



ADLAI E. STEVENSON HIGH SCHOOL

COURSEBOOK 2024-25

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/guardians 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.



Dear Students and Parents/Guardians:

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 Incoming Freshman Parent/Guardian and Student Orientation Evenings (Wednesday, Jan. 10; Thursday, Jan. 11; or Tuesday, Jan. 16, 2024). Together, with the information available on our website (www.d125.org) and from our division directors, students can prepare for one of our course selection evenings on Thursday, Jan. 18, Monday, Jan. 22 or Wednesday, Jan. 24, 2023.

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 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

One Stevenson Drive
Lincolnshire, Illinois
60069

847.415.4000

d125.org

OUR MISSION: SUCCESS FOR EVERY STUDENT

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COURSE SELECTION

Each year, students meet with counselors to choose courses for the following academic year. Students are encouraged to work with counselors, teachers and parents to select courses which support their goals and interests and align with their health and wellness. Course verification sheets are sent home each spring to ensure accuracy. Freshman course placements are determined through criteria set by each division and will be shared with incoming freshman families shortly after the orientation evenings in January. The master schedule is created each spring based on student course selections. Requests for course changes after this point may not be possible due to 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/Guardian-Engagement (SCoPE) meetings. Students are encouraged to review their four-year plan with their parents/guardians 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)
- A Physical Welfare, Dance and/or Driver's Education course (or meet the criteria to qualify for a waiver)
- Lunch period

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.

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	2 semesters/credits
Additional Credits and P.E.	17 semesters/credits
Total Credits	45 semesters/credits

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, Multilingual Learning and/or Computer Science, Engineering and Technology.

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 credits are required for graduation which should be taken one per semester unless a student is planning to graduate early. 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.

MATHEMATICS GRADUATION REQUIREMENT

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

PHYSICAL WELFARE 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 receives a Marching Band or Color Guard waiver
- The senior student receives an academic waiver

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.

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 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 this 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 Use Prevention Specialist, is based directly on the information contained in the "46th Credit" manual. The Substance Use Prevention Specialist 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 REQUIREMENTS

English <i>Emphasis on written and oral communication and literature</i>	8 semesters/credits
Mathematics <i>Including algebra, advanced algebra, geometry and/or trigonometry</i>	6 semesters/credits
Science <i>Emphasis on laboratory sciences with a foundation in biology, chemistry and physics</i>	6 semesters/credits
Social Studies <i>Emphasis on history and government</i>	6 semesters/credits
Electives <i>Four semesters in Multilingual Learning, Applied Arts or Fine Arts</i>	4 semesters/credits

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

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.

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

- Go to: <https://web3.ncaa.org/hsportal/exec/homeAction>
- 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://fs.ncaa.org/Docs/eligibility_center/Student_Resources/IE_Brochure.pdf

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

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. Please note that schedule change requests may not be possible based on the availability of courses. Requests for teacher changes will not be honored. Students will be able to view their final schedule through Infinite Campus during the week before school begins.

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 up through the end of the first eight weeks of each semester.

Please note that in a full-year course, students will only have the first five days of the second semester to drop.

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/guardians, 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 up through the end of the first eight weeks of the 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/guardian, 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 Multilingual Learning 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 opportunities 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/guardian 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 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 determines a letter grade. Student grades are based on evidence of student learning of the course curriculum standards.

The purpose of grades is to provide the teacher, student and parents/guardians as accurate a picture as possible of the student’s learning and to encourage a dialogue about how the student can develop proficiency in 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 <https://www.d125.org/academics/grading> 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

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 Multilingual Learning.

HONORS/ACCELERATED COURSES

These courses enable students to prepare for and pursue college-level studies while still in high school. Students who complete honors/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 Stevenson High School, students may need to complete summer work. Summer assignments are available in the late spring via the school’s website.

EXCLUSIONS

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

- Driver Education
- Courses with grades of pass (P) or fail (F)
- 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 Stevenson 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, Aquatics 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 Coursebook 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 the Interactive Report Card (IRC)
- 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. 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: <https://www.act.org/content/act/en/products-and-services/the-act/scores.html>

For SAT exam scores, visit: <https://satsuite.collegeboard.org/sat/scores/getting-scores/your-scores>

For AP exam scores, visit: <https://apstudents.collegeboard.org/view-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, Italian, Japanese, Korean, Portuguese, 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, Hindi, Polish and Russian.
- For languages for which an AAPPL or STAMP is not currently available, the ALTA exam may be offered.

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 previous). 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 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, Italian, Japanese, Korean, Portuguese, 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, Hindi, Polish and Russian.

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 website: 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 from Physical Education 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 credit-bearing classes.

Criteria for a credit waiver: A junior or senior athlete in two sports and five credit-bearing 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. Depending on a student's schedule, an elective course may have to be dropped to accommodate the Physical Education class.*

ACADEMIC WAIVER POLICY: ELIGIBILITY

A senior may receive an academic waiver from Physical Education if the student is enrolled in six credit-bearing classes. The student must demonstrate that each of these classes are necessary to satisfy Stevenson graduation requirements and/or admission requirements of a post-secondary program.

A senior who receives an academic waiver from Physical Education will not receive credit for this course.

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

Any student, grade 9-10-11-12, who is enrolled in Wind Ensemble, Symphonic Band, Wind Symphony, Freshman 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

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 Basketball	Allied Soccer
Cheerleading	Allied Spirit Revolution	Baseball
Cross Country	Basketball	Gymnastics
Football	Bowling	Lacrosse
Golf	Cheerleading	Student Athletic Training
Competitive Dance	Competitive Dance	Tennis
Soccer	Fencing	Track and Field
Student Athletic Training	Ice Hockey	Volleyball
	Student Athletic Training	Water Polo
	Swimming and Diving	
	Wrestling	

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

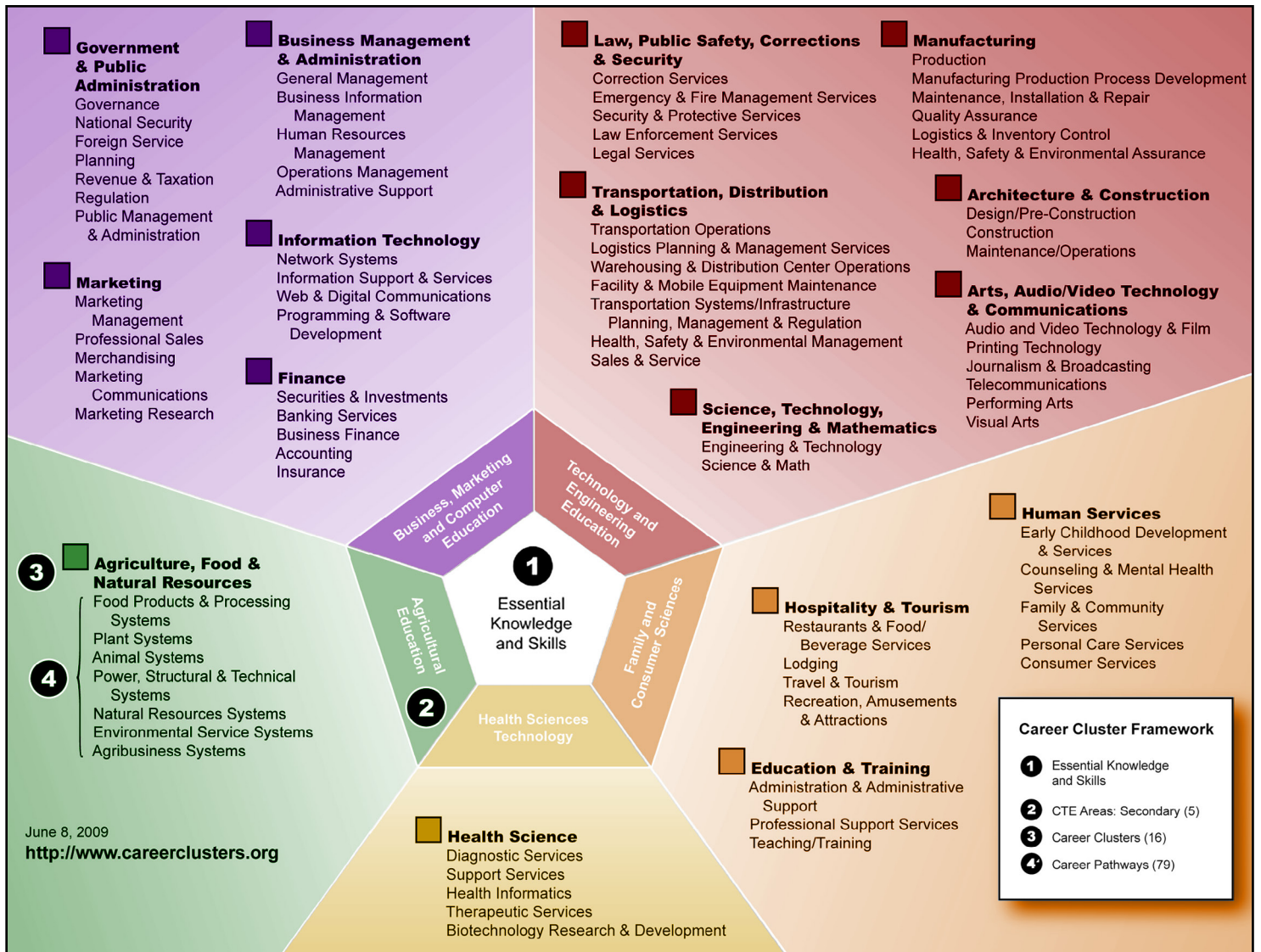
SCAN QR CODE TO READ MORE ABOUT CO-CURRICULAR ACTIVITIES AND CLUBS ONLINE: WWW.D125.ORG/STUDENT-LIFE/ACTIVITIES



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/student-life/activities.

2D + 3D Art Studio	Family, Career and Community Leaders of America (FCCLA)	International Thespian Society (ITS)	Science Bowl
Aerospace + Aviation Club	Filipino American Student Association (FASA)	Italian Club	Science Olympiad Team
<i>Ambassador</i> Yearbook	Film Club	Japan Club	Science REACH Club
Animal Welfare Club (AWC)	FIRE (Fostering Inter-Cultural Respect and Empowerment Club)	Jazz Ensemble	Script Studio (TBA)
Archery Club	Food Revolution	Key Club International	Sexuality and Gender Alliance (SAGA)
Architecture + Engineering Club	Free The Children (FTC)	Kiva	SHS Amplified
Art Club	French Club French Honor Society (FHS)	Korean Club	SHS-TV
Art From The Heart (AFH)	Freshman Mentor Program (FMP)	Latin American Student Organization (LASO)	Skatriettes
Asian American Student Association	Friends International	Latin Club	South Asian Student Association
Badminton Club (Boys)	Future Business Leaders of America (FBLA)	Law Club Mock Trial	Spanish Club
Baroque Ensemble + Viol Consort	Future Doctors of America	Lean In Feminism Club	Spanish Honor Society
Bass Fishing	Future Educators of America (FEA)	Low Frequency	Sports Analytics Club
Best Buddies	Future Health Professionals (HOSA)	Marching Band	StageCrafters Technical Theatre Club
Best Buddies Transition	Future Nurses of America (FNA)	Mascot Pep Club	Start-Ups in Business + Technology
Biology Olympiad	Garden Horticulture Club	Math Team	<i>Statesman</i> Newspaper
Black Student Union	Geography Club (Geo Club)	Mélange Dance Company	Stevenson Ambassadors
Breakfast with Books	German Club German Honor Society	Mind Your Mind	Stevenson Network News (SNN)
Business Professionals of America (BPA)	Girls in STEAM	Model United Nations Team	Stevenson Peer Theater (SPT) (Snowflake)
Calligraphy Club	Green Team	Muslim Student Association (MSA)*	Stevenson Sports Broadcasting
Catalyst	Guitar Club	Nothing But Treble	Stevenson Strength + Conditioning (SSC) (Co-Ed)
Chemistry Club	Hebrew National Honor Society (HNHS)	Odyssey Student Volunteer Club	Stevenson Styler Fashion Club
Chess Club	History Bowl/Bee	Open Gym	Strings Board
Chinese Club Chinese Honor Society	History Fair Club	Operation Snowball (OS)	Student Council (StuCo)
Choreography Club	IM Basketball League (Boys, Girls)	Patriot Wellness Center	Students Helping Soldiers (S*H*S)
Class Board	IM Cricket Club (Co-Ed)	Peer Helpers	Table Tennis Advanced Table Tennis
Club Israel (Hebrew Club)	IM Flag Football League (Boys, Girls)	Peer Tutors	TEAMS/ACES
Color Guard + Winter Guard	IM Gaga	Philosophy Club	<i>The WIT + The Sole</i>
Computer Science Club	IM Pickleball	Photography Studio	Theatre Productions
Cultural Cuisine Club	IM Polar Bear Running Club (Co-Ed)	Physics Club	Tri-M Music Honor Society
Debate	IM Ski + Snowboard Club (Co-Ed)	Polish Club	Turkish Club
Diversity Council World's Fair (Divco)	IM Squash Club (Co-Ed)	Political Action Club (PAC)	VEX Robotics Club
DJ Club	IM Volleyball League (Co-Ed)	Polyphonics	Video Game Club (VGC)
Eastern European Club	Improv Comedy Team	Poster Design Club	Write Club Spoken Word
Entrepreneurship Club	"Failed Presidential Candidates"	Print Media Club	Zumba Club
eSports	In the Loop (Knitting Club)	Project Pen Pal	
Everlasting Promise in Christ (E.P.I.C.)*	Interactive Gamers Club (IGC)	Psychology Club	
		Repertory Dance Company	
		Rotary Youth Club (RYC) (Interact)	
		Scholastic Bowl-Varsity and JV (Quiz Bowl, SchoBowl)	

**Not a Stevenson-sponsored 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

JACQUELINE KING, DIRECTOR | JKING@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



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-based 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.

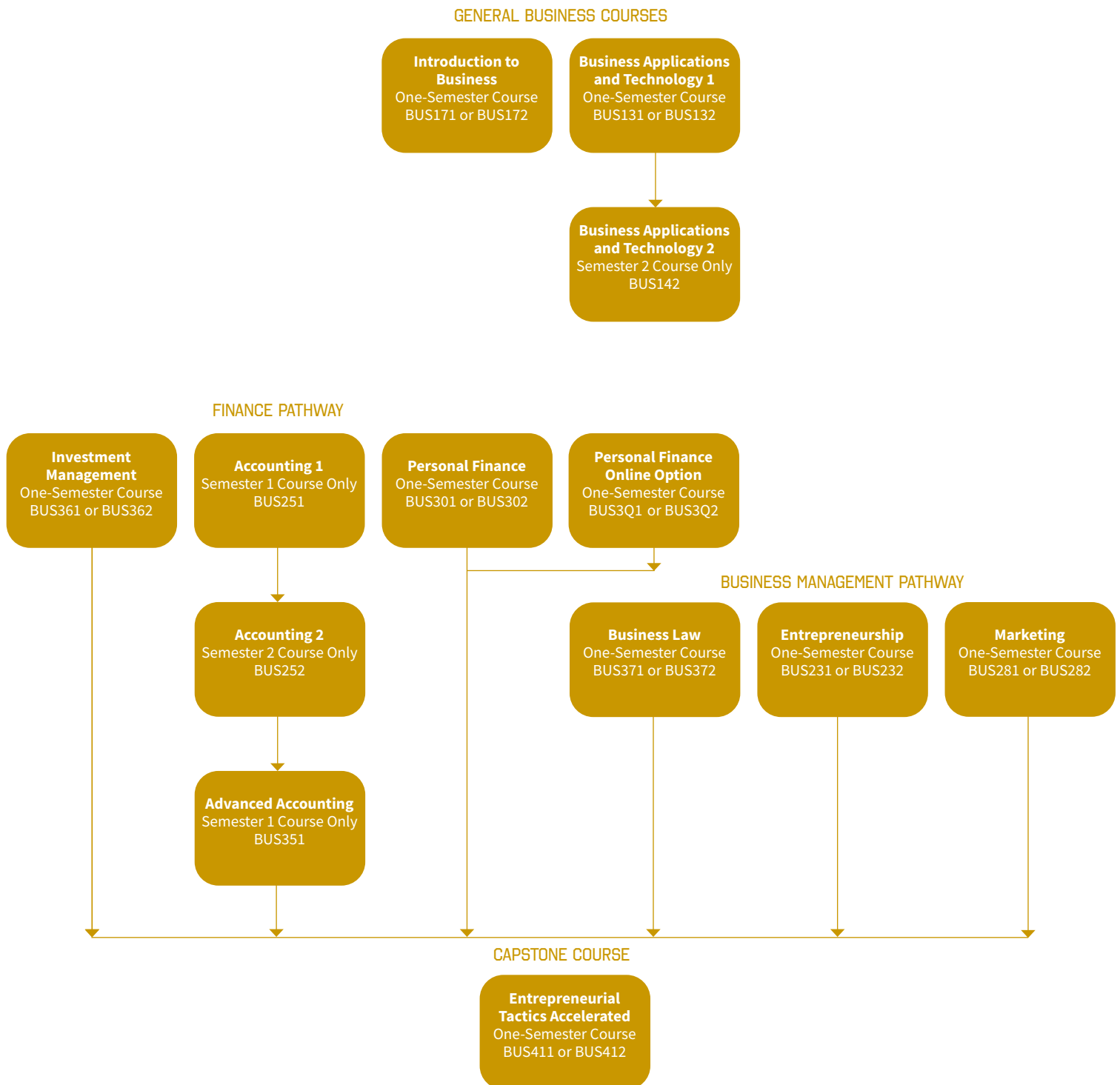
Applied Arts Courses Required for Graduation:

- 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. STEVENSON HIGH SCHOOL PROVIDES THE SKILLS NECESSARY FOR STUDENTS TO BECOME TOMORROW'S BUSINESS LEADERS.

INTRODUCTION TO BUSINESS

GPA WAIVER OPTION

BUS171—SEMESTER 1	BUS172—SEMESTER 2
OPEN TO: 9-10	ONE SEMESTER
PREREQUISITE: NONE	CREDIT: COLLEGE PREP

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

GPA WAIVER OPTION

BUS131—SEMESTER 1	BUS132—SEMESTER 2
OPEN TO: 9-10-11-12	ONE SEMESTER
PREREQUISITE: NONE	CREDIT: COLLEGE PREP

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

GPA WAIVER OPTION

BUS142—SEMESTER 2 ONLY	ONE SEMESTER
OPEN TO: 9-10-11-12	
PREREQUISITE: BUSINESS APPLICATIONS AND TECHNOLOGY 1	
CREDIT: COLLEGE PREP	

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

GPA WAIVER OPTION

BUS281—SEMESTER 1	BUS282—SEMESTER 2
OPEN TO: 10-11-12	ONE SEMESTER
PREREQUISITE: NONE	CREDIT: COLLEGE PREP

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

GPA WAIVER OPTION

BUS231—SEMESTER 1	BUS232—SEMESTER 2
OPEN TO: 10-11-12	ONE SEMESTER
PREREQUISITE: NONE	CREDIT: COLLEGE PREP

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

BUS411—SEMESTER 1

OPEN TO: 11-12

PREREQUISITE:

ONE COURSE REQUIRED FROM:

■ INTRODUCTION TO BUSINESS

■ BUSINESS LAW

■ MARKETING

■ ENTREPRENEURSHIP

CREDIT: ACCELERATED

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

GPA WAIVER OPTION

BUS251—SEMESTER 1 ONLY

OPEN TO: 10-11-12

PREREQUISITE: NONE

ONE SEMESTER

CREDIT: COLLEGE PREP

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 and financial statement analysis are included. Students also have the opportunity to attend regional, state and national accounting competitions.

ACCOUNTING 2

ARTICULATED CREDIT WITH COLLEGE OF LAKE COUNTY

BUS252—SEMESTER 2 ONLY

OPEN TO: 10-11-12

PREREQUISITE: ACCOUNTING 1

ONE SEMESTER

CREDIT: HONORS

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, inventory controls, 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

BUS351—SEMESTER 1 ONLY

OPEN TO: 11-12

PREREQUISITE: ACCOUNTING 2

ONE SEMESTER

CREDIT: HONORS

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. Accounting simulations and software applications are also used within the course. 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

GPA WAIVER OPTION

BUS371—SEMESTER 1

OPEN TO: 11-12

PREREQUISITE: NONE

BUS372—SEMESTER 2

ONE SEMESTER

CREDIT: COLLEGE PREP

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

GPA WAIVER OPTION

BUS361—SEMESTER 1	BUS362—SEMESTER 2
OPEN TO: 11-12	ONE SEMESTER
PREREQUISITE: NONE	CREDIT: COLLEGE PREP

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

GPA WAIVER OPTION (IF NOT TAKEN FOR GRADUATION REQUIREMENT)

BUS301—SEMESTER 1	BUS302—SEMESTER 2
OPEN TO: 11-12	ONE SEMESTER
PREREQUISITE: NONE	CREDIT: COLLEGE PREP

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

GPA WAIVER OPTION (IF NOT TAKEN FOR GRADUATION REQUIREMENT)

BUS3Q1—SEMESTER 1	BUS3Q2—SEMESTER 2
OPEN TO: 11-12	ONE SEMESTER
PREREQUISITE: NONE	CREDIT: COLLEGE PREP

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

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 GRADE LEVEL) 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.

CREDIT: COLLEGE PREP

This course is normally taken during one semester of sophomore or junior year. Students are enrolled in this course based on chronological age. For the 2024-25 school year, students may request enrollment in the course for first semester if they were born on or before Nov. 15, 2008 and for second semester if they were born on or before March 31, 2009. 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 18th 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 laws 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.

Students may request enrollment in the course through their counselor during course selection. However, enrollment is based on age. Upon completion of course selection, exact birth dates will be confirmed. Students who are oldest will be placed in Driver Education first. If the course is full, students will be notified via their counselor if a seat becomes available. Students will receive an email notification in birth date order.

