

Glenbard West High School



ENROLLMENT HANDBOOK

Guide for Students and Parents

2021-2022

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Dear Prospective Glenbard West High School Student:

As a new student to Glenbard West, I would like to welcome you and share this informative enrollment handbook that will assist you in course selection and your high school journey. This resource is a guide that will help you not only select your courses but also chart your path through high school. The classes you take at Glenbard West are very important as they play a major role in preparing you for college and life beyond high school. Like any comprehensive high school, West maintains a wide range of offerings that will help you to strengthen your academic skills, identify areas of interest and also discover your passions. We are proud of the courses described in this handbook and confident that we represent the very best of what a high school can offer.



When we meet with freshmen in the spring and fall, we emphasize the absolute importance of the high school years. Many of the choices you make will influence the options available to you in the future. At Glenbard West, we always emphasize taking the most rigorous courses that will challenge you and improve learning opportunities. We believe that taking difficult courses will not only expand your opportunities, but improve overall learning and prepare you for college-level courses. When we hear back from students who have graduated, so many of them talk about how important this preparation was for them.

Finally, I encourage you to review this handbook with your parents and to consult your counselor as to which path makes most sense for you. Our counseling staff is here to help you navigate the educational process. From our perspective, being independent and taking ownership is the most important goal for high school students. Nonetheless, it is essential to know that experts are available when you need them.

I look forward to meeting you as you start your journey at West!

Sincerely,

Dr. Peter Monaghan
Principal
Glenbard West High School



GLENBARD WEST HIGH SCHOOL

670 Crescent Boulevard; Glen Ellyn, IL 60137

ENROLLMENT HANDBOOK

2021-2022

TELEPHONES

Switchboard.....	630-469-8600
Attendance Office.....	630-942-7480
FAX.....	630-469-8615
Nurse Office.....	630-469-7493

WEBSITE

[Glenbard West High School Home Page](#)



EMERGENCY SCHOOL CLOSING

If weather or another emergency makes it necessary to close the high school, this information will be sent to metropolitan radio and television stations. Please listen for their announcements to find out if the school will be closed. The high school will be identified as Glenbard West High School, District 87. In addition, the closing will be posted on our website – www.glenbardwesths.org

Any additional early dismissals and/or late arrivals will be announced by the Principal's Office

GLENBARD DISTRICT 87 NON-DISCRIMINATION POLICY

Glenbard Township High School District 87 does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, marital status, disability, or used of a trained dog guide or serviceanimal and provides equal access to the Boy Scouts and other designed youth groups. Glenbard offers classes in several college preparedness courses, as well as career classes at TCD, admission to which is non-discriminatory. Lack of English-language proficiency will not be a barrier to admission and participation in those programs.

SUPERINTENDENT OF SCHOOLS

Dr. David Larson
Office: Glenbard Administration Center
596 Crescent Blvd.
Glen Ellyn, IL 60137
(630) 469-9100

BOARD OF EDUCATION

Ms. Judith Weinstock
President
April 2025

Ms. Margaret DeLaRosa
Vice-President
April 2023

Mr. Robert Friend
April 2025

Ms. Mireya Vera
April 2025

Mr. Kermit Eby
April 2025

Ms. Martha Mueller
April 2023

Mr. John Kenwood
April 2023

BOARD OF EDUCATION

Mr. Jeremiah Wiencek 942-7490
Counseling Department Chair

Mr. Tony Bergantino 942-7485
Ms. Kate Culloton 942-7733
Mr. Tad Keely 942-7488
Ms. Lissete Ochoa 942-7486
Mr. Mike Neberz 942-7491
Ms. Natalie Rubino 942-7489
Ms. Rhiannon Sieck 942-7487

ADMINISTRATION STAFF

Dr. Peter Monaghan 942-7473
Principal

Dr. Rebecca Sulaver 942-7470
Assistant Principal for Instruction

Ms. Stacy Scumaci 942-7465
Assistant principal for Operation

Mr. Chris Mitchell 942-7461
Assistant for Student Services

Mr. Joe Kain 942-7550
Assistant Principal for Athletics

Mr. Thomas Barlow 942-7477
Dean of Students

Mr. Peter baker 942-7479
Dean of Students

Ms. Celeste Rodriguez 942-7478
Dean of Students

POLICE LIAISON OFFICER

Ofc. Steve Miko 942-7463
Glen Ellyn Police Department

Ofc. Paul Jimenez 942-7527
Glendale Heights Police Department

DEPARTMENT CHAIRS

Mr. Jon Walsh 942-7451
Art/Music/Speech

Ms. Abby Skidmore 942-7470
Business
Family and Consumer Science

Ms. Janee Hallahan 942-7408
Drivers Ed/P.E./Health

Mr. Ben Peterselli 942-7520
English

Ms. Melissa Williams 942-7422
Mathematics

Mr. Sean Byrne 942-7510
Science
Technology and Engineering

Ms. Kristin Brandt 942-7409
Social Studies

Ms. Sheila Jercich 942-7442
Special Education

Ms. Lisa Alajoki 942-7528
World Language/EL

Note: School district employees may be contacted by email using the following format:
first name followed by _ (underline) followed by last name followed by glenbard.org.
For example, to contact the Principal, e-mail peter_monaghan@glenbard.org

GLENBARD WEST'S HISTORY

Glenbard West is the original Glen Ellyn High School, an institution dating back to September 1915, when the Illinois State Superintendent of Education gave approval for the Village of Glen Ellyn to initiate a high school program. On October 4, over fifty scholars assembled in the DuPage County Bank to adopt a charter, and Glen Ellyn High School was officially started.

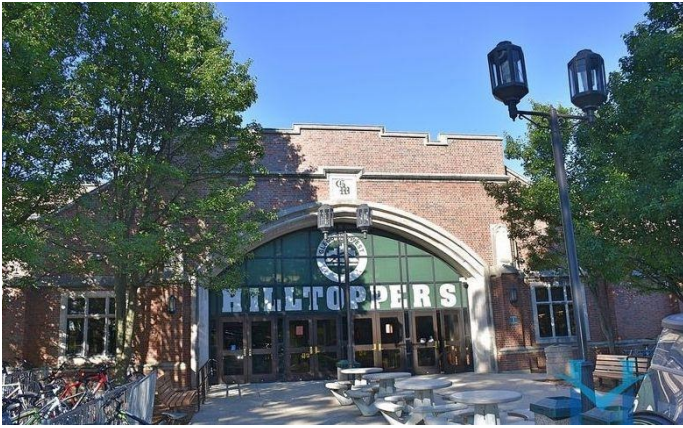
It soon became apparent, however, that this Glen Ellyn high school location, at Main Street and Crescent Boulevard was not sufficient. In 1919, twenty-five acres on Honeysuckle Hill were purchased for \$8000. At that time, this site consisted of “a wild patch of weeds and trees; the present parking lot was just a deep ditch.” Lake Ellyn, which then covered the present football field, was purchased for an additional dollar. Plans were begun for a school which would include the students from the neighboring village of Lombard, a combination which gave rise to the name “Glenbard.” In 1922, construction on the present building was started in early spring and the cornerstone laid on September 19.

This new Glenbard High School was designed to fit the uniquely beautiful location by the firm of Coolidge and Hodgeson, the architects who planned Chicago's Art Institute and the Chicago Public Library. The structure was erected in the English Collegiate architectural style with walls of red brick and Bedford stone trim, one of its more distinctive features, along with the former leaded window panes set in stone. These same windows remained in use until increasing cost of maintenance and heating forced their replacement with simulated but attractive leaded glass windows



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Situated on a hill overlooking Lake Ellyn, Glenbard West is often compared to a college campus and has been described frequently as one of the most attractive high school campuses in the United States. Hollywood agreed, for it was this feature that attracted Twentieth Century Fox to shoot a full-length feature film on our campus in 1985 entitled Lucas.



The original Glenbard structure has continued to expand in response to the growth of our communities. In 1926, the first addition was completed. The auditorium was finished in 1931, and the girls' gymnasium in 1936. The east wing was added to the building in 1953. Biester Gymnasium was built in 1958. In 1959, Glenbard East High School was built in Lombard, and the original school, Glenbard, assumed its present name of Glenbard West High School. The new field house, addition to Biester Gymnasium, and the relocated Elliott Library saw construction completed in the Fall of 2000.

Finally, in 2016, Glenbard West made major improvements with air conditioning added throughout the building and the addition of a 28,000 square foot wing on the east side of the building. The campus addition added eight Science labs, an interactive roof top space and an upgraded maintenance and loading dock. Over the years, Glenbard West, with the support of our district and community, has continued to improve to meet the instructional needs of our students.



In 1966, the graduating seniors joined the Class of 1960 in presenting to the school a large bronze bell which has been placed high atop the hill overlooking the lake. Rung after athletic victories, as part of special celebrations, and at the conclusion of all commencement ceremonies, this lovely sound has deepened the sense of continuity and tradition upon which Glenbard West is founded.

