS, THE NATURE AND SUBSTANCE OF THE INFORMATION PROPOSED TO BE RELEASED, AND AN OPPORTUNITY TO INSPECT AND COPY SUCH RECORDS AND TO CHALLENGE THEIR CONTENTS. HOWEVER, DISTRICT 125 WILL COMPLY WITH AN EX PARTE COURT ORDER REQUIRING IT TO PERMIT THE U.S. ATTORNEY GENERAL OR DESIGNEE TO HAVE ACCESS TO A STUDENT'S RECORDS WITHOUT NOTICE TO OR THE CONSENT OF THE STUDENT'S PARENT(S)/GUARDIAN(S).
14. DISTRICT 125 WILL GRANT ACCESS TO, OR RELEASE INFORMATION FROM, ANY STUDENT RECORD AS SPECIFICALLY REQUIRED BY FEDERAL OR STATE LAW. **NOTE: IT IS STEVENSON'S POLICY TO SHARE INFORMATION REGARDING THE CRIMINAL ACTIVITIES OF STUDENTS WITH JUVENILE AUTHORITIES, INCLUDING LOCAL POLICE DEPARTMENTS, AND PERMITTED BY LAW.**
15. DISTRICT 125 WILL GRANT ACCESS TO, OR RELEASE INFORMATION FROM, STUDENT RECORDS TO ANY PERSON POSSESSING A WRITTEN, DATED CONSENT, SIGNED BY THE PARENT(S)/GUARDIAN(S) (OR STUDENT AGE 18 OR OLDER) STATING TO WHOM THE RECORDS MAY BE RELEASED; THE INFORMATION OR RECORD TO BE RELEASED; THE REASON FOR THE RELEASE; THE RIGHT OF THE PARENT(S)/GUARDIAN(S) OR ELIGIBLE STUDENT TO COPY THE INFORMATION TO BE DISCLOSED, CHALLENGE ITS CONTENTS, LIMIT THE CONSENT TO DESIGNATED RECORD(S) OR PORTION(S) OF THE INFORMATION CONTAINED IN THOSE RECORDS, AND REVOKE THE CONSENT IN WRITING AT ANY TIME; THE CONSEQUENCES OF A REFUSAL TO CONSENT, IF ANY; AND THE DATE ON WHICH THE CONSENT EXPIRES. ONE COPY OF THE SIGNED CONSENT FORM WILL BE KEPT IN THE TEMPORARY RECORDS AND ONE COPY IS MAILED TO THE PARENT(S)/GUARDIAN(S) (OR STUDENT AGE 18 OR OLDER) BY THE SUPERINTENDENT OR DESIGNEE.
16. DISTRICT 125 MAY RELEASE STUDENT RECORDS, OR INFORMATION CONTAINED THEREIN, TO THE OFFICIAL RECORDS CUSTODIAN OF ANOTHER ILLINOIS SCHOOL, OR AN OFFICIAL WITH SIMILAR RESPONSIBILITIES IN A SCHOOL OUTSIDE OF ILLINOIS, IN WHICH THE STUDENT HAS ENROLLED OR INTENDS TO ENROLL, UPON WRITTEN REQUEST FROM SUCH OFFICIAL.
17. PRIOR TO THE RELEASE OF ANY RECORDS, OR INFORMATION UNDER ITEMS 14 AND 16 ABOVE, DISTRICT 125 WILL PROVIDE PROMPT WRITTEN NOTICE TO THE PARENT(S)/GUARDIAN(S) (OR STUDENT AGE 18 OR OLDER) OF THIS INTENDED ACTION. THIS NOTIFICATION SHALL INCLUDE A STATEMENT CONCERNING THE NATURE AND SUBSTANCE OF THE RECORDS TO BE RELEASED AND THE RIGHT TO INSPECT, COPY, AND CHALLENGE THE CONTENTS. IF THE RELEASE IS UNDER 14 ABOVE AND RELATES TO MORE THAN 25 STUDENTS, A NOTICE PUBLISHED IN THE NEWSPAPER IS SUFFICIENT.
18. DISTRICT 125 MAY RELEASE STUDENT RECORDS, OR INFORMATION CONTAINED THEREIN, IN CONNECTION WITH AN EMERGENCY WITHOUT PARENT/GUARDIAN CONSENT IF THE KNOWLEDGE OF SUCH INFORMATION IS NECESSARY TO PROTECT THE HEALTH OR SAFETY OF THE STUDENT OR OTHER PERSONS. DISTRICT 125 EMPLOYEES AND SCHOOL OFFICIALS SHALL MAKE THIS DECISION IN TAKING INTO CONSIDERATION THE NATURE OF THE EMERGENCY, THE SERIOUSNESS OF THE THREAT TO THE HEALTH OR SAFETY OF THE STUDENT OR OTHER PERSONS, THE NEED FOR SUCH RECORDS TO MEET THE EMERGENCY, AND WHETHER THE PERSONS TO WHOM SUCH RECORDS ARE RELEASED ARE IN POSITION TO DEAL WITH THE EMERGENCY. DISTRICT 125 WILL NOTIFY THE PARENT(S)/GUARDIAN(S) (OR STUDENT AGE 18 OR OLDER) AS SOON AS POSSIBLE OF THE INFORMATION RELEASED, THE DATE OF THE RELEASE, THE PERSON, AGENCY OR ORGANIZATION TO WHOM THE RELEASE WAS MADE, AND THE PURPOSE OF THE RELEASE.
