

WOODRIDGE PARK SCHOOL

PROGRAM OF STUDIES

2009-2010
SCHOOL YEAR



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The provisions of this handbook are not to be considered as irrevocable contractual commitments between the school and the student. Rather, the provisions reflect the current status of the rules practiced and are subject to change.

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COURSE OF STUDIES BOOKLET

2009-2010

PRINCIPAL ----- MR. JAMES P. JENNINGS

ASSISTANT PRINCIPAL ----- tbd

ATHLETIC DIRECTOR ----- MR. DOUGLAS NOYES

Students with last name beginning

DEAN OF STUDENTS ----- MRS. KAREN KATOLICK A-L

MR. LUIS ARROYO M-Z

COUNSELORS ----- MS. PAIGE LEWIS A-G
MS. ALISON COLLINS H-P
MS. JODI CHURCH Q-Z

Elmwood Park CUSD #401 insures equal educational opportunities are offered to students, regardless of race, color, national origin, age, gender, religion, or disability. Questions in reference to educational opportunities may be directed Elmwood Park CUSD #401, 8201 West Fullerton, Elmwood Park, IL 60707, 708-452-7292. Mr. Peter Herbert is responsible for sex equity (Title IX); The Assistant Superintendent, Dr. Paula J. Hlavacek, is responsible for handicapped (Section 504).

Elmwood Park CUSD #401 does not discriminate on the basis of race, color, national origin, gender or disability.

PHILOSOPHY AND GOALS

Philosophy

The faculty, staff, administration, and Board of Education of Elmwood Park High School are committed to providing a comprehensive high school education, which through its curricular and extra-curricular programs meet the individual and collective interests and needs of its students and prepares them to be productive citizens of a diverse, global, and interdependent society. In particular, this learning community is committed to the flexible teaching and scheduling patterns and resources necessary to stretch each student to the limits of his/her academic and personal potential; and to provide the knowledge, problem solving, and personal skills required for post secondary education, employment, leisure, and family life. Graduates should be grounded in our American heritage of respect for human dignity and optimistic regarding their role in improving the quality of life for all people.

Goals

1. Communication/Computation

- a. Students should be able to formulate ideas and to express themselves accurately and precisely in both oral and written forms.
- b. Students should be able to communicate both formally and informally, recognizing which forms of behavior, speech, dress, writing, and etc. are appropriate in a given context.
- c. Students should be able to solve and explain mathematical problems, especially word problems, and should be competent in estimating.

2. Practical Skills

- a. Students should be able to perform pragmatic (life) skills, i.e., write checks, follow directions, utilize resources, make judgments (knowing when to figure it out on their own, when to ask for help) and other skills in daily living.
- b. Students should have established work habits, i.e., dependability, reliability, accountability, drive, perseverance, self-evaluation, and cooperation.

3. Personal Growth and Perspective

- a. Students should develop a global perspective through knowledge of
 - Geography,
 - History (traditions and values), and
 - Economics and politics of other cultures
- b. Students should be able to take different points of view and demonstrate tolerance and appreciation of views that differ from their own.
- c. Students should be able to differentiate between facts and opinions.
- d. Students should be prepared to live in an inter-dependent world recognizing that one can travel to almost any country in less than a day, and that our economies and environments are interdependent.

4. Comprehensive Curriculum

- a. Students should complete a comprehensive curriculum as follows:
 1. Humanities (art, music, literature)
 2. Social Science (history, geography, economics)
 3. Mathematics, Science
 4. Communication (listening, speaking, reading, and writing)

5. Employment and Life Skills (business, technology, physical education, health, personal and interpersonal skills and ethical standards)
 6. Extra-curricular activities
- b. Students should be the center of the teaching/learning process. That is, their individual differences should be accommodated without compromising the expectations of a comprehensive high school.



CLASS OF 2010, 2011, 2012 and 2013

Elmwood Park High School Graduation Requirements

Prior approval must be obtained for all courses taken outside of District 401 to assure they meet our academic standards and curricular expectations.

**A minimum of 26 credits is required for graduation
from Elmwood Park High School**

ALL STUDENTS ARE REQUIRED TO TAKE THE PSAE EXAM

Every student must meet the following basic requirements:

1. English 4 credits
2. Mathematics 3 credits
3. Science 3 credits
4. Social Studies 2 credits
5. Writing 1 credit
6. Health Education .5 credit
7. Physical Education 4 credits
8. Driver Education (not required) .5 credit
 - a. Sophomore students will take Driver Education and Effective Communication.
 - b. Driver Education taken during the school year receives .5 unit of credit.
 - c. Students taking Driver Education in summer school will not receive credit.
9. In order to qualify for graduation, every student must successfully pass an examination on the Declaration of Independence, the Flag of the United States, Constitution of the United States, and the Constitution of the State of Illinois.
- 10.. All students must have one credit from the following areas: Art, Music, Family and Consumer Science or Industrial Technology.
11. All students must have two credits from the following: Business Education, Foreign Language or Computer Programming.
12. Students may meet the State Consumer Education requirement by passing either the State Proficiency Test or the Cooperative Education Seminar, or Business Skills for Consumer Success.

CLASS OF 2010, 2011, 2012 and 2013

Elmwood Park High School Graduation Requirements

A minimum of 26 credits is required for graduation from Elmwood Park High School
ALL STUDENTS ARE REQUIRED TO TAKE THE PSAE EXAM

English 4 credits

9th Grade English 9
 English 9A
 English 9C

10th Grade English 10
 English 10A
 English 10C

11th Grade English 11
 English 11A
 English 11C

12th Grade English 12
 English 12 A
 English 12 C
 AP English

Writing 1 credit

9th Grade Effective Communication I

10th Grade Effective Communication II

Physical Education 4 credits

9th Grade PE I/II

10th Grade PE III/IV

11th Grade PE V/VI
 Junior Leaders
 Aerobics
 Life Fitness
 Lifetime Sports

12th Grade PE VII/VIII
 Senior Leaders
 Aerobics
 Life Fitness
 Lifetime Sports

Health .5 credit

9th Grade Health

Social Studies 2 credits

10th Grade World History
 World History A
 World History C

11th Grade U.S. History
 U.S. History A
 U.S. History C

Mathematics 3 credits

9th Grade Bridges Math
 Algebra Concepts and Skills
 Algebra I
 Core Plus Math IA

10th Grade Geometry
 Geometry Concepts and Skills
 Core Plus Math IIA

11th Grade Algebra II
 Algebra II Concepts and Skills
 Core Plus Math IIIA

Science 3 credits

9th Grade Biology C
 Biology
 Biology IA

10th Grade Chemistry C
 Chemistry
 Chemistry IA

11th Grade Physics C
 Physics
 Physics IA

Art/Music/Dual Credit 1 credit

Student/parent may chose from the list of
electives

Business/Foreign Language/

Computer Programming 2 credits

Student/parent may chose from the list of
electives

Consumer Education .5 credit

One of the following

- Business Skills
- Cooperative Education Seminar
- Passing State Proficiency Test

ELECTIVE COURSES

Art	Visual Arts	
	Connections I, II	1 Credit
	2-D Studio Art I, II	1 Credit
	3-D Studio Art I, II	1 Credit
	2-D Studio Art, Advanced	1 Credit
	3-D Studio Art, Advanced	1 Credit
	Ceramics	.5 Credit
	Sculpture	.5 Credit
Business		
	Accounting I, II	1 Credit
	Bus Comp Application I, II	1 Credit
	Business Principles I, II	1 Credit
	Business Skills for Con/Suc.	.5 Credit
	Career Internship	.5 Credit
	Computer Animation for Internet	
	Marketing	.5Credit
	Database Applications	.5 Credit
	Information Processing I, II	1 Credit
	Marketing I	.5 Credit
	Marketing Computer	
	Graphics I & II	1 Credit
	Marketing Graphic	
	Communication I-VI	1 Credit
	Marketing II - Sales	.5 Credit
	Marketing III - Ownership	.5 Credit
	Marketing IV- Law	.5 Credit
	Spreadsheet Applications	.5 Credit
	Word Processing	.5 Credit
	Workplace Readiness	.5 Credit
Computer Programming		
	Computer Programming I / II	1Credit
Dual Credit / Triton College		1 Credit ea
	Air Conditioning/Refrigeration	
	Allied Health	
	Automotive Technology	
	Computer Information System	
	Construction Technology	
	Cosmetology	
	Criminal Justice	
	Early Childhood Education	
	Electronics Technology	
	Engineering Technology	
	Eye Care Assistant	
	Fashion Merchandising	
	Fire Science Technology	
	Hospitality/Culinary Arts	
	Nursing	
	Ornamental Horticulture	
	Personal Training	
Drivers Education-Classroom		
	Drivers Education	.5 credit
English Electives		
	British Literature	.5 Credit
	Creative writing	.5 Credit
	Drama I, II	1 Credit

Effective Communication	.5 Credit
Read 180	1 Credit
Roman/Greek Mythology	.5 Credit
World Mythology	.5 Credit
A.P. English	2 Credits
PSAE Preparation	.5 Credit

Foreign Language

Spanish I, II	1 Credit
Spanish III, IV	1 Credit
Spanish V, VI	1 Credit
Spanish VII A, VIIIA	1 Credit
Spanish AP	2 Credits
Italian I, II	1 Credit
Italian III, IV	1 Credit
Italian V, VI	1 Credit

Industrial Education

Eng Graphics/CAD I&II	1 Credit
Architectural CAD I&II	1 Credit
TV Production I-VI1	1 Credit

Mathematics

Core Plus Math IV A	1 Credit
Advanced Math Topics	1 Credit
AP Calculus	2 Credits
AP Statistics	2 Credits
PSAE Preparation	.5 credit

Music

Concert Band	1 Credit
Chorale	1 Credit
Concert Choir	1 Credit
Swing Choir (tryouts)	1 Credit
Music Theory	1 Credit
Survey of Music	1 Credit
Voice	1 Credit

Physical Education

Lifetime Sports I/II	1 Credit
Life Fitness I/II	1 Credit
Aerobics I/II	1 Credit

Science

Biology II	1 Credit
Chemistry II	1 Credit
A.P. Physics	2 Credits
Special Topics in Science	1 Credit

Social Studies

Global Studies	1 Credit
Political Science	.5 Credit
Movers and Shakers	.5 Credit
Contemporary Problems	.5 Credit
Mind & Media	.5 Credit

Vocational Education

Career Internship	.5 Credit
CWT Seminar	.5 Credit
CWT Lab	.5 Credit
Coop Seminar	.5 Credit
Coop Lab	.5 Credit

Special Education

Courses determined by student's IEP

PARTICIPATION IN COMMENCEMENT

Only students who are qualified to receive a diploma may participate in the cap and gown ceremony. A student who qualifies for a diploma after commencement is eligible to participate in the following year's ceremony.

Students planning to graduate early must make a petition to the principal. This process begins with the student informing his/her counselor of this intent.

SUBJECT LOAD

All students are required to enroll in four (4) courses each term they attend Elmwood Park High School.

Dropping Classes: except for administrative reasons, students will be required to remain in all classes for which they register. Students will receive either a grade of WP (withdraw passing) or WF (withdraw failure), depending on their academic status at the time of withdrawal.

PROMOTION

Advancement in Grade: advancement in grade is not automatic, but is based upon academic credits earned. All students need to meet the following requirements to be promoted to the next grade level:

Freshmen: All students with less than seven credits

Sophomore: All students who have earned at least seven credits, but less than fourteen credits. As part of these credits, students must have at least one credit in each of the following: English, math, science and social studies.

Junior: All students with 14 or more credits. As part of these fourteen credits, students must have at least two credits in each of the following: English, math, science and social studies.

Senior: Students who complete their junior year and the state testing requirement are promoted to senior status.

In addition, students are also no longer allowed to double up on required coursework due to failure. Students who fail a class will need to attend summer school to graduate on time.

ELMWOOD PARK HIGH SCHOOL HONORS PROGRAM

HONORS PROGRAM PURPOSE

The Honors Program at Elmwood Park High School was established to provide the following:

- Cultivate needs and interests of advanced students
- Provide incentives for them to take academically challenging courses
- Develop leadership and decision-making skills and increase career and cultural awareness

HONORS PROGRAM INDUCTION

Students who are enrolled in either Honors English, Honors Mathematics, Honors Science, or Honors History their sophomore year are automatically inducted into the Honors Program, provided that they have maintained the following criteria:

- Earned a grade of C or better in all grades their freshman year
- Earned a cumulative GPA of 3.0 or better
- Earned a GPA of 3.3 or better during each semester freshman year

The principal and the Honors Program coordinators will select students and have final judgment in the selection process. The Honors Program coordinators and the principal will meet with inductees to welcome them into the program and explain the requirements during the first term of their sophomore year. Parents will be contacted by mail informing them of their child's induction into the Honors Program.