Glenbard West High School is widely recognized as one of the most successful and vital high schools in Illinois. Serving communities which have consistently demonstrated their support of education and interest in the welfare of their students, Glenbard West has achieved distinction for its academic programs and its wide variety of student activities. In 1981, Glenbard West was cited as one of the top ten high schools in the Chicago area and was chosen by OMNI magazine in 1985, as one of seventy-five "schools of the future." In April 2002 Glenbard West was named by Chicago Magazine as one of "Chicago's Best High Schools", and in May 2013 by "The Washington Post" as one of America's Most Challenging High Schools. Although the name and size of our school has changed over the years, it still retains its affectionate title of "The Castle on the Hill," a campus of great beauty serving as home for a comprehensive high school with outstanding opportunities for all its students.

PHILOSOPHY

MISSION

We are a community committed to inspiring and empowering all learners to succeed.

VISION

Our district is a safe, caring, collaborative community of schools whose students are:

Knowledgeable People
Quality Producers

Critical Thinkers
Collaborative Workers

Effective Communicators
Responsible Individuals/Citizens

who commit to a greater good, diverse, and global world.

Inspire...Empower...Succeed

CORE VALUES

Learner Focus: We will make decisions in the best interests of our students. We believe that students should be responsible for their own learning. We believe that essential assessment information drives instruction.

Learning Community: We recognize that everyone shares in the responsibility of creating a safe, nurturing environment in which students are supported and encouraged to learn. We recognize that a partnership with parents and community enhances our success. We acknowledge all members have intrinsic value.

Quality Employees: We recognize that our ability to attract and retain quality employees enhances the attainment of our mission and vision.

Continuous: We are committed to continual improvement. Learning is an empowering, lifelong process.

Innovation/Training: We believe that continued learning for faculty and staff keeps the district current, leading-edge, aligned to best practices, and better equipped to ensure our mission and vision. We know that technology can enhance both teaching and learning.

Data Driven: We must use data to drive decisions, inform instruction, and/or evaluate key processes and results.

Accountability: Individuals must be accountable for their performance, decisions, and actions that follow.

Communication and Collaboration: Effective communication and collaboration is vital to building understanding, relationship, and trust.

Change: As we move forward, being open to change is a risk worth taking.

Resources: We will align our resources of people, time and money to make progress.

ESSENTIAL QUALITIES OF A GLENBARD GRADUATE

Priority 1: Ensure success for every student through alignment of standards, assessment and instruction

- Engage ALL students in problem-solving, critical thinking, and the capacity to construct knowledge while connecting curriculum to real world contexts.
- Prepare students for successful transition into post-secondary education and careers through consistent course/learning targets, accurate common assessments, consistent use of best practice instructional strategies, and aligned staff development.
- Develop strategies to provide students with opportunities to take responsibility for their own learning. These should include being able to articulate what they know and do not know, what they need to work on next, and how to set and assess their individual learning progress.

Priority 2: Create a supportive, safe environment that inspires learning and encourages engagement with the school.

- Provide intervention strategies to address significant achievement gaps for African-American, Hispanic, English language learners, low income, and special education students.
- Create personalized learning environments that challenge each student's academic, social, and emotional needs. Promote professional learning teams that make effective and efficient use of collaboration time.
- Improve student attendance.

Priority 3: Strengthen productive home/school/community partnerships for education.

- Develop two-way communication systems between the district office and parents/community to ensure certain needs and requirements are clearly understood, addressed and responded to in a timely way. Allow parent/community input into decisions that impact them.
- Engage all facets of the district community to establish a network of accountability that ensures progress toward achieving the district's shared vision.
- Collect, report, analyze and act on satisfaction data on a regular basis from students, parents/community, and staff.

Priority 4: Create a positive, collaborative, work environment dedicated to continuous improvement.

- Attract and retain a highly qualified staff that reflects the diversity of our students. Set clear expectations for all employees related to their overall responsibilities and provide meaningful evaluation to celebrate strengths and provide opportunity for growth.
- Collaborate among schools and district office to define district commonalities while allowing for individual school autonomy.
- Develop two-way communication systems between the district office and all schools to be certain all needs and requirements are clearly understood, and responded to in a timely way. Allow staff input into decisions that impact them.

Priority 5: Make efficient, effective, and equitable use of resources that are essential to the educational success of students.

- Develop a clear process to allocate financial resources aligned to strategic mission, vision, and priorities.
- Increase staff, parents, and community awareness of the district's five-year financial forecast, and show how district financial data compares with high school districts in the area.
- Support appropriate use of technology to enhance teaching and learning.

GRADUATION REQUIREMENTS

In earning the twenty-three (23) credits necessary to graduate, a student must successfully complete the following Illinois and Glenbard District #87 required courses of study. The recommended course of study for college bound students is minimally considered to be 4 years of English, 3-4 years of math, 3 years of science, 3 years of social studies and 2 years of a world language.

Additionally, Illinois State School Code requires that all students take the SAT in order to receive a high school diploma from an Illinois public high school.

COURSES OF STUDY	CREDITS EARNED
Communication - Eight (8) semesters.....	4.0
This requirement must include seven (7) semesters of English and one (1) semester of speech.	
Social Studies - Six (6) semesters.....	3.0
a. Two (2) semesters of United States History.	
b. One (1) semester civics including instruction and assessments on state and local government (U.S. Government & Politics or AP U.S. Government & Politics)	
c. Three (3) semesters of SOcial Studies electives	
Mathematics - Six (6) semesters.....	3.0
All students must pass two (2) semesters of Algebra. Additionally, students must pass two (2) semesters of Geometry based mathematics.	
Science - Six (6) semesters.....	3.0
Students are strongly encouraged to take Biology, Chemistry and Physics.	
Cultural Arts - One (1) semester.....	.5
This requirement may be met through art, music, world language, or speech arts. (Speech arts must be in addition to required speech listed in "Communication")	
Business, Family and Consumer Sciences - One (1) semester.....	.5
This requirement may be met through a course in Business Education, Computer Education, Family and Consumer Sciences, Technology and Engineering or the Technology Center of DuPage	
Physical Education - Six (6) semesters.....	3.0
Health Education - One (1) semester.....	.5
Driver Education - One (1) semester.....	.5
Consumer Education - One (1) semester.....	.5
This requirement can be taken in one of the following programs:	
a. Economics or AP Economics (Social Studies).	
b. Consumer Management (Business, Life Studies and Technology / Family and Consumer Sciences)	
c. SE Consumer Education	
REQUIRED COURSES	18.5
ELECTIVES	4.5
TOTAL	23.0

ACADEMIC HONESTY

The atmosphere in each classroom should actively foster academic honesty. Academic dishonesty degrades the student's character and reputation and impedes the teaching-learning process. Any action intended to obtain credit for work which is not one's own is considered academic dishonesty. The action may include but not be limited to the following:

1. Submitting another student's work as one's own work.
2. Obtaining or accepting a copy of tests or scoring devices.
3. Giving or obtaining test questions or answers from a member of another class.
4. Copying from another student's test or computer file, or allowing another student to copy during a test or computer program.
5. Using materials/technologies which are not permitted during a test.
6. Plagiarizing (presenting as one's own material copied without adequate documentation from a published source).
7. Copying, or having someone other than the student prepare the student's homework, paper, project, laboratory report, computer program, or take home test for which credit is given.
8. Permitting another student to copy, or writing another student's homework project, report, paper, computer program, or take-home test.
9. Accessing restricted computer files without teacher authorization.
10. Copying materials, including computer software, in violation of the copyright law.



COMPREHENSIVE PROGRAM

The educational program provided by Glenbard West is comprehensive in nature. It provides for educational experiences through classroom instruction and through extra-curricular activities. The courses described in this handbook address individual as well as common needs and goals of Glenbard west students. Course content promotes knowledge, understanding, appreciations, attitudes, habits, and skills which are vital to a full life as a lifelong learner, a family member, a citizen in a democratic society, and a productive worker.

Placement for Incoming Freshmen

Incoming freshmen are placed in courses through a collaborative process that culminates in a meeting between their 8th grade teachers and Department Chairs from Glenbard West. Students are placed in courses based on their EXPLORE scores, MAP scores, and the recommendations of their 8th grade teachers

Teacher Recommendation for Freshmen, Sophomores and Juniors

Each winter, teachers at Glenbard West recommended students for the courses in their curricular area for the subsequent year. Students can choose to waive the teacher recommendation and enroll in a different course, provided they have completed all prerequisite coursework. These decisions should be made after discussions with the student's teacher and school counselor.

PROVISION FOR INDIVIDUAL DIFFERENCES

In addition to the efforts made by each teacher, Glenbard West attempts to meet the individual needs of students through ability grouping in social studies, English, mathematics, science and world language. The student's permanent record indicates the level of courses taken.

I. Honors Program

Honors courses challenge motivated students through enrichment of the course and acceleration of course content. Students who earn a "3", "4" or "5" on these classes earn weighted grades which are used in computing class rank. Honors courses are offered at West as four-year sequences in English, mathematics, science, and social studies. Selected honors courses are offered in world languages, art, music, and social studies departments. The Explore Placement Test, administered in middle school, as well as performance levels and teacher recommendations are used to determine appropriateness for honors courses.

II. AP Program

An Advanced Placement course is an honors course which uses a syllabus approved by the College Board Advanced Placement Division. These courses are designated (AP) in this handbook. Students have the opportunity to take Advanced Placement exams and are encouraged to do so. Success on these examinations may qualify students for advanced placement and/or credit from their colleges or universities.