Other requirements:

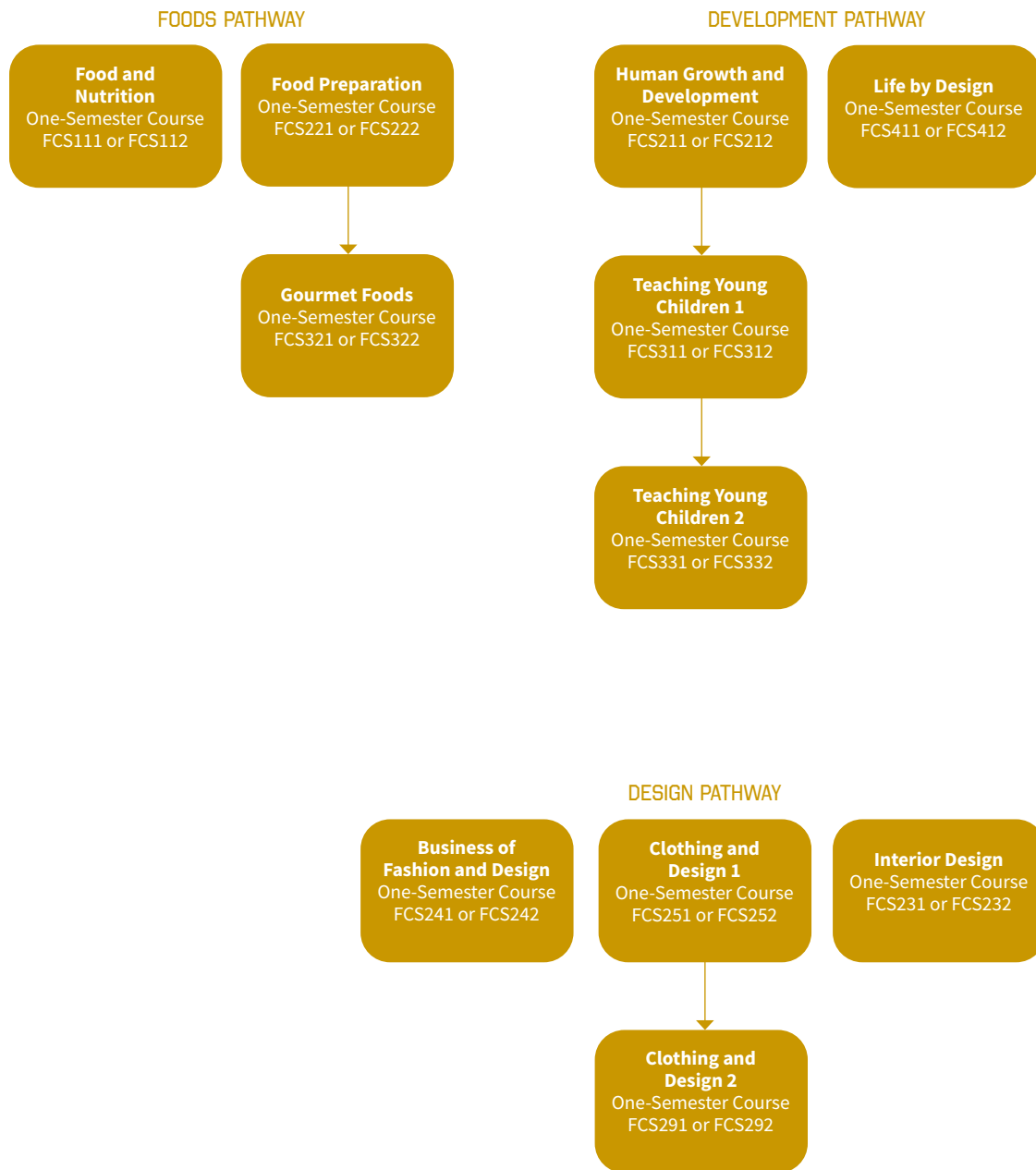
- Students must be 15 years old to obtain an Illinois permit.
- Students must hold an Illinois permit for nine months before receiving a license.
- Students must be enrolled in a Driver Education course to obtain an Illinois permit.
- Freshmen (regardless of age) are ineligible to take Driver Education 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: \$350 and an additional \$20 check to the Secretary of State.

Parents/Guardians will be informed if their student has been enrolled in Drivers Education by March 8.

FAMILY AND CONSUMER SCIENCES COURSE OFFERINGS

WWW.D125.ORG/ACADEMICS/COURSEBOOK



FAMILY AND CONSUMER SCIENCES

THE FAMILY AND CONSUMER SCIENCES DEPARTMENT OFFERS A SERIES OF COURSES THAT STRIVE TO CREATE LEARNING ENVIRONMENTS THAT ARE SUPPORTIVE, CULTURALLY RESPONSIVE AND FOCUSED ON BUILDING RELATIONSHIPS AND COMMUNITY. TEACHER TEAMS DESIGN CURRICULUM THAT REINFORCES CONNECTIONS TO A VARIETY OF ACADEMIC SUBJECTS, INDIVIDUAL EXPERIENCES AND GLOBAL PERSPECTIVES. TECHNOLOGY IS IMPLEMENTED TO STAY CONSISTENT WITH TEACHING, LEARNING, CURRENT EVENTS AND TRENDS. A STRONG FOCUS IS PLACED ON PROMOTING POSITIVE SOCIAL, EMOTIONAL, COGNITIVE AND PHYSICAL DEVELOPMENT THROUGH HEALTHY, SUSTAINABLE WELLNESS PRACTICES. THROUGH THESE COURSES, STUDENTS DEVELOP SKILLS THAT ENHANCE THEIR LIVES TODAY AND IN THE FUTURE.

CLOTHING AND DESIGN 1

GPA WAIVER OPTION

FCS251—SEMESTER 1	FCS252—SEMESTER 2
OPEN TO: 9-10-11-12	ONE SEMESTER
PREREQUISITE: NONE	CREDIT: COLLEGE PREP

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

DUAL CREDIT AVAILABLE WITH HARPER COLLEGE

GPA WAIVER OPTION

FCS291—SEMESTER 1	FCS292—SEMESTER 2
OPEN TO: 9-10-11-12	ONE SEMESTER
PREREQUISITE: CLOTHING AND DESIGN 1	CREDIT: COLLEGE PREP

HONORS OPTION

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 an 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

GPA WAIVER OPTION

FCS231—SEMESTER 1	FCS232—SEMESTER 2
OPEN TO: 10-11-12	ONE SEMESTER
PREREQUISITE: NONE	CREDIT: COLLEGE PREP

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

GPA WAIVER OPTION

FCS241—SEMESTER 1	FCS242—SEMESTER 2
OPEN TO: 10-11-12	ONE SEMESTER
PREREQUISITE: NONE	CREDIT: COLLEGE PREP

Business of Fashion and Design is a project-based course which focuses on the business side of 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, visual merchandising, promotion, fashion and accessory design. Students interested in the fashion industry should also consider taking Clothing and Design courses.

FOOD AND NUTRITION

GPA WAIVER OPTION

FCS111—SEMESTER 1	FCS112—SEMESTER 2
OPEN TO: 9-10-11-12	ONE SEMESTER
PREREQUISITE: NONE	CREDIT: COLLEGE PREP

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 engage student awareness of personal food choices, physical activity, dietary needs and engagement of athletic and academic performance. Students apply course content to analyze nutritional choices for themselves and others.

FOOD PREPARATION

GPA WAIVER OPTION

FCS221—SEMESTER 1	FCS222—SEMESTER 2
OPEN TO: 10-11-12	ONE SEMESTER
PREREQUISITE: NONE	CREDIT: COLLEGE PREP

Food Preparation is a lab-based course where students enhance their culinary skills in a hands-on environment. Students learn culinary techniques, making a wide variety of recipes that align with course skills. In this course, students will gain an understanding of food science in order to adapt recipes, sharpen culinary techniques and engage in challenge-based learning competitions. Students will also tackle real life skills such as; budgeting, safety and sanitation, dietary needs, environmentally conscious methods of handling, storing and preparing food all while maintaining responsible lab usage and team collaboration.

GOURMET FOODS

GPA WAIVER OPTION

FCS321—SEMESTER 1	FCS322—SEMESTER 2
OPEN TO: 10-11-12	ONE SEMESTER
PREREQUISITE: FOOD PREPARATION	CREDIT: COLLEGE PREP

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 gaining 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

GPA WAIVER OPTION

FCS411—SEMESTER 1	FCS412—SEMESTER 2
OPEN TO: 10-11-12	ONE SEMESTER
PREREQUISITE: NONE	CREDIT: COLLEGE PREP

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.

HUMAN GROWTH AND DEVELOPMENT

GPA WAIVER OPTION

FCS211—SEMESTER 1	FCS212—SEMESTER 2
OPEN TO: 9-10-11-12	ONE SEMESTER
PREREQUISITE: NONE	CREDIT: COLLEGE PREP

Human Growth and Development explores the world of the developing individual. Students will examine the physical, intellectual, social, emotional and moral development of humans from prenatal development through adolescence. This course will investigate the psychological concepts that apply to everyday life, while exploring the dynamic interactions between individuals and the diverse contexts that shape our growth and development. This course is a prerequisite for the course Teaching Young Children 1.

TEACHING YOUNG CHILDREN 1

GPA WAIVER OPTION

FCS311—SEMESTER 1	FCS312—SEMESTER 2
OPEN TO: 10-11-12	ONE SEMESTER
PREREQUISITE: HUMAN GROWTH AND DEVELOPMENT	
CREDIT: COLLEGE PREP	

Teaching Young Children 1 offers students the opportunity to enhance their understanding of child development while interacting with the children in the Little Patriots Lab School. Students will focus on creating and implementing developmentally appropriate lessons, interacting positively with children and observing children's development. This course provides a valuable opportunity for students to begin their exploration of career fields that work directly with children and families.

TEACHING YOUNG CHILDREN 2

DUAL CREDIT AVAILABLE WITH COLLEGE OF LAKE COUNTY

GPA WAIVER OPTION

FCS331—SEMESTER 1	FCS332—SEMESTER 2
OPEN TO: 10-11-12	ONE SEMESTER
PREREQUISITE: TEACHING YOUNG CHILDREN 1	
CREDIT: COLLEGE PREP	

HONORS OPTION

FCS332—SEMESTER 2
ONE SEMESTER

Teaching Young Children 2 offers students the opportunity to further their understanding of early childhood while interacting with the children in the Little Patriots Lab School. Students will prepare and teach lessons while observing and assessing individual children's developmental progress. This course provides a valuable opportunity for students to continue their exploration of education or career fields that work directly with children and families. Teaching Young Children 2 can be taken more than one semester with a dual college credit and honors credit 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. 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 Applied Arts Director. This page lists 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. Students earn three credits per semester. Cosmetology students earn four credits per semester. All courses offered are full-year courses and are either articulated or dual credit at the College of Lake County.

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

COMMUNICATION PROGRAMS

Game Programming and Virtualization	VOC171/172
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
Industrial 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



COMMUNICATION ARTS DIVISION

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

SCAN QR CODE TO READ MORE ABOUT COMMUNICATION ARTS ONLINE:
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. Students should plan to take at least one English credit per semester unless they plan to graduate early.

Semester-Long Electives for Seniors

Semester electives taken before senior year are considered elective credits. Seniors should plan to take one English credit each semester via electives or year-long courses unless they plan to graduate early and have taken English elective credits earlier.

COMMUNICATION ARTS COURSE OFFERINGS

WWW.D125.ORG/ACADEMICS/COURSEBOOK

Freshman English

Full-Year Course
ENG111/ENG112
or
ENG131/ENG132

Sophomore English

Full-Year Course
ENG211/ENG212
or
ENG231/ENG232

Junior English

Full-Year Course
ENG311/ENG312
or
ENG381/ENG382

AP English Language and Composition

Full-Year Course
ENG371/ENG372

American Studies (AP English Language and Composition and AP U.S. History)

Full-Year Course
ENG341/ENG342

SENIOR ENGLISH COURSES OR ELECTIVES

Creative Writing

One-Semester Course
ENG501 or ENG502

World Literature

Full-Year Course
ENG431/ENG432

Topics in Composition: Media Analysis

Semester 1 Course Only
ENG691

Writing for College

One-Semester Course
ENG541 or ENG542

Creative Writing Seminar

Semester 2 Course Only
ENG522

AP Literature and Composition

Full-Year Course
ENG451/ENG452

Topics in Composition: Film Genres

Semester 2 Course Only
ENG722

Political Thought and Its Literature

One-Semester Course
ENG601 or ENG602

Mythology and Folklore

One-Semester Course
ENG681 or ENG682

Public Speaking

One-Semester Course
ENG761 or ENG762

JOURNALISM ELECTIVES

Journalistic Writing

One-Semester Course
JRN901 or JRN902

Advanced Journalistic Writing

One-Semester Course
JRN921 or JRN922

Publication Design and Production

Full-Year Course
JRN951/JRN952

Broadcast Journalism

One-Semester Course
JRN911 or JRN912

FRESHMAN ENGLISH

ENG111—SEMESTER 1	ENG112—SEMESTER 2
OPEN TO: 9	FULL YEAR
PREREQUISITE: NONE	CREDIT: COLLEGE PREP

ENG131—SEMESTER 1	ENG132—SEMESTER 2
OPEN TO: 9	FULL YEAR
PREREQUISITE: NONE	CREDIT: ACCELERATED

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 9th 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

ENG211—SEMESTER 1	ENG212—SEMESTER 2
OPEN TO: 10	FULL YEAR
PREREQUISITE: NONE	CREDIT: COLLEGE PREP

ENG231—SEMESTER 1	ENG232—SEMESTER 2
OPEN TO: 10	FULL YEAR
PREREQUISITE: NONE	CREDIT: ACCELERATED

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

ENG311—SEMESTER 1
OPEN TO: 11
PREREQUISITE: NONE

ENG312—SEMESTER 2
FULL YEAR
CREDIT: COLLEGE PREP

ENG381—SEMESTER 1
OPEN TO: 11
PREREQUISITE: NONE

ENG382—SEMESTER 2
FULL YEAR
CREDIT: ACCELERATED

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. Through their reading and writing, students deepen their analysis of language and rhetoric. 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. Additionally, students utilize close reading in the areas of English language skills and reading which serves as preparation for the SAT.

Discussion-based speaking and listening opportunities are consistently present throughout both semesters.

Within each course, a reading intensive method guides students to select texts to read both independently and in book clubs, as well as full-class reading experiences. Moments of student choice extend across reading and writing experiences.

AP ENGLISH LANGUAGE AND COMPOSITION

ENG371—SEMESTER 1
OPEN TO: 11
PREREQUISITE: SOPHOMORE ENGLISH

ENG372—SEMESTER 2
FULL YEAR
CREDIT: HONORS

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 non-fiction 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)

ENG341—SEMESTER 1

OPEN TO: 11

PREREQUISITE: SOPHOMORE ENGLISH AND WORLD HISTORY AND GEOGRAPHY

CREDIT: HONORS

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. The AP English Language component features the study of primary source documents, contemporary and historical nonfiction and fiction. Students read to deepen their analysis of rhetoric and to develop their perspective of both history and contemporary society. Students 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.

ENG342—SEMESTER 2

FULL YEAR

AP LITERATURE AND COMPOSITION

ENG451—SEMESTER 1

OPEN TO: 12

PREREQUISITE: JUNIOR ENGLISH

ENG452—SEMESTER 2

FULL YEAR

CREDIT: HONORS

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 16th 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.

WORLD LITERATURE

ENG431—SEMESTER 1

OPEN TO: 12

PREREQUISITE: NONE

CREDIT: COLLEGE PREP WITH ACCELERATED OPTION

ENG432—SEMESTER 2

FULL YEAR

This full-year course leads students through a wide variety of literature from traditions around the globe. Students critically examine the literary themes and methods that reflect the diverse times and cultures that produced these texts. Through multiple modes such as the novel, traditional origin stories and poetry, students will explore questions about the nature of humanity and of perspective. Students express and develop their conclusions through multiple methods such as presentations, papers, discussions and original research. The course design includes choices for students to take the college prep level or to choose texts and tasks of added complexity within the course inquiry and study, which result in earning an Accelerated credit.

COLLEGE PREP WITH ACCELERATED OPTION

The Accelerated Option is a way for any student to access challenges and learning opportunities in their classes. While all students in the class engage with our excellent curriculum, there is a several-week open window of opportunity to step up to the additional challenge of accelerated (AC) English rigor. Regardless of what level of course they initially intended to take during registration, students can opt into the accelerated level simply by participating in the accelerated requirements of each assessment. When they have opted in and met the frequency requirements, they earn an accelerated credit for the course.

Note: Students who are applying to college as they take this course simply report which level they intend to take on their applications. This does not affect college admissions. This option is available only for the English electives: World Literature, Creative Writing, Creative Writing Seminar, Media Analysis and Film Genres.

PUBLIC SPEAKING

ENG761—SEMESTER 1

OPEN TO: 10-11-12

PREREQUISITE: FRESHMAN ENGLISH

ENG762—SEMESTER 2

ONE SEMESTER

CREDIT: COLLEGE PREP

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

ENG601—SEMESTER 1

OPEN TO: 12

PREREQUISITE: U.S. HISTORY AND JUNIOR ENGLISH

CREDIT: COLLEGE PREP

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 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 worldview and what it means to be a political scientist.

CREATIVE WRITING

ENG501—SEMESTER 1

OPEN TO: 11-12

PREREQUISITE: NONE

CREDIT: COLLEGE PREP WITH ACCELERATED OPTION

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

ENG522—SEMESTER 2 ONLY

OPEN TO: 11-12

PREREQUISITE: CREATIVE WRITING

CREDIT: COLLEGE PREP WITH ACCELERATED OPTION

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.

TOPICS IN COMPOSITION: MEDIA ANALYSIS

ENG691—SEMESTER 1 ONLY

OPEN TO: 11-12

ONE SEMESTER

PREREQUISITE: NONE

CREDIT: COLLEGE PREP WITH ACCELERATED OPTION

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

ENG722—SEMESTER 2 ONLY

OPEN TO: 11-12

ONE SEMESTER

PREREQUISITE: NONE

CREDIT: COLLEGE PREP WITH ACCELERATED OPTION

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.

MYTHOLOGY AND FOLKLORE

ENG681—SEMESTER 1

OPEN TO: 11-12

PREREQUISITE: NONE

ENG682—SEMESTER 2

ONE SEMESTER

CREDIT: COLLEGE PREP

The study of myth, folklore and culture provides students with a lens to study various texts: written, oral, performative, ritualistic, etc. We will study a wide range of short texts from various cultures and eras, including contemporary studies. In addition, this class will develop analysis of texts such as artifacts and field studies to foster intracultural and intercultural understanding. This course welcomes students to investigate literature and local communities related to their identities. In this project-based course, reading and writing assessments will be asset-based by allowing students to showcase some personal interests.

WRITING FOR COLLEGE

ENG541—SEMESTER 1

OPEN TO: 12

PREREQUISITE: NONE

ENG542—SEMESTER 2

ONE SEMESTER

CREDIT: COLLEGE PREP

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. Structured in an inquiry format guided by essential questions, students will read and critique several short texts in each unit (such as non-fiction, fiction, video/film and independent research) and engage in frequent class discussions to support writing as a process. Students will read and analyze selected models of prose writing, and synthesize multiple authors' ideas to support their thinking. Student progress is evaluated throughout the semester in a manner that authorizes students to take an active role in their learning. Note: This course is not focused on college application essays.

COLLEGE PREP WITH ACCELERATED OPTION

The Accelerated Option is a way for any student to access challenges and learning opportunities in their classes. While all students in the class engage with our excellent curriculum, there is a several-week open window of opportunity to step up to the additional challenge of accelerated (AC) English rigor. Regardless of what level of course they initially intended to take during registration, students can opt into the accelerated level simply by participating in the accelerated requirements of each assessment. When they have opted in and met the frequency requirements, they earn an accelerated credit for the course.

Note: Students who are applying to college as they take this course simply report which level they intend to take on their applications. This does not affect college admissions. This option is available only for the English electives: World Literature, Creative Writing, Creative Writing Seminar, Media Analysis and Film Genres.

JOURNALISTIC WRITING

GPA WAIVER OPTION (NOT AVAILABLE TO SENIORS)

JRN901—SEMESTER 1	JRN902—SEMESTER 2
OPEN TO: 9-10-11-12	ONE SEMESTER
PREREQUISITE: NONE	NOT AN ENGLISH GRADUATION CREDIT
CREDIT: COLLEGE PREP	

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, feature writing, copy editing, press law and opinion writing. Oral and written communication skills, as well as critical thinking and problem-solving skills, will be exercised.

ADVANCED JOURNALISTIC WRITING

GPA WAIVER OPTION (NOT AVAILABLE TO SENIORS)

JRN921—SEMESTER 1	JRN922—SEMESTER 2
OPEN TO: 9-10-11-12	ONE SEMESTER ELECTIVE CREDIT
	NOT AN ENGLISH GRADUATION CREDIT
PREREQUISITE: JOURNALISTIC WRITING	
CREDIT: COLLEGE PREP	

Units in opinion writing (editorial, personal column, reviews), feature writing, sports writing and in-depth reporting, along with hands-on production of pages, prepare students for positions in student publications. 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

GPA WAIVER OPTION (NOT AVAILABLE TO SENIORS)

JRN911—SEMESTER 1	JRN912—SEMESTER 2
OPEN TO: 10-11-12	ONE SEMESTER ELECTIVE CREDIT
PREREQUISITE: NONE	NOT AN ENGLISH GRADUATION CREDIT
CREDIT: COLLEGE PREP	

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

JRN951—SEMESTER 1	JRN952—SEMESTER 2
OPEN TO: 10-11-12	FULL YEAR
	NOT AN ENGLISH GRADUATION CREDIT

PREREQUISITE: ADVANCED JOURNALISTIC WRITING AND ADMISSION BASED ON WRITTEN APPLICATION SUBMITTED TO AND APPROVED BY THE PUBLICATIONS INSTRUCTOR DURING THE PRECEDING YEAR. (APPLICATIONS, DUE BY JAN. 20, ARE AVAILABLE IN THE PUBLICATION DESIGN AND PRODUCTION COURSE DESCRIPTION ON THE STEVENSON WEBSITE.)
CREDIT: ACCELERATED

Students do all the work necessary to produce the *Statesman* (newspaper and website). 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. 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 for credit.



COMPUTER SCIENCE, ENGINEERING AND TECHNOLOGY (CSET) DIVISION

JACQUELINE KING, DIRECTOR | JKING@D125.ORG | 847-415-4179

The Computer Science, Engineering and Technology Division (CSET) 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.

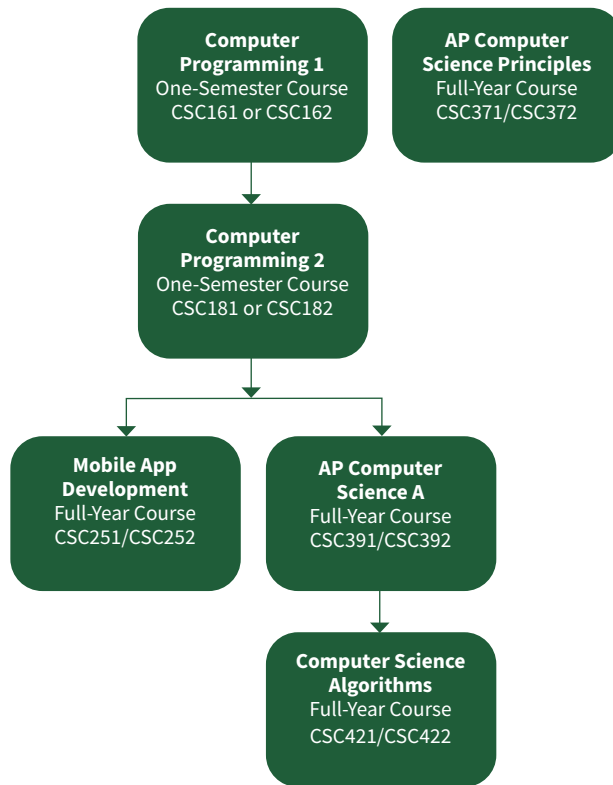
SCAN QR CODE TO READ MORE ABOUT THE COMPUTER SCIENCE, ENGINEERING AND TECHNOLOGY DIVISION ONLINE: WWW.D125.ORG/ACADEMICS/ACADEMIC-DIVISIONS/COMPUTER-SCIENCE-ENGINEERING-AND-TECHNOLOGY-LEGACY



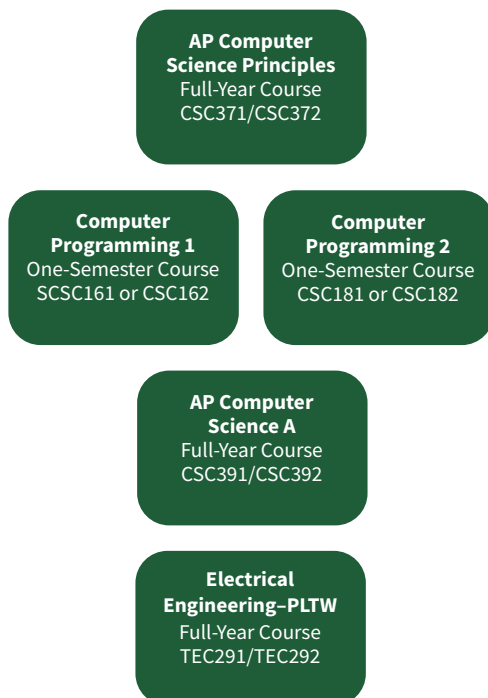
COMPUTER SCIENCE COURSE OFFERINGS

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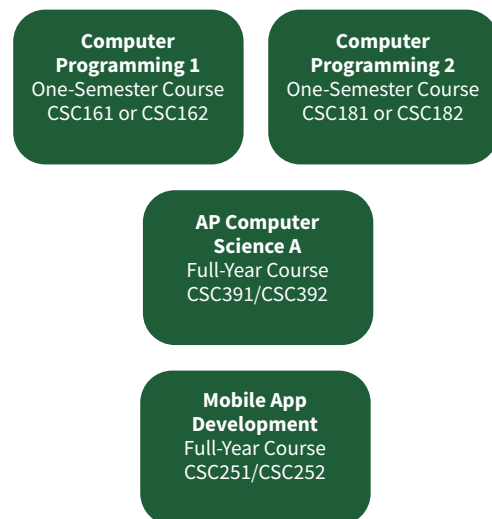
COMPUTER SCIENCE COURSES



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 PROVIDING OPPORTUNITIES TO EXPLORE HOW CODING CONNECTS TO THEIR OWN LIVES. ADVANCED PLACEMENT (AP) COURSE OPTIONS ARE AVAILABLE WITHIN THIS PROGRAM.