ADDITIONAL STUDENT INDUCTION

The following procedure will be instituted regarding students who are not initially included in the Honors Program through no fault of their own or for transfer students who may qualify for the program:

- The student will complete the necessary application form and have this form initialed by a teacher who has the student in a honors class
- The student and parents will complete the necessary forms and submit them to the coordinator of the Honors Program
- The student will obtain three letters of recommendation from other faculty members supporting the candidate's application into the Honors Program
- The Honors Program committee will review the application and letters of recommendation
- The student and his or her parents will be notified in writing as to the committee's decision
- Application forms are available to all students and may be obtained from the Honors Program coordinators

HONORS DIPLOMA REQUIREMENTS

In order to be eligible for a Honors Diploma upon graduation, a student must fulfill the following requirements:

- Attend high school for four years and complete a sequence of Honors English, Honors Mathematics, Honors Science, or Honors History each year upon induction into the Honors Program
- Earn three credits of Mathematics (Four credits or more of mathematics are encouraged)
- Earn four credits of English
- Earn three credits of Science (Four credits encouraged)
- Earn two credits of the same Foreign Language (Four credits encouraged)
- Successful completion of at least one advanced placement (AP) course
- Participation in the Seminar programs offered at the different year levels
- A cumulative grade point average of 3.3 or higher. All consecutive semesters must also have a cumulative GPA at or above a 3.3
- All course final grades must be "C" or above

PROBATION

A student whose cumulative GPA drops below 3.3 in any given term will be placed on probationary status. If the student's cumulative GPA is below 3.3 for two consecutive terms, the student will be dismissed from the Honors Program. Parents will be contacted by mail regarding the probationary status.

HONORS PROGRAM DISMISSAL

Students maintain the responsibility of fulfilling the Honors Program requirements. The Honors Program coordinators will check to ensure that students meet these requirements and inform them regarding attending the required seminars. Failure to meet the above requirements may lead to dismissal from the program. In this event, the Honors Program coordinators will contact the parents by mail to inform them of their child's status in the program. A student who is dismissed due to two consecutive terms with a cumulative GPA below 3.3 may appeal this action after two consecutive terms of receiving a cumulative GPA above 3.3. The student will be required to apply to the Honors Program and provide three letters of recommendation from teachers. The Honors Program committee will then decide on inclusion into the program.

ADDITIONAL INFORMATION

A Extra grade weight will be assigned to all honors and AP courses as follows:

Grade	Regular Class	Honors/AP Class
A	4	5
B	3	4
C	2	3
D	1	1
F	0	0

B A student who earns a grade of "D" or "F" in an honors course must petition the principal in writing to register for the next honors course in that area. Even if permitted to register for the next honors course, the student will still be removed from the Honors Program.

SCHOLARSHIP REPORTS

REPORT CARD DISTRIBUTION: The school year is divided into four terms approximately nine weeks long. Report cards are mailed to the parents of each student shortly after the close of each term.

MARKING SYSTEM: The following grades are used to indicate scholastic progress:

A	Excellent	D	Poor	WP	Withdrawn-Pass
B	Good	F	Failure	P	Pass
C	Average	WF	Withdrawn-Failure	T	Audit

I - incomplete grades must be made up by the end of the next marking period or the incomplete becomes a grade of "F".

GRADE POINT SYSTEM: * Grades are given a number value according to this scale:

A	4 Points	D	1 Point
B	3 Points	F	0 Point
C	2 Points		

* Weighted grades will be assigned designated accelerated and honors courses.

A	5 Points
B	4 Points
C	3 Points

No additional weight is given to D or F grades.

The grade point average is computed by adding the grade points received in all subjects and dividing by the number of units attempted. This grade-point average is used to determine the honor roll each grading period and the class rank.

HONOR ROLLS: Each term, a 3.3 and a 3.0 honor roll is tabulated and reported in the school and community newspapers. The attainment of honor roll status becomes a part of the student's permanent record. In order to qualify for the honor roll, a student must have no grade lower than a C and must achieve a grade point average of at least 3.0 or 3.3 using the grade point system. A student must be enrolled in a minimum of three courses that receive grades to be eligible for honor roll status.

NATIONAL HONOR SOCIETY: Students who have displayed qualities of scholarship, leadership, character and service as determined by faculty vote will be invited to membership in the Harold Grothen Chapter of the National Honor Society. A minimum cumulative grade point average of 3.0 is necessary before a student can be considered for possible membership. Students may be inducted into the Society after the tenth or fourteenth term.

ACADEMIC RECOGNITION AT GRADUATION: Every year, at Commencement, Elmwood Park High School recognizes those students who graduate with honors and members of the National Honor Society. We currently recognize as the Valedictorian of the Senior Class, the senior student who attains the highest cumulative grade point average at the end of the eighth semester (sixteenth term), must be on the honor roll, and who has been in residence at Elmwood Park High School for a minimum of four semesters (eight terms). The senior student who attains the second highest cumulative grade point average and who has been in residence for a minimum of four semesters (eight terms) is designated as the Salutatorian. Valedictorian and Salutatorian must have current honor roll status.

Those students graduating in the top five percent are recognized as Tiger Scholars. Those students who graduate in the top ten percent of their class are also recognized.

SPECIAL EDUCATION

Elmwood Park High School has a number of programs for special education students. If you have a student who has a need of special education services, please see your counselor for course descriptions and additional information.

STUDENT AIDE PROGRAM

Qualified juniors and seniors may perform a variety of services as student aides in the guidance office, athletic office, media center, and other academic departmental Areas. Upon successful completion, students will receive a quarter credit per term.

ART

ART I **Unit 0.5 (one term)**

Elective: 9, 10, 11, 12
Prerequisite: None

This is an introductory visual arts course that integrates art with technology, culture and history through art making and exploration; combining multicultural and interdisciplinary discussions and activities. Students will use a variety of art media, such as clay, ceramic glazes, pastels, charcoal, balsa foam and paint.

ART II **Unit 0.5 (one term)**

Elective: 9, 10, 11, 12
Prerequisite: Connections I

Connections II is a continuation of Connections I, building on previous concepts and knowledge, working more in depth with different materials. These courses are a prerequisite to continue on in the art curriculum to take 2-D Studio or 3-D Studio.

2-D Studio Art I/II **Unit 1 (two terms)**

Elective: 10, 11, 12
Prerequisite: Connections I & II

This course teaches the student techniques in painting as well as developing drawing and design skills. Students will use a variety of media and processes such as colored pencils, charcoal, ink, acrylic, watercolor paint and printmaking. Projects integrate technology, the study of cultures, history, critiques and aesthetics.

Advanced 2-D Studio Art I/II **Unit 1 (two terms)**

Elective: 11, 12
Prerequisite: Connections I & II, 2-D Studio Art I & II and Teacher Recommendation

This is an honors level art course in the concentration of 2-D media. Students will participate in the research of artists and art history, past and present which is of interest to the individual student. Emphasis will be placed on personal expression, technical application and exploration of the media to be used, such as painting, drawing, mixed media and printmaking. The student will develop artwork for a portfolio.

Independent Studies 2-D Art
Unit 0.5 (one term)

Elective: 11, 12
Prerequisite: Connections I, II; 2-D Studio Art I & II and teacher recommendation

This course is for the serious student who is self motivated and interested in pursuing art as a career option. The student will develop a portfolio. Class will meet the same time as 2-D Studio Art, but the student will work on more advanced projects in an area of 2-D art such as drawing, painting, printmaking or design. Area of study will be directed by the interest of the student and a written contract agreed on by the student and instructor.

3-D Studio Art I/II
Unit 1 (two terms)

Elective: 10, 11, 12
Prerequisite: Connections I & II

Students will create three dimensional artwork using a variety of sculptural techniques and mediums. 3-D Studio Art I is for the study of metalworking, relief sculpture, clay slab and coil construction, plaster carving and wire sculpture. Within the projects there will be an emphasis on planning, sketching, multiculturalism, art history and art criticism.

Advanced 3-D Studio Art I/II
Unit 1 (two terms)

Elective: 11, 12
Prerequisite: Connections I & II; 3-D Studio Art I & II and teacher recommendation

This is an honors level course in the concentration of 3-D media. Student will participate in the research of artists and art history, past and present, which is of interest to the individual student. Emphasis will be placed on personal expression, technical application and the exploration of the media to be used, such as jewelry, clay, mixed media and plaster sculpture. The student will develop artwork for a portfolio.

Independent Study 3-D Studio Art
Unit 0.5 (one term)

Elective: 11, 12
Prerequisite: Connections I & II, 3-D Studio Art I & II, Teacher recommendation

This course is for the serious student who is self motivated and interested in pursuing art as a career option. The student will develop a portfolio and learn how to professionally document art work. Class will meet the same time as 3-D studio Art, but the student will work in more advanced projects in the area of 3-D art such as metal fabrication, ceramics or sculpture. The area of study will be directed by the interest of the student and a written contract agreed on by the student and instructor.

Ceramics
0.5 Credits (one term)

Elective: 10, 11, 12
Prerequisite- Connections I & II, 3D Studio I & II

Students will continue constructing clay vessels as in 3D Art, but with emphasis on the development of personal expression and style. New technical areas will include throwing on the wheel, building large pieces by combining several techniques, the "painterly" use of glazes, and integration of other media with ceramics. Historical references will be studied, researched, and integrated into 2 major projects. As a final project, students will research historic artworks and present a multi-media presentation using information acquired from the Internet, field trips, and other resources.

Sculpture
0.5 Credits (one term)

Elective: 10, 11, 12
Prerequisite- Connections I & II, 3D Studio I & II

Students will sculpt a realistically, abstract, and functionally using plaster, wood, metal, and mixed media. Emphasis will be on careful observation of visual resources, development of a personal style in a body of work, and communication of expressive emotion through figurative and non-figurative sculpture. Students will study significant works of sculpture from various cultures, and will produce a final sculpture and short research paper referencing a historical influence on their work.

BUSINESS EDUCATION

BUSINESS PRINCIPLES I
Unit 0.5 (one term)

Elective: 9, 10, 11, 12
Prerequisite: None

This course is designed to provide students with an overall understanding of many aspects of the business world. Business Principles will unlock the mysteries of what businesses are, how they work, and what impact they have on students' lives. Students will learn about our economic environment and how business and government function in our economy. This course will also serve as a background for future business courses at Elmwood Park High School.

This course DOES NOT satisfy the Consumer Education requirement for the State of Illinois.

BUSINESS PRINCIPLES II
Unit 0.5 (one term)

Elective: 9, 10, 11, 12
Prerequisite: None

This course is a continuation of the topics covered in Business Principles I. The topics expanded upon include Uses of Technology in the Business World, Careers in Our Global Economy, and small business management concepts. Students will prepare for roles as consumers, workers, and citizens. This course will also serve as a background for future business courses at Elmwood Park High School.

This course DOES NOT satisfy the Consumer Education requirement for the State of Illinois.

BUSINESS SKILLS FOR CONSUMER SUCCESS
Unit 0.5 (one term)

**Elective: 11, 12 (10th with
Administrative approval)**
Prerequisite: None

This course provides students with personal financial management techniques. Students learn how to clarify their own values, goals, and priorities before they are faced with adult concerns. Students will cover financial and resource management topics. Consumer topics addressed include shopping, automobile ownership, housing, banking services, credit, taxes, insurance, and consumer action.

This course DOES satisfy the Consumer Education requirement for the State of Illinois.

INFORMATION PROCESSING I**Unit 0.5 (one term)****Elective: 9, 10, 11, 12****Prerequisite: None**

As per the Triton Articulation Agreement, upon completion of this course, students who receive an A or B as a final grade will place out of Triton's entry-level courses and receive Triton College Credit.

Because of its value as a life skill, it is strongly recommended that all students complete Keyboarding and Information Processing I and II.