The Following AP courses are offered at Glenbard West: AP 2-D Art and Design, AP 3-D Art and Design, AP Art History, AP Biology, AP Calculus AB, AP Calculus BC, AP Chemistry, AP Chinese, AP Comparative Government and Politics, AP Computer Science A, AP Computer Science Principles, AP Drawing, AP English Language, AP English Literature, AP Environmental Science, AP European History, AP French Language, AP German Language, AP Human Geography, AP Macroeconomics, AP Microeconomics, AP Music Theory, AP Physics C: Electricity and Magnetism, AP Physics C: Mechanics, AP Psychology, AP Research, AP Seminar, AP Spanish Language, AP Spanish Literature, AP Statistics, AP US Government and Politics, AP US History, and AP World History.

III. Dual Credit

Dual Credit courses are offered in collaboration with the College of DuPage and provide both High School and college credit. Courses with credit that is designated as a part of the Illinois Articulation Initiative (IAI) are transferable for college credit to more than 100 participating colleges and universities in Illinois. In order to receive credit for these courses, students must successfully pass the course.

IV. Core Program

The majority of students are enrolled in classes which offer excellent preparation either for college entrance or for entering a career field after high school. Some courses in the regular program are designed to provide students with more intensive instruction in skill development in reading, writing, speaking, studying, and computing.

V. **English Learners**

This program meets the individual needs of students whose fluency in English is limited because it is not their native language. These students receive direct instruction in spoken and written English through an assigned class. They also receive tutorial help during other class periods or study halls as they need and request this assistance.

VI. **Independent Study**

This study option is available for students who are motivated and mature, who have completed all preliminary/prerequisite course work in a given field of study, and who wish to pursue advanced work not available through established course offerings. Students who experience unusual and extraordinary difficulty in scheduling a course required may also pursue independent study.

VII. **Special Education**

The Special Education Department offers a broad spectrum of support and services for students with identified disabilities who qualify for services under the guidelines of IDEA. The appropriate supports and services are outlined in the Individualized Education Plan (IEP). Placement in Special Education courses is only made through the recommendation of the IEP team.

VIII. **Courses Offered in Other Glenbard Schools**

Courses offered in the other three Glenbard high Schools are available to West students upon request. Information about these courses and arrangements for scheduling are provided by the School Counseling Department.

IX. **College of DuPage Articulated Credit**

Students may earn College of DuPage credit for specific courses offered through the Art Department and the Business, Life studies and Technology Department. This type of credit is identified in the description of each course. All articulation agreements were developed through deliberations between high school and college faculty; these specify conditions under which the credit may be granted.

A Student may apply for articulated credit by following the procedure outlined on the form APPLICATION FOR ARTICULATED CREDIT, available at College of DuPage Testing Office.

CAUTION: While many four year colleges and universities treat credit through articulation as any other credit on a College of DuPage transcript, others do not accept credit earned in this manner. Because each college sets its own policy regarding credit, students are responsible for checking with the college to which they will transfer about its policy.

X. **Extramural Credit Option**

According to Board of Education policy 6:310 students may earn up to four units of credit from any combination of correspondence or Internet courses, high school courses offered by other institutions, foreign language courses or college courses. All programs must be part of an accredited institution and must meet the standards of the Illinois State Board of Education. All courses must have the pre-approval of the Director of School Counseling prior to enrollment. Only two of the four courses can be applied to Glenbard's graduation requirement. For additional information on this policy, please reference school board policy 6:310 at www.glenbard.net. Only two of the four courses can be applied to Glenbard's graduation requirement. Correspondence and Internet courses specifically can't be used to satisfy credits specified as graduation requirements per school board policy 6:310-R3.

XI. **Student Services**

All Glenbard West students receive the services of a school counselor. Counselors work with students throughout their four years of high school to plan an educational program, to assist in personal problems, to answer questions regarding college selection and financial processes, and to help students' general orientation to high school life. Additional services provided to Glenbard West students are offered by school psychologists, social workers, and the speech therapist. Students may refer themselves to these services or may be referred either by a member of the school staff or by parents.

ADDITIONAL RESOURCES FOR STUDENTS

Resource Period Assistance

During periods of the school day, teachers from all subject areas are available to provide tutorial assistance for students. Information charts which specify times, places, and teachers are posted in every classroom of the building.

Computer Lab

This service provides computer-assisted instruction in many academic areas such as review for the Constitution test and preparation for ACT/SAT examinations. Also available is the WRITER'S WORKBENCH, a computer-assisted program designed to provide students with critical feedback for writing assignments in any content area.

Academic Strategies

Criteria: Standardized reading test scores, district reading scores, academic performance in freshman year coursework. For students reading below grade level and in need of academic strategy development. This course will develop and strengthen academic reading strategies and skills necessary for success in all content areas. Students will improve in the areas of comprehension, Project C.R.I.S.S. strategies for learning, writing development, content area support strategies (i.e. note taking, highlighting, and study strategies), academic vocabulary and fluency. Admission to this course is through department chair and guidance counselor recommendation.

Study Skills

Study Skills is a program designed to improve overall academic success for freshmen and sophomores who are enrolled in regular level freshman or sophomore courses and who are at risk for multiple failures. The program is designed for up to 85 students by way of a referral process. Eighth grade teachers will work to recommend incoming freshman and sophomores will be recommended by freshmen teachers. Enrollment for this resource is by recommendation only. Students in the program will be in a small group study hall run by a core area teacher. Grades and learner habits will be closely monitored, with the express goal of students learning to monitor their own work habits and meet with success without the assistance of a classroom teacher. Upon success, students will be placed in a regular study hall, with the possibility of taking an elective course upon availability.

Extended English – Two period course – 1 English credit & 1 elective credit

Prerequisite: For students reading significantly below grade as determined by standardized reading test scores and recommendation. This double period English course is designed to support the most at-risk reader. Students will be immersed in a standard English program emphasizing vocabulary acquisition, fluency, grammar, writing, and communication skills. Importance is placed on intensive reading strategies in order to accelerate reading growth toward grade level proficiency.

S.T.R.I.V.E. - Success Through Reaching Individual Expectations

This is an after-school program designed to provide a structured environment where students can complete homework assignments, write papers, study for tests, and receive academic support and/or tutoring as needed. The mission of STRIVE is to improve academic achievement for students who have failed or are in danger of failing courses and promote individual responsibility. Students are referred by their counselor to this program.

Peer Tutor Program

The Glenbard West Peer Tutoring Program is designed to support the students in the Special Education Life Skills classes. The peer tutors will serve as classroom or one-on-one aides for the students in the Life Skills program during their classes, both self-contained and co-taught. The peer tutors will assist students in the co-taught classes and receive a credit (the peer tutors will be in the course all semester). Whereas the peer tutor assigned to the self-contained classes will volunteer during their study hall or lunch period two days a week. Students who would like to participate as a peer tutor will need to complete an application to be a part of the program. When the students are selected, they will go through a training session to work with the Life Skills students. If interested in the Peer Tutor Program, please contact your School Counselor.

Algebra Enriched

Algebra Enriched is a course designed to be a flexible support for students who need assistance to be successful in Algebra 1. This is a needs based course; Students are selected based on 8th grade teacher recommendations and performance on the PSAT 8/9. This course is taught by an Algebra teacher that can target specific skills and concepts necessary for success in Algebra 1. Students that maintain a certain level of achievement in Algebra 1 will have the option of taking a regular study hall or an elective during second semester in place of Algebra Enriched.

DEFINITION OF TERMS

The **credit** is the measure of school achievement. For successful completion of a semester's work in a subject meeting daily for one period, a student receives one-half (1/2) credit.

A **prerequisite** is a course or level which a student must complete before taking other courses. Applicable prerequisites are listed in the course descriptions.

Required courses are courses that a student must complete in order to earn a Glenbard diploma.

Minimum course load – Students must take at least five (5) classes during the school day and must be enrolled for a minimum of three hundred (300) minutes.

CAREER PREPARATION

Career Education

Glenbard West provides students with many opportunities to prepare for specific careers. Because the entire curriculum is considered career preparation, school counselors administer and interpret various tests which measure students' aptitudes and interests to help students choose career areas to explore through coursework or practical experience. Students may also choose specific vocational experiences through course offerings in the Business, Life Studies and Technology Department, and at the Technology Center of DuPage. Such courses provide students with specific skills and knowledge to enter the workplace immediately after graduation. Students also learn about post-secondary educational opportunities such as apprenticeships, military service schools, community college programs, and occupational training through private businesses and trade schools. Students participate in group and individual conferences in the Career Resource Center to explore post-high school options.

Vocational - Technical - The Technology Center of DuPage (TCD)

The TCD provides a comprehensive vocational-technical education for high school students. TCD programs offer a diversified curriculum, up-to-date equipment, specialized teaching personnel, coordinated guidance services with participating schools, and placement services for area TCD enrollees. TCD students are third-year and fourth-year students whose career objectives are directly related to vocational and technical education. Attendance at the TCD involves two and one-half (2-6) hours daily; all students are bused from West's campus. During the remainder of the day, students attend classes and participate in extracurricular activities at Glenbard West. Glenbard grants the credit earned at TCD, adds these credits to the student's permanent record, and awards a Glenbard diploma. (See page 60 for TCD offerings)

CAREER PROGRAM DESCRIPTIONS

ACT - The American College Testing Program's college entrance test includes a career interest inventory as part of the registration process. The results of the interest inventory are given as part of the student summary report. This test measures the same math, English, reading, and science reasoning areas as the Explore and PLAN. This test is used as criteria for college admission, placement and scholarship programs.