19. DISTRICT 125 WILL GRANT ACCESS TO, OR RELEASE INFORMATION FROM STUDENT RECORDS TO JUVENILE AUTHORITIES WHEN NECESSARY FOR THE DISCHARGE OF THEIR OFFICIAL DUTIES UPON THEIR REQUEST BEFORE THE STUDENT'S ADJUDICATION, PROVIDED THEY CERTIFY IN WRITING THAT THE INFORMATION WILL NOT BE DISCLOSED TO ANY OTHER PARTY EXCEPT AS PROVIDED UNDER LAW OR ORDER OF COURT. "JUVENILE AUTHORITIES" MEANS:
  - (A) A CIRCUIT COURT JUDGE AND COURT STAFF MEMBERS DESIGNED BY THE JUDGE;
  - (B) PARTIES TO THE PROCEEDING UNDER THE JUVENILE COURT ACT OF 1987 AND THEIR ATTORNEYS;
  - (C) PROBATION OFFICERS AND COURT APPOINTED ADVOCATES FOR THE JUVENILE AUTHORIZED BY THE JUDGE HEARING THE CASE;
  - (D) ANY INDIVIDUAL, PUBLIC OR PRIVATE AGENCY HAVING COURT-ORDERED CUSTODY OF THE CHILD;
  - (E) ANY INDIVIDUAL, PUBLIC OR PRIVATE AGENCY PROVIDING EDUCATION, MEDICAL OR MENTAL HEALTH SERVICE TO THE CHILD WHEN THE REQUESTED INFORMATION IS NEEDED TO DETERMINE THE APPROPRIATE SERVICE OR TREATMENT FOR THE MINOR;
  - (F) ANY POTENTIAL PLACEMENT PROVIDER WHEN SUCH RELEASE IS AUTHORIZED BY THE COURT TO DETERMINE THE APPROPRIATENESS OF THE POTENTIAL PLACEMENT;
  - (G) LAW ENFORCEMENT OFFICERS AND PROSECUTORS;
  - (H) ADULT AND JUVENILE PRISONER REVIEW BOARDS;
  - (I) AUTHORIZED MILITARY PERSONNEL; AND
  - (J) INDIVIDUALS AUTHORIZED BY COURT.
20. DISTRICT 125 WILL GRANT ACCESS TO, OR RELEASE INFORMATION FROM STUDENT RECORDS, TO A SHO CAP (SERIOUS HABITUAL OFFENDER COMPREHENSIVE ACTION PROGRAM) COMMITTEE MEMBER, PROVIDED THAT:
  - (A) THE COMMITTEE MEMBER IS STATE OR LOCAL OFFICIAL OR AUTHORITY;
  - (B) THE DISCLOSURE CONCERNS THE JUVENILE JUSTICE SYSTEM'S ABILITY TO EFFECTIVELY SERVE, PRIOR TO ADJUDICATION, THE STUDENT WHOSE RECORDS ARE TO BE RELEASED AND THE OFFICIAL OR AUTHORITY CERTIFIES IN WRITING THAT THE RECORDS WILL NOT BE DISCLOSED TO ANY OTHER PARTY EXCEPT AS PROVIDED UNDER STATE LAW WITHOUT THE PRIOR WRITTEN CONSENT OF THE STUDENT'S PARENT(S)/GUARDIAN(S);
  - (C) THE DISCLOSURE'S PURPOSE IS LIMITED TO IDENTIFYING SERIOUS HABITUAL JUVENILE OFFENDERS AND MATCHING THOSE OFFENDERS WITH COMMUNITY RESOURCES PURSUANT TO SECTION 5-145 OF THE JUVENILE COURT ACT OF 1987; AND
  - (D) THE RELEASE, TRANSFER, DISCLOSURE, OR DISSEMINATION CONSISTENT WITH THE FAMILY EDUCATION RIGHTS AND PRIVACY ACT.
21. UPON THEIR REQUEST, MILITARY RECRUITERS AND INSTITUTIONS OF HIGHER LEARNING WILL HAVE ACCESS TO SECONDARY STUDENT'S NAMES, ADDRESSES, AND TELEPHONE LISTINGS, UNLESS AN OBJECTION IS MADE BY STUDENT'S PARENT(S)/GUARDIAN(S). ANY PARENTS/GUARDIANS WHO DO NOT WANT SUCH INFORMATION TO BE RELEASED SHOULD CHECK: "I DO NOT WISH TO RELEASE INFORMATION" UNDER THE REQUEST TO RELEASE STUDENT INFORMATION WHEN COMPLETING THE ONLINE REGISTRATION DURING THE SUMMER.
22. IT IS THE STUDENT'S RIGHT THAT NO PERSON MAY CONDITION THE GRANTING OR WITHHOLDING OF ANY RIGHT, PRIVILEGE OR BENEFITS, OR MAKE AS A CONDITION OF EMPLOYMENT, CREDIT OR INSURANCE, THE SECURING BY ANY INDIVIDUAL OF ANY INFORMATION FROM A STUDENT'S TEMPORARY RECORD WHICH SUCH INDIVIDUAL MAY OBTAIN THROUGH THE EXERCISE OF ANY RIGHT SECURED UNDER STATE OR FEDERAL LAW.
23. COPIES OF THE BOARD POLICY 7:340, STUDENT RECORDS, AND ITS ADMINISTRATIVE PROCEDURES ARE AVAILABLE FOR INSPECTION IN THE DISTRICT'S ADMINISTRATIVE OFFICE. POLICY 7:340 IS ALSO AVAILABLE ON THE DISTRICT'S WEBSITE. IF YOU HAVE ANY QUESTIONS, PLEASE CALL 847-415-4000 AND ASK FOR THE PRINCIPAL.