Students will develop basic skills in touch keyboarding and proper technique. Major emphasis in the first semester is placed on keyboarding techniques, speed and accuracy development, proofreading, and correcting errors. Formatting and production that meet business standards are introduced. This course will emphasize alphabetic, symbolic, numeric and figure keyboard learning, building of basic keyboarding skills, and development of keyboarding speed while maintaining accuracy. Basic keyboard control will provide a platform for keying with correct keystroke technique and by touch. When keyboarding skills are taught, emphasis will be given to the use of proper technique and accurate typing. With these as a foundation, speed will be the result. Skill in keyboarding includes knowledge of the functions of all the keys on the standard computer keyboard. Emphasis will be placed on conditioning practice, learn/review of keys, keyboard reinforcement/skill building, speed and accuracy development, communication skills, and increasing technological vocabulary.

INFORMATION PROCESSING II**Unit 0.5 (one term)****Elective: 9, 10, 11, 12****Prerequisite: Keyboarding and Information Processing I**

As per the Triton Articulation Agreement, upon completion of this course, students who receive an A or B as a final grade will place out of Triton's entry-level courses and receive Triton College Credit.

Keyboarding and Information Processing II reinforces skills learned in Keyboarding and Information Processing I. Special emphasis is placed on production formatting in an effort to help students complete a variety of work in a limited amount of time. Students will use the feature of word processing software as a tool to key personal and business letters, prepare reports, memorandums and business correspondence. Students will review basic language skills. This course will incorporate keyboarding skills and the editing, formatting, and printing of documents.

BUSINESS COMPUTER APPLICATIONS – WORD PROCESSING I**Unit 0.5 (one term)****Elective: 9, 10, 11, 12****Prerequisite: Keyboarding or Information Processing I or II**

This course will provide hands-on instruction using the Microsoft Word software package. Students will learn documents, work with basic writing tools, use basic formatting techniques, and use MS Word features to enhance documents. This class will serve as a prerequisite for Business Computer Applications-Word Processing II.

BUSINESS COMPUTER APPLICATIONS – WORD PROCESSING II**Unit 0.5 (one term)****Elective: 9, 10, 11, 12****Prerequisite: Business Computer Applications – Word Processing I**

This course is a continuation of the topics covered in Business Computer Applications-Word Processing I. Students will become efficient in the use of timesaving features such as macros and tracking changes, work with formatting tables, mail merges, inserting graphic objects, enhance long documents, and create forms as templates.

BUSINESS COMPUTER APPLICATIONS – SPREADSHEETS

Unit 0.5 (one term)

Elective: 10, 11, 12

Prerequisite: Information Processing I or II

This course is designed as an introduction to business and management decisions that can be made with the aid of Microsoft Excel. Students will be introduced to worksheet basics, create, print, and distribute worksheets, format and edit worksheets, calculate worksheet data, use Excel's Workbook feature, work with charts, and automate, protect, and enhance data in spreadsheets.

BUSINESS COMPUTER APPLICATIONS – DATABASES

Unit 0.5 (one term)

Elective: 10, 11, 12

Prerequisite: Information Processing I/II

This course is designed as an introduction to business and management decisions that can be made with the aid of Microsoft Access. Students will learn database basics, the technique of sorting data in databases, modification of table structure and design, work with related tables and forms, filter and query records, and create and enhance database reports.

ACCOUNTING I/II

Unit 1 (two terms)

Elective: 10, 11, 12

Prerequisite: Sophomore, with Administrative Approval Junior or Senior Status

Prerequisite - Junior or Senior standing. Sophomores may register for this course with administrative approval. Accounting I & II are skill level courses that are of value to all students pursuing a background in business, finance, marketing, and management. These courses include planned learning experiences that develop initial and basic skills used in systematically computing, classifying, recording, verifying, and maintaining numerical data involved in financial and product control records, including the paying and receiving of money. Instruction includes the interpretation, and analysis of data to provide assistance to management for decision-making.

Accounting computer applications will be integrated throughout the course where applicable. Career opportunities in the accounting field will be discussed throughout the school year. Practice sets will be discussed throughout the school year. Practice sets with business papers may be used to emphasize actual business records management. These courses provide a technical background for college-bound students who plan a business curriculum as well as those who wish vocational preparation.

Upon Completion of Accounting I and II with a final grade of B or better, the student will receive articulated credit in Basic Accounting (ACC 103) from Triton Community College.

ACCOUNTING III/IV

Unit 1 (two terms)

Elective: 11, 12

Prerequisite: Accounting II

Accounting III is a skill-level course that builds upon the foundation established in Accounting I and II. This course is planned to help students to develop deeper knowledge of the principles of accounting with more emphasis being placed on financial statements and accounting records. It is a study of previously learned principles as they apply to the more complicated types of business organizations: partnerships, corporations, branches, etc. The students will become familiar with such specialized fields of accounting as cost accounting, tax accounting, payroll accounting, and others. Simulated business conditions will be provided through the use of practice sets. Skills are developed in the entry, retrieval, and statistical analysis of business data using computers for accounting and business applications.

MARKETING I
Unit 0.5 (one term)

Elective: 10, 11, 12
Prerequisite: Sophomore with administrative approval or above

Sophomores may register for this course with administrative approval. This course provides a basic understanding of marketing principles. Topics include advertising, sales, retailing, wholesaling, merchandising, pricing and product development.

MARKETING II - MERCHANDISING AND SALES
Unit 0.5 (one term)

Elective: 10, 11, 12
Prerequisite: Sophomore with administrative approval or above

Sophomores may register for this course with administrative approval. This course is an introduction to the dynamic activities that are associated with retail merchandising. Students will become acquainted with the various marketing careers, creative selling techniques, merchandise planning, advertising, display and store operations. If the student has two semesters of Marketing, Merchandising and Sales, or Business Ownership and Concepts (in any combination) and completed each with a grade of B or better, he or she will receive articulated credit in Introduction to Business (BUS 141) from Triton Community College.

MARKETING III - OWNERSHIP AND CONCEPTS
Unit 0.5 (one term)

Elective: 11, 12
Prerequisite: None

This course focuses on developing and operating a business and understanding business concepts as they relate to entrepreneurship. Units covered will include management, marketing, finance, personnel, and business plan development.

If the student has two semesters of Marketing, Merchandising and Sales, or Business Ownership and Concepts (in any combination) and completed each with a grade of B or better, he or she will receive articulated credit in Introduction to Business (BUS 141) from Triton Community College.

MARKETING IV - LAW
Unit 0.5 (one term)

Elective: 11, 12
Prerequisite: Prerequisite - Junior or Senior standing. Sophomores may register for this course with administrative approval.

This course is designed to give knowledge and understanding of the basic principles as applied to ordinary business transactions. It provides instruction in guarding against ordinary legal errors. The laws of contracts, negotiable papers, employer and employee relationships, agency, bailments, and insurance are stressed. Since many of the cases are presented from the business point of view, the course may be considered as a business background as well as a personal-use course.

WORKPLACE READINESS
Unit 0.5 (one term)

Elective: 11, 12
Prerequisite: None

This course is designed to prepare students for the transition from formal education to the world of work. Topics discussed include: proper work ethics, the need for punctuality and good attendance on the job, resume writing and the application process, the interview, as well as dress, attitude, and other characteristics which will assist the student as they become an employee.

CAREER INTERNSHIP I/II
Unit 1 (two terms)

Elective: 12
Prerequisite: Admin. Approval

Career Internship, a one-semester non-sequential course, is focused on an experience as a volunteer to a sponsoring company. During your 12-week field experience students will be able to observe the career of their choice. Your placement will be based on a career measurement you will complete at the beginning of the course. After your field experience, you will have an opportunity to interpret and discuss your internship experience in seminars. This course is offered on a Pass/Fail basis only. This course may be repeated with administrative approval.

Marketing Computer Graphics I/II
Unit 1 (two terms)

Elective: 9, 10, 11, 12
Prerequisite: None

This is an introductory and advanced class exploring the manipulation of images and symbols through the use of the stated software, photography, source images (Internet), printed page, scanners, and the historical and design process/techniques. Through these courses, students will experiment with the language of design to create a variety of works that will be incorporated into a marketing portfolio.

Marketing Graphic Communication I/II
Unit 1 (two terms)

Elective: 10, 11, 12
Prerequisite: Connections

This is an introductory and advanced class exploring a variety of graphic design projects geared for publishing, printing and advertising. Using the stated software, students will manipulate visual images, type and printed material to communicate visually. This will be incorporated into a marketing portfolio

Intro To Computer Technology Internet
Unit 0.5 (one term)

Elective: 9, 10, 11,12
Prerequisite: Keyboarding I/II
Or admin approval

Students should have completed keyboarding as a prerequisite. Students involved will learn access to the internet, Email an Searching the World Wide Web as skills necessary to a successful high school career. Students will perform searches related to integrating their English, mathematics, science, social studies, foreign language and health and phys ed studies ad well as their work in vocational classes. Students will also learn how to operate the flat bed scanner and digital camera to bring pictures, photographs and artwork into their computer word processor for reports and presentations. The students will create web pages using a variety of software. Students will create personal Home Pages, and help teachers create web pages for student work. Students will use computer hardware and software in their quest for knowledge.

Computer Animation For Internet Marketing
Unit 1 (two terms)

Elective: 10, 11, 12
Prerequisite: Computer Graphics

This studio class is a computer-based course that explores a variety of animation techniques and production techniques. Through the creation of short digital animations, students will explore 2-Dimensional methods of animation, methods of production, basic editing processes and stylistic/visual concerns and how to incorporate the images onto web enabled files. This will be incorporated into a marketing portfolio.

COMPUTER PROGRAMMING

Computer Programming I **Unit 0.5 (one term)**

Elective: 10, 11, 12
Prerequisite: Two years of high school math

Create graphical user interface (GUI) application for Microsoft Windows using Visual Basic. Create windows and controls using Visual Basic graphical design tools. Program the windows and controls to respond to user actions with a high-level language.

Computer Programming II **Unit 0.5 (one term)**

Elective: 10, 11, 12
Prerequisite: Computer Programming I

Extension of Computer Programming I designed to teach advanced Visual Basic programming techniques. Part of the semester test grade is determined from an individual project, which uses the computer commands from the semester.

DRIVER EDUCATION

BEHIND THE WHEEL **No credit**

Elective: 10
Prerequisite: Date of birth
Determines eligibility
Fee: Yes

- 7361 Born before 10-15-93
- 7362 Born between 10-16-93 and 2-14-94
- 7363 Born between 2-15-94 and 6-24-94
- 7364 Born after 6-25-94

The driving phase of driver education will be offered to students before school, after school, or during their physical education class. The students are assigned by age to this program.

DRIVER EDUCATION CLASSROOM **Unit 0.5 (one term)**

Required: 10
Prerequisite: Date of birth
Determines eligibility

- 731 Born before 12-31-93
- 732 Born between 1-1-94 and 5-20-94
- 733 Born between 5-21-94 and 8-1-94
- 734 Turns 16 after 8-2-94
Freshmen born before 10-01-94

This one term course is required at the sophomore level. Students are enrolled by age 12 with driver education offered to the older students during the first term.

The Classroom Driver Education course is designed to cultivate desirable attitudes toward safe driving and traffic safety. The rules and regulations of safe driving are presented in the classroom phase of Driver Education. Upon successful completion of the Classroom and Behind the Wheel instruction, students are able to attain an Illinois State Driver's License.

DUAL CREDIT PROGRAM-TRITON COLLEGE

Elmwood Park High School and Triton College are pleased to offer the opportunity to the juniors and seniors of Elmwood Park to take classes at Triton College that earn both high school and college credit.

These two year sequential programs in Air Conditioning and Refrigeration, Allied Health, Automotive Technology, Computer Information Systems, Construction Technology, Cosmetology, Criminal Justice, Early Childhood Education, Electronics Technology, Engineering Technology, Eye Care Assistant, Fashion Merchandising, Fire Science Technology, Hospitality/Culinary Arts, Nursing, Ornamental Horticulture, and Personal Training allow you to receive simultaneous high school and college credit. Triton courses apply to both a Certificate and an Associate in Applied Science. Transfer options to four-year institutions are also available.

All classes will follow the Triton College school year calendar. Classes will meet when Triton College is in session.

- Contact guidance counselor to arrange a meeting to begin the application process
- Must have junior or senior academic status
- Take Triton College Math/English placement test
- See your counselor for the most current course offerings
- Course descriptions are found in Tech Prep Career and Planning Guide and Triton Catalogue

ENGLISH

ENGLISH 9 **Unit 1 (two terms)**

Required: 9
Prerequisite: Selection Process

The different literary forms are emphasized in the first course of high school English through unit study of the short story, poetry, drama, epic, novel and selections of nonfiction. The student is introduced to the technique of interpreting literature with special emphasis upon relating reading to experience. The freshman writing program begins with the building of single well-constructed paragraphs, and culminates with the writing of both narrative and expository essays.