ASVAB - The Armed Services Vocational Aptitude Battery is administered every other year at Glenbard West at no cost for sophomores through seniors. This assessment measures a student's potential to learn in numerous career areas. The military has used this test for years to help recruits make wise career decisions. There is no obligation to the military if a student takes the test.

SCHOOL COUNSELING WEB PAGE – Go to various sites under the Career planning link

PSAT 8/9, PSAT 10 & PSAT/NMSQT - These are the tests administered between 8th grade and 11th grade within the College Board's SAT Suite of Assessments. Each are designed to measure the essential ingredients for college and career readiness and success.

NAVIANCE – This individualized program is an excellent resource utilized in West's comprehensive counseling curriculum providing every student the ability to conduct college searches, take a version of the Myers-Briggs personality inventory, build a resume, track college applications, and communicate with teachers, school counselors, and college admission representatives. In addition, students can find an expansive list of scholarships, sign up for college representative visits, and explore test preparation options. Every student is introduced to their account through West's counseling curriculum.

PLANNING A FOUR-YEAR PROGRAM

HIGHER EDUCATION

Through various programs, the School Counseling Office provides comprehensive information about higher education to students and parents.

Colleges vary greatly in their requirements for admission. To avoid misunderstandings, students should plan their four-year programs with great care. The Illinois State Board of Higher Education has mandated that students must complete the following courses to be considered for admission to a state college or university:

English	4 credits
Mathematics	3-4 credits
Laboratory Science	3 credits
Social Studies	3 credits
World Language	2 credits
Art, Music, Business Education, Computer Education, Family and Consumer Science, and Technology and Engineering	

NOTE: Some of these course options also meet the District 87 elective requirement. Some colleges will allow the substitution of one (1) credit in mathematics, science, social studies, or world languages, art, music, and vocational education area for one (1) credit in a different core academic area.

Universities with highly selective policies usually have very specific and more intensive entrance requirements. To be properly prepared, students should inquire about these requirements well in advance of their senior year. College representatives visit Glenbard West on a regular basis and are available to speak with students. Specific information is published in the “School Counseling Newsletter” for student planning purposes.

COLLEGE ADMISSIONS

The top factors colleges consider when reviewing students’ applications, in order, are grades in core courses, grades in all courses, strength of curriculum, college admission tests, college essay, counselor letter of recommendation and teacher letter of commendation. The SAT college admission test is a State of Illinois graduation requirement which all juniors will take in April. Students planning to attend college may also elect to take the ACT on a National Saturday test date, as college admissions will consider the higher of any scores taken despite the date or test taken. In addition, highly selective colleges may require the students to take up to three College Board SAT Subject Tests during junior or senior year. Students interested in selective schools should determine which, if any, achievement test(s) are required by those schools to which they are applying.

Sophomores will take the PSAT 10 (Preliminary Scholastic Assessment Test) for practice in April. Juniors may opt to take the PSAT/NMSQT in the fall which serves as the qualifying test for National Merit Scholarships and preparation for the SAT and AP courses. All students at West will receive extensive exposure to the college research process through the school counseling curriculum and will have the opportunity to attend programs dealing with college admission processes and financial aid information. Over 200 college admissions representatives visit West each year to meet with our students to share information on their schools. Signups to attend these meetings can be done in Naviance. In addition, the College of DuPage offers a “College Fair” in the fall which hundreds of university representatives attend.

Visiting college campuses is strongly recommended as part of the college selection process and students and parents are urged to take advantage of these opportunities.

NATIONAL TESTING PROGRAM

College Board SAT Suite of Assessments

Students will participate in the following SAT Suite of Assessments:

- PSAT 8/9 - Freshman year
- PSAT 10 - Sophomore year
- PSAT/NMSQT - Sophomore and/or Junior year
- SAT - Junior year

The College Board’s Advanced Placement Examinations (AP) evaluate students for college credit based on course work done in high school.

ATTENDANCE REQUIREMENTS

All freshman and sophomore students are required to attend Glenbard West High School for all seven periods

each day. The option exists, however, for a junior or senior to be excused from Period 1 with parental approval at registration. This parental signature allows a student to enroll in six daily periods plus lunch and thereby to begin daily attendance with the second-hour class. Students must provide their own transportation to school if they begin their day with second hour. Any exceptions must be approved by the Principal and the Assistant Principal for Student Services.

DEADLINE FOR SCHEDULE CHANGES

Course placement is a result of student choices, parental input, teacher recommendation and department chair and school counselor.

- A. A student may drop a course up through April 30 of the school year preceding their enrollment in a specific course. After that date, the master schedule will be set and only School Counseling Office initiated schedule changes can be made until the start of the new school year.
- B. After the school year begins, no class changes will be made except for the following:
 - I. Failed a Class/Lack of prerequisite skills
 - II. Level change recommended by subject area Department Chair
 - III. Error in Registration/Placement. Students with less than 300 minutes of daily instruction will be added to a course on a space available basis or a study hall.
- C. During the term of a student's enrollment in a course, that student may be administratively dropped for disciplinary or truancy reasons and will receive a failing grade on the permanent record unless an exception is approved by the Building Principal.

SUMMER SCHOOL

Glenbard District 87 offers a two semester Summer School Program. Summer school is an extension of the district's regular academic program designed to provide students with opportunities to gain academic credits, pursue enrichment or remediation of skills in reading and mathematics, bridge their skills into high school or to the next advanced level of coursework in mathematics and explore new interests. Incoming freshmen are encouraged to attend summer school to facilitate the adjustment and transition to high school. Any student that failed previous high school coursework is also expected to make up that credit deficiency during summer school. The user-funded program is available to all high school students who reside in District 87.

SELECTIVE SERVICE REGISTRATION

Male students who are about to reach eighteen (18) years of age must, by law, register with the Selective Service System. Registration is a requirement for federal student loans, job training benefits, and federal employment. Students may register at their local post office, on the Internet (<http://www.sss.gov>), or in the registrar's office by presenting identification. Students must register within thirty (30) days either before or after their eighteenth birthday.

ACADEMIC REGULATIONS

Promotion

Students at Glenbard are classified as freshmen, sophomores, juniors, and seniors. Promotion means graduation from high school after meeting all graduation requirements established by the Board in its policy on graduation which is based on successful completion of the designated requirements and appropriate attendance. Glenbard students shall not be promoted from high school based on age or any other social reason. Glenbard students will be promoted through credits earned toward graduation. Glenbard students will be classified as freshmen (Grade 9) if they have earned 0-5.5 credits, sophomores (Grade 10) if they have earned 6-11 credits, juniors (Grade 11) if they have earned 11.5-17 credits and seniors (Grade 12) if they have earned 17.5 credits or more.



NCAA REQUIREMENTS FOR DIVISION I AND DIVISION II ELIGIBILITY

Students wishing to be Division I or Division II athletes should contact their counselors for information on scholarship processes and recruitment regulations. Forms and information on NCAA and the NCAA Eligibility Center can be found at www.ncaa.org, www.eligibilitycenter.org, and www.ncaastudent.org.

CAUTION: Some colleges may require athletes to meet regular admission requirements in addition to NCAA requirements to receive a scholarship. Athletes are responsible for meeting these requirements. Signing a letter of intent does not guarantee that a scholarship will be given. Athletes must meet the college's requirements by the end of their senior year to guarantee the scholarship

COURSE DESCRIPTIONS AND PREREQUISITES

The following pages of this handbook contain brief descriptions of courses offered by various departments. The descriptions include the length of the course, the credit that may be earned, and, where applicable, the prerequisite. Students or parents who need further information concerning a course or about the enrollment procedure should contact the School Counseling Office

ART

- See “Higher Education” on page 14 for Illinois college and university requirements.
- Art Courses fulfill the Cultural Education Requirement.
- Articulated credit may be earned through College of DuPage for selected courses.
- AP credit may be earned by taking AP Studio Art: 2D Design, AP Studio Art: Drawing, AP Studio Art: 3D Design, and/or AP Art History.
- Due to the studio nature of Art courses, homework is not assigned in most classes.
- Art courses are production classes rather than lecture format (except AP Art History).

The chart below illustrates when students may enroll in Art courses:

Course	9 th Grade	10 th Grade	11 th Grade	12 Grade
Drawing 1	X	X	X	X
Drawing 2	X	X	X	X
Graphic Design 1	X	X	X	X
Graphic Design 2	X	X	X	X
Painting 1	X	X	X	X
Painting 2	X	X	X	X
Ceramics 1	X	X	X	X
Ceramics 2	X	X	X	X
Sculpture	X	X	X	X
Film Study	X	X	X	X
Photography 1	X	X	X	X
Photography 2	X	X	X	X
AP Course	9 th Grade	10 th Grade	11 th Grade	12 Grade
AP Studio Art: 2D Design		X	X	X
AP Studio Art: Drawing		X	X	X
AP Studio Art: 3D Design		X	X	X
AP Art History		X	X	X

Drawing 1

Students explore drawing as an art form. They learn basic drawing techniques and media with emphasis on shading and creating of images. Using problem-solving approaches, students execute drawings which translate their ideas and experiences into realistic visual statements. They also learn the proper use of drawing tools.