COMPUTER PROGRAMMING 1

GPA WAIVER OPTION

CSC161—SEMESTER 1	CSC162—SEMESTER 2
OPEN TO: 9-10-11-12	ONE SEMESTER
PREREQUISITE: NONE	CREDIT: COLLEGE PREP

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. Topics for this course include input and output commands, making decisions with conditional statements and repeating a set of steps with looping structures. Successful completion of this one-semester course prepares the student for Computer Programming 2 (CSC181/182) and Mobile App Development (CSC251/252).

COMPUTER PROGRAMMING 2

GPA WAIVER OPTION

CSC181—SEMESTER 1	CSC182—SEMESTER 2
OPEN TO: 9-10-11-12	ONE SEMESTER
PREREQUISITE: COMPUTER PROGRAMMING 1 (CSC161/162) OR WEB DEVELOPMENT 2 (TEC281/282) OR PRINCIPLES OF ENGINEERING (TEC301/302), OR AP COMPUTER SCIENCE PRINCIPLES (CSC371/372)	
CREDIT: COLLEGE PREP	

This one-semester course is intended for students who possess some programming experience or who have successfully completed Computer Programming 1 (CSC161 or CSC162) and seek a deeper understanding of computer programming concepts. The Java language continues to enjoy 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 frameworks and concepts and introduces students to object-oriented design using the Java programming language. Students will explore and work with various data types, input and output commands, conditional statements, Boolean operators (and, or, not), looping structures, common algorithms and arrays. Successful completion of this one-semester course prepares the student for Mobile App Development (CSC251/252) and AP Computer Science A (CSC391/392).

AP COMPUTER SCIENCE A

CSC391—SEMESTER 1	CSC392—SEMESTER 2
OPEN TO: 10-11-12	FULL YEAR
PREREQUISITE: COMPUTER PROGRAMMING 2 (CSC181/182)	
CREDIT: HONORS	

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. Successful completion of this full-year course prepares the student for Computer Science Algorithms (CSC421/422).

AP COMPUTER SCIENCE PRINCIPLES

CSC371—SEMESTER 1

OPEN TO: 10-11-12

PREREQUISITE: ALGEBRA 1

CSC372—SEMESTER 2

FULL YEAR

CREDIT: HONORS

AP Computer Science Principles is a college-level computing course that introduces students to the breadth of the computer science field. Students learn to design/evaluate computing solutions and apply computer science to solve problems through algorithms and event-driven JavaScript program development. Students will discover the extensive role of abstraction throughout computing and incorporate it into their programs. They will learn how digital information and the internet work, as well as how encryption protects internet transactions. Students will program utilizing libraries and data sets and learn the importance of data in modern computing in terms of visualizations and machine learning. They will connect computing to today's world and explore its real-world impact and implications in almost every area of life. Students will find opportunities to be challenged and to discover the creativity within computing, regardless of their programming background. Students who enroll in this course will be prepared to take the AP Computer Science Principles exam in May.

COMPUTER SCIENCE ALGORITHMS

CSC421—SEMESTER 1

OPEN TO: 10-11-12

PREREQUISITE: AP COMPUTER SCIENCE A (CSC391/CSC392)

CREDIT: HONORS

CSC422—SEMESTER 2

FULL YEAR

This full-year course is intended for students who have successfully completed AP Computer Science A (CSC391/392) and are looking to deepen their understanding of computer programming concepts. Algorithms are at the heart of every computer program used in the tech industry today. In order to create applications that run efficiently and correctly, programmers must design and implement algorithms for their programs. This makes the study of algorithms essential for computer programming. The course will introduce students to the fundamentals of designing algorithms, as well as proving their correctness and analyzing their efficiency. A variety of algorithm design techniques will be explored with common problems such as searching and sorting. The design and implementation of elementary data structures such as linked lists, hash tables and binary search trees will be covered as well.

MOBILE APP DEVELOPMENT

GPA WAIVER OPTION

CSC251—SEMESTER 1

OPEN TO: 9-10-11-12

PREREQUISITE: COMPUTER PROGRAMMING 1 (CSC161/162), OR WEB DEVELOPMENT 2 (TEC281/282), OR PRINCIPLES OF ENGINEERING (TEC301/302), OR AP COMPUTER SCIENCE PRINCIPLES (CSC371/372)
CREDIT: COLLEGE PREP

CSC252—SEMESTER 2

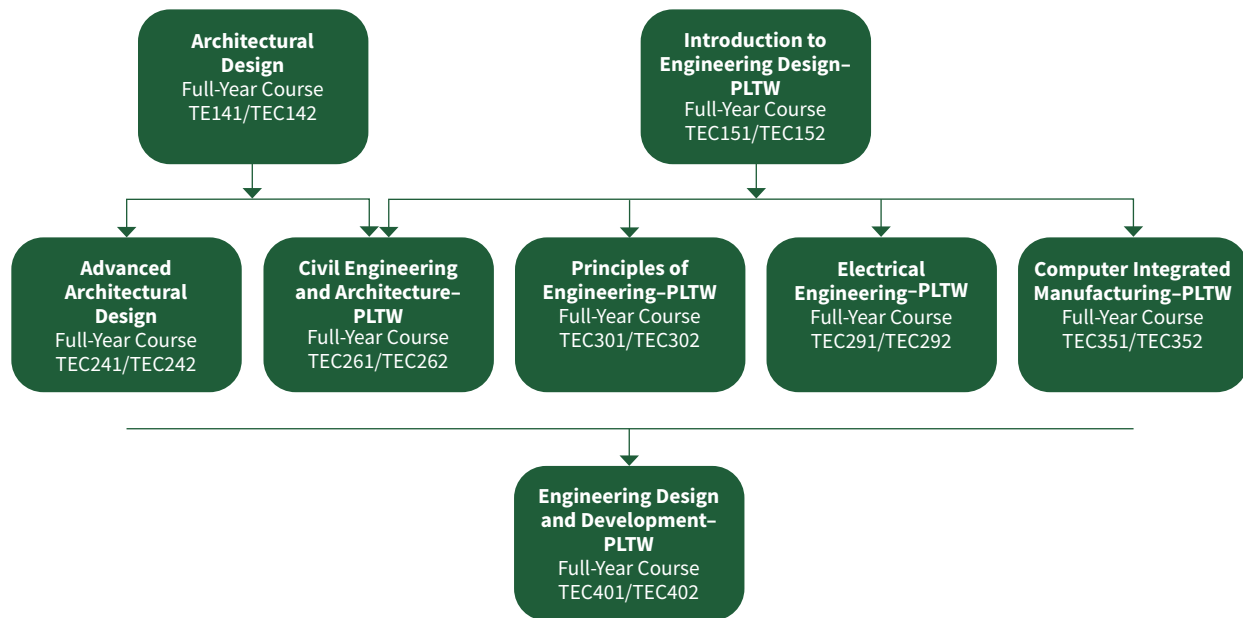
FULL YEAR

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.

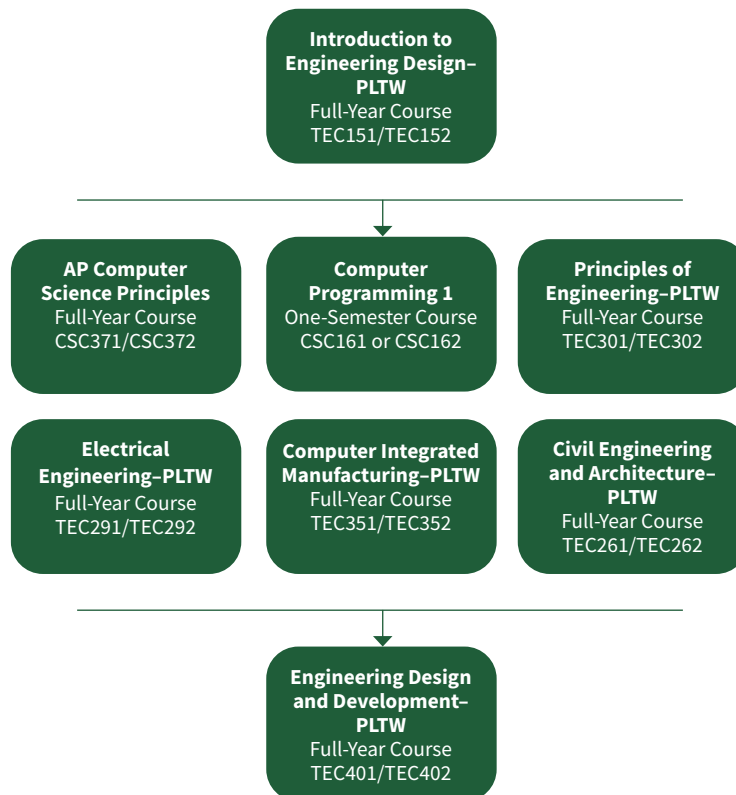
ENGINEERING COURSE OFFERINGS

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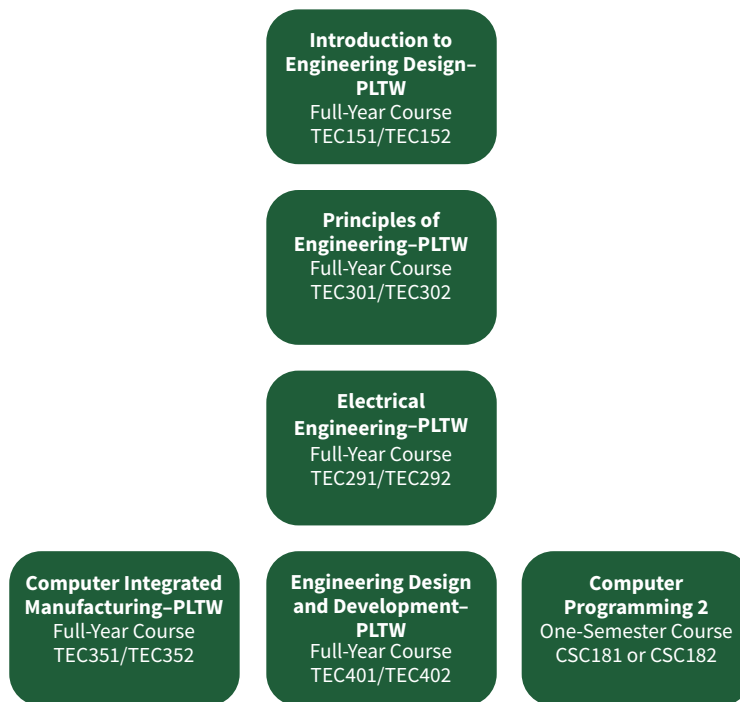
ARCHITECTURE AND ENGINEERING PATHWAYS



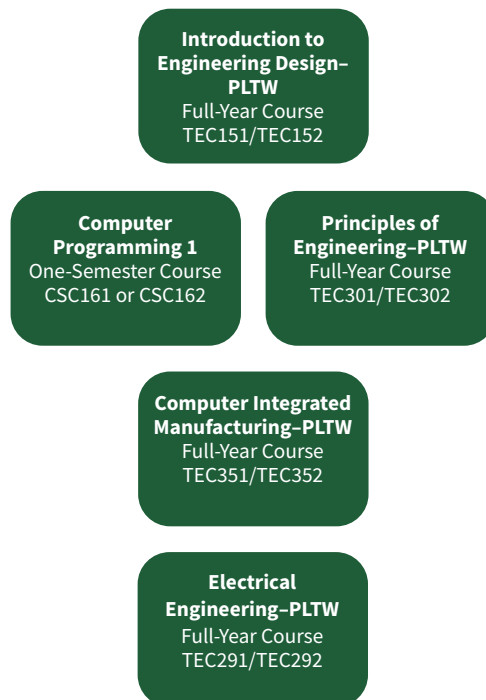
GENERAL ENGINEERING (MECHANICAL) PATHWAY



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-ON, 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

GPA WAIVER OPTION

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

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 architectural software that is used by professional architects to develop skills in residential design including renderings, floor plans, site plans and elevations. In addition, students learn about documenting their projects, solving problems and communicating their solutions to their classmates.

ADVANCED ARCHITECTURAL DESIGN

GPA WAIVER OPTION

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

Advanced Architectural Design is recommended for students interested in pursuing a career in architecture and/or interior design. Advanced Architectural Design 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 them in designing residential and commercial buildings and to create physical laser-cut models of their designs. In addition, students learn about documenting their projects, solving problems and communicating their solutions to their classmates.

INTRODUCTION TO ENGINEERING DESIGN—PLTW

GPA WAIVER OPTION

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

Introduction to Engineering Design—PLTW is a full-year course available to all students. In this course, students use 3D solid modeling design software to help them design solutions to solve proposed problems. Students will then use high-tech equipment including 3D 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 Introduction to Engineering Design—PLTW 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.

CIVIL ENGINEERING AND ARCHITECTURE—PLTW

TEC261—SEMESTER 1	TEC262—SEMESTER 2
OPEN TO: 10-11-12	FULL YEAR
PREREQUISITE: INTRODUCTION TO ENGINEERING DESIGN—PLTW OR ENGINEERING DESIGN OR ARCHITECTURAL DESIGN	
CREDIT: HONORS	

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 use Autodesk Revit, a professional grade software, to design a small structure and a home to learn the basic construction systems such as wall, roof, foundation, water and electrical systems. Students design a commercial structure in the surrounding community following local building codes. Within this project, students will also learn about additional topics such as commercial construction systems, sustainable design, universal design and structural engineering. Students may receive college credit and/or advanced standing for successful completion of this course and a cumulative exam.

PRINCIPLES OF ENGINEERING–PLTW

TEC301–SEMESTER 1 TEC302–SEMESTER 2
OPEN TO: 10-11-12 FULL YEAR
PREREQUISITE: INTRODUCTION TO ENGINEERING DESIGN–PLTW
OR ENGINEERING DESIGN
CREDIT: HONORS

Principles of Engineering–PLTW 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–PLTW 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–PLTW

TEC291–SEMESTER 1 TEC292–SEMESTER 2
OPEN TO: 10-11-12 FULL YEAR
PREREQUISITE: INTRODUCTION TO ENGINEERING DESIGN–PLTW
OR ENGINEERING DESIGN
CREDIT: HONORS

Electrical Engineering–PLTW is a full-year course that involves the study of electronic circuits that are used to process and control digital signals. Electrical Engineering–PLTW is the foundation of all modern electronic devices such as cellular phones, MP3 players and laptop computers. The major focus of this 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.

COMPUTER INTEGRATED MANUFACTURING–PLTW

TEC351–SEMESTER 1 TEC352–SEMESTER 2
OPEN TO: 10-11-12 FULL YEAR
PREREQUISITE: INTRODUCTION TO ENGINEERING DESIGN–PLTW
OR ENGINEERING DESIGN
CREDIT: HONORS

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.

ENGINEERING DESIGN AND DEVELOPMENT–PLTW

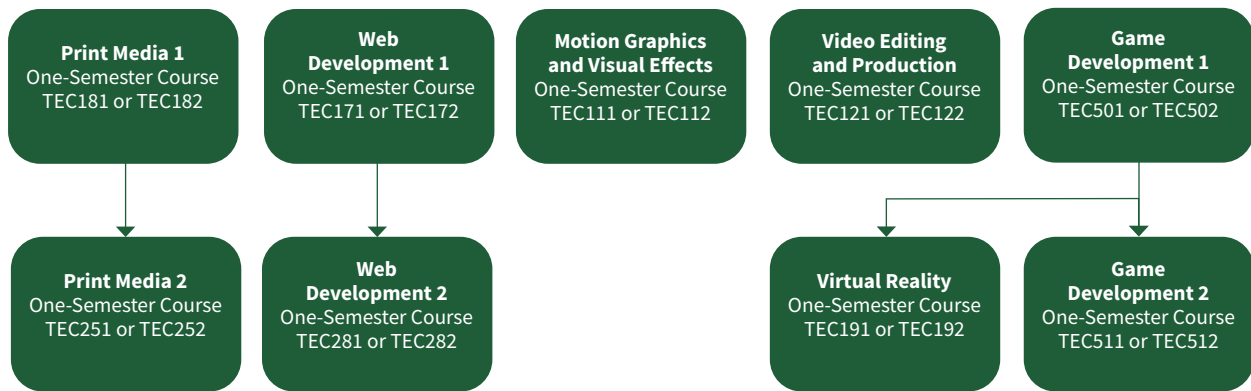
TEC401–SEMESTER 1 TEC402–SEMESTER 2
OPEN TO: 11-12 FULL YEAR
PREREQUISITE: PLTW DIGITAL ELECTRONICS OR ELECTRICAL
ENGINEERING–PLTW, PRINCIPLES OF ENGINEERING–PLTW,
COMPUTER INTEGRATED MANUFACTURING–PLTW, OR
CIVIL ENGINEERING AND ARCHITECTURE–PLTW
CREDIT: HONORS

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. This course allows students to apply all the skills and knowledge learned in previous Project Lead The Way (PLTW) courses. The use of 3D design software, 3D printers, laser engravers 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.

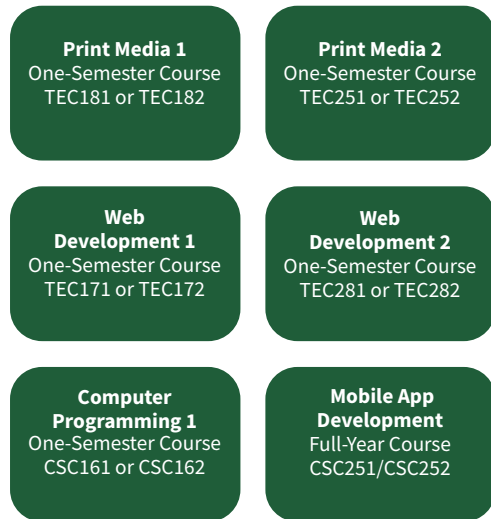
TECHNOLOGY DESIGN COURSES



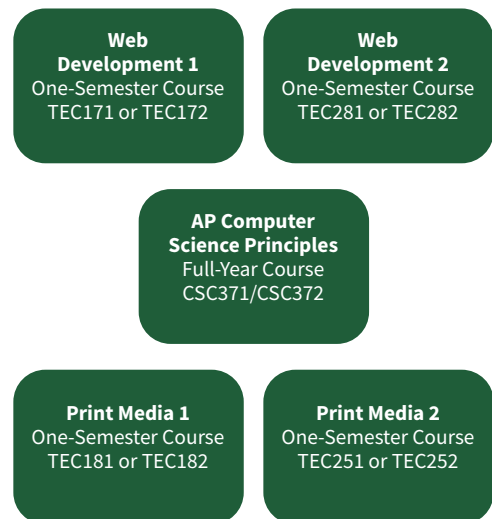
TECHNOLOGY COURSE OFFERINGS

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GRAPHIC COMMUNICATIONS PATHWAY



WEB DEVELOPMENT PATHWAY



GAME DESIGN PATHWAY



VIDEO PRODUCTION PATHWAY



PRINT MEDIA 1

GPA WAIVER OPTION

TEC181—SEMESTER 1	TEC182—SEMESTER 2
OPEN TO: 9-10-11-12	ONE SEMESTER
PREREQUISITE: NONE	CREDIT: COLLEGE PREP

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

GPA WAIVER OPTION

TEC251—SEMESTER 1	TEC252—SEMESTER 2
OPEN TO: 9-10-11-12	ONE SEMESTER
PREREQUISITE: PRINT MEDIA 1	CREDIT: COLLEGE PREP

Print Media 2 will expand upon the topics of graphic design and print production creating more complex designs and products including a wall cling, laser cut and engraved LED lamp, a wood or glass sign, playing cards, black t-shirt, a drawstring bag and a banner poster. 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

GPA WAIVER OPTION

TEC171—SEMESTER 1	TEC172—SEMESTER 2
OPEN TO: 9-10-11-12	ONE SEMESTER
PREREQUISITE: NONE	CREDIT: COLLEGE PREP

Web Development 1 is a user-interface (UI Design) focused course that emphasizes visually appealing and accessible web elements. Throughout the course, students will learn the essentials of scripting in HTML5 and CSS3 to build websites from scratch. In addition to technical skills, students will be challenged to make websites that contain thoughtfully curated colors, fonts, typefaces and layouts. Upon completing the course, students will have a fully developed and functioning portfolio to share their work with their peers, potential employers and college programs.

WEB DEVELOPMENT 2

GPA WAIVER OPTION

TEC281—SEMESTER 1	TEC282—SEMESTER 2
OPEN TO: 9-10-11-12	ONE SEMESTER
PREREQUISITE: WEB DEVELOPMENT 1	CREDIT: COLLEGE PREP

Web Development 2 is a user experience (UX Design) focused course that emphasizes functional and interactive web elements. Building on the technical skills of Web Development 1, students will add the languages of JavaScript, React and Node.js to their repertoire. The end result will be websites that have been optimized for search engines, take user inputs and illustrate their functionality through animation. Similarly to Web Development 1, students will document their progress towards mastering new skills in a portfolio that can be shared with peers, potential employers and college programs.

GAME DEVELOPMENT 1

GPA WAIVER OPTION

TEC501—SEMESTER 1	TEC502—SEMESTER 2
OPEN TO: 9-10-11-12	ONE SEMESTER
PREREQUISITE: NONE	CREDIT: COLLEGE PREP

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 3D 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

GPA WAIVER OPTION

TEC511—SEMESTER 1	TEC512—SEMESTER 2
OPEN TO: 9-10-11-12	ONE SEMESTER
PREREQUISITE: GAME DEVELOPMENT 1	CREDIT: COLLEGE PREP

This course will expand upon the principles of game design learned in Game Development 1 and introduce students to the advanced resource creation and programming for game development using the Unreal Game Engine. Students will develop games focusing on 2D and 3D design that could be published on computers, virtual reality headsets and mobile devices.