The freshman student is also given instruction and practice in the use of the library facilities and the computer lab.

ENGLISH 9C **Unit 1 (two terms)**

Required: 9
Prerequisite: Selection Process

English "C" sections cover basically the same material as the regular sections, but this material is adapted in content and pace to the ability level of the students. In some units, content will be replaced with material more appropriate to student ability levels while maintaining essential themes. Because the classes are smaller, more individualization is possible with special attention given to basic written and verbal skills. This class is collaboratively taught by a special education teacher and a regular classroom teacher.

ENGLISH 9A
Unit 1 (two terms)

Required: 9
Prerequisite: Selection Process

While English 9A, an accelerated course, introduces the student to the same literary genres as English 9, the honors level student will read the various works with more thorough analysis. In-depth study of recurrent themes will also be an integral part of the course. Although units in the accelerated program and the regular are basically similar, the English 9A students will be required to pursue independent study. An accelerated sequential writing program is also included in this course with emphasis upon the writing of well-constructed multi-paragraph themes.

Supplementary works are required in addition to works read in English 9R.

ENGLISH 10
Unit 1 (two terms)

Required: 10
Prerequisite: English 9

English 10 affords the student extensive contact with various literary genres and with themes common to both American and World Literature. The student will be able to realize the relevance of these themes and their application to life. In addition, the student will recognize literature as a means of communication of man's ideas and feelings. The emphasis in this course is on developing a sense of self-directed, rather than teacher-directed motivation. Each unit offers a wide variety of required and extra-credit projects that will enable the student to couple the study of English with individual talents and interests.

English 10 is also designed to give the student a broad foundation for approaching most kinds of writing. The course will demonstrate to the student the importance of clear thinking, of forming logical deductions, of choosing the right words and writing them together coherently. The writing in the course requires the writing of various types of essays. In all types of writing, the student will first be given instructions, then modeling and finally practice.

ENGLISH 10C
Unit 1 (two terms)

Required: 10
Prerequisite: English 9C or Selection Process

English "C" sections cover the same material as the regular sections, but this material is adapted in content and pace to the ability level of the students. In some units, the content will be adapted to be more appropriate to student ability levels while maintaining essential themes. Because the classes are smaller, more individualization is possible with special attention given to basic written and verbal skills. This class is collaboratively taught by a special education teacher and a regular classroom teacher.

ENGLISH 10A
Unit 1 (two terms)

Required: 10
Prerequisite: English 9A or Selection Process

This accelerated course offers a thematic approach to world literature. Works of worthy authors from a large number of cultures and nations will be studied comprehensively for their individual merit; in addition to the writing of multi-paragraph expository, narrative and persuasive themes.

EFFECTIVE COMMUNICATION I
Unit .5 (one term)

Required: 9
Prerequisite: Freshman Status

Effective Communication I is a required freshman course in which students will study a variety of communication techniques and public speaking skills. The major emphasis of this course will focus on the development of writing skills and the writing process. Students will be exposed to different methods of writing and public speaking and be required to write expository, persuasive, and narrative papers. Students will be introduced to the various methods and stages of the research process to validate and enhance the writing/speaking process.

EFFECTIVE COMMUNICATION II**Unit .5 (one term)****Required: 10****Prerequisite: Sophomore**

Effective Communication II is a required sophomore course which continues to build the speaking and writing skills developed in Effective Communication I. The focus of this course is the continued development, refinement, and mastery of the speaking and writing skills acquired in freshman year. Students will be required to write informative, persuasive papers. Students will be required to write a formal research paper. Students will be expected to master the various methods and stages of the research process to augment and enhance the writing/speaking process. All steps of the sophomore research paper must be completed in order to pass the course.

ENGLISH 11**Unit 1 (two terms)****Required: 11****Prerequisite: English 10**

English 11 will provide the student with a chronological approach to the major writers of the United States. Included in the course are units in drama, the short story, poetry, the novel, the essay and speech. Writing experiences will range from expository to descriptive, narrative, and persuasive.

ENGLISH 11C**Unit 1 (two terms)****Required: 11****Prerequisite: 10C or the Selection Process**

English "C" sections cover basically the same material as the regular sections, but this material is adapted in content and pace to the ability level of the students. In some units, content will be replaced with material more appropriate to student ability levels while maintaining essential themes. Because the classes are smaller, more individualization is possible with special attention given to basic written and verbal skills. A special education teacher and a regular classroom teacher collaboratively teach this class.

ENGLISH 11A**Unit 1 (two terms)****Required: 11****Prerequisite: English 10A or Selection Process**

Students will read selected works of major writers that emphasize the changing position of Americans in relation to the world. Poe, Emerson, Thoreau, and Morrison are among those authors studied. English 11A is a study of the significant works and prevalent themes of the masters in the field of contemporary American Literature. Salinger, Miller, Steinbeck, and Fitzgerald are among the authors included in this course. Reading selections will include the novel, short story, drama and poetry.

ADVANCED PLACEMENT ENGLISH**Unit 2 (four terms)****Elective: 12****Prerequisite: English 11A or Selection Process**

Advanced Placement English is a college-level dual-credit course that is the equivalent of the first year of college rhetoric. It is based on the idea that many high school students can successfully complete college English at the high school level. This course will prepare the student to take and pass the Advanced Placement test given in May; successful performance on this test will earn the student college credit. This course includes extensive training in all modes of discourse, including exposition, narration, argumentation and literary analysis. In addition, the course includes extensive reading and analysis of demanding and challenging literary works such as *Crime and Punishment*, *The Sound and the Fury*, *Hamlet*, etc. The underlying approach to the study of literature is textual rather than historical. The selections reflect a concern for depth rather than breadth. The student completing this course can expect to be a fluent, capable writer and a perceptive, critical reader. All students enrolled in Advanced Placement English are required to take the Advanced Placement exam in May. Triton College Credit: Students will receive six college credit hours from Triton College for Rhetoric 101/102 upon completion of this course with a grade of "C" or better.

ENGLISH 12
Unit 1.0 (two term)

Elective: 12
Prerequisite: English 11

English 12 is divided into writing and literature. The writing portion is designed for those students who wish to improve their basic writing skills in preparation for college and industry. The emphasis of the course is on exposition. However, description, narration and argumentation are also studied.

The emphasis in this course is on writing as a process. Students frequently use the computer lab and become familiar with word-processing functions.

Literature is designed to encourage and provide for the student's individual growth through a series of well-defined activities based on thematic reading of authors such as Shakespeare and Orwell, and both fiction and non fiction. The student will set individual goals with the teacher, choose books to read, keep records necessary for measuring growth and complete individual projects.

ENGLISH 12 C
Unit 1.0 (two term)

Elective: 12
Prerequisite: English 11 C or selection process

English "C" sections cover basically the same material as the regular sections, but this material is adapted in content and pace to the ability level of the students. In some units, content will be replaced with material more appropriate to student ability levels while maintaining essential themes. Because the classes are smaller, more individualization is possible with special attention given to basic written and verbal skills. A special education teacher and a regular classroom teacher collaboratively teach this class.

ENGLISH 12 A
Unit 1.0 (two term)

Elective: 12
Prerequisite: English 11 A or selection process

The first nine weeks of this course focuses on real world writing application and scholarly analysis. The students will encounter various forms of expression ranging from a personal statement to literary analysis. The second nine weeks will entail a variety of selections from the British literary genre. Students will focus on the use of language in these works and how they shaped modern literature. The goal for the latter part of the course focuses more on literary analysis and expression of ideas.

CREATIVE WRITING
Unit 0.5 (one term)

Elective: 9, 10, 11, 12
Prerequisite: None

This course encompasses poetry, narration, description and art. Students will express themselves in a variety of poetic forms. Descriptive and narrative writing will also be emphasized. Various projects will allow students to explore creative self-expression through art, poetry, and individual identity projects.

DRAMA I AND II
Unit 1 (two terms)

Elective: 9, 10, 11, 12
Prerequisite: None

Students will study as literature significant plays from ancient times to modern. Students will also study drama with respect to performance. Required course work will include memorization of lines and acting before a live audience. Students must take Drama I before Drama II.

ROMAN/GREEK MYTHOLOGY
Unit 0.5 (one term)

Elective 9, 10, 11, 12
Prerequisite: None

Roman/Greek Mythology is the first of two courses covering the myths, legends and folktales from around the world. It will introduce students to the major and minor gods of this culture and their domains of power through a variety of myths. Students will also learn how these cultures explained the forces of nature, man's behavior and man's place in the world order. This course will serve as the foundation for students in the second course, World Mythology, using it as the basis of comparison for the study of other cultures.

WORLD MYTHOLOGY
Unit 0.5 (one term)

Elective: 9, 10, 11, 12
Prerequisite: Greek/Roman Mythology

This unit uses Greek/Roman mythology as a foundation for comparative study of a number of world cultures. Optional choices for study are Sumerian, Egyptian, Norse, Celtic, Native American, Far Eastern and Pacific Island mythologies. Topics under consideration are universal themes, values, events, characters, as well as those qualities which distinguish one culture from another.

BRITISH LITERATURE I
Unit 1.0 (one term)

Grade Level: 12
Prerequisite: Honors English or grade of 'A' or 'B' in English and teacher recommendation.

British literature is a course designed to introduce the students to the origins of modern western writing and thought. Students will experience an overview of works from Beowulf through the twentieth century. The emphasis will be on analyzing poetry, short works, plays and a novel. Students will be encouraged to read modern works as well as older ones and to draw parallels between them.

READ 180
Unit 1.0 (semester)

Elective: 9, 10, 11, 12
Prerequisite: Selection Process

READ 180 is an intensive reading program designed to meet the needs of students whose reading achievement is below the proficient level. The program directly addresses the identified reading needs of students through the use of adaptive and instructional software, high-interest literature, and remediation of reading skills.

PSAE PREPARATION

Elective: 11
Prerequisite: Junior standing

This 18 week junior level course will cover the concepts and strategies addressed on the Prairie State Achievement Exam and the ACT College entrance exam. Topics to be covered include English usage, rhetoric, reading and mathematics.

Reading Plus

Elective: 9, 10, 11, 12
Prerequisite: Selection process

Reading Plus is an intensive web-based reading program designed for struggling and average readers who need effective reading practice in order to become proficient readers. The reading instruction is individualized to meet the unique needs of the students enrolled in the program. Reading Plus is a scientifically research based program that meets Rtl qualifications.

ENGLISH DEPARTMENT RULES

A student may transfer from a regular course to an accelerated course or from an accelerated to a regular only at the end of a course.

A student earning a term grade lower than a "C" in an accelerated course may not register for an accelerated course for the next term.

All students enrolled in Advanced Placement English are required to take the Advanced Placement exam in May.

All speech activities and graded compositions must be completed in order to pass the term.

All steps of the Sophomore Research Paper must be completed in order to pass the term.

FAMILY AND CONSUMER SCIENCE

- Contact guidance counselor to arrange a meeting to begin the application process.
- Fill out Triton College application form and turn in to your guidance counselor at EPHS.
- Must have junior or senior academic status.
- Take Triton College Math/English placement test.
- Current per credit hour applicable tuition and applicable fees will be reimbursed to your family prorated depending upon your level of successful completion of all Dual Credit Courses with a grade of "C" or better.

FOREIGN LANGUAGE

SPANISH I/II **Unit 1 (two terms)**

Elective: 9, 10, 11, 12
Prerequisite: None

During the first two semesters, emphasis is placed on developing, listening and speaking skills. These skills are developed by conversations and daily oral and written work. In addition to speaking and understanding the language on an elementary level, the students who successfully complete the course will also be able to compose simple paragraphs employing present and preterit tenses and read basic selections with comparative ease. Throughout the year various aspects of the culture are also discussed.

SPANISH III/IV **Unit 1 (two terms)**

Elective: 9, 10, 11, 12
Prerequisite: Spanish II

During the second year, greater emphasis will be placed on reading for comprehension. Emphasis will also be placed on increasing the pupil's ability to express himself accurately and idiomatically in all verb tenses. Structure and syntax will be studied in greater depth, so that these aspects of language can be used effectively and correctly in oral and written work.

NOTE: Third and fourth year language will be offered only if sufficient enrollment is attained.

SPANISH V/VI
Unit 1 (two terms)

Elective: 10, 11, 12
Prerequisite: Spanish IV

At the third year level, appropriate selections of standard literary works are read. Together with short stories, poetry and various culture studies, they will form the basis for improvement in reading, comprehension, fluency and recall, as well as for oral discussion and extension of an active vocabulary. Written composition work will include story summaries, recounting of a personal experience and other suitable topics. A continual study of vocabulary, grammar and syntax will make the students better able to speak and write correctly. The cultures will be emphasized throughout the year using written and audio-visual materials.