Eligible: 9, 10, 11, 12

Credit: ½

Drawing 2

This course offers two opportunities for students: a continuation of Drawing 1 with students taking added responsibility to develop both the problems and the solutions; and an opportunity for students to study or improve an area of improvement identified in Drawing 1. **Prerequisite:** Drawing 1

Eligible: 9 (second semester only), 10, 11, 12

Credit: ½

Graphic Design 1

Students learn about two and three-dimensional design for use in the field commonly known as commercial art. Using the basic design principles and the elements of the visual arts, students solve problems involved in communicating visually. Design may be created for posters, letterheads, publication layouts, illustrations, package designs and logos. Text and illustrations are an integral part of the work. Students use a variety of media and techniques as they experience practical use of the computer as a design tool. Enrollment in this course makes a student eligible for articulated credit from the College of DuPage.

Eligible: 9, 10, 11, 12

Credit: ½

Graphic Design 2

Students work in advanced problem solving with emphasis on the composition and design process. They engage in experiments using creative letterforms, typography, and illustration. They learn to prepare finished artwork for publication. Students also learn the historical aspects of advertising art and the basics of computer graphics. Enrollment in this course makes a student eligible for articulated credit from the College of DuPage. **Prerequisite:** Graphic Design 1

Eligible: 9 (second semester only), 10, 11, 12

Credit: ½

Painting 1

Students acquire technical understandings of color theory and various painting techniques and processes as well as an historical perspective of painting. Students work with tempera paints in combination with other media and materials. Students engage in an experimental approach to painting and creative image-making.

Eligible: 9, 10, 11, 12

Credit: ½

Painting 2

Students pursue in-depth studies of previously learned techniques in painting. They complete specific projects to develop their skills in particular media and in finding creative solutions. Acrylic paints, oil paints, watercolors, and canvas are some of the new materials which students use. **Prerequisite:** Painting 1

Eligible: 9 (second semester only), 10, 11, 12

Credit: ½

Ceramics 1

Students learn and engage in the four basic clay construction methods: pinch, coil, slab, and modeling. They glaze and finish all work appropriately and complete some sculpture work.

Eligible: 9, 10, 11, 12

Credit: ½

Ceramics 2

Students continue to develop their skills and their sense of form through wheel-throwing techniques as well as advanced hand-building construction. Glaze experimentation is also included in this course. **Prerequisite:** Ceramics 1

Eligible: 9 (second semester), 10, 11, 12

Credit: ½

Sculpture

Students learn about sculpture as an art form. While producing their own three-dimensional forms in a variety of materials, students learn the traditional methods of sculpture as well as innovative techniques.

Eligible: 9, 10, 11, 12

Credit: ½

Film Study

A course for all students who love movies and videos, this class investigates the nature of film as an artistic means of communication. By watching numerous films in class, students explore the uniqueness of film. The class will also focus on motion picture history, film analysis, movie making and film appreciation. Repeatable for credit.

Eligible: 9, 10, 11, 12

Credit: ½

Photography 1

Students learn 35mm black and white photography, study camera control(s), developing procedures, darkroom printing techniques, and composition. **Enrollment in this course makes a student eligible for articulated credit from the College of DuPage.**

Eligible: 9, 10, 11, 12

Credit: ½

Photography 2

Students will continue their photographic studies while they explore a variety of films, papers, processes, developers and cameras. Students will focus on exploration and creativity. This course will also offer students the opportunity to alter and edit their photographs with Adobe Photoshop software. Students will learn to use a digital camera and printer as part of their creative experiences. **Students must have access to a 35 mm camera (manual or semi-automatic).**

Enrollment in this course makes students eligible for articulated credit from the College of DuPage.

Prerequisite: Photography 1

Eligible: 9, 10, 11, 12

Credit: ½

AP Studio Art: 2D Design

Serious art students enroll in this class to prepare themselves for a future that involves visual problem solving. A large body of work is created with a variety of materials. All works of art are in two dimensional format that goes beyond drawing including, but not limited to, graphic design, digital imaging, photography, collage, illustration, etc.

This intense experience gives students the environment for tremendous artistic growth and for the formation of lasting friendships with other serious art students. Students may also earn college credit.

Prerequisites: Approval of any Glenbard Art Teacher

Eligible: 10, 11, 12

Credit: 1

AP Studio Art-Drawing

Serious art students enroll in this class to prepare themselves for a future that involves visual problem solving. A large body of work is created with a variety of materials. All works of art are created as drawings and/or paintings. This intense experience gives students the environment for tremendous artistic growth and for the formation of lasting friendships with other serious art students. Students may also earn college credit.

Prerequisites: Approval of any Glenbard Art Teacher

Eligible: 10, 11, 12

Credit: 1



AP Studio Art: 3D Design

This course is recommended for highly motivated students capable of creating college-level, 3 dimensional work for which advanced college credit may be earned. Students will specialize in the 3 dimensional media of their choice. At the core of the 3-D art creation will be visual thinking, problem solving, risk taking, creativity, personal expression and critical analysis.

Throughout the course students will be required to investigate the 3 processes of AP portfolio development: Quality, Concentration and Breadth. Work outside of class is required. In May, students are expected to submit their portfolios for evaluation in the Advanced Placement program.

Prerequisites: Approval of any Glenbard Art Teacher

Eligible: 10, 11, 12

Credit: 1

AP Art History

Students do not need a background in any art production class (ceramics, drawing, photography, et...), just a desire to study great pieces of art. AP Art History is a chronological survey of art forms, cultural contexts, and the roles of artists, art, and art critics. Students begin with prehistoric art and continue through art of the twenty-first century. Students acquire a strong background in identifying important works of art and architecture while they gain understanding of the social and intellectual contexts in which the works were created. Through critical analysis of images, individual projects, field study, and independent research, students learn to look for as well as look at and discuss art forms and the roles of the artist and the critic. **This course prepares students for the Advanced Placement Examination in Art History.**

They are expected to take this test in May.

Eligible: 11, 12

Credit: 1

Business and Family and Consumer Sciences

Department Chair: Ms. Abbey Skidmore

The Business and Family and Consumer Sciences Department is comprised of many areas of study including: Business, Technology, Culinary Arts, Human Development, and Fashion Design. The mission of our department is to provide relevant and challenging educational opportunities for students to acquire life skills, technical skills, and career exploration experiences. These experiences, skills, and attitudes will prepare students for success in their personal lives and today's changing, competitive, and diverse workforce.

- Courses offered in these areas meet the Applied Arts graduation requirement
- Consumer Management meets the Consumer Education graduation requirement.
- Speech with Computers meets the Speech graduation requirement.
- Nutrition and Fitness meets a Physical Education graduation requirement

BUSINESS EDUCATION

The chart below illustrates when students may take Business Education courses:

	9 th Grade	10 th Grade	11 th Grade	12 Grade
Consumer Management	X	X	X	X
Intro to Business	X	X	X	X
Accounting	X	X	X	X
Business Law	X	X	X	X
Marketing: Sports and Entertainment	X	X	X	X
Business Ownership	X	X	X	X
Career Internship			X	X

Consumer Management

Learn the personal finance and consumer skills necessary to survive on your own. Explore the world of financial Decision making and learn how to exercise your rights as a consumer. Topics include, budgeting, credit management, saving, investing, comparison shopping, insurance, car-buying, and housing, and taxes. Take Consumer Management to begin good financial practices early! ***This course satisfies the consumer education requirement for graduation.***

Eligible: 9, 10, 11, 12

Credit: ½

Introduction to Business

Introduction to Business explores the role and purpose of business in our economic system with emphasis on what everyone should know to function effectively as a consumer and a worker in a free enterprise economy. Units will include marketing, accounting, business law, entrepreneurship, and international business. Great introduction to all the business classes we offer

Eligible: 9, 10, 11, 12

Credit: ½

Accounting

The study of accounting highlights the principles and concepts necessary to process financial data. Students will be granted a glimpse into the life of an accountant by preparing financial statements, analyzing business scenarios and determining possible courses of action. Get ready for your future in the business world by registering for this exciting class and learning the language of business — Accounting.

Eligible: 9, 10, 11, 12

Credit: ½

Business Law

Students examine the basic principles of law, which affect personal and business transactions. They learn the background of the nature of law and legal problems; Constitutional law; contracts; bailments; relationships between buyers and sellers; the rights and responsibilities of employer-employee relationships; landlord-tenant relationships; and wills. Students participate in several mock trials. They also observe and analyze actual trials through a field trip to the county judicial center.

Eligible: 9, 10, 11, 12

Credit: ½

Marketing: Sports and Entertainment

This course is designed to introduce the student to the role of marketing in the sports and entertainment industry. There will be an emphasis on employing basic marketing concepts and strategies as they apply to these two specific areas of study. Particular attention will be focused on the marketing of products and services through sports, TV, movies, and music. Other areas that will be covered include: careers in sports marketing, music, movies, and theater, marketing recreational sports, and legal issues for sports and entertainment. The course will utilize a problem-solving approach through the use of projects and case studies.