MOTION GRAPHICS AND VISUAL EFFECTS

GPA WAIVER OPTION

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

TEC112—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

In Motion Graphics and Visual Effects, students will work with Adobe After Effects and expand their knowledge through advanced use of software and digital video effects. The primary focus of this course will be on post-production work within film and video. Students will learn the fundamental elements of motion graphics by creating and editing shapes, learning to animate them through the use of keyframes and using layers to organize and compose graphics. Additionally, students will learn about creating realistic visual and special effects to manipulate self-shot footage. Projects include: flag animation, animated photo, visual effects, Coming to Life, HP Hands, kinetic typography and TV show introduction.

VIDEO EDITING AND PRODUCTION

GPA WAIVER OPTION

TEC121—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: NONE

TEC122—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

Video Editing and Production 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) and 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.

VIRTUAL REALITY

GPA WAIVER OPTION

TEC191—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: GAME DEVELOPMENT 1 (TEC501 OR TEC502)
CREDIT: COLLEGE PREP

TEC192—SEMESTER 2
ONE SEMESTER

Virtual Reality (VR) and Augmented Reality (AR) reinvent the way we communicate, experience gaming and other forms of entertainment and transform industries such as healthcare, architecture, retail and e-commerce. Students will gain hands-on experience designing virtual environments, using 3D rendering software, previewing projects on VR headsets and programming user interactions. This is an introductory course that requires no prior experience in VR/AR, modeling or programming.



FINE ARTS DIVISION

JON GRICE, DIRECTOR | JGRICE@D125.ORG | 847-415-4751

Visual Arts Department
Music Department

Dance Department
Theatre Department

SCAN QR CODE TO READ MORE ABOUT FINE ARTS ONLINE:
WWW.D125.ORG/ARTS



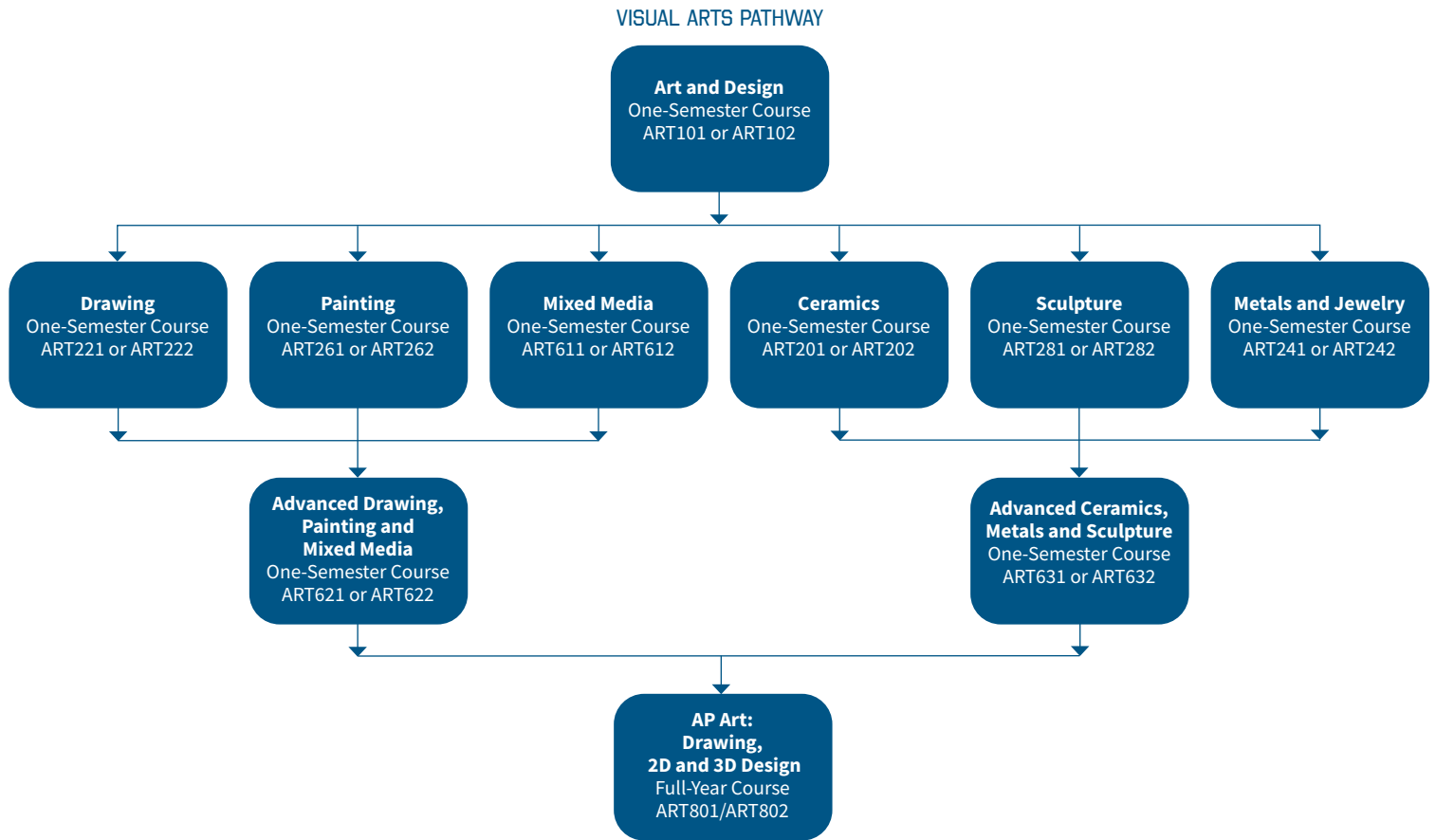
The Fine Arts curriculum focuses on the necessary skills, concepts and artistic traditions that allow each student to achieve their potential within each art discipline, and provides a shared common cultural experience. The curriculum encompasses well-established methods, processes and outcomes, as well as contemporary approaches, subject matter and themes. It includes introductory opportunities for the novice learner and differentiated rigorous experiences for the most experienced learners too. 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 Fine Arts credit and also satisfy the Physical Education graduation requirement. Please see the Fine Arts Dance Department section for more information.

VISUAL ARTS COURSE OFFERINGS

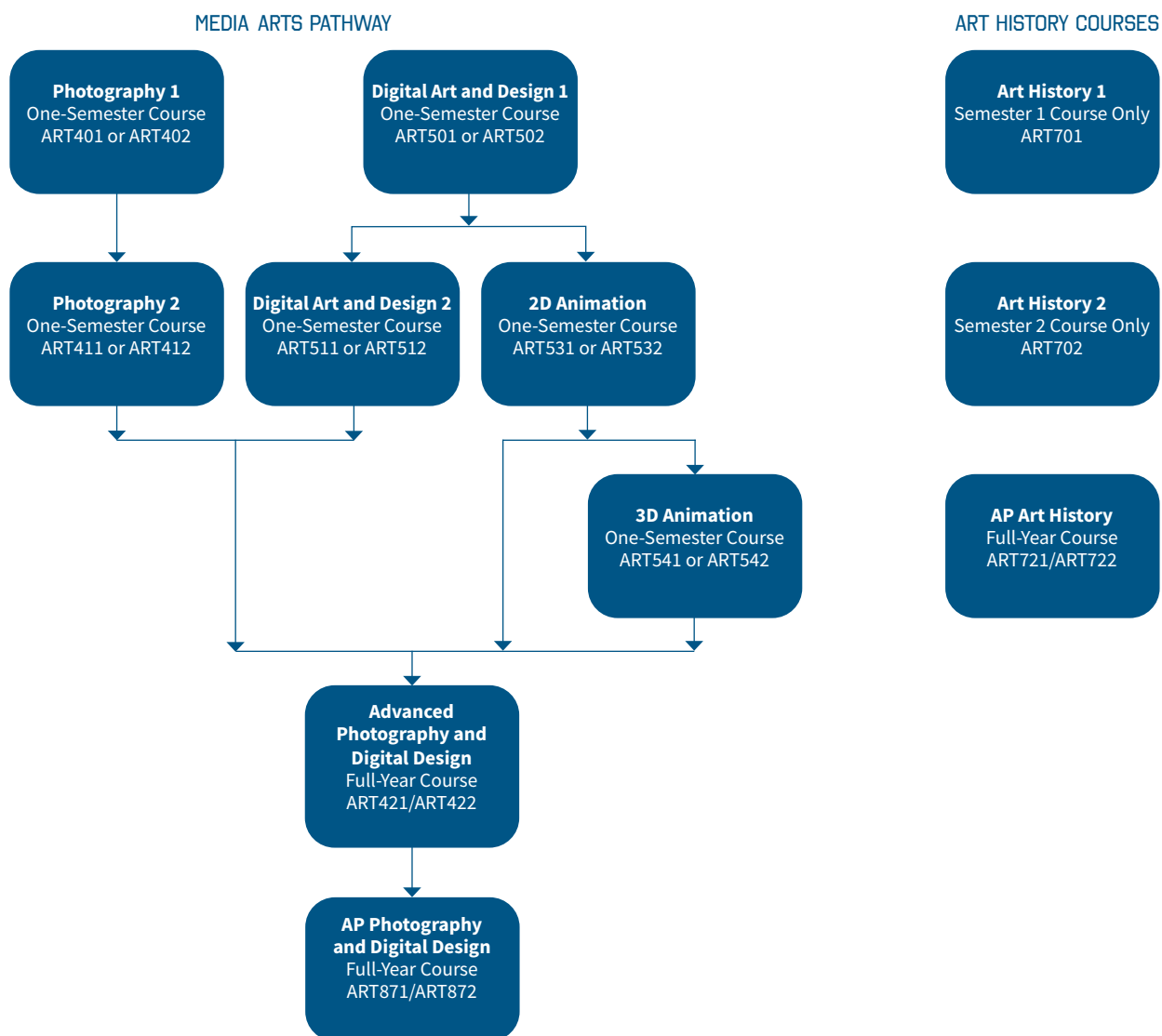
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VISUAL ARTS: MEDIA ARTS AND ART HISTORY COURSE OFFERINGS

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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

GPA WAIVER OPTION

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

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, sculpture and ceramics.

DRAWING

GPA WAIVER OPTION

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

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

GPA WAIVER OPTION

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

This course is designed to teach students the concepts, skills, methods and processes necessary to explore watercolor and oil painting. Students create a variety of compositions through both quick studies and extended complex paintings. There is an emphasis on color theory, design principles, media, tools and a variety of painting techniques.

MIXED MEDIA

GPA WAIVER OPTION

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

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

GPA WAIVER OPTION

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

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

GPA WAIVER OPTION

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

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

METALS AND JEWELRY

GPA WAIVER OPTION

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

ART242—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

In this course, students will be introduced to the principles of design as applied to metalwork, wire 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 MIXED MEDIA

GPA WAIVER OPTION

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

ART622—SEMESTER 2
ONE SEMESTER

The Advanced Drawing, Painting and Mixed Media course is designed to give students additional experiences in creative thinking and problem-solving using 2D art media. In this class, students will build upon the concepts and skills learned in their Drawing, Painting, Studio Art and/or Mixed Media 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 for credit.

ADVANCED CERAMICS, METALS AND SCULPTURE

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
CREDIT: COLLEGE PREP

ART632—SEMESTER 2
ONE SEMESTER

The Advanced Ceramics, Metals and Sculpture course is designed to give students advanced experiences in creative thinking and problem solving with 3D art issues and 3D 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 for credit.

AP ART: DRAWING, 2D AND 3D DESIGN

ART801—SEMESTER 1
OPEN TO: 11-12
PREREQUISITE: ADVANCED DRAWING, PAINTING AND MIXED MEDIA
OR ADVANCED CERAMICS, METALS AND SCULPTURE
CREDIT: HONORS

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. This course may be repeated for credit.

PHOTOGRAPHY

PHOTOGRAPHY 1

GPA WAIVER OPTION

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

ART402—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

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. An introduction to Adobe Photoshop will be studied in this course. Technological requirements of digital formats will be addressed. Basic digital manipulations of images will be taught in preparation for creating finished art.

PHOTOGRAPHY 2

GPA WAIVER OPTION

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

ART412—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

Note: Students may use their own DSLR/Apple Pencil/tripod; however, students may check out a school-owned DSLR, Apple Pencil and/or tripod 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, the Creative Suite and Procreate are areas studied in this course. Technological requirements of digital formats and printing will be addressed.

ADVANCED PHOTOGRAPHY AND DIGITAL DESIGN

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

ART422—SEMESTER 2
FULL YEAR
PREREQUISITE: PHOTOGRAPHY 1, PHOTOGRAPHY 2

OR
DIGITAL ART AND DESIGN 1, DIGITAL ART AND DESIGN 2
OR
2D ANIMATION AND/OR 3D ANIMATION
CREDIT: ACCELERATED

Note: Students may use their own DSLR/Apple Pencil/tripod; however, students may check out a school-owned DSLR, Apple Pencil and/or tripod for assignments.

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 the Creative Suite. Students on the design track will be developing a portfolio of digital drawings and designs using the Adobe Creative Suite and the Procreate drawing app. 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

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

ART872—SEMESTER 2
FULL YEAR
PREREQUISITE: ADVANCED PHOTOGRAPHY AND DIGITAL DESIGN
CREDIT: HONORS

Note: Students may use their own DSLR/Apple Pencil/tripod; however, students may check out a school-owned DSLR, Apple Pencil and/or tripod for assignments.

This course offers digital 2D design drawing and painting 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. This course may be repeated for credit.

DIGITAL DESIGN

DIGITAL ART AND DESIGN 1

GPA WAIVER OPTION

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

ART502—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

Note: Students may use their own Apple Pencil; however, students may check out a school-owned Apple Pencil for assignments.

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 the iPad and Apple Pencil. Projects will have fine arts, photography, media arts and graphic design components.

DIGITAL ART AND DESIGN 2

GPA WAIVER OPTION

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

ART512—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

Note: Students may use their own Apple Pencil; however, students may check out a school-owned Apple Pencil for assignments.

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 the 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.

2D ANIMATION

GPA WAIVER OPTION

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

ART532—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

This course provides students the opportunity to study and explore 2D animation. Students will study the history of animation and work with 2D 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.

3D ANIMATION

GPA WAIVER OPTION

ART541—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: 2D ANIMATION AND/OR DIRECTOR APPROVAL
CREDIT: COLLEGE PREP

ART542—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

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

ART HISTORY

ART HISTORY 1

GPA WAIVER OPTION

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

ONE SEMESTER
CREDIT: COLLEGE PREP

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

GPA WAIVER OPTION

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

ONE SEMESTER
CREDIT: COLLEGE PREP

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

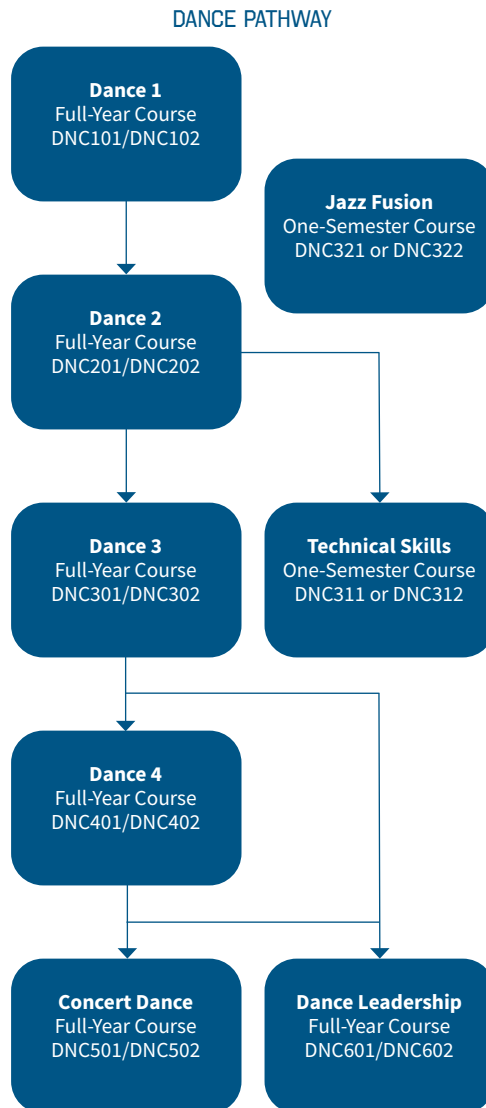
ART721—SEMESTER 1
OPEN TO: 10-11-12
PREREQUISITE: NONE

ART722—SEMESTER 2
FULL YEAR
CREDIT: HONORS

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



*** IMPORTANT NOTE FOR ALL DANCE CLASSES:**

All Dance courses are Fine Arts credits and also satisfy the Physical Education graduation requirement.



SCAN QR CODE TO READ MORE ABOUT FINE ARTS ONLINE: WWW.D125.ORG/ARTS

Note: All incoming freshmen interested in an upper-level Dance course (Dance 2, 3 or 4) must attend a placement assessment in January/early February. Based off the assessment, students will be given the appropriate level placement. All other students may register for Dance 1 with no audition necessary. All current placements are held in January/early February. Transfer students placements are held in August before classes begin. Information about exact dates and times can be found on the Stevenson website: <https://www.d125.org/academics/academic-divisions/fine-arts/dance>

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

GPA WAIVER OPTION

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

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. This course may be repeated for credit.

DANCE 2

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	
CREDIT: COLLEGE PREP	

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. This course may be repeated for credit.

DANCE 3

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	
CREDIT: COLLEGE PREP	

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. This course may be repeated for credit.

TECHNICAL SKILLS

GPA WAIVER OPTION

DNC311—SEMESTER 1	DNC312—SEMESTER 2
OPEN TO: 10-11-12	ONE SEMESTER
PREREQUISITE: DANCE 2 OR HIGHER, AND/OR TEACHER APPROVAL	
CREDIT: COLLEGE PREP	

This course will focus on honing technical dance skills by working on anatomical alignment, physical strength and flexibility. Students will practice technical movements such as jumps, turns and leaps. Students will also learn specific dance conditioning practices, such as Pilates and yoga, to increase the quality of dance execution. This course may be repeated for credit.

JAZZ FUSION

GPA WAIVER OPTION

DNC321—SEMESTER 1	DNC322—SEMESTER 2
OPEN TO: 10-11-12	ONE SEMESTER
PREREQUISITE: NONE	CREDIT: COLLEGE PREP

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. With focus on creativity, discipline and technical development, dancers work in a nurturing atmosphere to build confidence and life/dance skills. The Jazz Fusion curriculum is designed to help dancers create a strong foundation through repetitive movement, dance vocabulary, discussion and explorations. No experience is necessary and this course may be repeated for credit.

DANCE 4

GPA WAIVER OPTION

DNC401—SEMESTER 1	DNC402—SEMESTER 2
OPEN TO: 9-10-11-12	FULL YEAR
PREREQUISITE: DANCE 3 AND/OR PLACEMENT BY INSTRUCTOR	
CREDIT: COLLEGE PREP	

This course is designed for students who have achieved a high degree of technical skill. The class will work toward developing and enhancing performance qualities. The emphasis is on challenging students' creative skills in order to strengthen versatility of movement styles through choreographic and compositional strategies. Students will also be introduced to leadership skills through assisting with or leading peers in instruction. Course content knowledge is enhanced through critical response and self-assessment activities. 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. This course may be repeated for credit.

CONCERT DANCE

DUAL CREDIT AVAILABLE WITH LOYOLA UNIVERSITY CHICAGO GPA WAIVER OPTION

DNC501—SEMESTER 1	DNC502—SEMESTER 2
OPEN TO: 10-11-12	FULL YEAR
PREREQUISITE: DANCE 4 OR A SENIOR WHO HAS COMPLETED DANCE 3	
CREDIT: COLLEGE PREP WITH HONORS CREDIT OPTION	
ADDITIONAL FEES FOR DUAL CREDIT MAY BE IMPOSED BY THE COLLEGE/UNIVERSITY.	

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 choreograph their own dances and 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. Fees are approximately \$150 for after-school dance company expenses. Admission into Concert Dance is based on the submission of a portfolio submitted to and approved by the Dance Department. This course may be repeated for credit.

DANCE LEADERSHIP

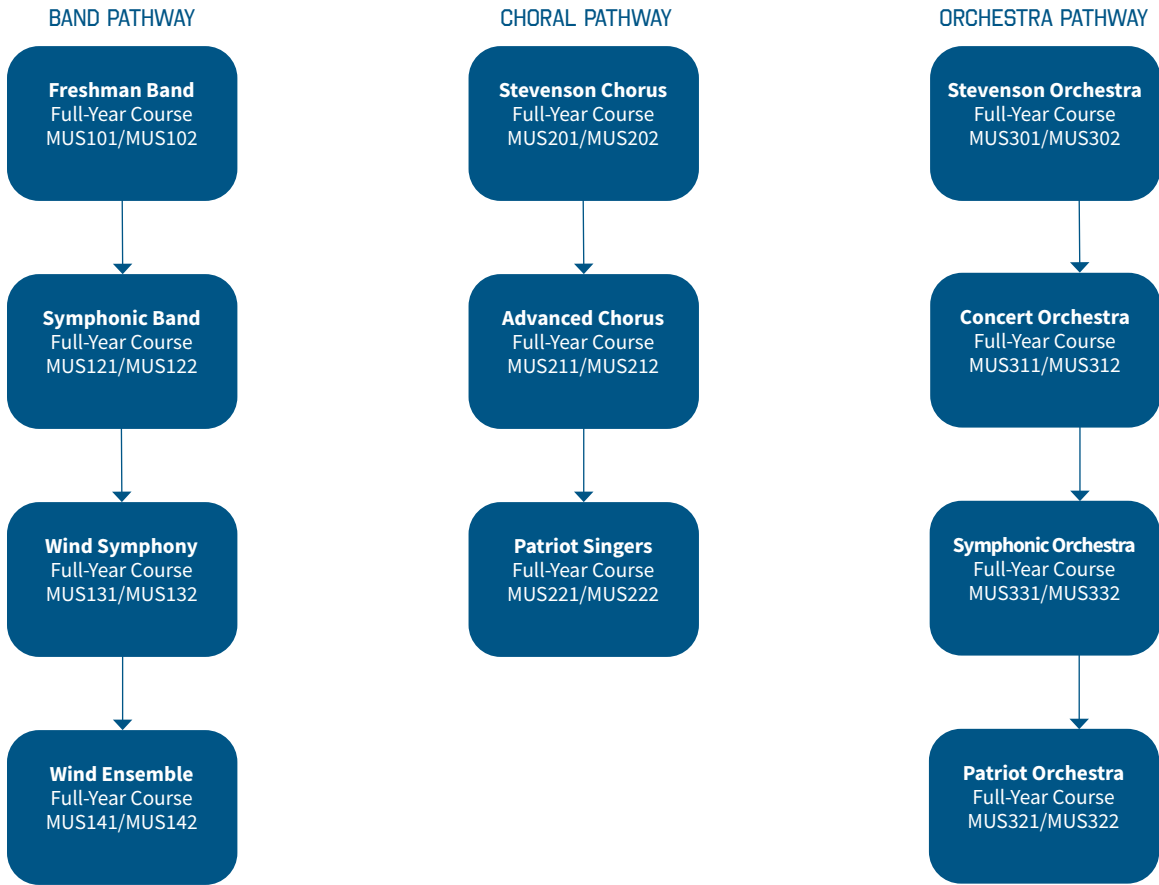
GPA WAIVER OPTION

DNC601—SEMESTER 1	DNC602—SEMESTER 2
OPEN TO: 11-12	FULL YEAR
PREREQUISITES: STUDENTS MUST COMPLETE A MINIMUM OF ONE YEAR IN DANCE 3 OR DANCE 4 AND/OR APPROVAL OF INSTRUCTORS	
CREDIT: COLLEGE PREP	

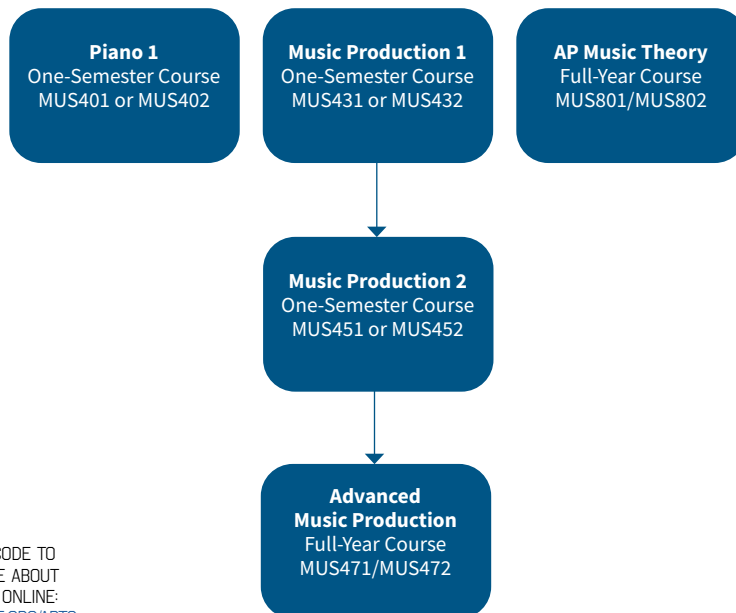
Dance Leadership is a one-year course where students will intern and assist with dance instruction in a technique class. Dance leaders will learn and demonstrate the teacher-created combinations including warm-ups, across the floor and center combinations. Dance leaders will model proper technique and assist students. Dance Leaders will periodically work one-on-one with dance students in a peer mentoring fashion. While taking this course, the Dance Leaders will also meet individually with the teacher outside of class to learn what they will instruct at the end of each semester. They 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 for credit.