SPANISH VII/VIII A
Unit 1 (two terms)

Elective: 12
Prerequisite: Spanish VI or
Selection Process

Students in the fourth year will improve their skills in written and oral Spanish through various projects and presentations during the year. Such projects may include newsletters, relief maps, themes/essays, speeches and research projects. There will be extensive review of grammar, syntax and vocabulary. Honors credit may be earned.

SPANISH ADV PLACEMENT
Unit 2 (four terms)

Elective: 12
Prerequisite: Spanish VIII or
Selection Process

Students in the Spanish A.P. course will cover material equivalent to a 3rd year college course in advanced Spanish composition and conversation. This four-term course will emphasize the use of Spanish for active communication. It will encompass aural/oral skills, reading comprehension, grammar, and composition. Extensive training in the organization and writing of compositions and the expression of ideas orally, will be an integral part of the Spanish IX-X A.P. course. The students will also read abridged versions from well-known authors in Spanish literature. The students will study from practical A.P. exams in preparation to take the A.P. exam in May. All students enrolled in Advanced Placement Spanish are required to take the Advanced Placement exam in May.

ITALIAN I/II
Unit 1 (two terms)

Elective 9, 10, 11,12
Prerequisite: None

The student is introduced to the basics of listening, understanding, speaking and reading in the Italian language. The student builds vocabulary, practices pronunciation, studies grammar, reads simple passages and writes original sentences. Italian culture is introduced and studied through lecture, readings, film and music.

ITALIAN III/IV
Unit 1 (two terms)

Elective 9,10,11,12
Prerequisite: Italian II, or
selection process

The student continues the study of grammar, understands more complex structures, converses more freely in Italian, using a wider vocabulary, composes short, grammatically correct paragraphs and develops more insights into the Italian culture.

ITALIAN V/VI
Unit 1 (two terms)

Elective 10, 11,12
Prerequisite: Italian III/IV

The student learns to communicate effectively in Italian. Emphasis will be placed on vocabulary and complex verbal structures. Through appropriate literary works and films, the student will improve in comprehension and be able to interpret longer narrations. The student will be able to write story summaries, dialogues and compositions on a variety of subjects. The student will immerse himself/herself in Italian culture, art, opera and cuisine.

HEALTH EDUCATION

HEALTH EDUCATION

Unit 0.5 (one term)

Required: 9

Health Education is a course (required by the State of Illinois) designed to teach students ways of maintaining good physical, mental and social health. The following topics are covered: mental health and mental illness; health careers; purchasing health products; the influence of the environment on health; prevention and control of diseases; physical fitness; tobacco, alcohol, drugs; human sexuality; nutrition; AIDS education; single parent lifestyles; coping with death; and health and life insurance programs.

HEALTH C

Unit 1 (two terms)

Required: 9 For "C" students

This two-term course is designed for the "C" level student and/or special education students in order to meet the individual needs of the student. The health section is taught collaboratively with the special education department.

INDUSTRIAL TECHNOLOGY

DUAL CREDIT COURSES – OFFERED AT TRITON COLLEGE

**ARTICULATED CREDITS – OFFERED AT EAST LEYDEN HIGH SCHOOL

*Construction Technology I	11	12	1.0
*Construction Technology II	11	12	1.0
*Adv Construction Technology I	11	12	1.0
*Adv Construction Technology II	11	12	1.0
*PC Maintenance/A+ Certification Program I	11	12	1.0
*PC Maintenance/A+ Certification Program II	11	12	1.0
*Adv PC Maintenance	11	12	1.0
*Automotive Technology I	11	12	1.0
*Automotive Technology II	11	12	1.0
*Fuel Management Systems	11	12	1.0
*Automotive Electricity and Electronics I	11	12	1.0
*Adv Automotive Technology II	11	12	1.0
**Machine Tool Technology I	11	12	1.0
**Machine Tool Technology II	11	12	1.0
*Air Conditioning/Refrigeration I	11	12	1.0
*Air Conditioning/Refrigeration II	11	12	1.0
*Criminal Justice I	11	12	1.0
*Criminal Justice II	11	12	1.0
*Administration of Justice	11	12	1.0

- Contact guidance counselor to arrange meeting to begin application process.
- Must have junior or senior academic status.
- Take Triton College Math/English placement test.
- Current per credit hour applicable tuition and applicable fees will be reimbursed to the family prorated depending upon your successful completion of all dual credit courses with a grade of "C" or better

EXPLORING TECHNOLOGY
Unit 0.5 (one term)

Elective: 9, 10, 11, 12
**Prerequisite: None - may be
taken four (4) terms**

Career plus modules are designed to provide transition to traditional vocational programs such as Manufacturing Technology, Construction Technology, Construction Technology and CAD/CAM. Additionally links to academic learning are prevalent. Each module is a fifteen day technology course for students in grades 9 and 10. The program is designed to meet the five identifiable world class standards for competence and to offer students career opportunities in technology enhancing:

1. The ability to think critical and creatively.
2. The ability to identify and then solve problems.
3. The ability to be an adaptable, life long learner.
4. The ability to maintain a proper work ethic including pride in work, punctuality, and daily presence.
5. Computer literacy skills.

Modular Units:

Aerodynamics	Electricity & Electronics
CAD/CAM Technology 1	Meteorology
Digital Video	Satellite Communications
Lasers	Virtual Flight
Robotics	CAD, Technical
Video Production	Computer applications
Biotechnology	Fluid Power
CAD/CAM Technology 2	Plastics
	Statistical Control

Three modules will be covered every term. Students may take the course for four terms.

ENGINEERING GRAPHICS/CAD I
Unit 0.5 (one term)

Elective: 9, 10, 11, 12
Prerequisite: None

This course is a study of sketches and drawings to illustrate structures and ideas. Students will develop skills in sketching and Computer-aided drawings. These skills will then be used in sketching and completing drawings. Areas of study will be geometric construction, orthographic projections, dimensioning, sectioned drawings, pictorial views, and interpretation of working drawings. This course is recommended for freshman and sophomores interested in Engineering careers. This course receives articulated college credit from Triton College. Upon completion of the course with a final grade of B or better.

ENGINEERING GRAPHICS/CAD II
Unit 0.5 (one term)

Elective: 9, 10, 11, 12
**Prerequisite: Engineering
Graphics/CAD I w/ passing grade**

This course is an advanced study of computer-aided drafting, mechanical drawings, and an introduction to architectural drawings. Students will study, interpret, and draw blueprints, mechanical drawings, and architectural drawings. Students will complete drawings using AutoCAD on the computer. Activities will also include problem solving and discussion of drawings used in industry. Upon completion of the course with a final grade of B or better, this course receives articulated college credit from Triton College.

ARCHITECTURAL CAD/DRAFTING I
Unit 0.5 (one term)

Elective: 9,10, 11, 12
Prerequisite: Engineering
Graphics CAD II

This course is a two-semester continuation of Computer Aided Drafting using IBM computers. The students will produce drawing using AutoCAD 2000.

Advanced skills are the foundation of this comprehensive course in Machine and Architectural drafting. The course covers fundamental skill applications common to all areas of drafting. The student will develop skills in 3-D drawing, practical plane geometry, multi-view drawing, dimensioning, sectional views, auxiliary views, assembly drawings, and pictorial drawings. The student will draw and render plans for machine parts and residential buildings using AutoCad. The production of 3-D drawings in wire frame will be emphasized with models that can be viewed from all directions and animated. Upon completion of the course, students will have a comprehensive understanding of the job entry skills necessary to be a computer draftsman. Upon completion of the course with a final grade of B or better, the student will receive articulated credit in Drafting CAD/Tech from Triton Community College.

ARCHITECTURAL CAD/DRAFTING II
Unit 0.5 (one term)

Elective: 9, 10, 11, 12
Prerequisite: Architectural
CAD/Drafting I

See Architectural CAD/Drafting I

INDEPENDENT STUDY CAD/DRAFTING
Unit 0.5 (one term)

Elective: 10,11, 12
Prerequisite: Architectural
CAD/Drafting

This course is a continuation of Computer Drafting using IBM compatible computers. The students will contract to independently produce drawings using AutoCAD.

Advanced skills are developed in 3-D drawing, practical plane geometry, multi-view drawing, dimensioning, sectional views, auxiliary views, assembly drawings, and pictorial drawings. The production of 3-D drawings in wire frame will be emphasized with models that can be viewed from all directions and animated. Upon completion of the course, students will have a comprehensive understanding of the job entry skills necessary to be a computer draftsman. Upon completion of the course with a final grade of B or better, the student will receive articulated credit in Drafting CAD/Tech from Triton Community College.

INTRODUCTION TO COMPUTER TECHNOLOGY - PRESENTATIONS
Unit 0.5 (one term)

Elective: 9, 10, 11, 12
Prerequisite: Keyboarding I/II or
Administrative approval

Students should have completed keyboarding as a prerequisite. Students involved will learn access to the Internet, Email, and Searching the World Wide Web as skills necessary to a successful high school career. Students will also learn how to operate the flat bed scanner and digital camera to bring pictures, photographs and artwork into their computer word processor for reports and presentations. The students will create - presentations, using the presentation software tools. Students will use state of the art computer hardware and software in their quest for knowledge.

COMPUTER PUBLICATIONS

Unit 1 (two terms)

Elective: 9, 10, 11, 12

Prerequisite: None

Students will be responsible for the production of the school newspaper ("EPIC"), the yearbook ("Scroll") and related high school and district Internet World Wide Web pages. This class will emphasize journalistic formatting and the use of computer Desktop Publishing as a presentation tool. This is a hands-on class where decision making skills, planning, scheduling, and meeting deadlines will be highly emphasized. Students interested in careers in journalism, photography, marketing, advertising, and Desktop Publishing will use state-of-the-art computer hardware and software. The class will require some time commitment outside of regular class time.

TV PRODUCTION I

Unit 0.5 (one term)

Elective: 10, 11, 12

Prerequisite:

Students in Video/Television Production I will be given an overview of the operations of a television studio. Students will have the opportunity to participate in all aspects of television production, both studio and location. Students will learn the basics of camera usage, lighting, set design, editing, interviewing, advertising, and on-air talent production techniques.

TV PRODUCTION II

Unit 0.5 (one term)

Elective: 10, 11, 12

Prerequisite: TV Prod I

Television Production II provides an opportunity for students to continue their work in a television production setting. Students will continue to develop an understanding of all aspects of video/television production.

TV PRODUCTION III

Unit 0.5 (one term)

Elective: 10, 11, 12

Prerequisite: TV Prod II

TV Production III class is designed to be a 'hands on' course. The purpose of this course is to provide opportunities for students to develop, produce and edit for final airing their own news stories and programs. Students will be expected to work in teams and produce a weekly television program with segments on local and national news, schools news, sports, weather and to do the interviews with staff members or members of the community. Comparisons will be drawn between print and non-print media. Students will also continue to master skills needed to run television production equipment (camera, switchers, audio panel and microphones, lighting, production and directing, writing and speaking, editing and taping).

TV PRODUCTION IV

Unit 0.5 (one term)

Elective: 10, 11, 12

Prerequisite: TV Prod III

Television Production IV class is designed to be a 'hands on' course. Students will be expected to work in teams and independently to produce weekly television programs with segments on local and national news, sports, weather and to do interviews with staff members or members of the community. Students will also continue to master skills needed to run television production equipment (camera, switchers, audio panel and microphones, lighting, production and directing, writing and speaking, editing and taping). Students will be encouraged to branch out and develop their own original programming.

TV PRODUCTION V

Unit 0.5 (one term)

Elective: 10, 11, 12

Prerequisite: TV Prod IV

Television Production V class is designed to be a 'hands on' course. Content will include but not be limited to an overview of radio production process including vocabulary, the production team, the history of radio and its role in the mass media, radio related careers, writing and the communication skills needed for radio production. A student will learn the basic skills needed to operate the radio production, i.e. control room including audio and post-production, editing and recording.

MATHEMATICS

BRIDGES MATH

Unit 1.0 (two terms)

Grade Level 9 or 10

Prerequisite: None

**Materials: TI-83 or TI 84, any version
Graphing Calculator**

This course is designed to help the transition from middle school mathematics to high school mathematics. This course covers topics regarding order of operations, manipulations of signed numbers, combining like-terms, solving for a single variable, graphing data points, understanding different types of graphs (line, histograms, box plots, etc), basic geometric concepts (area, perimeter, volume) and daily use of the graphing calculator. This is not considered a college prep course.