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KEY: (CP) COLLEGE PREP, (A) ACCELERATED, (H) HONORS

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# STUDENT SERVICES

**SARAH BOWEN, DIRECTOR** |

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The Student Services Division is dedicated to supporting all students in the development of the social emotional skills: responsible decision-making, relationship skills, social awareness, self awareness, and self management, which are necessary to achieve their goals of success in post-secondary endeavors, and to positively contribute to a global society. The Student Services Division is comprised of school counselors, social workers, psychologists, and a Substance Abuse Prevention Coordinator who work collaboratively to ensure success for every student.

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Ken Latka .....	847-415-4001
<i>Assistant Principal of Operations</i>	
Doug Lillydahl.....	847-415-4325
<i>Director of Communication Arts</i>	
Traci Krawczyk.....	847-415-4801
<i>Director of Special Education</i>	
Mark Onuscheck .....	847-415-4102
<i>Director of Curriculum, Instruction, and Assessment</i>	
Eric Ramos .....	847-415-4276
<i>Director of Physical Welfare</i>	
Anthony Reibel .....	847-415-4200
<i>Director of Teaching and Learning</i>	
Brad Smith.....	847-415-4650
<i>Director of Social Studies</i>	
Dr. Eric Twadell.....	847-415-4102
<i>Superintendent</i>	
Dr. Steve Wood .....	847-415-4400
<i>Director of Science</i>	
Dr. Gwen Zimmermann.....	847-415-4212
<i>Director of Assessment, Research, and Evaluation</i>	