MUSIC COURSE OFFERINGS

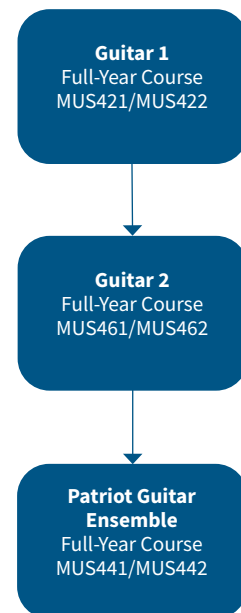
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GENERAL MUSIC COURSES



GUITAR PATHWAY



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FINE ARTS ONLINE:
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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.

BAND

FRESHMAN BAND*

GPA WAIVER OPTION

MUS101—SEMESTER 1
OPEN TO: 9
PREREQUISITE: PRIOR BAND EXPERIENCE AND/OR APPROVAL OF BAND FACULTY
CREDIT: COLLEGE PREP

MUS102—SEMESTER 2
FULL YEAR

All incoming freshmen, regardless of previous playing/music experience, may audition to enroll in Freshman Band to work on comprehensive music skills. Freshman 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 Symphonic Band, Wind Symphony and Wind Ensemble. Students electing to participate in Marching Band may receive a P.E. waiver for the first semester.

SYMPHONIC BAND*

GPA WAIVER OPTION

MUS121—SEMESTER 1
OPEN TO: 9-10-11-12 (QUALIFIED STUDENTS)
PREREQUISITE: AUDITION WITH BAND FACULTY
CREDIT: COLLEGE PREP

MUS122—SEMESTER 2
FULL YEAR

Upperclassmen with band experience may audition to enroll in Symphonic Band to continue work on comprehensive music skills. Symphonic Band members also perform in four 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 Band, Wind Symphony and Wind Ensemble. Students electing to participate in Marching Band may receive a P.E. waiver for the first semester. This course may be repeated for credit.

* 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.

WIND SYMPHONY*

GPA WAIVER OPTION

MUS131—SEMESTER 1 MUS132—SEMESTER 2
OPEN TO: 9-10-11-12 (QUALIFIED STUDENTS) FULL YEAR
PREREQUISITE: AUDITION WITH BAND FACULTY
CREDIT: COLLEGE PREP

Upperclassmen with band experience may audition to enroll in Wind Symphony to continue work on comprehensive music skills. Wind Symphony members also perform in four 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 Band, Symphonic Band and Wind Ensemble. Students electing to participate in Marching Band may receive a P.E. waiver for the first semester. This course may be repeated for credit.

WIND ENSEMBLE*

GPA WAIVER OPTION (FOR COLLEGE PREP ONLY)

MUS141—SEMESTER 1 MUS142—SEMESTER 2
OPEN TO: 10-11-12 (QUALIFIED STUDENTS) FULL YEAR
PREREQUISITE: AUDITION WITH BAND FACULTY
CREDIT: COLLEGE PREP WITH ACCELERATED OPTION

Upperclassmen with band experience may audition to enroll in Wind Ensemble to continue work on comprehensive music skills. Wind Ensemble members also perform in four 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 Band, Symphonic Band and Wind Symphony. Students electing to participate in Marching Band may receive a P.E. waiver for the first semester. This course may be repeated for credit.

CHOIR

STEVENS CHORUS

GPA WAIVER OPTION

MUS201—SEMESTER 1 MUS202—SEMESTER 2
OPEN TO: 9-10-11-12 FULL YEAR
PREREQUISITE: NONE CREDIT: COLLEGE PREP

This course combines the best of personal enjoyment while developing vocal skills and studying the fundamentals of musicianship. All voices are welcome, regardless of prior experience. Stevenson Chorus performs at five school concerts throughout the year. This course may be repeated for credit.

ADVANCED CHORUS

GPA WAIVER OPTION (FOR COLLEGE PREP ONLY)

MUS211—SEMESTER 1 MUS212—SEMESTER 2
OPEN TO: 10-11-12 (QUALIFIED STUDENTS) FULL YEAR
PREREQUISITE: AUDITION WITH CHOIR FACULTY
CREDIT: COLLEGE PREP WITH ACCELERATED OPTION

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. This course may be repeated for credit.

PATRIOT SINGERS

GPA WAIVER OPTION (FOR COLLEGE PREP ONLY)

MUS221—SEMESTER 1 MUS222—SEMESTER 2
OPEN TO: 10-11-12 (QUALIFIED STUDENTS) FULL YEAR
PREREQUISITE: AUDITION WITH CHOIR FACULTY, TREBLE VOICES NEED TO HAVE COMPLETED ONE YEAR IN ADVANCED CHORUS
CREDIT: COLLEGE PREP WITH ACCELERATED OPTION

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. 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 for credit.

Note: Seniors who are enrolled in Wind Ensemble, Patriot Orchestra, Patriot Guitar Ensemble, Patriot Singers 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.

* 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.

ORCHESTRA

STEVENSON ORCHESTRA

GPA WAIVER OPTION

MUS301—SEMESTER 1

OPEN TO: 9

PREREQUISITE: ALL INCOMING FRESHMAN ORCHESTRA STUDENTS SHOULD REGISTER FOR THIS CLASS

CREDIT: COLLEGE PREP

MUS302—SEMESTER 2

FULL YEAR

Note: All students enrolled in orchestra are expected to own or rent an instrument for home use, although cello and bass students may use school instruments for daily rehearsals.

This course is a non-auditioned level orchestra class; that includes violin, viola, cello, bass and harp students who want to continue to develop their musical training. Students will develop basic/intermediate performance techniques, music theory concepts and comprehensive musicianship skills. This orchestra explores a variety of string orchestra literature and chamber music repertoire. Performances include four formal concerts and other curricular strings events throughout the year. Students will be required to attend periodic rehearsals and four performances outside of the school day. All incoming 9th graders and transfer students are highly encouraged to attend a one-day summer strings camp in August in order to acclimate to the strings programs and facilities. This course may be repeated for credit.

CONCERT ORCHESTRA

GPA WAIVER OPTION

MUS311—SEMESTER 1

OPEN TO: 10-11-12

PREREQUISITE: PRIOR ORCHESTRA EXPERIENCE AND/OR APPROVAL OF ORCHESTRA FACULTY

CREDIT: COLLEGE PREP

MUS312—SEMESTER 2

FULL YEAR

Note: All students enrolled in orchestra are expected to own or rent an instrument for home use, although cello and bass students may use school instruments for daily rehearsals.

This course is for violin, viola, cello, bass and harp students with advanced string technique. Students will study two and three octave scales and arpeggios, and develop advanced performance techniques, music theory concepts and comprehensive musicianship skills. This orchestra explores a variety of intermediate/ advanced level string orchestra and chamber music repertoire with performances in four formal concerts throughout the year. Performances include four formal concerts and other curricular strings events throughout the year. This course may be repeated for credit.

SYMPHONIC ORCHESTRA

GPA WAIVER OPTION

MUS331—SEMESTER 1

OPEN TO: 9-10-11-12

PREREQUISITE: AUDITIONS ARE REQUIRED FOR ALL STUDENTS WITH THE ORCHESTRA FACULTY

CREDIT: COLLEGE PREP

MUS332—SEMESTER 2

FULL YEAR

Note: All students enrolled in orchestra are expected to own or rent an instrument for home use, although cello and bass students may use school instruments for daily rehearsals.

This course is for violin, viola, cello, bass and harp students with highly advanced string technique. The repertoire includes chamber works, string orchestra and full orchestra from advanced and commonly performed works, focusing on music of the Baroque, Classical and early Romantic eras with performances in five formal concerts throughout the year. Students in this class will work towards mastery of all three octave major and minor scales and arpeggios, concerto level repertoire, music theory concepts and comprehensive musicianship skills. This ensemble combines with members of Wind Symphony each year for exploration of the full orchestra repertoire. Performances include five formal concerts and other curricular strings events throughout the year. All incoming 9th grade Symphonic Orchestra and transfer students are highly encouraged to attend a one-day summer strings camp in August to better acclimate them to the strings programs and facilities. This course may be repeated for credit.

PATRIOT ORCHESTRA

GPA WAIVER OPTION (FOR COLLEGE PREP ONLY)

MUS321—SEMESTER 1

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 FACULTY

CREDIT: COLLEGE PREP WITH ACCELERATED OPTION

MUS322—SEMESTER 2

Note: All students enrolled in orchestra are expected to own or rent an instrument for home use, although cello and bass students may use school instruments for daily rehearsals.

This course is for 10th grade and older violin, viola, cello, bass and harp students with superior string technique. The repertoire includes chamber works, string orchestra and full orchestra from advanced and commonly performed works, focusing on music of the mid-19th century to living composers. Students in this class will show mastery of all three octave major and minor scales and arpeggios, concerto repertoire, music theory concepts and comprehensive musicianship skills. This ensemble combines with members of Wind Ensemble each year for exploration of the full orchestra repertoire. Students will be required to attend periodic rehearsals and performances outside of the school day. Performances include five formal concerts and other curricular strings events throughout the year. Seniors may earn accelerated credit in this course. This course may be repeated for credit.

Note: Seniors who are enrolled in Wind Ensemble, Patriot Orchestra, Patriot Guitar Ensemble, Patriot Singers 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.

* 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.

GUITAR

GUITAR 1

GPA WAIVER OPTION

MUS421—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: NONE

MUS422—SEMESTER 2
FULL YEAR
CREDIT: COLLEGE PREP

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. This course may be repeated for credit.

GUITAR 2

GPA WAIVER OPTION

MUS461—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: GUITAR 1 OR PER AUDITION WITH THE GUITAR FACULTY
CREDIT: COLLEGE PREP

MUS462—SEMESTER 2
FULL YEAR

This course is designed for guitarists who are interested in advancing their guitar abilities. Students will refine and further develop musicianship to develop a high level of performance on guitar. Emphasis is placed on development of technique, music-reading skills, sight-reading, more technical chords throughout the neck of the guitar, and expressive performance, solo repertoire and ensemble skills. 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. Students repeating this course or students with some guitar experiences will be able to experience more advanced music repertoire. This course may be repeated for credit.

PATRIOT GUITAR ENSEMBLE

GPA WAIVER OPTION (FOR COLLEGE PREP ONLY)

MUS441—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: AUDITIONS ARE REQUIRED FOR ALL STUDENTS WITH THE GUITAR FACULTY
CREDIT: COLLEGE PREP WITH ACCELERATED OPTION

MUS442—SEMESTER 2
FULL YEAR

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 solo work repertoire. Emphasis is placed on development of technique, music-reading skills, composition, sight-reading, jazz voicings of chords 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. Seniors may earn accelerated credit in this course. This course may be repeated for credit.

Note: Seniors who are enrolled in Wind Ensemble, Patriot Orchestra, Patriot Guitar Ensemble, Patriot Singers 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.

GENERAL MUSIC COURSES

PIANO 1

GPA WAIVER OPTION

MUS401—SEMESTER 1	MUS402—SEMESTER 2
OPEN TO: 9-10-11-12	ONE SEMESTER
PREREQUISITE: NONE	CREDIT: COLLEGE PREP

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, including selecting their own music to learn and perform. 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 for credit.

MUSIC PRODUCTION 1

GPA WAIVER OPTION

MUS431—SEMESTER 1	MUS432—SEMESTER 2
OPEN TO: 9-10-11-12	ONE SEMESTER
PREREQUISITE: NONE	CREDIT: COLLEGE PREP

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

GPA WAIVER OPTION

MUS451—SEMESTER 1	MUS452—SEMESTER 2
OPEN TO: 9-10-11-12	ONE SEMESTER
PREREQUISITE: MUSIC PRODUCTION 1 OR APPROVAL OF INSTRUCTOR	
CREDIT: COLLEGE PREP	

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.

ADVANCED MUSIC PRODUCTION

GPA WAIVER OPTION

MUS471—SEMESTER 1	MUS472—SEMESTER 2
OPEN TO: 9-10-11-12	FULL YEAR
PREREQUISITE: MUSIC PRODUCTION 2 OR PLACEMENT BY INSTRUCTOR	
CREDIT: COLLEGE PREP	

Advanced Music Production is a course designed for students interested in pursuing advanced concepts in music production. This course will provide real world experiences to students and prepare them to participate in the music industry after high school and beyond. Students in this course will get to experience the process of recording original music in a professional studio setting and all students will participate in a Music Production Showcase at the end of each semester. Students will have access to music production software, instruments and recording equipment both at home and at school. This course may be repeated for credit.

AP MUSIC THEORY

MUS801—SEMESTER 1

MUS802—SEMESTER 2

OPEN TO: 10-11-12

FULL YEAR

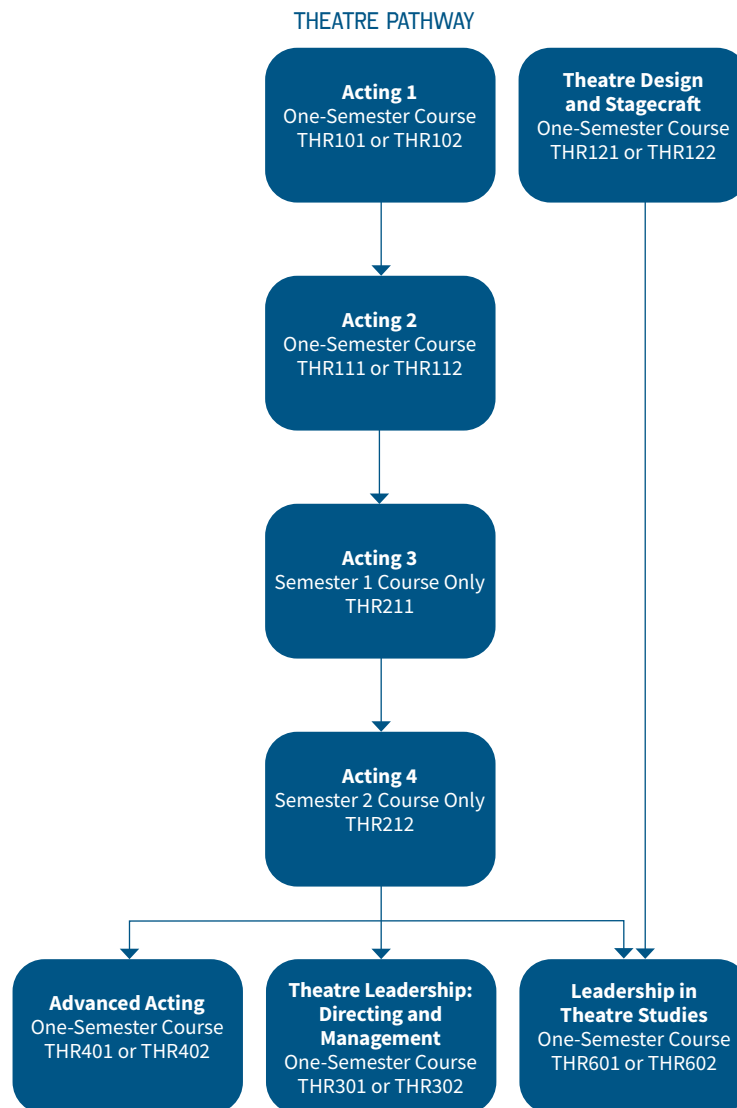
PREREQUISITE: MEMBERSHIP IN EITHER INSTRUMENTAL OR VOCAL ENSEMBLE OR APPROVAL OF INSTRUCTOR

CREDIT: HONORS

This course is designed for the mature musician who is interested in enhancing their music ability through a rigorous study of Western 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, 20th 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

WWW.D125.ORG/ACADEMICS/COURSEBOOK



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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 CREATIVITY ON A DAILY BASIS. THE COURSES ARE PROCESS ORIENTED, ALLOWING STUDENTS TO DEVELOP TRANSFERABLE SKILLS WITH A PRIMARY FOCUS ON COLLABORATION AND DEVELOPING ARTISTIC IDEAS. SOME COURSES INCLUDE A PUBLIC PERFORMANCE COMPONENT.

WHILE THEATRE COURSES CAN PROVIDE PRE-PROFESSIONAL TRAINING FOR STUDENTS, THE ULTIMATE GOAL IS TO CELEBRATE THE ART, DEVELOP ENSEMBLE AND COMMUNITY, BUILD A DEEPER SELF-AWARENESS AND CONFIDENCE AND A MORE CRITICAL AND REFLECTIVE UNDERSTANDING OF THE HUMAN CONDITION.

ACTING 1

GPA WAIVER OPTION

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

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.

THEATRE DESIGN AND STAGECRAFT

GPA WAIVER OPTION

THR121—SEMESTER 1	THR122—SEMESTER 2
OPEN TO: 9-10-11-12	ONE SEMESTER
PREREQUISITE: NONE	CREDIT: COLLEGE PREP

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. This course may be repeated for credit.

ACTING 2

GPA WAIVER OPTION

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

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

GPA WAIVER OPTION

THR211—SEMESTER 1 ONLY

OPEN TO: 10-11-12

PREREQUISITE: ACTING 2

ONE SEMESTER

CREDIT: COLLEGE PREP

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

GPA WAIVER OPTION

THR212—SEMESTER 2 ONLY

OPEN TO: 10-11-12

PREREQUISITES: ACTING 3

ONE SEMESTER

CREDIT: COLLEGE PREP

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.

ADVANCED ACTING

THR401—SEMESTER 1

OPEN TO: 11-12

PREREQUISITE: ACTING 4

THR402—SEMESTER 2

ONE SEMESTER

CREDIT: ACCELERATED

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 for credit.

THEATRE LEADERSHIP: DIRECTING AND MANAGEMENT

GPA WAIVER OPTION

THR301—SEMESTER 1

OPEN TO: 11-12

PREREQUISITE: ACTING 4

THR302—SEMESTER 2

ONE SEMESTER

CREDIT: COLLEGE PREP

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 for credit.

LEADERSHIP IN THEATRE STUDIES

GPA WAIVER OPTION

THR601—SEMESTER 1

OPEN TO: 11-12

PREREQUISITE: ACTING 4 **OR** THEATRE DESIGN AND STAGECRAFT AND INSTRUCTOR APPROVAL

CREDIT: COLLEGE PREP

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, Acting 4 and/or Theatre Design and StageCraft 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 for credit.



MATHEMATICS DIVISION

DARSHAN JAIN, DIRECTOR | DJAIN@D125.ORG | 847-415-4601

SCAN QR CODE TO READ MORE ABOUT MATHEMATICS ONLINE:
WWW.D125.ORG/ACADEMICS/MATHEMATICS



The Mathematics Division is committed to helping all students experience mathematics as accessible, practical and worthwhile. Students will use the Standards of Mathematics Practices (CCSSM, 2010) as a tool to understand mathematical concepts and apply learning in unfamiliar and novel contexts. These overarching skills traverse all mathematics coursework and support students' learning math conceptually, adaptively and with procedural fluency. Students will develop proficiency in connecting various representations of mathematics to analyze, interpret and reason critically about concrete real-world scenarios and abstract concepts. In addition to experiencing the study of mathematics as valuable and practical, students will understand the relevance of mathematics for the cultural and social contributions it makes.

The instructional design promotes cooperative learning, student-engaged learning activities and independent practice. Graphing calculators and other technologies support concept development and deepen understanding. Students must earn course credit for six semesters of mathematics coursework, including Algebra 1 and at least one course with geometry content. Completing eight semesters of mathematics is highly recommended for post-secondary and vocational opportunities.

MATHEMATICS COURSE OFFERINGS

WWW.D125.ORG/ACADEMICS/COURSEBOOK

SET FIRM FOUNDATIONS

Algebra 1 is one of the most important courses in mathematics and sets a solid foundation for success in future math, science, computer science coursework and workforce preparedness. The TI-84 Plus CE graphing calculator is needed for this and all future courses.

Algebra 1
Full-Year Course
MTH151/MTH152

CHOOSE POST ALGEBRA 1 COURSEWORK

Both variations of the Geometry and Algebra 2 coursework support students' college and career readiness through the core curriculum. The AB/BC designated courses offer an increased pace of instruction, require application of concepts in new and unfamiliar ways and attend to additional topics beyond the core curriculum.

Geometry
Full-Year Course
MTH251/MTH252

Geometry AB/BC
Full-Year Course
MTH271/MTH272

Algebra 2
Full-Year Course
MTH351/MTH352

Algebra 2 AB/BC
Full-Year Course
MTH171/MTH172

CHOOSE POST ALGEBRA 2 COURSES OF INTEREST

After completing Algebra 2 (or Algebra 2 AB/BC) there are numerous courses that students can choose from, based on their interest and prerequisites. Given the diversity of choices, it is not the intent that students take all the available courses to be college and career ready. Selecting a mix of courses from both groups below will promote the exploration of various topics and interests.