ALGEBRA CONCEPTS & SKILLS

Unit 1.0 (two terms)

Grade Level 9 - 12

Prerequisite: Placement

**Materials: TI-83 or TI 84, any version
Graphing Calculator**

This course offers a straightforward approach to the study of the fundamentals of algebra. The focus will be on concept development, skill acquisition, and mathematical communication and address the Essential Academic Learning Requirements. The content is organized around families of functions. Students will learn to represent functions as verbal descriptions, equations, tables and graphs. They will also learn to model real-world situations using functions in order to solve problems arising from those situations.

GEOMETRY CONCEPTS & SKILLS

Unit 1.0 (two terms)

Grade Level 9 - 12

Prerequisite: Algebra C/S or Placement

**Materials: TI-83 or TI 84, any version
Graphing Calculator**

This course offers a straightforward approach to the study of the fundamentals of geometry. The focus will be on concept development, skill acquisition, and mathematical communication and address the Essential Academic Learning Requirements. Students will develop reasoning and problem-solving skills as they study congruence and similarity, and apply properties of lines, triangles, quadrilaterals, and circles. Students will also learn to solve real-world problems using length, perimeter, area, circumference, surface area and volume.

ALGEBRA II CONCEPTS & SKILLS

Unit 1.0 (two terms)

Grade Level 9-12

**Prerequisite: Geometry C/S or
Placement**

**Materials: TI-83 or TI 84, any version
Graphing Calculator**

This course offers a straightforward approach to the study of the fundamentals of algebra. The focus will be on concept development, skill acquisition, and mathematical communication and address the Essential Academic Learning Requirements.

ALGEBRA I

Unit 1.0 (two terms)

Grade Level 9 - 12

Prerequisite: Placement

**Materials: TI-83 or TI 84, any version
Graphing Calculator**

The content of Algebra 1 is organized around families of functions, with special emphasis on linear and quadratic functions. Students will learn to represent functions through verbal descriptions, equations, tables, and graphs. In addition to the algebra content, lessons on probability and data analysis as well as numerous examples and exercises involving geometry are included. These math topics often appear on standardized test so familiarity with them is important.

GEOMETRY
Unit 1.0 (two terms)

Grade Level 9 - 12
Prerequisite: Algebra I or Placement
Materials: TI-83 or TI 84, any version
Graphing Calculator

This is the traditional sophomore mathematics course. It satisfies the minimum mathematics requirements for many colleges. The use of logic reasoning is stressed which helps the students in non-mathematical situations. Geometric forms, shapes, patterns and relationships provide the background for this course. Algebraic methods are used as they apply to a situation.

ALGEBRA II
Unit 1.0 (two terms)

Grade Level 9 - 12
Prerequisite: Geometry or Placement
Materials: TI-83 or TI 84, any version
Graphing Calculator

The content of this course gives students a strong background in mathematical reasoning and problem solving that will be important in the future. The book emphasizes using functions, equations, and graphs to model problem situations. It also investigates the connection to algebra, geometry, statistics probability and discrete math. There will be opportunities to participate in the exploration of mathematical concepts, cooperative learning activities, and small group discussion.

ADVANCED MATHEMATICS TOPICS

Grade Level 11-12
Unit 1.0 (two terms)
Prerequisite: Algebra II or CPM III Materials:
TI-83 or TI 84, any version Graphing
Calculator

This is a college preparatory course designed to complete the student's study of high school algebra and move into topics covered in a trigonometry and introductory pre-calculus course. This class is intended for those students entering college or other technical curricula.

Core Plus Mathematics (CPM)

ACCELERATED STUDENTS ONLY

Core-Plus Mathematics (CPM) is a four-year integrated mathematics program funded by the National Science Foundation, developed by the **Core-Plus Mathematics Project (CPMP)** and is marketed under the title *Contemporary Mathematics in Context*.

The program includes a three-year core curriculum and an optional fourth-year course continuing the preparation of students for college mathematics. The materials were designed to implement the vision of high school mathematics as portrayed in the National Council of Teachers of Mathematics *Curriculum and Evaluation Standards for School Mathematics* (1989) and *Professional Standards for Teaching Mathematics* (1991).

The curriculum builds upon the theme of *mathematics as sense-making*.

Through investigations of real-life contexts, students develop a rich understanding of important mathematics that makes sense to them and which, in turn enables them to make sense out of new situations and problems. The curriculum materials have the following features:

- Multiple Connected Strands: Each year the curriculum features four strands of mathematics, unified by fundamental themes, by common topics, and by habits of mind or ways of thinking. These strands are: Algebra and Functions, Geometry and Trigonometry, Statistics and Probability, and Discrete Mathematics. Developing mathematics each year along these multiple strands helps students develop diverse mathematical insights and nurtures their differing strengths and talents. Important mathematical ideas are continually

revisited through this attention to connections within and across strands, enabling students to develop a robust understanding of mathematics.

• **Mathematical Modeling:** The curriculum emphasizes mathematical modeling and modeling concepts including data collection, representation, interpretation, prediction, and simulation. The modeling perspective permits students to experience mathematics as a means of making sense of data and problems that arise in diverse contexts within and across cultures.

• **Technology:** The accessibility of advanced graphing calculators is assumed and is required for all courses at all levels. The required calculator is the Texas Instruments TI-83 or TI-83 PLUS graphing calculator. The use of technology permits the curriculum and instruction to emphasize multiple representations of a problem (numerical, graphical and symbolic) and allows students to focus on mathematical thinking and reasoning rather than mere computation.

• **Active Learning:** Instruction and assessment practices are designed to promote mathematical thinking through the use of engaging problem situations. Collaborative groups and individual work are used as students explore, conjecture, verify, apply, and communicate mathematical ideas.

Developing mathematics each year along multiple strands nurtures the differing strengths and talents of students and simultaneously helps them to develop diverse mathematical insights. Developing mathematics from a modeling perspective permits students to experience mathematics as a means of making sense of data and problems that arise in diverse contexts within and across cultures. Engaging students in small groups to work together on tasks develops their ability to both deal with, and find commonality in a diversity of ideas. Using calculators and computers as a means for learning and doing mathematics, enables students to develop versatile ways of dealing with realistic situations. Calculator and computer graphics offer powerful, easily understood new ways of visualizing mathematics across each of the strands.

CORE PLUS MATHEMATICS I
(A)

Unit 1.0 (Two Terms)

Grade level: 9

Prerequisites: Testing selection process and recommendation of the Mathematics Department

Materials: TI-83 or TI 84, any version Graphing Calculator, 1” 3-ring binder notebook with six dividers, 12” English/metric ruler, and protractor.

This is the first course in the Core-Plus series and covers topics regarding patterns in data, patterns of change, linear models, graph models, patterns in space and visualization, exponential models, and simulation models.

CORE PLUS MATHEMATICS II (A)

Unit 1.0 (Two Terms)

Grade Level: 9 or 10

Prerequisite: CPM IA and/or mathematics dept recommendation

Materials: TI-83 or TI 84 any version Graphing Calculator, 1” 3-ring binder notebook with six dividers, 12” English/metric ruler, and protractor.

This is the second course in the Core-Plus series and covers topics regarding matrix models, patterns of location, shape, and size, patterns of association, power models, network optimization, geometric form and its function, and patterns in chance.

CORE PLUS MATHEMATICS III (A)**Unit 1.0 (Two Terms)****Grade Level: 10 or 11****Prerequisite: Credit for CPM II (A) and mathematics department recommendation****Materials: TI-83 or TI 84 any version Graphing Calculator, 1" 3-ring binder notebook with six dividers, 12" English/metric ruler, and protractor.**

This is the third course in the Core-Plus series and covers topics regarding multiple-variable models, modeling public opinion, symbol sense and algebraic reasoning, shapes and geometric reasoning, patterns in variation, families of functions, and discrete models of change.

CORE PLUS MATHEMATICS IV A**Unit 1.0 (Two Terms)****Grade Level: 11 or 12****Prerequisites: Credit in CPM III (A) and mathematics department recommendation****Materials: TI-83 or TI 84 any version Graphing Calculator, 1" 3-ring binder notebook with six dividers, 12" English/metric ruler, and protractor.**

The mathematical content and sequence of units in CPM IVA allows considerable flexibility in tailoring a course to best prepare students for various undergraduate programs. CPM IV is designed for students intending to pursue programs in the mathematical and physical sciences or engineering. The topics include rates of change, modeling motion, logarithmic functions and data models, polynomial and rational functions, functions and symbolic reasoning, and space geometry. Depending on time available, additional topics of study will be selected based on student performance and interests.

AP CALCULUS IAB/IIAB**Unit 2 (Four Terms)****Grade Level: 11 or 12****Prerequisites: CPM IV OR ADVANCED MATH TOPICS****Materials: TI-83 or TI-84 any version Graphing Calculator**

This course will meet all the College Board topic requirements for an AB advanced placement calculus class. The equivalent of one semester of college calculus, the course begins with functions and graphs and proceeds through limits, derivatives and their applications, integrals and their applications, and the Fundamental Theorem of Calculus. It will be taught in conjunction with AP Physics but is not limited to only those students enrolled in AP Physics. The use of the graphing calculator and computers as tools to assist in sound problem solving techniques will be strongly emphasized. The course will create the ideal environment for the integration of mathematics, science, and technology. As a result of successful completing of the course together with their performance on the AP exam, students may be able to receive college credit and/or advanced placement in calculus at several colleges and universities. All students enrolled in AP Calculus are required to take the Advanced Placement exam in May.

AP STATISTICS I & II

Grade Level: 11 or 12

Unit 2 (Four Terms)

Prerequisites: CPM-IV OR ADVANCED MATH TOPICS

**Materials: TI-83 or TI-84 any version
Graphing Calculator**

This course will meet all the College Board topic requirements for an advanced placement (AP) Statistics class. It is the equivalent of one semester of college statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Four broad conceptual themes covered are:

- Exploring Data
- Planning a Study
- Probability Models
- Statistical Inference

As a result of successful completion of this course, and performance on the AP exam, students may be able to receive college credit and/or advanced placement in statistics at numerous colleges and universities. All students enrolled in AP Statistics are required to take the Advanced Placement exam in May.

MATH CLASS PLACEMENT POLICY

The procedure with regards to level changes in mathematics as determined by the Elmwood Park High School Mathematics Department is as follows:

1. A student may transfer from a regular level to an accelerated level mathematics class if the student has demonstrated mastery at a regular level and is recommended by the student's current mathematics teacher.
2. A student may transfer from an accelerated level to a regular level only by recommendation of the mathematics department or administrative approval.
3. A student who receives a grade of "D" in an accelerated mathematics class may not register for the next course in that accelerated sequence, unless recommended to continue by the student's current mathematics teacher.

MUSIC

CONCERT BAND

Unit 1 (two terms)

This class is offered on alternate days with P.E. or Concert Choir

Elective: 9, 10, 11, 12

Prerequisite: Approval of Director

The Concert Band is open to all students who have shown an acceptable level of progress and performance throughout their elementary school band training and can qualify by audition with the director. The music covered will include the Baroque through contemporary periods of composition, with the main emphasis being placed on rhythm, articulation, intonation and the total band sound. Advanced players will participate in solo and ensemble competition and festivals.

In addition to concert appearances, the Concert Band will appear as a marching band and as a pep band at parades and athletic events. Attendance at all extra performances is required. Unexcused absences will result in a lowered grade.. A sincere and serious commitment to instrumental music and band is vital to the ensemble.

CHORALE
Unit 1 (two terms)

Elective: 9, 10, 11, 12
Prerequisite: none

The Chorale is open to all students and is a beginning choir designed to provide a foundation for the Concert Choir. The Chorale studies and performs a variety of music throughout the year. A commitment to singing and performing is important, and upon successful completion of Chorale, a student can then audition for Concert Choir. Chorale students participate in the four major concerts of the year and attendance at all concerts is required.

CONCERT CHOIR
Unit 1 (two terms)

Elective: 10, 11, 12
Prerequisite: One year of Chorale and Approval of Director

This class is offered on alternate days with P.E. or Concert Band

The Concert Choir is the largest performing vocal group at the high school. The Concert Choir performs at the four major concerts each year as well as Commencement. Advanced performers may audition to participate at the IHSA competition and appear as solo vocalists throughout the school year. Along with more advanced part-singing ability, a sincere interest in musical training, participation and performance is vital to the group. Attendance at all four major concerts is required.