# FOUR-YEAR COURSE PLAN WORKSHEET

NAME \_\_\_\_\_ DATE \_\_\_\_\_

COUNSELOR \_\_\_\_\_ GRADUATION YEAR \_\_\_\_\_

COLLEGE CHOICE(S) \_\_\_\_\_

CAREER GOAL(S)/MAJOR \_\_\_\_\_

CO-CURRICULAR ACTIVITIES \_\_\_\_\_

OUTSIDE ACTIVITIES/JOB(S) \_\_\_\_\_

9<sup>TH</sup> GRADE GOAL \_\_\_\_\_

10<sup>TH</sup> GRADE GOAL \_\_\_\_\_

11<sup>TH</sup> GRADE GOAL \_\_\_\_\_

12<sup>TH</sup> GRADE GOAL \_\_\_\_\_

**REQUIRED COURSES TO ADD:** Physical Education, Driver Education, Health, World History and Geography, U.S. History, Economics/Personal Finance, and Government.

## STEVENSON HIGH SCHOOL MINIMUM GRADUATION REQUIREMENTS

- English ..... 8 semesters/credits
- Mathematics ..... 6 semesters/credits
- Biology ..... 2 semesters/credits
- Physical Science ..... 2 semesters/credits
- U.S. History ..... 2 semesters/credits
- World History and Geography ..... 2 semesters/credits
- Government ..... 1 semester/credit
- Economics or Personal Finance ..... 1 semester/credit
- Health ..... 1 semester/credit
- Driver Education ..... 1 semester/credit
- Required Electives (Fine Arts, Applied Arts, or World Languages) ..... 2 semesters/credits
- Additional Credits and P.E. .... 17 semesters/credits

**Total Credits ..... 45 semesters/credits**

College-bound students should schedule a minimum of four academic units each semester. Academic units include English, mathematics, science, social studies, and world language courses. Certain colleges may require additional electives in Fine Arts or Applied Arts for admission. Students are strongly encouraged to contact colleges to determine admission requirements. Students should see their counselor for personalized assistance.

## SUGGESTED COLLEGE ADMISSION SEQUENCE

- English ..... 8 semesters/credits  
*Emphasis on written and oral communication and literature*
- Mathematics ..... 6 semesters/credits  
*Including algebra, advanced algebra, geometry, and/or trigonometry*
- Science ..... 6 semesters/credits  
*Emphasis on laboratory sciences with a foundation in biology, chemistry, and physics*
- Social Studies ..... 6 semesters/credits  
*Emphasis on history and government*
- Electives ..... 4 semesters/credits  
*Four semesters in foreign language, applied arts, or fine arts*

One credit is earned for each semester course passed.  
No credit is earned for lunch or study hall.  
If you intend to participate in college athletics, refer to the NCAA Eligibility Center online at [www.eligibilitycenter.org](http://www.eligibilitycenter.org)

Passing the Illinois and Federal Constitution tests must be achieved to meet graduation requirements. To participate in the graduation ceremony, the "46th Credit" test must be passed.  
The school-day SAT given to juniors in the spring is a graduation requirement in the State of Illinois. No other SAT administration fulfills this requirement.

FRESHMAN YEAR		SOPHOMORE YEAR	
SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
1-English	1-English	1-English	1-English
2-Math	2-Math	2-Math	2-Math
3-Science	3-Science	3-Science	3-Science
4-Lunch	4-Lunch	4-Lunch	4-Lunch
5-	5-	5-	5-
6-	6-	6-	6-
7-	7	7-	7
8-	8-	8-	8-
Semester Credits: _____		Semester Credits: _____	
Previous Summer School Credits: _____		Previous Summer School Credits: _____	
<b>Total Year Credits:</b> _____		<b>Total Year Credits:</b> _____	

JUNIOR YEAR	
SEMESTER 1	SEMESTER 2
1-English	1-English
2-Math	2-Math
3-	3-
4-Lunch	4-Lunch
5-	5-
6-	6-
7-	7
8-	8-
Semester Credits: _____	
Previous Summer School Credits: _____	
<b>Total Year Credits:</b> _____	

SENIOR YEAR	
SEMESTER 1	SEMESTER 2
1-English	1-English
2-	2-
3-	3-
4-Lunch	4-Lunch
5-	5-
6-	6-
7-	7
8-	8-
Semester Credits: _____	
Previous Summer School Credits: _____	
<b>Total Year Credits:</b> _____	

Honors Graduation: minimum 42 credits after 7 semesters  
Graduation: minimum 45 credits after 8 semesters



# 2021-22 COURSE SELECTION WORKSHEET

USE THIS WORKSHEET TO PLAN YOUR COURSES FOR THE 2021-22 SCHOOL YEAR.