COURSES FOCUSED ON ALGEBRAIC AND ANALYTIC REASONING (AAR)

Students whose interests are in exploring calculus (in high school or post-high school) will benefit from courses grouped as Algebraic and Analytic Reasoning (AAR). **Please refer to the course descriptions for prerequisites and course outcomes.**

AP Precalculus AB
Full-Year Course
MTH411/MTH412

AP Calculus AB
Full-Year Course
MTH471/MTH472

College Multivariable Calculus
Semester 1 Course Only
MTH591

AP Precalculus BC
Full-Year Course
MTH421/MTH422

AP Calculus BC
Full-Year Course
MTH491/MTH492

College Linear Algebra
Semester 2 Course Only
MTH592

COURSES FOCUSED ON APPLICATION AND QUANTITATIVE REASONING (AQR)

Students who are interested in exploring applications of math (like modeling, use of data, decision-making, etc.) will benefit from courses grouped as Application and Quantitative Reasoning (AQR). **Please refer to the course descriptions for prerequisites and course outcomes.**

Mathematical Modeling and Design
Full-Year Course
MTH431/MTH432

Advanced Mathematical Decision Making
Full-Year Course
MTH441/MTH442

Data Science
Full-Year Course
MTH481/MTH482

AP Statistics
Full-Year Course
MTH461/MTH462

CALCULATOR RECOMMENDATION

A graphing calculator is required for all mathematics courses. The TI-84 Plus CE graphing calculator is strongly recommended as the preferred calculator for all Stevenson High School mathematics courses. In addition, students will use a Stevenson-issued iPad to access notes, view feedback, engage in learning activities and collaborate.

ALGEBRA 1

MTH151—SEMESTER 1

OPEN TO: 9-10

PREREQUISITE: COMPLETION AND PROFICIENCY IN COMMON CORE STATE STANDARDS MATHEMATICS GRADE 8 (CCSSM 8)

CREDIT: COLLEGE PREP

MTH152—SEMESTER 2

FULL YEAR

Algebra 1 (MTH151/152) helps students develop proficiency in algebraic thinking. Students will explore overarching ideas of patterns of change (constant, linear and multiplicative), mathematical representations (verbal, algebraic, graphical and numeric), models (real-world scenarios in and out of context) and solutions (that validate equalities/inequalities). Creating equivalence through strategic and purposeful manipulation of algebraic forms will support students' procedural fluency. Conceptual understanding is developed by creating and connecting representations when exploring linear, exponential and quadratic functions. Students will begin to explain and perform transformations on these functions. This course also develops students' statistical literacy through the descriptive and analytic critique of data. Successfully completing this course will prepare students for Geometry (MTH251/252). Geometry AB/BC (MTH271/272) is an option with consistently demonstrated proficiency in all the course skills of Algebra 1.

GEOMETRY

MTH251—SEMESTER 1

OPEN TO: 9-10

PREREQUISITE: ALGEBRA 1

MTH252—SEMESTER 2

FULL YEAR

CREDIT: COLLEGE PREP

Geometry (MTH251/252) helps students develop proficiency in deductive reasoning and geometric thinking. Students will rely on exploration, conjecture, deduction, justification and abstraction to strengthen their reasoning skills. Geometric thinking is supported by exploring the idea of measures (geometric magnitudes, lengths, areas and volumes), transformations (effects on congruence, scaling and symmetry on geometric properties) and composition (the role simple objects play in constructing and deconstructing complex objects). This course leverages algebra to explore the properties of triangles, quadrilaterals, polygons, circles, right triangle trigonometry and conic sections. Working with 2D objects and 3D solids in kinesthetic and digital environments strengthens students' spatial reasoning. Communicating understanding leans on writing explanations and justifying reasoning using informal and formal proof structures. Focusing on terminology, notation and clarity in writing helps prepare students for future studies. Successfully completing Geometry (MTH251/252) will prepare students for Algebra 2 (MTH351/352). Algebra 2 AB/BC (MTH171/172) is an option with consistently demonstrated proficiency in all the course skills of Geometry (MTH251/252).

MTH271—SEMESTER 1

OPEN TO: 9-10

PREREQUISITE: ALGEBRA 1

MTH272—SEMESTER 2

FULL YEAR

CREDIT: COLLEGE PREP

Geometry AB/BC (MTH271/272) attends to all the learning outcomes of Geometry (MTH251/252). All of the topics above will be substantially extended. Students will routinely apply prior learning to unique, non-routine and novel contexts. The course design emphasizes students' growth in making connections and transferring knowledge between units of study while extending their learning in preparation for a future calculus course in high school. Successfully completing Geometry AB/BC (MTH271/272) will prepare students for Algebra 2 (MTH351/352) and Algebra 2 AB/BC (MTH171/172).

ALGEBRA 2

MTH351—SEMESTER 1
OPEN TO: 10-11
PREREQUISITE: GEOMETRY OR GEOMETRY AB/BC
CREDIT: COLLEGE PREP

Algebra 2 (MTH351/352) builds upon students' prior experiences in geometric relationships and deductive reasoning to deepen students' fluency with algebraic thinking. Overarching ideas from Algebra 1 around patterns of change, mathematical representations, models and solutions are further extended in scope and depth. Students' prior exposure to linear relationships will be strengthened. Students will delve deeper into understanding the value of non-real imaginary numbers, inverse operations and overlapping transformations of previously studied linear, quadratic and exponential functions. These skills will be applied to understand the characteristics of absolute, polynomial, rational, exponential, logarithmic and trigonometric functions. Students' mathematical reasoning skills will be further strengthened in verbal and written forms. Successfully completing Algebra 2 (MTH351/352) will prepare students for Advanced Mathematical Decision Making (MTH441/442) and Data Science (MTH481/482). AP Precalculus AB (MTH411/412) is an option with consistently demonstrated proficiency in all the course skills of Algebra 2 (MTH351/352).

MTH171—SEMESTER 1
OPEN TO: 10-11
PREREQUISITE: GEOMETRY AB/BC

MTH172—SEMESTER 2
FULL YEAR
CREDIT: COLLEGE PREP

Algebra 2 AB/BC (MTH171/172) attends to all the learning outcomes of Algebra 2 (MTH351/352). All of the topics above will be substantially extended and students will be introduced to the study of rational functions. Students will routinely apply prior learning to unique, non-routine and novel contexts. The course design emphasizes students' growth in making connections and transferring knowledge between units of study while extending their learning in preparation for a future calculus course in high school. Successfully completing Algebra 2 AB/BC (MTH171/172) will prepare students for AP Precalculus AB (MTH411/412). AP Precalculus BC (MTH421/422) is an option with consistently demonstrated proficiency in all the course skills of Algebra 2 AB/BC (MTH171/172).

AP PRECALCULUS

MTH411—SEMESTER 1
OPEN TO: 10-11-12
PREREQUISITE: ALGEBRA 2 OR ALGEBRA 2 AB/BC
CREDIT: HONORS

AP Precalculus AB (MTH411/412) is a high school mathematics course with College Board benefits. This is not a college course. Rather, it is aligned with the College Board's expectations to prepare students for future at-grade-level college math. The course design prepares students for the College Board AP Precalculus Exam.

This course is ideal for students preparing to complete one semester of college calculus in high school or enroll in calculus after graduation. This course represents students' third course in algebraic thinking and extends students' previous understanding of polynomial, rational, exponential, logarithmic, trigonometric and polar functions. Learning to model real-world data, connect representations, master symbolic manipulations and apply functions to model dynamic change will prepare students for the future study of calculus.

Sophomore and Junior Students: Successfully completing this course with consistently demonstrated proficiency in all the course skills will prepare students to take AP Calculus AB (MTH471/472) and AP Statistics (MTH461/462). Students may also elect to take Mathematical Modeling and Design (MTH431/432) or Data Science (MTH481/482) as non-AP course options. AP Precalculus AB (MTH411/412) is not appropriate for students seeking to take AP Calculus BC (MTH491/492).

Senior Students: Successfully completing this course will prepare students to take calculus or another at-level math course upon entering college. At some institutions, college credit via the AP Precalculus Exam may fulfill college math requirements or serve as a tool to guide college math and science course placements.

MTH421—SEMESTER 1
OPEN TO: 10-11-12
PREREQUISITE: ALGEBRA 2 AB/BC

MTH422—SEMESTER 2
FULL YEAR
CREDIT: HONORS

AP Precalculus BC (MTH421/422) is a high school mathematics course with College Board benefits. This is not a college course. Rather, it is aligned with the College Board's expectations to prepare students for future at-grade-level college math. The course design prepares students for the College Board AP Precalculus Exam.

This course is ideal for students preparing to complete two semesters of college calculus in high school or enroll in calculus after graduation. This course attends to all the learning outcomes of AP Precalculus AB (MTH411/412). All the topics above will be substantially extended and students will be introduced to series and sequences and functions involving parameters, vectors and matrices. Students will routinely apply prior learning to unique, non-routine and novel contexts. The course design emphasizes students' growth in making connections and transferring knowledge between units of study while extending their learning in preparation for taking calculus in high school.

Sophomore and Junior Students: Successfully completing this course will prepare students to take AP Calculus AB (MTH471/472), AP Calculus BC (MTH491/492) and AP Statistics (MTH461/462). Students may also elect to take Mathematical Modeling and Design (MTH431/432) or Data Science (MTH481/482) as non-AP course options.

Senior Students: Successfully completing this course will prepare students to take calculus or another at-level math course upon entering college. At some institutions, college credit via the AP Precalculus Exam may fulfill college math requirements or serve as a tool to guide college math and science course placements.

MATHEMATICAL MODELING AND DESIGN

MTH431—SEMESTER 1
OPEN TO: 11-12
PREREQUISITE: ANY PRECALCULUS

MTH432—SEMESTER 2
FULL YEAR
CREDIT: COLLEGE PREP

Mathematical Modeling and Design (MTH431/432) is a non-AP introductory study in mathematical modeling and design thinking. Modeling is quantifying and understanding real-world scenarios and phenomena to make informed decisions that help improve the conditions defined within the scenarios. Students will build on prior mathematics knowledge and applications of new skills (stochastic methods, statistical models, numerical analysis, graph theory, digital simulations, etc.). These will be applied to represent real-world situations using appropriate modeling technology. Productive collaboration and effective written and presentational communication will be emphasized. Students will explore overarching ideas of problem posing, assumption audits, strategic selection of mathematical algorithms and procedures, result analysis and feasibility, and continuous iteration. As a capstone project, students will design and successively improve a mathematical model to address a self-selected "problem of interest."

After completing this course, students may be interested in exploring descriptive and analytic methods of statistics (AP Statistics MTH461/462), data management and visualizations (Data Science MTH481/482).

DATA SCIENCE

MTH481—SEMESTER 1

OPEN TO: 11-12

PREREQUISITE: ALGEBRA 2 OR ALGEBRA 2 AB/BC

CREDIT: COLLEGE PREP

Data Science (MTH481/482) is an emerging field focused on formulating relevant questions and gathering, managing and analyzing data to propose practical solutions. In this non-AP introductory course, students will explore the tools of descriptive, diagnostic, and predictive data analysis and data presentation. Students will work independently and collaboratively with applications of the data science cycle in real-world scenarios and use written and visual presentations to communicate their analysis and reasoning. Topics of study will include data analysis, sampling, data visualization, correlation/causation, bias and uncertainty, probability, modeling with data, constructing and evaluating data-based arguments, and comprehending the societal impact of data.

After completing this course, students may be interested in exploring descriptive and analytic methods of statistics (AP Statistics MTH461/462), modeling and simulations (Mathematical Modeling and Design MTH431/432) and computing data structures (through computer science coursework).

ADVANCED MATHEMATICAL DECISION MAKING

MTH441—SEMESTER 1

OPEN TO: 12

PREREQUISITE: ALGEBRA 2

MTH442—SEMESTER 2

FULL YEAR

CREDIT: COLLEGE PREP

Advanced Mathematical Decision Making (MTH441/442) is a capstone non-AP course that prepares students for post-secondary workforce opportunities and non-STEM college majors by strengthening quantitative, collaborative and communication skills. Students will develop quantitative literacy with an emphasis on numeracy (quantities, rates, estimation, the reasonableness of results, probability, combinatorics, etc.), algebraic thinking (ratios, proportions, numeric operations, algebraic operations, etc.) and modeling (functions, data summaries, analysis, decision making, justification, etc.). Students will be exposed to real-world contexts (finance, statistics, networks) and apply their learning to real life experiences and future workforce opportunities. Cooperative groups are central to helping students understand learning outcomes and completing class presentations and projects. This course is closed to students who have completed Mathematical Modeling and Design (MTH431/432) or any AP mathematics coursework.

Qualifying senior students who meet College of Lake County parameters will earn direct placement into a post-secondary credit-bearing mathematics course at Illinois community colleges and some Illinois four-year universities without a college math placement test. See your school counselor for details.

AP STATISTICS

MTH461—SEMESTER 1

OPEN TO: 10-11-12

PREREQUISITE: COMPLETION OR CONCURRENT ENROLLMENT IN AP PRECALCULUS AB OR AP PRECALCULUS BC

CREDIT: HONORS

AP Statistics (MTH461/462) is a full-year course designed to be the equivalent of a first-semester college-level non-calculus-based statistics course. This course explores variation and distribution, patterns and uncertainty, and data-based predictions, decisions and conclusions. These skills are widely applicable to various Science, Technology, Engineering and Mathematics (STEM) disciplines and the study of business, social sciences and data analytics. In this introductory course, students develop statistical literacy by exploring data (describing patterns and departures from patterns), sampling and experimentation (planning and conducting a statistical study), anticipating patterns (exploring random phenomena using probability and simulation) and statistical inference (estimating population parameters and testing hypotheses). After completing this course, students may be interested in exploring descriptive and analytic methods of statistics (AP Statistics MTH461/462), modeling and simulations (Mathematical Modeling and Design MTH431/432). The course design prepares students for the College Board AP Statistics Exam.

AP CALCULUS AB

MTH471—SEMESTER 1

OPEN TO: 11-12

PREREQUISITE: AP PRECALCULUS AB

MTH472—SEMESTER 2

FULL YEAR

CREDIT: HONORS

AP Calculus AB (MTH471/472) is a full-year capstone course designed to be the equivalent of the first semester of college calculus. Calculus focuses on the study of rates of change, limits and the analysis of functions. It is widely applicable to various Science, Technology, Engineering and Mathematics (STEM) disciplines. Calculus is also used to understand dynamic phenomena in business, finance and the social sciences. AP Calculus AB focuses on connecting mathematical representations (verbal, graphical, algebraic and numeric) so that relationships among topics of study are elucidated. In addition, students will apply prior skills in algebraic reasoning to complex problems presented in bare and real-world contexts. Students will also apply and strengthen skills around mathematical justification (reasoning) and communication in written form. AP Calculus AB focuses on differential and integral calculus. The course design prepares students for the College Board AP Calculus AB Exam. The course is not designed to prepare students for AP Calculus BC.

AP CALCULUS BC

MTH491—SEMESTER 1

OPEN TO: 11-12

PREREQUISITE: AP PRECALCULUS BC

CREDIT: HONORS

MTH492—SEMESTER 2

FULL YEAR

AP Calculus BC (MTH491/492) attends to all the learning outcomes of AP Calculus AB (MTH471/472) and is a full-year capstone course designed to be the equivalent of the first and second semesters of college calculus. In addition, this course extends the content and skills of AP Calculus AB to parametrically defined curves, polar curves and vector-valued functions, develops additional integration techniques and applications, and explores sequences and series. The course design prepares students for the College Board AP Calculus BC Exam. Successfully completing this course will prepare students for a college-level experience in College Multivariable Calculus (MTH591) and College Linear Algebra (MTH592).

COLLEGE MULTIVARIABLE CALCULUS

MTH591—SEMESTER 1 ONLY

OPEN TO: 11-12

PREREQUISITE: AP CALCULUS BC

ONE SEMESTER

CREDIT: HONORS

College Multivariable Calculus (MTH591) is a one-semester capstone course designed to be equivalent to a third-semester college calculus. The distinctive focus of this course is the attention to applying the tools of calculus to multidimensional space, whereas previous coursework limited students to one- or two-dimensional experiences. This introductory course exposes students to curves, surfaces, vector fields, partial derivatives, advanced integrals (line, multi-variable, surface), curl and divergence. Students who successfully demonstrate the complete proficiencies of the course may seek to petition future college/university programs for course credits or waivers. A current syllabus will be provided. This course is not affiliated with a dual-credit or articulated credit program.

COLLEGE LINEAR ALGEBRA

MTH592—SEMESTER 2 ONLY

OPEN TO: 11-12

PREREQUISITE: AP CALCULUS BC

ONE SEMESTER

CREDIT: HONORS

College Linear Algebra (MTH592) is a one-semester capstone college-level course that applies matrix and linear algebra techniques to model and analyze phenomena presented in concrete and abstract settings. The study of linear algebra has valuable applications within the computational, physical and social sciences. Numeric, computational and estimation techniques will be used to arrive at empirical and theoretical conclusions that support students' understanding of matrix properties and operations. Mathematical reasoning will be strengthened through the writing of formal and informal proofs. Topics of study include a system of equations, matrix operations, determinants, inverses, vector spaces, inner product spaces, orthogonality, linear transformations, eigenvalues, eigenvectors, matrix diagonalization and quadratic forms. The course emphasizes skills in reading, writing and communicating mathematics verbally and analytically. Students who successfully demonstrate the complete proficiencies of the course may seek to petition future college/university programs for course credits or waivers. A current syllabus will be provided. This course is not affiliated with a dual-credit or articulated credit program.



LANGUAGE LEARNING

WWW.D125.ORG/ACADEMICS/COURSEBOOK

FRENCH PATHWAY

French 1
Full-Year Course
FRE101/FRE102

French 2
Full-Year Course
FRE211/FRE212

French 3
Full-Year Course
FRE311/FRE312

AP French Language
Full-Year Course
FRE601/FRE602

GERMAN PATHWAY

German 1
Full-Year Course
GRE101/GRE102

German 2
Full-Year Course
GRE211/GRE212

German 3
Full-Year Course
GRE311/GRE312

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

MULTILINGUAL LEARNING DIVISION

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

Language Learning Department
English Language Learning Department



SCAN QR CODE TO READ MORE ABOUT LANGUAGE LEARNING AND ELL ONLINE:
WWW.D125.ORG/ACADEMICS/ACADEMIC-DIVISIONS/MULTILINGUAL-LEARNING-ELL

Multilingual Learning: Your Key to the World—Opening Doors. Opening Minds.

To meet the aims and purpose of multilingual learning 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.

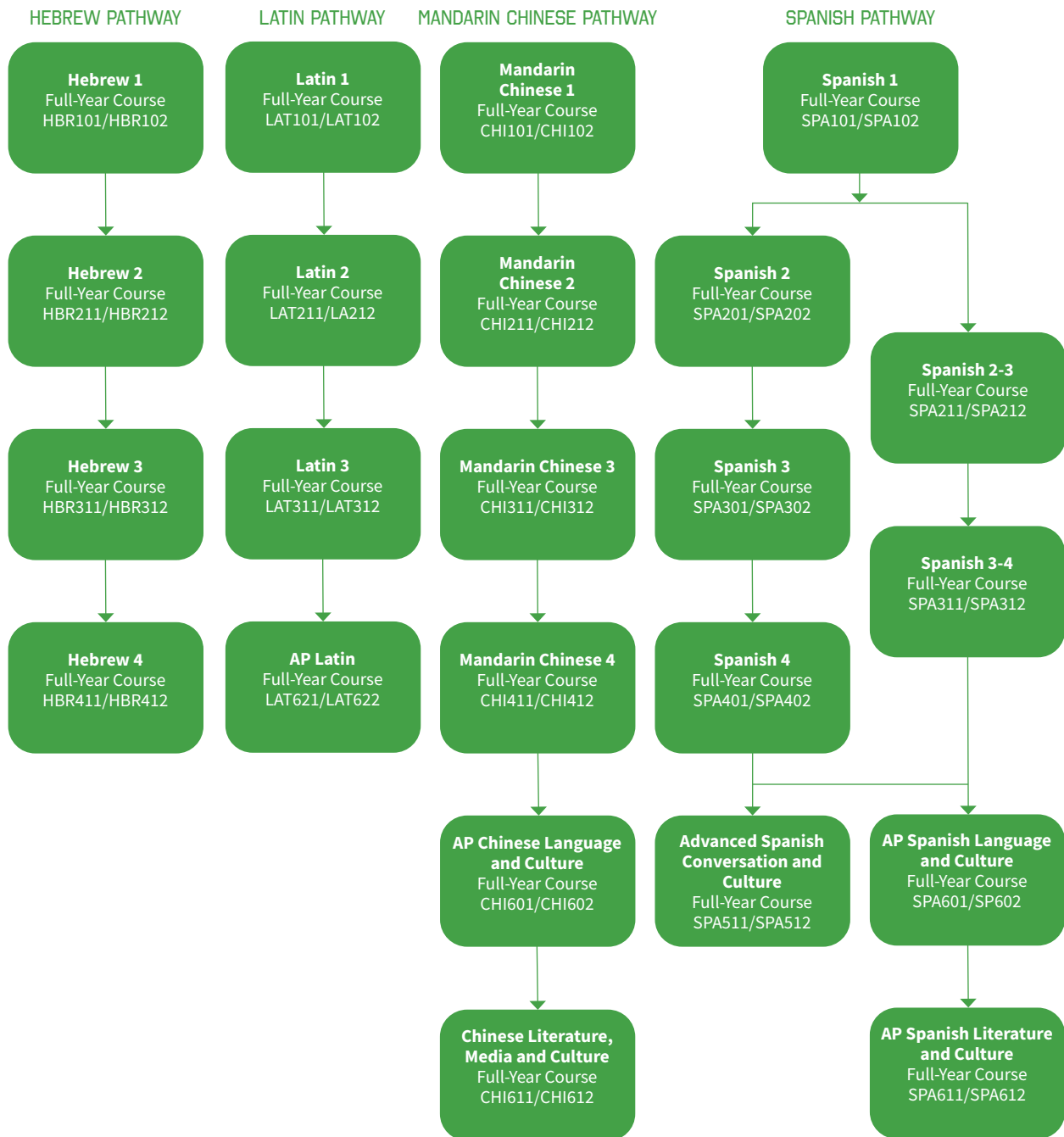
A placement exam must be taken by all incoming freshmen and transfer students who have prior experience in Spanish, French, German, Mandarin Chinese, Hebrew or Latin. By meeting proficiency standards in the placement exam, the student will be placed in the appropriate second year course.

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 Multilingual Learning Director is needed before enrolling in courses for external credit. Please refer to the “External Credits” section of the coursebook.

Language Learning courses satisfy the graduation requirement for elective credits.