Eligible: 9, 10, 11, 12

Credit: ½

Business Ownership (Starting Your Own Business)

This one semester course is designed to provide students with the skills necessary to create, organize, develop, and manage their own business. The curriculum focuses on the business fundamentals including accounting, economics, finance, human resources, law, marketing, sales, etc. In addition, cross-curricular skills such as, goal setting, problem solving, communicating intended messages, and interpreting data will be developed. We will never lose sight of the critical role the entrepreneur has played in history, as well as the vital role the entrepreneur continues to play in today's fast-paced economy. More importantly, students will develop the confidence, vision, and courage to bring out the entrepreneurial spirit.

Eligible: 9, 10, 11, 12

Credit: ½

Career Internship

Students explore careers in fields such as accounting, dentistry, medicine, law, real estate, social work, journalism, architecture, and education. Students learn both through classroom instruction and on-site (unpaid) working experience. In the classroom, students complete a career self-analysis and acquire career-readiness skills. Based upon the analysis and the interests of the individual student, he/she then must participate in a supervised internship. The internship will span twelve (12) weeks for approximately 3 6 hours per week for a total of 40 hours. Students benefit by testing a career interest before choosing a college major, taking classroom learning into the real world, and realizing personal growth and development in an actual career field. Students must provide their own transportation to internship sites. Students are covered at the internship work site by their parents' or guardian's health insurance.

Eligible: 11, 12 and a minimum GPA of 3.0

Credit: ½

TECHNOLOGY EDUCATION

The chart below illustrates when students may take Computer Education courses:

Course	9 th Grade	10 th Grade	11 th Grade	12 Grade
Technology Essentials	X	X	X	X
AP Computer Science A		X	X	X
Computer Science Discoveries 1	X	X	X	X
Computer Science Discoveries 2	X	X	X	X
AP Computer Science Principles	X	X	X	X
Speech with Advanced Technology (SWAT)	X	X	X	X

Technology Essentials

With the new IPAD initiatives, this class will prepare students for the digital curriculum world. Students will become comfortable using learning management systems, apps, Google Docs, and overall how to make this technology transition in all classrooms. This course will also teach students to become proficient in the use of Microsoft Office programs (Word, PowerPoint, Excel, Access, and Publisher) and build simple web pages. Keyboarding technique and speed will be developed through work on drills and other assignments.

Credit: ½

AP Computer Science A

The major emphasis in AP Computer Science is on programming methodology, algorithms and arrays. Applications of computing provide the context in which these subjects are treated; applications are used to develop student awareness of the need for particular algorithms and simple data structures. Java constitutes the language implementing computer based solutions to particular problems. The course is intended for students who need programming language for college. Completion of this course prepares students for the Advanced Placement examination in May. Students who enroll in this course are expected to take this test.

Prerequisite: Credit in Algebra2 w/Trigonometry

Credit: 1

Computer Science Discoveries 1

This first semester of CS Discoveries introduces students to computer science as a vehicle for problem solving, communication, and personal expression. Focus is on the visible aspects of computing and computer science, encouraging students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression. Students are empowered to create authentic artifacts and engage with computer science. Introduction to various programming languages will be explored.

Credit: ½

Computer Science Discoveries 2

Computer Science Discoveries 2 (replacing Computer Programming 2 Java) Where the first semester centers on the immediately observable and personally applicable elements of computer science, the second semester asks students to look outward and explore the impact of computer science on society. Students will see how a thorough user-centered design process produces a better application, how their personal data is collected and used on the web, and they will work with bare circuit boards to see how computers collect input and return output in a variety of ways. Through the entirety of this semester student groups will continue to iterate on and refine a mobile app that integrates everything they've learned throughout the course into one capstone project.

Credit: ½

AP Computer Science Principles

AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact our everyday world. The goal of this course is to create leaders in computer science fields and attract and engage those who are traditionally underrepresented with essential computing tools and multidisciplinary opportunities. AP Computer Science Principles

Credit: 1

Speech with Advanced Technology: (S.W.A.T.)

Earn your graduation requirement for Speech. Are you ready to enter the job market in today's technology driven society? Companies are seeking graduates who are not only computer literate but can also communicate effectively. This course is offered as an alternative to the typical speech course. SWAT (Speech With Advanced Technology) combines the oral communication skills learned in a Speech course with the latest technology found in the business world. This is invaluable preparation for college and a career in business. Earn your graduation requirement for Speech or Applied Arts.

Credit: ½

FAMILY AND CONSUMER SCIENCES

The chart below illustrates when students may take Family and Consumer Science courses:

Course	9 th Grade	10 th Grade	11 th Grade	12 Grade
Culinary Arts 1	X	X	X	X
Culinary Arts 2	X	X	X	X
Gourmet Foods	X	X	X	X
Nutrition and Fitness			X	X
Fashion Workshop	X	X	X	X
Fashion Merchandising	X	X	X	X
Child Development	X	X	X	X
Preschool Child	X	X	X	X
Human Relationships			X	X
Consumer Management	X	X	X	X

Culinary Arts 1

Acquire teamwork skills that will last a lifetime. Explore culinary techniques and cooking methods while learning to work safely and efficiently in the kitchen. Students will have the opportunity to meet guest chefs and observe demonstrations. Learn to prepare scones, pancakes, fresh pasta, salsa, and a variety of other delicious items. Develop skills that can be used for job placement in the hospitality industry or for personal use.

Eligible: 9, 10, 11, 12

Credit: ½

Culinary Arts 2

Continue to expand the food preparation skills learned in Culinary Arts 1 (foods 1) while using more advanced cooking methods to prepare meat and poultry dishes, soups, cakes, pizza, and many more. Students will participate in the famous Chili Contest and take a field trip to encounter career exploration in the Hospitality Industry. **Prerequisite:** Culinary Arts 1 or Foods 1

Eligible: 9, 10, 11, 12

Credit: ½

Gourmet Foods

Take your culinary skills to the advanced level. Prepare regional cuisines from all over the world. Current food and restaurant trends will be explored. Experience international cuisine and foods customs. Learn the advanced techniques for many gourmet food projects.

Prerequisite: Culinary Arts 1 or 2 or Foods 1 or 2

Eligible: 9, 10, 11, 12

Credit: ½

Nutrition and Fitness

This integrated program incorporates the principles of food and fitness. Students will analyze their diet, prepare nutritious foods, and participate in a variety of fitness and stress management activities. Each student will participate in a health and fitness evaluation at the beginning of the semester and will then establish his/her own fitness and nutritional goals for the semester. Activities include: computer diet analysis, selection and preparation of low fat foods and menus, running, walking, aerobics, other fitness related activities, and speakers related to health and fitness. This class may be repeated once; different topics are covered in the fall and spring semesters. This course fulfills the Physical Education requirement. If a student chooses to take this course and an additional PE course, they could elect to receive a .5 credit for Applied Arts rather than the .5 PE credit. Students are not allowed to waive out of this course for athletics or band during their season.

Eligible: 11, 12

Credit: ½ (PE)

Fashion Workshop

The main focus of the course is the changing world of fashion and how to make it work for you. Design your own fashions as you create projects. Find out figure types and learn to choose clothes that will make you look your best. Students learn to coordinate fashion looks and accessories by applying the principles and elements of design to their projects.

Eligible: 9, 10, 11, 12

Credit: ½

Fashion Merchandising

An adventure into the fashion world: fashion merchandising, apparel design, advertising, retail buying, visual display, modeling, fashion show production or textile design! Class projects allow students to learn skills used in fashion related businesses. This course includes many hands-on projects.

No Prerequisite required.

Eligible: 9, 10, 11, 12

Credit: ½

Child Development

Students will participate in a hands-on learning experience working with children ages 3-5 in our Castle Preschool here at West. They will learn about physical, social, emotional, and intellectual development of children newborns-preschool age. Students will work as observe and teacher's aides helping to implement age appropriate activities for the preschoolers in the areas of art, music, science, and math. This class will give students tools to work with children one day in many capacities from babysitting to becoming a parent. It may also help students discover a passion for a career in the early childhood field.

Eligible: 9, 10, 11, 12

Credit: ½

Preschool Child

Students will continue their work with the children in Castle Preschool here at West. This semester students will spend the first few weeks learning about teaching techniques, communication, and use the information learned in child development to then create and teach lessons to the preschoolers. Students will work in groups and become the role of the teachers in the areas of art, music, math, and science for the preschoolers. This course is highly recommended for anyone thinking of pursuing a career in education, psychology, or social services. Various careers are explored.

Prerequisite: Child Development

Eligible: 9, 10, 11, 12

Credit: ½

Human Relations

Look closely at the relationships you have with important people in your life. Learn about yourself and others. Examine personality development theories and how they apply to the individual. Explore future relationships such as marriage and parenthood as you develop an understanding of the person you are now and the person you want to become. This course examines positive communication skills and techniques essential to everyone as they interact with others in their careers and relationships.

Eligible: 11, 12

Credit: ½

Consumer Management

Learn the personal finance and consumer skills necessary to survive on your own. Explore the world of financial decision making and learn how to exercise your rights as a consumer. Topics include, budgeting, credit management, saving, investing, comparison shopping, insurance, car-buying, and housing, and taxes. Take Consumer Management to begin good financial practices early! This class meets the Consumer Education graduation requirement.