STUDENT NAME _____	ID NUMBER _____	<b>20</b> CLASS	____/____/____ DATE OF BIRTH
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Once completed, follow the instructions provided by your counselor to enter your courses into Infinite Campus. Remember to include waivers, study hall, and free periods.

SEMESTER 1		SEMESTER 2	
COURSE NUMBER	COURSE NAME	COURSE NUMBER	COURSE NAME
■		■	
■		■	
■		■	
■		■	
■		■	
■		■	
■		■	
■		■	
■		■	
—	■ LUNCH	—	■ LUNCH
*		*	

- \* Add P.E. athletic waiver if applicable
- \* Add Early Bird Choice P.E. if applicable
- \* Add Band or Color Guard P.E. waiver if applicable (Semester 1 only)
- \* Add after-school Student Council if applicable (You must be enrolled in **seven** classes during the school day.)

### DRIVER EDUCATION

To request Driver Education, your date of birth must be on or before:  
12/9/05 for Semester 1 **and** 4/15/06 for Semester 2.

CAREER AND/OR POST SECONDARY GOALS:

CLUB AND/OR ACTIVITY PLANS:

## ADDITIONAL COURSE NUMBERS

COURSE TITLE	SEMESTER 1	SEMESTER 2
Winter Graduate	WNTRGRAD	—
Lunch	LUNCH1	LUNCH2
Half Period Lunch	LNCH01	LNCH02
Athlete: 8 <sup>th</sup> Hour Free	ATH081	ATH082
P.E. Waiver: Academic	PEAW01	PEAW02
P.E. Waiver: Band	PEBW01	—
P.E. Waiver: Color Guard	PEGW01	—
Student Council: Free Hour	STUCN1	STUCN2
Student Council: Study Hall	STUSH1	STUSH2
Study Hall	STUDY1	STUDY2
Half-Period Study Hall	STDY01	STDY02
Unscheduled Time	FREE01	FREE02
Half-Period Free Time	FRE251	FRE252
Seniors: 8 <sup>th</sup> Hour Free	FREE81	FREE82



## WHO WAS ADLAI E. STEVENSON?

ADLAI E. STEVENSON



Adlai Ewing Stevenson II (February 5, 1900–July 14, 1965) was one of the most famous public figures in America during the middle of the twentieth century. He was the Democratic Party nominee for president of the United States in 1952 and 1956, served one term as governor of the state of Illinois (1948-52), and was the U.S. ambassador to the United Nations during the Cuban missile crisis.

Stevenson's father, Lewis, was Illinois Secretary of State from 1914-1917, and his grandfather, Adlai E. Stevenson, was the nation's twenty-third vice president, serving under President Grover Cleveland from 1893-97. Stevenson was regarded as one of the most intelligent and finest orators in American political history.

For much of his adult life, Stevenson lived on St. Mary's Road near Libertyville. His home today has been transformed into the Adlai Stevenson Center on Democracy. In June 1965, Stevenson died of a heart attack. District 125 school board members voted in July 1965 to name the newly formed district and its new high school in his honor. Adlai E. Stevenson High School opened in August 1965.



ADLAI E. STEVENSON, THEN GOVERNOR OF ILLINOIS, SPEAKS WITH PRESIDENT HARRY TRUMAN IN THE OVAL OFFICE.

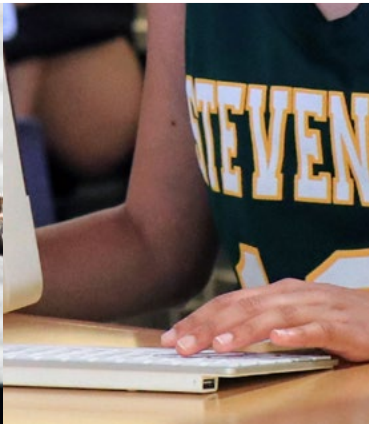


**ADLAI E. STEVENSON HIGH SCHOOL**

1 STEVENSON DRIVE | LINCOLNSHIRE, IL 60069

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