COURSE OFFERINGS



LANGUAGE LEARNING DEPARTMENT

FRENCH 1

FRE101—SEMESTER 1	FRE102—SEMESTER 2
OPEN TO: 9-10-11-12	FULL YEAR
PREREQUISITE: NONE	CREDIT: COLLEGE PREP

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

FRE211—SEMESTER 1	FRE212—SEMESTER 2
OPEN TO: 9-10-11-12	FULL YEAR
PREREQUISITE: FRENCH 1 OR PASSING THE PLACEMENT EXAM FOR FRENCH 2 AND APPROVAL OF DIRECTOR	
CREDIT: ACCELERATED	

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 inter-personal 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

DUAL CREDIT AVAILABLE WITH LOYOLA UNIVERSITY

FRE311—SEMESTER 1	FRE312—SEMESTER 2
OPEN TO: 10-11-12	FULL YEAR
PREREQUISITE: FRENCH 2 OR PASSING THE PLACEMENT EXAM FOR FRENCH 3 AND APPROVAL OF DIRECTOR	
CREDIT: ACCELERATED	

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

FRE601—SEMESTER 1	FRE602—SEMESTER 2
OPEN TO: 11-12	FULL YEAR
PREREQUISITE: FRENCH 3 OR PASSING THE PLACEMENT EXAM FOR AP FRENCH LANGUAGE AND APPROVAL OF DIRECTOR	
CREDIT: HONORS	

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

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

GRE102—SEMESTER 2
FULL YEAR
CREDIT: COLLEGE PREP

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

GRE211—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: GERMAN 1 OR PASSING THE PLACEMENT EXAM FOR GERMAN 2 AND APPROVAL OF DIRECTOR
CREDIT: ACCELERATED

GRE212—SEMESTER 2
FULL YEAR

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

DUAL CREDIT AVAILABLE WITH LOYOLA UNIVERSITY

GRE311—SEMESTER 1
OPEN TO: 10-11-12

GRE312—SEMESTER 2
FULL YEAR

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

This course, which moves at a faster pace than German 2, 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

DUAL CREDIT AVAILABLE WITH LOYOLA UNIVERSITY

GRE601—SEMESTER 1
OPEN TO: 11-12

GRE602—SEMESTER 2
FULL YEAR

PREREQUISITE: GERMAN 3 OR PASSING THE PLACEMENT EXAM FOR AP GERMAN AND APPROVAL OF DIRECTOR
CREDIT: HONORS

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 topics 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

HBR101—SEMESTER 1

OPEN TO: 9-10-11-12

PREREQUISITE: NONE

HBR102—SEMESTER 2

FULL YEAR

CREDIT: COLLEGE PREP

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

HBR211—SEMESTER 1

OPEN TO: 9-10-11-12

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

CREDIT: ACCELERATED

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

HBR311—SEMESTER 1

OPEN TO: 10-11-12

PREREQUISITE: HEBREW 2 OR PASSING THE PLACEMENT EXAM FOR HEBREW 3 AND APPROVAL OF DIRECTOR

CREDIT: ACCELERATED

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

HBR411—SEMESTER 1

OPEN TO: 11-12

PREREQUISITE: HEBREW 3 OR PASSING THE PLACEMENT EXAM FOR HEBREW 4 AND APPROVAL OF DIRECTOR

CREDIT: ACCELERATED

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 led 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

LAT101—SEMESTER 1	LAT102—SEMESTER 2
OPEN TO: 9-10-11-12	FULL YEAR
PREREQUISITE: NONE	CREDIT: COLLEGE PREP

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

LAT211—SEMESTER 1	LAT212—SEMESTER 2
OPEN TO: 9-10-11-12	FULL YEAR
PREREQUISITE: LATIN 1 OR PASSING THE PLACEMENT EXAM FOR LATIN 2 AND APPROVAL OF DIRECTOR	
CREDIT: ACCELERATED	

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

DUAL CREDIT AVAILABLE WITH LOYOLA UNIVERSITY

LAT311—SEMESTER 1	LAT312—SEMESTER 2
OPEN TO: 10-11-12	FULL YEAR
PREREQUISITE: LATIN 2 OR PASSING THE PLACEMENT EXAM FOR LATIN 3 AND APPROVAL OF DIRECTOR	
CREDIT: ACCELERATED	

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

DUAL CREDIT AVAILABLE WITH LOYOLA UNIVERSITY

LAT621—SEMESTER 1	LAT622—SEMESTER 2
OPEN TO: 11-12	FULL YEAR
PREREQUISITE: LATIN 3 AND APPROVAL OF DIRECTOR	
CREDIT: HONORS	

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

CHI101—SEMESTER 1

OPEN TO: 9-10-11-12

PREREQUISITE: NONE

CHI102—SEMESTER 2

FULL YEAR

CREDIT: COLLEGE PREP

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 interpretive 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

CHI211—SEMESTER 1

OPEN TO: 9-10-11-12

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

CREDIT: ACCELERATED

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

CHI311—SEMESTER 1

OPEN TO: 9-10-11-12

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

CREDIT: ACCELERATED

CHI312—SEMESTER 2

FULL YEAR

This course 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

DUAL CREDIT AVAILABLE WITH NORTH CENTRAL COLLEGE

CHI411—SEMESTER 1

OPEN TO: 10-11-12

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

CREDIT: ACCELERATED

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

CH1601—SEMESTER 1

OPEN TO: 11-12

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

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

CH1611—SEMESTER 1

OPEN TO: 11-12

PREREQUISITE: AP CHINESE LANGUAGE AND CULTURE OR PLACEMENT TEST
CREDIT: HONORS

CH1612—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

SPA101—SEMESTER 1

OPEN TO: 9-10-11-12

PREREQUISITE: NONE

SPA102—SEMESTER 2

FULL YEAR

CREDIT: COLLEGE PREP

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

SPA201—SEMESTER 1

OPEN TO: 9-10-11-12

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

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

SPA211—SEMESTER 1

OPEN TO: 9-10-11-12

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

CREDIT: ACCELERATED

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

SPA301—SEMESTER 1

OPEN TO: 10-11-12

PREREQUISITE: SPANISH 2

SPA302—SEMESTER 2

FULL YEAR

CREDIT: COLLEGE PREP

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

SPA311—SEMESTER 1

OPEN TO: 10-11-12

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

CREDIT: ACCELERATED

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

SPA401—SEMESTER 1

OPEN TO: 11-12

PREREQUISITE: SPANISH 3

SPA402—SEMESTER 2

FULL YEAR

CREDIT: COLLEGE PREP

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.

AP SPANISH LANGUAGE AND CULTURE

SPA601—SEMESTER 1

OPEN TO: 11-12

PREREQUISITE: SPANISH 4 OR SPANISH 3-4

CREDIT: HONORS

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) take place in Spanish.

AP SPANISH LITERATURE AND CULTURE

SPA611—SEMESTER 1

OPEN TO: 12

PREREQUISITE: AP SPANISH LANGUAGE AND CULTURE

CREDIT: HONORS

SPA612—SEMESTER 2

FULL YEAR

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

SPA511—SEMESTER 1

OPEN TO: 10-11-12

PREREQUISITE: SPANISH 3-4, SPANISH 4 OR AP SPANISH LANGUAGE AND CULTURE

CREDIT: COLLEGE PREP

SPA512—SEMESTER 2

FULL YEAR

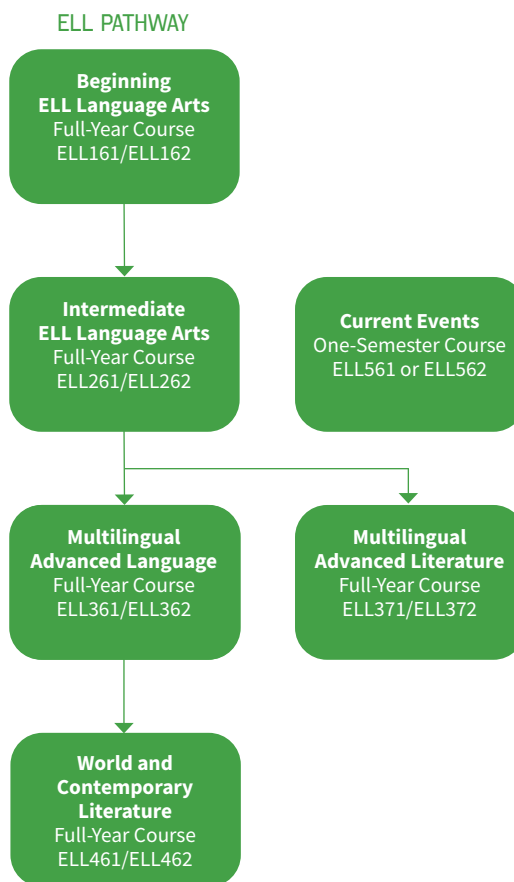
Advanced conversation and culture builds upon the communicative focus in the presentational, interpretive and interpersonal modes from prior coursework, but will uniquely explore the language through a cultural lens. The aim of this course is to present how the language manifests itself in various regions 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 MULTILINGUAL LEARNING DIVISION AND IS DESIGNED TO SUPPORT STUDENTS AT STEVENSON WHO ARE IDENTIFIED AS MULTILINGUAL LEARNERS. THE GOALS OF THIS PROGRAM ARE TO STRENGTHEN STUDENTS' LITERACY AND ORACY SKILLS IN ENGLISH AND TO EMPOWER STUDENTS TO BECOME MULTILINGUAL AND MULTILITERATE BY SUSTAINING STUDENTS' ACADEMIC ENGAGEMENT WITH THEIR HOME LANGUAGES. 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 MULTILINGUAL LEARNING DIVISION.

ELL COURSE OFFERINGS

WWW.D125.ORG/ACADEMICS/COURSEBOOK



BEGINNING ELL LANGUAGE ARTS

ELL161—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: WIDA-SCREENER/ACCESS EXAM BELOW A 2.75
CREDIT: COLLEGE PREP

This is a two-credit course for students in the ELL program at the beginning level who are new to the English language or have emerging English vocabulary and communication skills. The course meets two periods each day. Students work on developing and expanding their vocabulary, grammar, speaking, listening, reading and writing skills. Students will practice their writing skills in the context of the course readings and will start with basic sentence structures and end with essay writing. Speaking and listening will focus on proper pronunciation as well as interpersonal and presentational communication.

INTERMEDIATE ELL LANGUAGE ARTS

ELL261—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: PROFICIENCY AS DEMONSTRATED ON WIDA-SCREENER/ACCESS EXAM (3.0-4.0), OR SUCCESSFUL COMPLETION OF BEGINNING ELL, TEACHER RECOMMENDATION OR DIRECTOR APPROVAL.
CREDIT: COLLEGE PREP

This is a two-credit course for students in the ELL program at the intermediate level. This course will meet two periods each day and instruction is entirely in English. Students will build on all four language domains (listening, speaking, reading and writing) across thematic units. Their writing skills move beyond paragraph construction to composing, revising and editing essays within various writing genres. Speaking and listening is practiced and assessed as students are expected to have conversational and presentational English speaking skills.

MULTILINGUAL ADVANCED LANGUAGE

ELL361—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: PROFICIENCY AS DEMONSTRATED ON WIDA-SCREENER/ ACCESS EXAM (4.0-4.8), OR SUCCESSFUL COMPLETION OF INTERMEDIATE ELL, TEACHER RECOMMENDATION OR DIRECTOR APPROVAL
CREDIT: COLLEGE PREP

ELL362—SEMESTER 2
FULL YEAR

Note: *May be taken concurrently with Multilingual Advanced Literature*

This is one of two courses available for students in the EL program at the advanced level. This course may be taken concurrently with Multilingual Advanced Literature or may be taken alone. Students will leverage their own cultural and linguistic assets as they work to expand their English language proficiency. In addition to a focus on the development of advanced literacy skills, including argumentative writing and literary analysis, students will foster their listening and speaking skills by participating in discussions, debates and oral presentations.

MULTILINGUAL ADVANCED LITERATURE

ELL371—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: PROFICIENCY AS DEMONSTRATED ON WIDA-SCREENER/ ACCESS EXAM (4.0-4.8), OR SUCCESSFUL COMPLETION OF INTERMEDIATE ELL, TEACHER RECOMMENDATION OR DIRECTOR APPROVAL
CREDIT: COLLEGE PREP

ELL372—SEMESTER 2
FULL YEAR

Note: *May be taken concurrently with Multilingual Advanced Language*

This is one of two courses available for students in the EL program at the advanced level. This course may be taken concurrently with Multilingual Advanced Language or may be taken alone. Students will leverage their own cultural and linguistic assets as they work to expand their English language proficiency. Students will explore both fiction and nonfiction literature through both common and independent reading tasks. Students will make text-to-self connections as they engage in literary analysis and argumentative writing, including multi-page process writing.

WORLD AND CONTEMPORARY LITERATURE

ELL461—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: PROFICIENCY AS DEMONSTRATED ON WIDA-SCREENER/ ACCESS EXAM (4.0-5.0) OR SUCCESSFUL COMPLETION OF MULTILINGUAL ADVANCED LANGUAGE AND/OR MULTILINGUAL ADVANCED LITERATURE, TEACHER RECOMMENDATION OR DIRECTOR APPROVAL.
CREDIT: COLLEGE PREP

ELL462—SEMESTER 2
FULL YEAR

This is an English course for students who are transitioning out of the ELL program. Students are expected to produce work with ELL support similar to that of a student in a Communication Arts English course. Students' proficiencies will advance in the areas of literary analysis, writing, grammar, oral communication and research. Students will explore literary works from their own cultural backgrounds and experiences and use literature as a pathway to greater understanding of diverse perspectives and narratives.

CURRENT EVENTS

ELL561—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: NONE

ELL562—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

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 for credit.



PHYSICAL WELFARE DIVISION

ABYGAIL AUSTIN, MANAGER | AAUSTIN@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



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 movement-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.

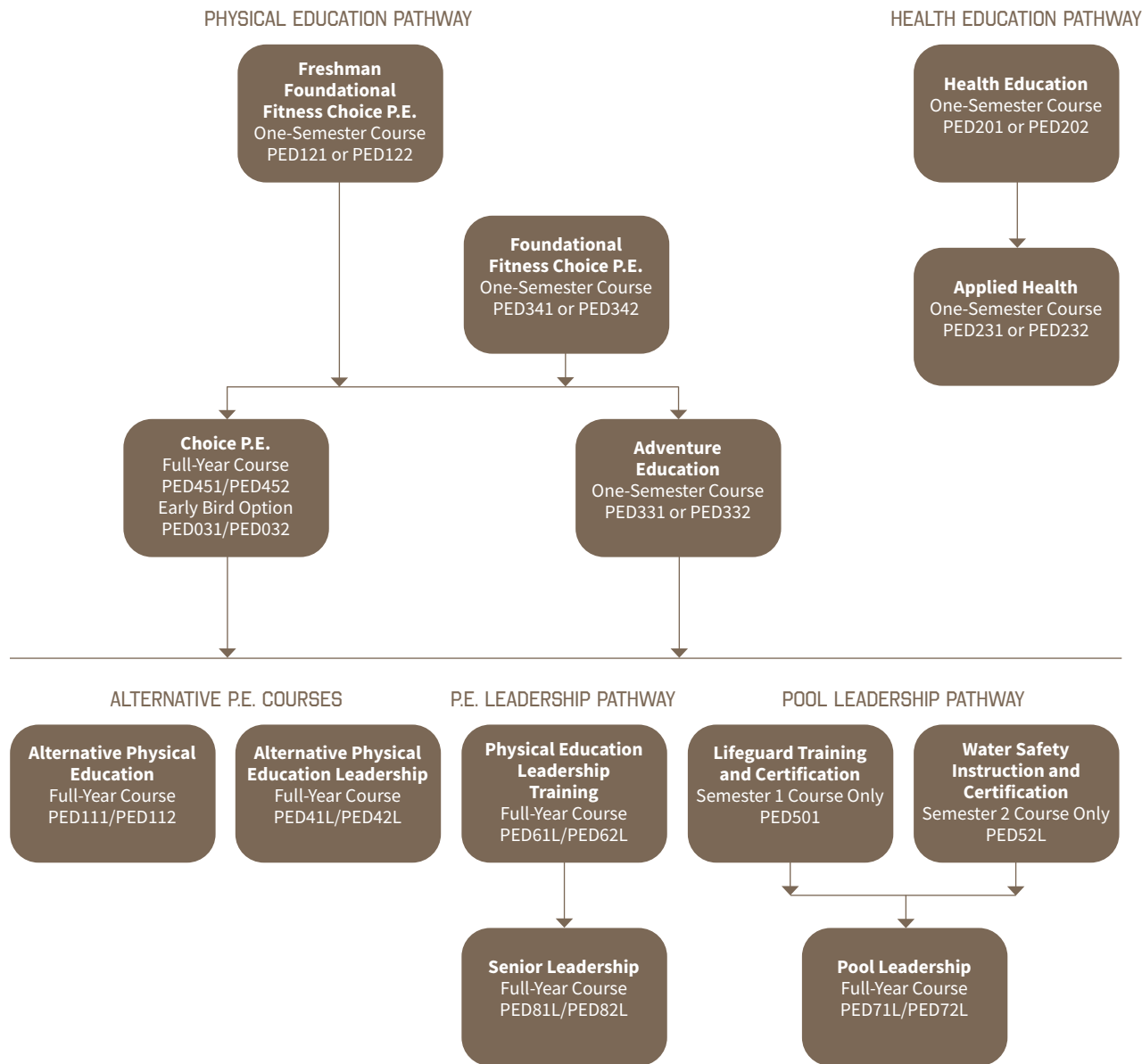
We make a commitment to provide each student with an equal opportunity for daily physical education regardless of their athletic ability or physical capabilities. The individual needs and interests of the student will determine their Physical Education choices.

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, MOVEMENT-BASED PROGRAM. STUDENTS WILL 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 WEST FITNESS CENTER OR FITNESS MEZZANINE DURING THEIR LUNCH HOUR OR THE PWC AFTER SCHOOL FOR MAKE-UP CREDIT.

MEDICAL EXCUSES ARE ACCEPTED FROM PARENTS/GUARDIANS FOR UP TO THREE DAYS. EXCUSES OF LONGER DURATION MUST BE WRITTEN BY A PHYSICIAN. STUDENTS WITH PHYSICIANS' NOTES WILL BE ACCOMMODATED IN AN ALTERNATIVE ACTIVITY. 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, WITH THE EXCEPTION OF LEADERSHIP AND AQUATICS COURSES, ARE PASS/FAIL.

FRESHMAN FOUNDATIONAL FITNESS CHOICE P.E.

PED121—SEMESTER 1
OPEN TO: 9
PREREQUISITE: NONE

PED122—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

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.

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

PED342—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

This course, designed for students who did not take Freshman Foundational Fitness Choice P.E., is 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.)

ADVENTURE EDUCATION

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

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.

CHOICE P.E.

PED451—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: A FOUNDATIONAL FITNESS CLASS, ANY PREVIOUS PHYSICAL EDUCATION COURSE OR DIRECTOR APPROVAL
CREDIT: COLLEGE PREP

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.) This course may be repeated for credit.

EARLY BIRD OPTION

PED031 (EARLY BIRD)—SEMESTER 1
OPEN TO: 10-11-12
PREREQUISITE: A FOUNDATIONAL FITNESS COURSE, ANY PHYSICAL EDUCATION CLASS OR DIRECTOR APPROVAL
CREDIT: COLLEGE PREP

(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. This course may be repeated for credit.

PHYSICAL EDUCATION LEADERSHIP TRAINING

GPA WAIVER OPTION

PED61L—SEMESTER 1
OPEN TO: 11
CREDIT: COLLEGE PREP

Note: *The Physical education Leadership program is a two-year commitment*

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. 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

GPA WAIVER OPTION

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

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

GPA WAIVER OPTION

PED501—SEMESTER 1 ONLY
ONE SEMESTER
PREREQUISITE: ABILITY TO DEMONSTRATE REQUIRED SWIM SKILLS. STUDENTS MUST BE AT LEAST 15 YEARS OLD BY THE END OF THE COURSE.
ADDITIONAL FEE TO RECEIVE AMERICAN RED CROSS CERTIFICATE.
CREDIT: COLLEGE PREP

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

GPA WAIVER OPTION

PED52L—SEMESTER 2 ONLY
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.
CREDIT: COLLEGE PREP

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

GPA WAIVER OPTION

PED71L—SEMESTER 1
OPEN TO: 11-12
PREREQUISITE: STUDENTS MUST HAVE AMERICAN RED CROSS LIFEGUARDING AND WATER SAFETY INSTRUCTION CERTIFICATIONS.
CREDIT: COLLEGE PREP

PED72L—SEMESTER 2
ONE SEMESTER OR FULL YEAR

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

GPA WAIVER OPTION

PED41L—SEMESTER 1
OPEN TO: 11-12
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 WEBPAGE.) THE ALTERNATIVE PHYSICAL EDUCATION LEADERSHIP PROGRAM IS A TWO-YEAR COMMITMENT.
CREDIT: COLLEGE PREP

PED42L—SEMESTER 2
FULL YEAR

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

PED111—SEMESTER 1
OPEN TO: 9-10-11-12
PREREQUISITE: A PHYSICIAN'S VERIFICATION MUST BE ON FILE
CREDIT: COLLEGE PREP

PED112—SEMESTER 2
FULL YEAR

Alternative Physical Education is for students with 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.

HEALTH EDUCATION

THE EMPHASIS IN HEALTH EDUCATION IS ON CHOICES TO EMPOWER PERSONAL WELLNESS THROUGH EXPERIENTIAL ACTIVITIES. HEALTH EDUCATION INFORMATION IS LINKED TO THE KNOWLEDGE AND UNDERSTANDING EACH STUDENT NEEDS TO IMPROVE THEIR EMOTIONAL AND PHYSICAL HEALTH.

HEALTH EDUCATION

PED201—SEMESTER 1
OPEN TO: 10
PREREQUISITE: NONE

PED202—SEMESTER 2
ONE SEMESTER
CREDIT: COLLEGE PREP

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

GPA WAIVER OPTION

PED231—SEMESTER 1
OPEN TO: 10-11-12
PREREQUISITE: HEALTH EDUCATION
ADDITIONAL FEE TO RECEIVE AMERICAN RED CROSS CERTIFICATE
CREDIT: COLLEGE PREP

PED232—SEMESTER 2
ONE SEMESTER

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 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



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.

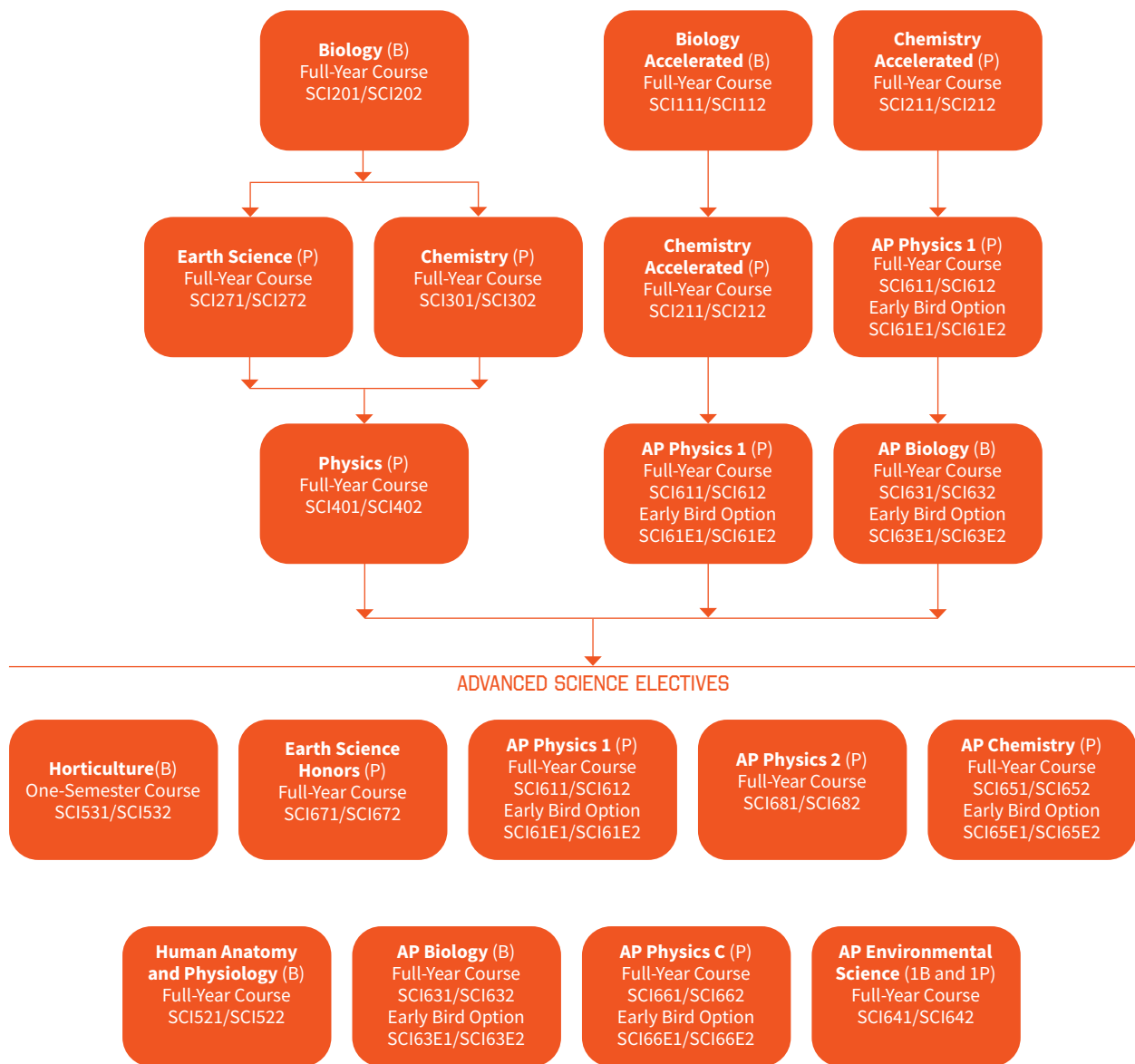
The graduation requirement for all students is two years of Science. One year must be in the biological sciences and one year must be in the physical sciences. It is strongly recommended that all college-bound students take four years of laboratory science courses.