Eligible: 9, 10, 11, 12

Credit: ½

ENGLISH

Department Chair: Mr. Ben Peterselli

The mission of the West English Department is to help all students gain a life-long appreciation for the importance of language and literature in their everyday lives while honing the skills each individual needs to effectively communicate in today's modern world.

All courses in this department carry ½ unit of credit per semester. Students' reading and writing skills develop at different speeds--so, too, do their maturity and desire to stretch themselves. Students are not locked into a course sequence for four years.

See "Higher Education" on page 15 for Illinois college and university requirements.

9 th Grade	English 1	English 1 Honors
10 th Grade	English 2	English 2 Honors
11 th Grade	English 3	AP English Language
12 th Grade	<u>Semester-Long English Electives</u> African American Experiences in Literature Creative Writing Dual Credit English Composition 1 & 2 Independent Literature Journalistic Writing 1 & 2 Modern Literature Modern Poetry Modern Research Senior Composition World Literature Writing about Contemporary Culture	<u>AP Literature</u> <u>AP Research*</u>

*AP Research is the second course in the AP Capstone program.
AP Research students must first take AP Seminar.

English 1

English 1 introduces students to the major genres, themes, and approaches that they will encounter throughout their high school career in the English classroom. Activities, assignments and thematic units will encourage students to make meaningful connections and to extend understanding beyond the text. Through a balance of contemporary and classic works from a multitude of genres, students will improve their writing, reading, speaking, and listening skills.

Eligible: 9

Credit: 1

English 1 Honors

English 1 Honors is offered to students with strong reading and writing ability and interest in the study of English. This course thematically integrates the study of language, composition, and literature in order to develop and enhance critical thinking skills. Course content is enriched, rigorous, and rapidly paced, designed to prepare students to take Advanced English Placement courses as juniors and seniors. Placement in English 1 Honors depends upon test scores, teacher and department chair recommendations.

Eligible: 9

Credit: 1

English 2

Students focus on literature, writing, grammar, vocabulary, and study skills. They connect writing and grammar with the three-paragraph essay which they learned during the freshman year. Students demonstrate growth with more complex writing tasks: the goal is to master the five-paragraph essay with idea development and continuity, appropriate usage and punctuation, and accurate spelling. In literature work, students concentrate on an understanding and appreciation of poetry, the short story, and the novel as literary forms. They also gain deeper understanding of short story elements, poetic terms, additional literary devices, and vocabulary study.

Eligible: 10

Credit: 1

English 2 Honors

This course is a study of significant historical periods of Western literature. Students will explore traditional British and American authors as well as diverse contemporary voices. Students will examine prominent themes through the analysis of literature and develop strategies for comparative writing. Preparation for the AP Composition, Literature and Language tests will be incorporated into this course. Students participate in a summer reading program that requires the reading of a text and the completion of written responses due at the beginning of the semester.

Eligible: 10

Credit: 1

English 3

Besides engaging in an in-depth study of the types of American literature as these developed in our literary history, students focus intensively on the study of literature, composition, and language. Emphasis is placed on the development of American culture as apparent in our literary heritage. Students will continue to develop argument writing skills as they learn how to effectively compose synthesis essays.

Eligible: 11

Credit: 1

AP English Language and Composition

This college-level course meets the needs of students whose interests and abilities warrant an especially rigorous course of study. The course is a study of representative American authors and literary works from the 1600's to the present day. Students are encouraged to explore prominent themes of American culture through the intensive analysis of texts of all genres and historical periods. Students compose formal written analyses of texts (fiction and nonfiction) and compose persuasive essays using a variety of rhetorical strategies. Students participate in a summer reading program that requires the reading of a text and the completion of written responses that are due at the beginning of the semester. Successful completion of this course prepares students to take the Advanced Placement English Language Examination in May for college credit.

Eligible: 11

Credit: 1

AP English Literature and Composition

In this college-level course, students focus on literary criticism, research and written analysis of selected pieces of world and contemporary literature. They apply concepts in psychology, philosophy, history and sociology to literature; they analyze and evaluate logically these concepts within a framework of theoretical application. In this seminar style course, assessment of this thought process occurs through graded discussions, essay tests, critical essays and documented papers which are carefully analyzed for both content and fundamental grammatical skills. Students participate in a summer reading program that requires the reading of two texts and participation in an online discussion. Successful completion of this course prepares students to take the Advanced Placement English Literature Examination in May for college credit.

Eligible: 12

Credit: 1

AP Research

In the second year of the AP Capstone curriculum, students will design, plan, and conduct a year-long research-based investigation on a topic of individual interest. In this mentored inquiry and investigation, students will learn research methodology and ethical research practices while accessing, analyzing and synthesizing information to address their research question. This course culminates in a 5000 word academic thesis paper, an oral defense, and a public presentation of their research.

Eligible: 12

Credit: 1

African American Experiences in Literature

This study of the African American literary experience will examine how the historical, political, cultural, and societal elements of each time period are reflected through the novels, poetry, and voices of Black writers and thinkers throughout history. Through an exposure to black authors whose ideas and values reflect diverse backgrounds, students will gain an appreciation for a complex racial experience that celebrates both the similarities and differences among all people. This course is designed for anyone with a strong appetite for reading, a dedication to respectful discussion, and desire for personal growth around race and equity in our society.

Eligible: 12

Credit: ½

Creative Writing

This course stresses creative, original writing which focuses on process as well as product. Students explore various models and genres, analyze and discuss pieces which best exemplify creative writing, and write extensively. Their writing pieces range from short assignments geared to a particular skill to short stories, one-act plays, and poems. Students share their writing with peer reading groups and with the class as a whole. Students are evaluated on a portfolio basis.

Eligible: 11, 12

Credit: ½

Dual Credit English Composition 1

Introduces key concepts in rhetoric and writing, including situation and context, audience, genre, purpose, and persuasion. Students

apply these concepts in writing projects that demonstrate how reading and writing are embedded in multi-faceted academic, personal, social, political, and/or professional purposes. These writing projects unfold through a deliberate process of inquiry, feedback, and revision. **This course is offered at no cost and is guaranteed to transfer as 3 semester hours to an Illinois college or university through the College of DuPage transcript. To be eligible for this course, students must score a 950+ on the SAT.**
Eligible: 12 **Credit:** ½

Dual Credit English Composition 2

Builds upon the rhetoric, reading, and writing concepts introduced in English Composition 1 by having students compose inquiry-driving research projects. In their research process, students find and select the most appropriate sources to address research questions that are intended for a discourse community. Students integrate sources meaningfully for support and present their findings via the forms of media and genre that suit the project's objectives. **This course is offered at no cost and is guaranteed to transfer as 3 semester hours to an Illinois college or university through the College of DuPage transcript. To be eligible for this course, students must score a 950+ on the SAT and complete Dual Credit English Composition 1.**
Eligible: 12 **Credit:** ½

Independent Literature

Students enrolled in this class will select their own reading material from an approved reading list. After establishing personal reading goals, students will read, confer with the teacher and participate in small group discussions. In addition, students will keep reading response journals and write essays about their books.
Eligible: 12 **Credit:** ½

Journalistic Writing 1

Students learn the role of a free press through a survey of journalistic writing techniques and journalistic literature. Students will read widely, write and research extensively for a variety of journalistic audiences and purposes, and practice editing skills individually and with peer writing groups. Students will apply the skills learned by submitting their work to The Glen Bard for publication.
Eligible: 11, 12 **Credit:** ½

Journalistic Writing 2

This course builds upon the journalistic writing skills from Journalistic Writing 1. Explore the realms of investigative reporting, review writing, podcasting, and read and analyze the works of award-winning journalists. In what area do you want to grow? News writing, editorial writing, video reporting? You have the chance to select your approach to develop and hone your writing skills during the second half of the course. You will submit your writing portfolio at the conclusion of the course. **Prerequisite: Journalistic Writing 1 or Department Chair approval.**
Eligible: 11, 12 **Credit:** ½

Modern Literature

Students read and study literature in a variety of forms spanning the time period of 1950 to present day. Technically, this falls under postmodernism. Students read novels, short stories, newspaper columns, and poems analyzing them through the major themes of postmodernism. The class also pulls from movies, TV shows, and YouTube videos to understand how postmodernism is embedded in their lives. In addition to reading and discussing, students write reflections and a documented research paper.
Eligible: 12 **Credit:** ½

Modern Poetry

American poet William Carlos Williams said "It is difficult / to get the news from poems / yet men die / miserably every day / for lack / of what is found there." This semester-long course invites students to discover what can be found in the poems of the twentieth and twenty-first centuries. Building on the analytical reading and writing skills of the first three years of English, students will learn the "Thirteen Ways of Looking at a Poem," including diction, syntax, tone, and form. As they explore modern poetry, students will conduct research on a poet, learn to recite poetry, and answer the semester's guiding question: What is the value of poetry?
Eligible: 12 **Credit:** ½

Modern Research

What have you always wanted to learn? Learn 21st century researching and writing skills and apply them to an area of your own personal interest. Learn how to find credible, reliable research using a variety of sources. Develop your writing and analysis skills through different mediums. Students should be self-motivated and be able to manage long-term projects. The course will focus on two large projects with final presentations at the end of each unit.
Eligible: 11, 12 **Credit:** ½

Senior Composition

This course is designed to help you explore the writing process with a particular focus on rhetoric: the art of persuasion through

effective and deliberate writing. We will discuss academic writing and practices—including argument and the use of sources. You will also work to develop your voice through narrative technique and by developing a toolbox of moves to empower you as a writer. To do this, you will read, write, and think critically in your exploration of rhetorical structures. Assignments will involve close reading, drafting, and revision. Reflection and self-assessment are also integral to the course.