SWING CHOIR
Unit 1 (two terms)

Elective: 10, 11, 12
Prerequisite: Students must audition for Director

The Swing Choir is the most advanced choral offering at Elmwood Park High School, and is limited to those students who excel in vocal talent and part-singing ability. This performance-oriented ensemble will focus on all types of music with focus on proper singing, staging, and microphone technique when called for. Performers may audition to participate at the IHSA competition and appear as solo vocalists throughout the school year. Attendance at the four major concerts, plus Commencement, is required with occasional out of school performances throughout the school year.

MUSIC THEORY
Unit 1 (two terms)

Elective: 9, 10, 11, 12
Prerequisite: prior music instruction

This course encompasses the study of the language of music and music appreciation. The student is taught to read and understand written music, compose music, and identify aspects of recorded musical examples. Students will also be exposed to historical composers and their most important works. This course is a must for anyone considering a career or college study in the arts; however, it is a useful and interesting course for anyone with a love of music.

MUSIC SURVEY
Unit 1 (two terms)

Elective: 9, 10, 11, 12
Prerequisite: none

The Survey of Music course is designed to acquaint the student with the styles, forms, and sounds of music of all musical periods. Emphasis is placed on how to listen for the elements of music, rhythm melody, and harmony. The course structure is divided into five major categories: history of music, literature of music, fundamental theory of music, and understanding of music through listening. All students, regardless of level, who are interested in the fine arts, may select this academic Survey of Music course.

VOICE
Unit 1 (two terms)

Elective: 11,12
Prerequisite: Students must audition for Director

Students will benefit from group and individual vocal instruction. They will familiarize themselves with the characteristics of vocal production and the anatomy of the vocal mechanism. This class is assigned based upon recommendation of the choral director.

PHYSICAL EDUCATION

PHYSICAL EDUCATION RULES AND REGULATIONS

1. A student must pass 8 terms of physical education if enrolled for four or more years. If the student completes graduation requirements in less than four years, the required number of terms of physical education to be passed will be prorated.
2. A regulation gym suit must be purchased at the bookstore.
3. A combination lock must be purchased to be used in the locker room.
4. Grading policies and daily requirements will be covered by instructors.

The Freshman-Sophomore Physical Education Program Includes:

1. **Team Building** - This class is designed to give students the opportunity to build self-confidence through competition with themselves and cooperation with others. Team building centers on physically and mentally challenging experiences, trust, cooperative team building, exercises, problem-solving opportunities and reflective thinking. Some of the activities will be orienteering, trust falls, low ropes courses and high ropes courses. This class helps to prepare students for real-life experiences.
2. **Team activities** - basketball, floor hockey, soccer, softball, flickerball, lacrosse, speedball, volleyball, team handball, and various versions of football.
3. **Individual activities** – Bowling - cardiovascular conditioning, aerobics, badminton, pickleball, physical fitness testing, recreational games, swimming, tennis, track and field and weight training.

PHYSICAL EDUCATION V, VI, VII, VIII

In order to fulfill the Physical Education requirement for junior and senior years, students must choose between team/individual sports, junior/senior leader program, aerobics, life fitness, or recreational/community life-time sports. Any combination of four terms will fulfill the Physical Education graduation requirement.

TEAM/INDIVIDUAL SPORTS (TWO TERMS)

Unit 1 (two terms)

Counts toward fulfilling Junior/Senior PE Requirements

Prerequisite: Junior/Senior Status

Students will participate in team oriented and group activities such as basketball, volleyball, softball, football, floor hockey, flickerball, and soccer. In addition, students will participate in a cardiovascular development program five days per week, as well as covering fitness and wellness concepts in an academic environment. Students will also participate in activities such as tennis, pickleball, badminton, track and field, bowling, and swimming.

JUNIOR STUDENT LEADER PROGRAM

Unit 1 (two terms)

Counts toward fulfilling P.E. requirement

**Prerequisite: Physical Education Teacher Recommendation
Lab Fee: Yes: T-shirt**

The purpose of this class is to develop the student's leadership skills so as to enable them to assist our physical education staff in class activities. Through use of leadership skills they will develop self-confidence and positive self-esteem. They will acquire attitudes and habits of loyalty, self-control, cooperation and courtesy.

EXPECTATIONS OF STUDENTS:

1. Students will learn to apply the rules and regulations of all physical education activities offered in the regular physical education program.
2. Students will learn how to officiate and apply proper techniques of officiating in game situations.
3. Students will learn proper exercise techniques and will monitor student performance of these techniques.
4. Students will learn proper safety rules and techniques in all physical education activities. These rules and safety practices will be observed and enforced in all physical education activities.
5. Students will become proficient in performing and correcting peers in a variety of physical education activities.

SENIOR STUDENT LEADER

Unit 0.5 (two terms required)

Counts toward fulfilling P.E. requirement

**Prerequisite: Successful completion of junior leaders and recommendation of the instructor of the junior student leader program.
Lab Fee: T-shirt**

The class is a continuation of the junior leader program. Leadership skills will be used to assist our physical education staff in class activities. Leaders will lead exercises, officiate, and assist with equipment.

MODIFIED PHYSICAL EDUCATION

Unit 0.5 (one term each)

Counts toward fulfilling PE requirement

Prerequisite: Physicians medical and/or previous teacher recommendation

The class is designed to provide quality physical education services to those students who cannot safely and/or successfully participate in the regular physical education environment.

LIFE FITNESS I/II

Unit 0.5 (per term)

Counts toward fulfilling P.E. requirement or as an elective

Prerequisite: Junior/Senior Status

The purpose of the course is to train students for maximum athletic performance using the latest training techniques. Whether the student is involved in interscholastic competition, intramural or recreational activities, they would have the opportunity to increase their overall body strength, develop their agility, and achieve a high level of cardiovascular development. Pre testing and post testing will be utilized to track development. Individual programs can be developed to accommodate every individual.

AEROBICS I/II

Unit 0.5 (per term)

**Counts toward fulfilling P.E.
Requirement**

**Prerequisite: Junior/Senior Status
or as an elective**

This class is designed to offer students the opportunity to exercise in a variety of forms ranging from aerobics, step, kick boxing, dance, weight training and yoga.

LIFE-TIME SPORTS I, II

Unit 0.5 (per term)

**Counts toward fulfilling PE
Requirement or as an elective**

**Prerequisite: Junior/Senior Status
Lab Fee: Bus and activity fees required**

This class is designed to give students an opportunity to go out into the community and experience recreational and life-long physical activities. Some of the activities may include bicycling, bowling, billiards, golf, fishing, hiking, horseback riding, ice-skating, downhill and cross-country skiing, and tennis. Also included with this course will be a sport/activity appreciation project after viewing certain sporting events, either live or on television. Students will pay for the activities as they participate in them.

SCIENCE MISSION STATEMENT

We will provide experiences for our students that will encourage them to ask and pursue answers through Scientific Inquiry. Our students will investigate scientific facts and unifying scientific concepts. They will have experiences, which will develop organizational skills and illustrate the interaction of Science, Technology and Society.

BIOLOGY I

Unit 1 (two terms)

**Required: 09
Prerequisite: Selection Process**

Biology I is an introductory course in the life sciences. Basic concepts stressed include the scientific method, cell theory, genetics, ecology, evolution and classification. Lab work is a part of the course. Students will work in groups as well as individually and will have the opportunity to use the available technology.

BIOLOGY IA

Unit 1 (two terms)

**Required: 09
Prerequisite: Selection Process**

Biology IA is an introductory course in the life sciences. Basic concepts stressed, group and individual learning and the use of available technology is similar to that of Biology I. Biology IA curriculum is designed to challenge the science student who is highly motivated and academically mature enough to handle a teaching method which incorporates problem solving, analysis and inquiry. The successful Biology IA student typically demonstrates prior success in science by achieving A's or B's in science classes, expresses interest in science, demonstrates academic maturity by having self-discipline and a commitment to homework and study, shows motivation for learning, demonstrates good verbal and written communication skills and possesses some ability to manage a heavy work load.

BIOLOGY IC
Unit 1 (two terms)

Required: 09
Prerequisite: Selection Process

Biology IC covers basically the same material as Biology I. The material is adapted in content and pace to the ability level of the students. A special education teacher and a regular classroom teacher collaboratively teach this class.

CHEMISTRY I
Unit 1 (two terms)

Required: 10
Prerequisite: Bio 1

Chemistry is the science that deals with the properties and structure of matter. It is based on the premise that the properties of matter are a consequence of its structure. As one of the exact sciences, it requires mathematical skills involving proportions and logarithms. This course is recommended for all students interested in college programs in the teaching of science, engineering, medicine, pharmacy, nursing, and associated health careers. Basic principles and laboratory activities stress understanding concepts above rote memory. Solving problems on the basis of general principles rather than one-type formulas will be expected. Students will be introduced to the measurement and manipulation of real numbers, significant digits, and an understanding of precision and accuracy. Students will be introduced to the use of calculators in computing mathematical calculations by solving problems using dimensional analysis. Topics covered include heat, chemical formulas, atomic structure, chemical bonding, chemical reactor and nomenclature.

CHEMISTRY IA
Unit 1 (two terms)

Required: 10
Prerequisite: Bio 1A

Chemistry is organized around a central theme: the properties of matter are a consequence of its structure. Being an exact science, chemistry relies on mathematical proficiency, the understanding of proportions, and a familiarity with a scientific calculator. This course is designed for all college bound students interested in science teaching, engineering, pharmacy, medicine, nursing, and all related health services. Topics including chemical nomenclature, calculations, the use of the periodic table as a tool, bond formation, polarity, the physical states of matter and their behavior, chemical kinetics, acids and bases, equilibrium, electrochemistry, and oxidation-reduction reactions, will be studied at length and in depth. We will use the basic learning principle of proceeding from what is familiar or known information, to the unknown. Laboratory activities will be introduced that will enhance, clarify, and demonstrate topics covered in class. This course will enable us to access chemistry sites on the Internet, and incorporate the use of things like the spectrophotometer, the Hinckle-Hickman still, the latest in computer software, and the use of computer interfaces. Students in this class will be required to do outside reading and will have one research project assigned each semester.

CHEMISTRY IC
Unit 1 (two terms)

Required: 10
Prerequisite: Bio 1C

Chemistry IC covers basically the same material as Chemistry I. The material is adapted in content and pace to the ability level of the students. A special education teacher and a regular classroom teacher collaboratively teach this class.

PHYSICS I
Unit 1 (two terms)

Required: 11
Prerequisite: Bio 1, Chem 1

Students in Physics I, term one, will take a conceptual look into classical mechanics. Topics covered will include kinematics, Newton's laws, momentum, energy, and rotational motion. The course does not concentrate on the mathematics of physics. Equations are looked at as guides to thinking about the physical world around us. The class includes experiments and demonstrations, which further the course by engaging students in scientific observation of the physical world. Our goal is to increase the student's scientific literacy while instilling a genuine wonder about the world we live in. Students taking this class should have a "C" or better in PM II. Previous enrollment in Chemistry is recommended.

Students in Physics I, term two, will take a conceptual look into an assorted range of topics. Topics covered will include gravity, electricity, magnetism, waves, and time permitting, modern physics. The course does not

concentrate on the mathematics of physics. Equations are looked at as guides to thinking about the physical world around us. The class includes experiments and demonstrations, which further the course by engaging students in scientific observation of the physical world. Our goal is to increase the student's scientific literacy while instilling a genuine wonder about the world we live in.

PHYSICS 1A
Unit 1 (two terms)

Required: 11
Prerequisite: Bio 1A, Chem 1A

This course is intended for students who have a keen interest in how and why events happen in the physical world. The class is required for juniors who have had success in biology and chemistry and wish to challenge their basic understanding of science. This class will also lay the foundation for success in the AP Physics program. Topics covered will include kinematics, statics, dynamics, energy, momentum, circular motion, electricity and magnetism, light, optics, and waves properties; with additional topics if time permits. The focus of the class will be on developing mathematical, graphical, and diagrammatical models to describe events in the physical world. This is accomplished through student led experimentation and group presentations of results.

PHYSICS 1C
Unit 1 (two terms)

Required: 11
Prerequisite: Bio 1C, Chem 1C

Physics 1C covers basically the same material as Chemistry I. The material is adapted in content and pace to the ability level of the students. A special education teacher and a regular classroom teacher collaboratively teach this class.