Science Courses Required for Graduation:

Two semesters biological science and two semesters physical science.

SCIENCE DIVISION COURSE OFFERINGS

WWW.D125.ORG/ACADEMICS/COURSEBOOK



KEY:
B=BIOLOGICAL SCIENCE
P=PHYSICAL SCIENCE

BIOLOGY

SCI201—SEMESTER 1 SCI202—SEMESTER 2
OPEN TO: 9-10-11-12 FULL YEAR
PREREQUISITE: APPROVAL OF DIRECTOR
CREDIT: COLLEGE PREP BIOLOGICAL SCIENCE

Students in the college prep lab-based 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.

SCI111—SEMESTER 1 SCI112—SEMESTER 2
OPEN TO: 9-10 FULL YEAR
PREREQUISITE: APPROVAL OF DIRECTOR
CREDIT: ACCELERATED BIOLOGICAL SCIENCE

The accelerated lab-based 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.

EARTH SCIENCE

SCI271—SEMESTER 1 SCI272—SEMESTER 2
OPEN TO: 10-11-12 FULL YEAR
PREREQUISITE: BIOLOGY OR APPROVAL OF DIRECTOR
CREDIT: COLLEGE PREP PHYSICAL SCIENCE

The college prep 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.

SCI671—SEMESTER 1 SCI672—SEMESTER 2
DUAL CREDIT AVAILABLE AT NO COST THROUGH COLLEGE OF LAKE COUNTY
OPEN TO: 11-12 FULL YEAR
RECOMMENDED: BIOLOGY, CHEMISTRY AND PHYSICS
CREDIT: HONORS (DUAL CREDIT) PHYSICAL SCIENCE

This honors 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.

HORTICULTURE

SCI531—SEMESTER 1 SCI532—SEMESTER 2
OPEN TO: 10-11-12 ONE SEMESTER
PREREQUISITE: BIOLOGY OR APPROVAL OF DIRECTOR
CREDIT: COLLEGE PREP BIOLOGICAL SCIENCE

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

CHEMISTRY

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

CREDIT: COLLEGE PREP PHYSICAL SCIENCE

The college prep lab-based 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.

SCI211—SEMESTER 1

OPEN TO: 9-10-11-12

PREREQUISITE: FRESHMAN PLACEMENT REQUIRES APPROVAL OF DIRECTOR
CREDIT: ACCELERATED PHYSICAL SCIENCE

The accelerated course is a lab-based, 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.

PHYSICS

SCI401—SEMESTER 1

OPEN TO: 11-12

PREREQUISITE: NONE

CREDIT: COLLEGE PREP PHYSICAL SCIENCE

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

SCI302—SEMESTER 2

FULL YEAR

SCI212—SEMESTER 2

FULL YEAR

PREREQUISITE: FRESHMAN PLACEMENT REQUIRES APPROVAL OF DIRECTOR
CREDIT: ACCELERATED PHYSICAL SCIENCE

HUMAN ANATOMY AND PHYSIOLOGY

SCI521—SEMESTER 1

OPEN TO: 11-12

PREREQUISITE: BIOLOGY, CHEMISTRY AND HEALTH EDUCATION

CREDIT: ACCELERATED BIOLOGICAL SCIENCE

Human Anatomy and Physiology is a lab-based course recommended 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.

AP PHYSICS 1

SCI611—SEMESTER 1

OPEN TO: 10-11-12

RECOMMENDED: CHEMISTRY

CREDIT: HONORS PHYSICAL SCIENCE

SCI612—SEMESTER 2

FULL YEAR

EARLY BIRD OPTION

SCI61E1—SEMESTER 1

SCI61E2—SEMESTER 2

In this course, students learn concepts typical in the first semester (mechanics) of an introductory physics course at a college level. This course would be beneficial to students wishing to satisfy a college physical science requirement. 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

SCI681—SEMESTER 1

OPEN TO: 11-12

PREREQUISITE: AP PHYSICS 1 OR PHYSICS

CREDIT: HONORS PHYSICAL SCIENCE

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

SCI631—SEMESTER 1 SCI632—SEMESTER 2
OPEN TO: 11-12 FULL YEAR
PREREQUISITE: CHEMISTRY AND PHYSICS OR APPROVAL OF DIRECTOR
CREDIT: HONORS BIOLOGICAL SCIENCE

EARLY BIRD OPTION

SCI63E1—SEMESTER 1 SCI63E2—SEMESTER 2

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

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

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 field trips during the school year. It is recommended that students take physics before, or concurrently with, this course.

AP CHEMISTRY

SCI651—SEMESTER 1 SCI652—SEMESTER 2
OPEN TO: 11-12 FULL YEAR
PREREQUISITE: CHEMISTRY AND PHYSICS, OR APPROVAL OF DIRECTOR
CREDIT: HONORS PHYSICAL SCIENCE

EARLY BIRD OPTION

SCI65E1—SEMESTER 1 SCI65E2—SEMESTER 2

This lab-based 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.

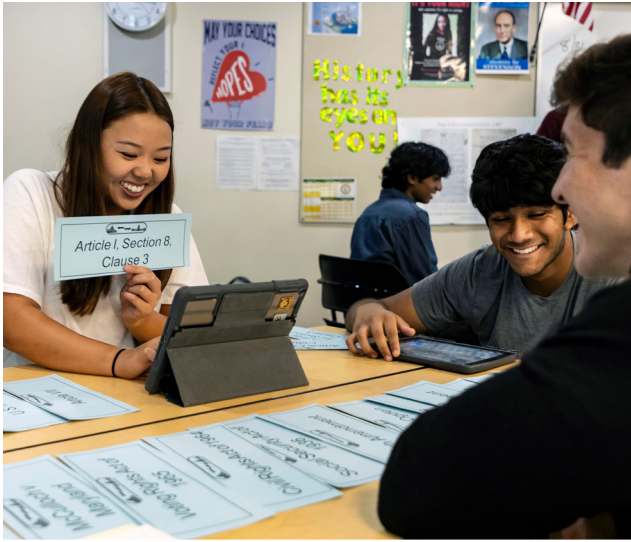
AP PHYSICS C

SCI661—SEMESTER 1 SCI662—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
CREDIT: HONORS PHYSICAL SCIENCE

EARLY BIRD OPTION

SCI66E1—SEMESTER 1 SCI66E2—SEMESTER 2

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.



SOCIAL STUDIES DIVISION

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

SCAN OR CODE TO READ MORE ABOUT SOCIAL STUDIES ONLINE:
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 21st 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 9TH GRADE

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

COURSES AVAILABLE STARTING IN 10TH GRADE

World Religions
One-Semester Course
SOC501 or SOC502

Global Relations
One-Semester Course
SOC531 or SOC532

AP European History
Full-Year Course
SOC601/SOC602

AP Human Geography
Full-Year Course
SOC611/SOC612

Constitutional Law
One-Semester Course
SOC511 or SOC512

Law In American Society
One-Semester Course
SOC431 or SOC432

AP Comparative Government and Politics (Online Option)
One-Semester Course
SOC631 or SOC632

AP African American Studies
Full-Year Course
SOC691/SOC692

COURSES AVAILABLE STARTING IN 11TH GRADE

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

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

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

Sociology
One-Semester Course
SOC541 or SOC542
or
SOC571 or SOC572

Economics*
One-Semester Course
SOC411 or SOC412

AP Macroeconomics*
One-Semester Course
SOC641 or SOC642

AP Microeconomics*
One-Semester Course
SOC651 or SOC652

Philosophy and Political Theory
One-Semester Course
SOC671 or SOC672

COURSES AVAILABLE STARTING IN 12TH GRADE

Government*
One-Semester Course
SOC401 or SOC402

AP Government-United States* (Online Option)
One-Semester Course
SOC681 or SOC682
or
SOC6Q1 or SOC6Q2

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

Psychology
One-Semester Course
SOC551 or SOC552

AP Psychology—Blended
Full-Year Course
SOC661/SOC662

** Courses marked with an asterisk fulfill Social Studies graduation requirement*

WORLD HISTORY AND GEOGRAPHY

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

SOC102—SEMESTER 2
FULL YEAR
CREDIT: COLLEGE PREP

World History and Geography is a one-year course required for graduation and a prerequisite for all courses in Social Studies. Students taking World History and Geography develop core academic skills in reading and writing while studying history from the origins of 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

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

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

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

SOC432—SEMESTER 2
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, 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

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

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

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

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

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

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

SOC611—SEMESTER 1

SOC612—SEMESTER 2

OPEN TO: 10-11-12

FULL YEAR

PREREQUISITE: WORLD HISTORY AND GEOGRAPHY

CREDIT: HONORS

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.

AP AFRICAN AMERICAN STUDIES

SOC691—SEMESTER 1

SOC692—SEMESTER 2

OPEN TO: 10-11-12

FULL YEAR

PREREQUISITE: WORLD HISTORY AND GEOGRAPHY

CREDIT: HONORS

This year-long Social Studies elective credit course is designed to prepare students to meet the AP College Board interdisciplinary standards on their assessment. The course is designed to examine a diversity of African American experiences using authentic and varied sources of information. Students will study topics from early African kingdoms to the ongoing challenges and accomplishments of the present day. Recurring social studies inquiry skills of questioning, source analysis and argumentation will be developed using a variety of literary, historical, data set and visual forms of evidence. Students are required to complete a research project of their choice, drawn from topics or themes within the course, and submitted to AP as part of the AP Exam and scored by AP graders. Students who enroll in this course will be prepared to take the remainder of the AP African American Studies exam in May.

AP COMPARATIVE GOVERNMENT AND POLITICS

SOC631—SEMESTER 1

SOC632—SEMESTER 2

OPEN TO: 10-11-12

ONE SEMESTER

PREREQUISITE: WORLD HISTORY AND GEOGRAPHY

CREDIT: HONORS

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— ONLINE

SOC63Q1—SEMESTER 1

SOC63Q2—SEMESTER 2

OPEN TO: 10-11-12

ONE SEMESTER

PREREQUISITE: WORLD HISTORY AND GEOGRAPHY

CREDIT: HONORS

AP Comparative Government and Politics is offered in an asynchronous online setting. The primary mode of instruction, assessment, feedback and collaboration will be online. Instructional activities are adjusted for an asynchronous online instructional setting. There will be no regular physical class meeting period or time. Activities and assignments will have daily due dates. Students will receive regular individualized feedback from the teacher. In-person remediation may be required on an individualized student basis with the teacher during a lunch or 8th period. Some assessments will be in-person using the testing center. The online version meets the exact same curricular requirements and students will be prepared to take the AP Comparative Government and Politics exam in May.

U.S. HISTORY

SOC321—SEMESTER 1

OPEN TO: 11

PREREQUISITE: WORLD HISTORY AND GEOGRAPHY

CREDIT: COLLEGE PREP

This course fulfills the graduation requirement of one year of U.S. history, as established by the State of Illinois. With an emphasis on the 20th century, the overriding goal of this course is to give students the skills and opportunity to understand how the current domestic and international status of the U.S. developed. Similar to the World History and Geography experience in Social Studies, this course is designed to help students identify causes and effects, events and philosophies, which led to the contemporary situation and provide them with a historical basis for decision-making through the use of historical inquiry skills such as: analyzing primary, secondary and tertiary sources; developing historical arguments and communicating conclusions. Geographic themes such as location, mobility and interaction with the environment are stressed within this historical treatment as well.

AP U.S. HISTORY

SOC621—SEMESTER 1

OPEN TO: 11

PREREQUISITE: WORLD HISTORY AND GEOGRAPHY

CREDIT: HONORS

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 U.S. History exam in May.

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

SOC581—SEMESTER 1

OPEN TO: 11

PREREQUISITE: WORLD HISTORY AND GEOGRAPHY, SOPHOMORE ENGLISH

CREDIT: HONORS

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 U.S. History exams in May.

ECONOMICS

SOC411—SEMESTER 1

OPEN TO: 11-12

PREREQUISITE: WORLD HISTORY AND GEOGRAPHY

CREDIT: COLLEGE PREP

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

SOC541—SEMESTER 1 SOC542—SEMESTER 2
OPEN TO: 11-12 ONE SEMESTER
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY
CREDIT: COLLEGE PREP

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

DUAL CREDIT AVAILABLE WITH LOYOLA UNIVERSITY CHICAGO

SOC571—SEMESTER 1 SOC572—SEMESTER 2
OPEN TO: 11-12 ONE SEMESTER
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY
CREDIT: HONORS
ADDITIONAL FEES FOR DUAL CREDIT MAY BE IMPOSED BY THE COLLEGE/UNIVERSITY.

Sociology is a course in partnership with Loyola University Chicago which allows students to take a college class while still in high school. The student can transfer earned credit in this class from Loyola University Chicago to the college they attend. As an introductory survey course, Sociology aims to provide students with an understanding of how sociologists do research and what the seminal pieces of research in their field reveal. The class will explore the structures of society, especially family, education, peers and media, all of which influence individuals by creating and maintaining culture and social stability. The class also examines social inequalities, especially social class, race and gender. Sociology is a social science, and as such, it uses scientific study to examine society. It is not a debate class or a class centered around rhetorical arguments. This scientific analysis of society is useful in many academic disciplines, and so sociology is often a prerequisite for other areas of study such as medicine, law and criminal justice, nursing, education and psychology, among others.

AP MACROECONOMICS

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

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

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

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

DUAL CREDIT AVAILABLE WITH LOYOLA UNIVERSITY CHICAGO

SOC671—SEMESTER 1 SOC672—SEMESTER 2
OPEN TO: 11-12 ONE SEMESTER
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY
CREDIT: HONORS

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

SOC401—SEMESTER 1 SOC402—SEMESTER 2
OPEN TO: 12 ONE SEMESTER
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY, U.S. HISTORY
CREDIT: COLLEGE PREP

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 U.S. Constitution 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

SOC551—SEMESTER 1 SOC552—SEMESTER 2
OPEN TO: 12 ONE SEMESTER
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY, U.S. HISTORY
CREDIT: COLLEGE PREP

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

SOC561—SEMESTER 1 SOC562—SEMESTER 2
OPEN TO: 12 ONE SEMESTER
PREREQUISITE: U.S. HISTORY AND JUNIOR ENGLISH
CREDIT: COLLEGE PREP

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 PSYCHOLOGY

SOC661—SEMESTER 1
OPEN TO: 12
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY, U.S. HISTORY
CREDIT: HONORS

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—BLENDED

SOC6B1—SEMESTER 1
OPEN TO: 12
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY, U.S. HISTORY
CREDIT: HONORS

AP Psychology is also offered in a blended learning setting. The same course requirements are met. The blended format is a combination of traditional in-person classroom instruction, small group or individualized sessions and asynchronous learning activities during class time. Students still meet for a period of AP Psychology at a set period each day with the teacher determining for students the type of class setting for the day. Most weeks the course meets in person on two or three days each week for face-to-face instruction. On non-face-to-face days, the instructor will be in the classroom and available to answer questions or offer additional support while students are doing work in the classroom or other designated locations around the school building. If a student is absent on an in-person day they must meet with the instructor on the next non-attendance day. This blended 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.

AP GOVERNMENT—UNITED STATES

SOC681—SEMESTER 1
OPEN TO: 12
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY, U.S. HISTORY
CREDIT: HONORS

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—ONLINE

SOC6Q1—SEMESTER 1
OPEN TO: 12
PREREQUISITE: WORLD HISTORY AND GEOGRAPHY, U.S. HISTORY
CREDIT: HONORS

AP Government—United States can also be taken in an asynchronous online setting while fulfilling the same curricular requirements. Instructional activities are adjusted for an asynchronous online instructional setting. There will be no regular physical class meeting period or time. Activities and assignments will have daily due dates. Students will receive regular individualized feedback from the teacher. Common AP Government team assessments will be conducted in-person during the school day in the testing center. Daily in-person office hours with the teacher will be available for all students enrolled in the course. In-person remediation may be required by the teacher as needed on an individual student basis during office hours.



STUDENT LEARNING PROGRAMS

DR. MARLA ISRAEL, DIRECTOR | MISRAEL@D125.ORG | 847-415-4506

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



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 pages describe 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, Communication Arts, 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, Communication Arts 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.

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, Communication Arts and Social Studies. Depending on their reading and literacy benchmark, post-performance and/or ongoing assessment results, this course may be required of a student to specifically focus on reading fluency and necessary reading comprehension skills. 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 Mathematics 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.

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 Mathematics 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, ELC and through Zoom 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.

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. All students receiving a grade of MG (Minimal Growth) or FG (Failure to Grow) are enrolled by their teacher. 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/guardians indicating the student's requirement into and exit out of Mandatory Targeted Tutoring. Mandatory Targeting Tutoring sessions can be completed with a teacher or an ILC/ELC tutor.

Content area tutors are available in the ILC, ELC, in person and through Zoom on regular school days to provide Mandatory Targeted Tutoring.

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.



SCAN QR CODE TO READ MORE ABOUT
SPECIAL EDUCATION SERVICES:
WWW.D125.ORG/ACADEMICS/ACADEMIC-DIVISIONS/SPECIAL-EDUCATION

SPECIAL EDUCATION SERVICES

TRACI WALLEN, DIRECTOR |

TWALLEN@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/guardians serve as members of the IEP team and fully participate in determining the 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. This multi-disciplinary team is responsible for determining 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 homepage 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 on the following pages.

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 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 are 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 (ASP) SUPPORT PROGRAM

The Autism Spectrum (ASP) 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. ASP 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, and independent living and prevocational skills. Students in the SAIL program participate in small group instruction to develop their foundational skills.

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 the 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 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/GUARDIANS 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 REQUESTS 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 CONSISTS 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 REQUESTS 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/GUARDIANS ALSO HAVE THE RIGHT TO INSERT 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 A 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 RELEASED 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 PARENTS/GUARDIANS 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 PARENTS/GUARDIANS 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 PARENTS/GUARDIANS.
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 PARENTS/GUARDIANS (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 PARENTS/GUARDIANS 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 PARENTS/GUARDIANS (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 PARENTS/GUARDIANS (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 PARENTS/GUARDIANS (OR STUDENTS 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 A 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 PARENTS/GUARDIANS;
 - (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 THE STUDENT'S PARENTS/GUARDIANS. 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 |

SBOWEN@D125.ORG | 847-415-4501

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 composed of school counselors, post-secondary counselors, a Career Exploration Specialist, social workers, psychologists and a Substance Use Prevention Specialist who work collaboratively to ensure success for every student.

ADMINISTRATION CONTACT INFORMATION

Abygail Austin	847-415-4229
<i>Manager of Physical Welfare</i>	
Trish Betthausen	847-415-4226
<i>Director of Athletics</i>	
Sarah Bowen	847-415-4501
<i>Director of Student Services</i>	
Dr. Wendy Custable	847-415-4201
<i>Assistant Principal for Teaching and Learning</i>	
Dr. Laurie Feinzimer	848-415-4143
<i>Director of Social Emotional Learning</i>	
Justin Fisk.....	847-415-4701
<i>Director of Multilingual Learning and ELL</i>	
Troy Gobble	847-415-4105
<i>Principal</i>	
Dr. Ted Goergen	847-415-4461
<i>Director of Student Activities</i>	
Jon Grice.....	847-415-4751
<i>Director of Fine Arts</i>	
Dr. LeViis Haney	847-415-4122
<i>Director of Equity, Diversity and Inclusion</i>	
Dr. Marla Israel.....	847-415-4506
<i>Director of Student Learning Programs</i>	
Darshan Jain.....	847-415-4601
<i>Director of Mathematics</i>	
Doug Kahler.....	847-415-4301
<i>Director of Information Services</i>	
Jacqueline King.....	847-415-4151
<i>Director of Applied Arts</i>	
<i>Director of Computer Science, Engineering and Technology</i>	
Ken Latka	847-415-4002
<i>Co-Assistant Principal of Operations</i>	
Doug Lillydahl.....	847-415-4326
<i>Director of Communication Arts</i>	
Mark Onuscheck.....	847-415-4124
<i>Director of Curriculum, Instruction and Assessment</i>	
Eric Ramos.....	847-415-4002
<i>Co-Assistant Principal of Operations</i>	
Anthony Reibel	847-415-4201
<i>Director of Assessment, Research and Evaluation</i>	
Brad Smith.....	847-415-4651
<i>Director of Social Studies</i>	
Dr. Eric Twadell.....	847-415-4102
<i>Superintendent</i>	
Traci Wallen	847-415-4801
<i>Director of Special Education</i>	
Dr. Steve Wood	847-415-4401
<i>Director of Science</i>	

FOUR-YEAR COURSE PLAN WORKSHEET

NAME _____ DATE _____

COUNSELOR _____ GRADUATION YEAR _____

COLLEGE CHOICE(S) _____

CAREER GOAL(S)/MAJOR _____

CO-CURRICULAR ACTIVITIES _____

OUTSIDE ACTIVITIES/JOB _____

9TH GRADE GOAL _____

10TH GRADE GOAL _____

11TH GRADE GOAL _____

12TH 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

- Communication Arts 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 Multilingual Learning) 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 Communication Arts, Mathematics, Science, Social Studies and Multilingual Learning 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 Multilingual Learning, Applied Arts, Computer Science, Engineering and Technology 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

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-Communication Arts	1-Communication Arts	1-Communication Arts	1-Communication Arts
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: _____	
Total Year Credits: _____		Total Year Credits: _____	

JUNIOR YEAR	
SEMESTER 1	SEMESTER 2
1-Communication Arts	1-Communication Arts
2-Math	2-Math
3-	3-
4-Lunch	4-Lunch
5-	5-
6-	6-
7-	7
8-	8-
Semester Credits: _____	
Previous Summer School Credits: _____	
Total Year Credits: _____	

SENIOR YEAR	
SEMESTER 1	SEMESTER 2
1-Communication Arts	1-Communication Arts
2-	2-
3-	3-
4-Lunch	4-Lunch
5-	5-
6-	6-
7-	7
8-	8-
Semester Credits: _____	
Previous Summer School Credits: _____	
Total Year Credits: _____	

Honors Graduation: minimum 42 credits after 7 semesters
Graduation: minimum 45 credits after 8 semesters



ADLAI E. STEVENSON



WHO WAS 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 20th 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 23rd 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

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