ADVANCED PLACEMENT PHYSICS B
Unit 2 (four terms)

Elective: 12
Prerequisite: Physics IA

This course is intended for students who have a continued interest in describing events in the physical world. In AP Physics B, we will more fully explore the topics covered in Physics IA. The specific topics stressed are determined by the College Board, which administers the AP Physics B test. The basic topics covered are mechanics, electricity, magnetism, wave phenomenon, thermodynamics and nuclear physics. Students enrolling in this class will be required to take the AP Physics B exam in May. As a result of passing this AP test, students may earn credit for their first year of college physics/science requirements. Please note that simply taking this course does not result in college credit. Students should have a grade of 'C' or better in Physics IA and be proficient in algebra. Students not meeting these requirements will be considered on a student-by-student basis.

BIOLOGY II
Unit 1 (two terms)

Elective: 12
Prerequisite: Selection Process

Biology II is a study of human anatomy and physiology. This course is designed to help students prepare for higher education, to further their studies in an area of biological interest or to enter a health-related profession. The course will also benefit those students interested in liberal arts, physical education and pre-chiropractic programs. The course material contains general information on a wide range of topics that are relevant to the health and well being of not only students but all members of the communities in which they live. This course deals with the most wondrous of all structures - the human body. It presents information about the body's structures and its functions. It attempts to discover answers to such questions as: What enables people to move? How is it possible for them to talk? How can they see the expanse of the food they eat? How do individuals derive from food the energy they need for exercise and other types of activities? All these and other human activities make up life; Anatomy and Physiology attempts to explain them and hence to explain life itself. Anatomy and Physiology will provide for the student a basic understanding and working knowledge of the human body. Extensive laboratory work will be an integral part of this course. This essential material will be presented at a level that the average student can handle.

CHEMISTRY II
Unit 1 (terms)

Elective: 12
Prerequisite: Selection Process

This class will include the topics: gas laws, acids and bases, electrochemistry, electron clouds and probability, organic chemistry, periodic properties, chemical bonding, molecular structure, polar molecules, kinetic theory, energy and disorder, nuclear chemistry, biochemistry, and an introduction to qualitative and quantitative analysis.

SPECIAL TOPICS IN SCIENCE
Unit 1 (two terms)

Elective: 12
Prerequisite: Biology I

This course is an elective designed for students who have successfully completed Biology I. The course will allow students to investigate many current topics in science, including some of the controversies arising in the world of science today. The students will investigate topics in the areas of genetics, forensics, microbiology and bio-ethics.

In genetics, students will enhance their understanding of the principles of heredity that makes each of us unique. Forensics will introduce the student to a variety of topics and techniques used by police and criminal investigators in real-life crime labs. Bio-ethics will introduce students to controversies in science and will encourage students to critically analyze issues after investigating the scientific facts behind the issue. This course will introduce the students to many laboratory techniques, as well as many careers involved in areas of science.

SOCIAL STUDIES

GLOBAL STUDIES
Unit 1 (two terms)

Grade Level: 9
Prerequisite: None

This course will emphasize the knowledge of geography as well as make students more familiar with world issues facing our global population. Basic geography skills and concepts will provide a foundation for understanding why and where things are happening.

Selected issues which are developing around the globe will be examined using current publications, various media outlets and some historical perspectives. Emphasis will be placed on map reading, chart interpretations and cartoon analysis.

This course will provide a base for World History to be taken sophomore year. By understanding the geography and culture of an area, this will make the history much more meaningful.

ADVANCED PLACEMENT WORLD HISTORY
Unit 2 (four terms)

Required: 10
Prerequisite: Standing and the Selection Process or Admin. Approval

This course provides a broader and more in-depth analysis of the content studied in the regular sections. The students in AP World History have been selected by staff based on previous coursework performance and achievement on a standardized test. These students may also be offered opportunities to travel as part of their enrichment in the social sciences.

AP World History sections cover the same material as the regular section and also do considerable in-depth study and reading outside the required textbook. Grades of "C" or above are weighted. This is an honors level course.

WORLD HISTORY
Unit 1 (two terms)

Required: 10
Prerequisite: Sophomore
Standing and Selection Process

World History is a survey of the most important events, ideas, beliefs, customs and institutions from earliest times to the present. Attention is focused on the growth of freedom and justice in government, but considerable study is given to geography, religion, science, business, the fine arts, language, literature, education and family life. The important men and women of every age and nation are studied to see how individuals both shape and are shaped by their society. World History is an important background for an understanding of world affairs and world literature, as well as essential background for understanding United States history.

WORLD HISTORY C
Unit 1 (two terms)

Required: 10
Prerequisite: Global Studies

World History "C" sections cover basically the same material as the regular sections, but the material is adapted in content and pace to the ability level of the students. Because the classes are smaller, more individualization is possible. A special education teacher and a social studies teacher collaboratively teach the class.

UNITED STATES HISTORY
Unit 1 (two terms)

Required: 11
Prerequisite: World History

The principal aim of these two courses is to provide students with the background, knowledge and pride in their American heritage that will prepare and motivate them to discharge their duties and preserve their rights as citizens. The course includes a study of the contributions of various ethnic groups to the growth and development of this state and nation. The course is organized chronologically around the major forces, events and personalities of our history from America's beginnings in Europe to the present. Special attention is focused on the political and economic struggles which led to the Declaration of Independence, our Constitution with its Bill of Rights, the growth of democracy, settling the West, the Civil War, the growth of industries, corporations, labor unions, the commercialized farms, rise of cities, social problems and our emergence into world leadership.

UNITED STATES HISTORY C
Unit 1 (two terms)

Required: 11
Prerequisite: World History

United States History "C" sections cover basically the same material as the regular sections, but the material is adapted in content and pace to the ability level of the students. Because the classes are smaller more individualization is possible. A special education teacher and a social studies teacher collaboratively teach the class.

ADVANCED PLACEMENT UNITED STATES HISTORY

Unit 2 (4 terms)

Required: 11
Prerequisite: World History
Honors Academy

Advanced Placement U. S. History is a four-term course designed to assist the college-bound student in gaining college credit by taking the Advanced Placement test in May.

The course is similar in organization to #257 U.S. History. The pace of study allows the student to cover topics likely to be on the AP test. The depth of study is also greater with frequent use of readings outside the text. Considerable time is devoted to the types of exercises that appear on the AP test.

All students enrolled in Advanced Placement United States History are required to take the Advanced Placement exam in May.

MIND & MEDIA

Unit .05 (one term)

Elective: 9, 10, 11,12
Prerequisite: None

How does personality develop? Why are we different from others? Where do our likes and dislikes come from? How do various media interact with who we are and what we think? Does advertising influence what we buy? Does TV determine how we behave? What do movies say about our values and culture? How will the internet influence the way we interact? Answering these questions is what Mind and the Media is all about. We will examine psychology, TV, radio, newspapers, magazines, film and the internet.

CONTEMPORARY PROBLEMS

Unit 0.5 (one term)

Elective: 9, 10, 11, 12
Prerequisite: None

This is a survey course designed to familiarize the students with the non-historical aspects of social studies. Topics will include sociology, multi-culturalism, and many current issues facing American society. These issues may include ecology, crime, poverty and life skills.

MOVERS & SHAKERS

Unit 0.5 (one term)

Elective: 9, 10, 11, 12
Prerequisite: None

The focus of this class will be the individuals, groups and movements that have had a major impact in the US. Students will participate in a range of activities including individual research and group performances.

POLITICAL SCIENCE

Unit 0.5 (one term)

Elective: 9, 10, 11, 12
Prerequisite: None

This course surveys various forms of national governments worldwide, and how factors such as resources, economy, ethnic populations and history affect these governments. Nations include: The US, Great Britain, France, Japan, China, the former Soviet Union, Nigeria and Iran. The course concludes with a brief overview of various economic systems and their impact on international politics, including communism, capitalism and socialism.

CONSTITUTION TEST

Required: For graduation

In order to qualify for graduation, every student must successfully pass an examination on the Declaration of Independence, the Flag of the United States, Constitution of the United States, and the Constitution of the State of Illinois. This test will be given in all United States History classes.

ELMWOOD PARK HIGH SCHOOL SPECIAL EDUCATION PROGRAMS

Current programs for special education students are as follows:

RWLS (Resource)

Prerequisite: Special education placement

This program is designed for students in grades nine through twelve. It is a completely individualized program. The major emphasis is placed on remediation of academic weaknesses in the areas of reading, writing, listening and speaking, and correction of inappropriate behavior as identified in the student's I.E.P. The student receives support and tutorial help with content area subjects, learns study skills, and learns strategies to overcome or adequately compensate for each identified disability.

COLLABORATIVE CLASSES

This program is designed for students in grades nine through eleven. Classes are team taught by a regular education content teacher and a special education teacher.

The major emphasis is placed on modifying and adapting the regular curriculum in order to meet the individual needs of each student and to create activities and learning environments in which all students can achieve success. Students receive additional support and individualized attention. Collaborative classes are available in the areas of English, social studies, mathematics, science, health, and Effective Communication. Placement in collaborative classes is based on the needs of the individual student and the IEP.

SELF-CONTAINED BD/LD PROGRAM

Prerequisite: Special education placement

This program is designed for students in grades nine through twelve who have been identified as having behavioral, social, emotional, or learning disorders that prevent and inhibit them from learning in the mainstream environment. This is a restrictive program that emphasizes remediation of academic weaknesses and modification of inappropriate behaviors and/or emotions. Behavior modification procedures and techniques are used to achieve individualized goals for each student. A number of support services are also utilized to further help the student overcome and/or compensate for the identified disabilities..

LD SELF-CONTAINED READING

Prerequisite: Special Education Placement

This program is designed for students in grades nine through twelve. It is a completely individualized program. The major emphasis is placed on remediation of specific areas of weaknesses in reading and/or reading comprehension as identified in the student's I.E.P. The student receives tutorial help and learns strategies to overcome or adequately compensate for each identified disability.

REGIONAL VOCATIONAL ARTICULATION

The Regional Vocational Articulation project consisted of the development of district-wide educational opportunities for high school students, and the assurance of a smooth transfer of knowledge, and credit to students who choose Triton College as a post-secondary institution.

For more information, please see your counselor.

VOCATIONAL COURSES (WORK STUDY)

Prerequisite: Open to students with Junior or Senior standing, who are enrolled in a specific Occupational Program, with permission of the admission panel. Credit is not given for unemployment. Preference will be given to seniors.

The Cooperative Education Program is an inter-related concept by which students may take the following occupational areas:

Marketing and Distribution	A program for students interested in sales
Office and Clerical Occupation	A program involving occupations centered around stenographic, secretarial and clerical work.
Industrial Cooperative Education	A program which is oriented to include occupations in wood-working, electronics, drafting and metals.
Health Occupations	A program designed to provide an opportunity to earn certain skills which will enable them to be productive in a health occupation.
Home Economics Occupations	A program involving occupations that are in the home economic area: fashion and design, food service occupations and child care.

All Dual Credit Courses are from Triton College.

- It is recommended that students check with their counselor to determine if they have taken or plan to enroll in courses that will relate to the occupational program being considered.
- The Cooperative Education Program combines learning experiences gained through regularly scheduled supervised employment in the community and related vocational courses in the school.
- The students have an opportunity to apply the principles and practices they have learned in school and in the world of work.

COOPERATIVE WORK TRAINING SEMINAR I (CWT SEM I)

Unit 1 (two terms)

COOPERATIVE WORK TRAINING SEMINAR II(CWT SEM II)

Unit 1 (two terms)

COOPERATIVE WORK TRAINING LAB I

(CWT LAB I)

Unit 1 (two terms)

COOPERATIVE WORK TRAINING LAB II

(CWT LAB II)

Unit 1 (two terms)

Prerequisite: This program is designed for special needs students of Junior or Senior standing who will benefit most from this program, based upon recommendations of the admission panel. Preference will be given to seniors. The Cooperative Education Program and Cooperative Work Training Program are two term or one-year programs for students who wish to learn to meet the responsibilities connected with securing and keeping a job. In addition to successful employment experience, students will be required to enroll in a related instruction class that meets one period per day.

During the related class, the coordinator will work with students to develop attitudes necessary for success at their workstations and for becoming well informed, participating members of our society.

Students who successfully complete the seminar and laboratory experiences will earn 2.0 credits for two terms, to be applied toward graduation. Membership in the youth organization is a required co-curricular activity.

Student entering the program must have a job that will employ them for 15 hours a week. The job must pay them according to State of Illinois law with withholding tax and social security deductions. The job must be secured no later than two weeks after the beginning of the term.