Eligible: 12

Credit: ½

World Literature

This course is designed for students with average to above average reading and composition skills. Students become acquainted with a variety of authors from cultures not represented elsewhere in the English curriculum, such as literature from Africa, Latin America, India, the Middle East, and Asia. In studying literature and film, students discover that people around the world have important commonalities, but also have interesting differences. Independent reading and research from selected collections provide students the opportunity to pursue individual interests.

Eligible: 12

Credit: ½

Writing About Contemporary Culture

This course will teach you how to write convincingly about contemporary cultural texts and issues. In order to write thoughtfully, one must be able to “read” thoughtfully. So this course will also stress the importance of critically evaluating and analyzing cultural messages. Students will analyze, critique, and deconstruct a variety of cultural messages from a variety of genres. Ultimately, this course will provide you with the writing skills necessary to participate in academic discourse about the issues, trends, and concepts that are currently shaping our culture.

Eligible: 12

Credit: ½

ENGLISH LEARNERS

EL Building Coordinator: Ms. Laura Roy

All courses in this program carry ½ credit per semester.

The EL program is designed to support the needs of English learners.

English 1 EL – EN1041(2) - Eligible: 9, 10, 11, 12 (1 year, 1 credit)

(Typically recommended for students with ACCESS scores in the range of 1.0 - 1.9.)

This course is designed for students who have little or no English language proficiency. Students use phonics and decoding strategies to develop skills in vocabulary and reading comprehension as well as written and oral English conventions. An immersion in English language and American culture will prepare students to transition into EL 2 and other appropriate academic classes. Must be consecutively enrolled in Language Skills 1 EL.

Language Skills EL – EN1141(2) - Eligible: 9, 10, 11, 12 (1 year, 1 credit)

This course is the second daily period of English 1 EL. It is designed for students from non-English speaking backgrounds to become proficient in listening, speaking, reading, and writing while developing literacy skills necessary to be successful in academic settings. Must be consecutively enrolled in English 1 EL.

English 2 EL – EN1241(2) - Eligible: 9, 10, 11, 12 (1 year, 1 credit)

(Typically recommended for students with ACCESS scores in the range of 2.0 - 2.9.)

This course is designed for beginning English Learners who demonstrate basic English language comprehension and fluency, and who are continuing to develop skills in listening, speaking, reading and writing. Students are encouraged to use English in real life situations and to manipulate vocabulary and structures that they will need in their content-area classes. Grammar is taught formally by rules and informally through practice and repetition. Must be consecutively enrolled in Language Skills 2 EL.

Language Skills 2 EL – EN1341(2) - Eligible: 9, 10, 11, 12 (1 year, 1 credit)

This course is the second daily period of English 2 EL. It is designed for students to learn structural patterns to effectively communicate in content-area topics. Reading material is guided and controlled to ensure practice of grammatical structures. Vocabulary development focuses on interpersonal communication and content-area terminology. Students also begin to develop more comprehensive writing skills. Must be consecutively enrolled in English 2 EL.

English 3 EL – EN2041(2) - Eligible: 9, 10, 11, 12 (1 year, 1 credit)

(Typically recommended for students with ACCESS scores in the range of 3.0 - 3.9.)

This course is designed for students at an intermediate level of English language proficiency who have developed comprehension and conversational English skills. Students will be introduced to adolescent literature to help familiarize them with American society and culture. Students will also utilize inferential and other higher-level thinking skills. At the completion of this course, students will exhibit high-intermediate to advanced level proficiency in the four domains of listening, speaking, reading and writing. Must be consecutively enrolled in Language Skills 3 EL.

Language Skills 3 EL – EN2141(2) - Eligible: 9, 10, 11, 12 (1 year, 1 credit)

Students will build on the vocabulary learned in English 2 EL. Vocabulary used in content-area classes will be studied to develop academic language proficiency. The course expands on students' existing language skills, emphasizing writing and formal speaking. Students will have opportunities for continued practice and refinement of academic language skills. Must be consecutively enrolled in English 3 EL.

English Bridge EL – EN31041(2) - Eligible: 9, 10, 11, 12 (1 year, 1 credit)

(Typically recommended for students with ACCESS scores in the range of 4.0 - 4.7.)

As the final course of English EL, it is designed to expose students to reading and writing at a high-intermediate to advanced level of English language proficiency. Emphasis will be placed on reading strategies and the writing process. Students will be introduced to various types of literature and will be provided with opportunities to further practice and refine all language skills. At the completion of EL Bridge, students will exhibit advanced level proficiency in the four domains of listening, speaking, reading and writing. Upon successful completion of the program of study, students will be prepared to thrive in a mainstream English course.

EL Speech

Students examine the various components of the communication process. They engage in a variety of projects and oral presentations involving interpersonal, group, and public communication processes. Students are required to give a variety of informal and formal speeches. This course also places specific emphasis on fluency for English Learners.

Eligible: 9, 10, 11, 12

Credit: ½

Health EL

The course focuses on providing factual information in order for students to make healthy decisions. The major units of study include mental health, nutrition and disease, drug use and abuse, human sexuality and relationships, and safety and first aid. The EL sections are delivered in a modified format to facilitate the development of the English language as well as a thorough understanding of health and wellness. Upon completion of this course the student will have met the health education requirement.

Eligible: 9, 10, 11, 12

Credit: ½

Biology EL

The course follows a curriculum that is similar to that being taught at the regular biology level. Content is scaffolded and academic language is emphasized. Students learn about the complexity and simplicity of the living world. Activities include laboratory experimentation, observation, dissection, problem-solving, role-playing and cooperative presentations.

Eligible: 9, 10, 11, 12

Credit: 1

Physical Science EL

Students will discover the basic elements of chemistry, physics, earth science and environmental science through experimentation and reading. Content is scaffolded and academic language is emphasized.

Prerequisite: English 2 EL or English 3 EL enrollment

Eligible: 9, 10, 11, 12

Credit: 1

Global Studies EL

The daily practice of reading, writing, listening and speaking English is given high priority in order to prepare students for U.S. History EL. The course also combines the study of world history and geography and prepares students to become knowledgeable members of a diverse global community. Students will learn basic geography skills while exploring different regions of the world and their unique geography, cultures, history, and current conditions.

Prerequisite: ELL Newcomer and Level 1

Eligible: 9, 10, 11, 12

Credit: 1

U.S. History EL

The course is designed to meet two objectives: to improve each student's English language ability and to learn about United States history. Students will explore significant events from the Colonial Period through the 20th Century and will be encouraged to think critically about the events and people that have come to define the United States. Students will also practice reading, writing, speaking, and listening in English. Successful completion of U.S. History EL will provide students with the skills and background knowledge needed in U.S. Government and Politics EL. Successful completion of this course is required for graduation.

Eligible: 9, 10, 11, 12

Credit: 1

Driver Education EL

This course consists of both the classroom and behind-the-wheel portion of driver education. Upon successful completion of the course, the student will have met the State of Illinois requirements to obtain a driver's license. The course will be delivered in a modified format suitable for EL students and prepare them in the physical, social, and cognitive aspects of the driving task. Additional information and requirements can be found in the main portion of the driver education course description.

Eligible: 10, 11, 12

Credit: ½

Consumer Management EL

This class will help students coming from a variety of economic systems understand and adapt to the free market economy of the United States. Topics studied will include money management (budgeting, credit, saving and investing, and taxes); risk management (health insurance, auto insurance, life insurance and property insurance); comparison shopping; decision making; and consumer rights and responsibilities. In addition, students will explore careers and discover how to get and keep a job. After completing the course, students will be able to make wise personal and financial decisions and know where to get help when needed. This course meets the consumer education requirement for graduation.

Eligible: 10, 11, 12

Credit: ½

United States Government and Politics EL

This course supports language acquisition and communication skills to complement the study of the political structure of the United States at the national, state, and local levels. Students will begin their study examining classical political philosophies and explore the practical operations of government at the local, state, and national levels. Students will be encouraged to think critically about the role of individual citizens in the political process and are expected to engage in activities which involve active citizenship in and outside of the classroom. **State of Illinois and Glenbard District #87 requirement: Successful completion of this course fulfills the civics requirement for graduation.**

Eligible: 10, 11, 12

Credit: 1

Pre-Algebra EL

Pre-Algebra EL is a sheltered content class that covers pre-algebra material, including whole numbers, decimals, fractions, percentages, proportions and equations with one variable. The class provides a solid math foundation of skills, processes and vocabulary on which future classes will build. Students completing Pre-Algebra EL progress to Algebra EL or Algebra 1.

Eligible: 9, 10, 11, 12

Credit: 1

Algebra EL

Algebra EL is a study of linear and nonlinear functions with an emphasis on understanding these concepts through multiple representations of equations, tables, and graphs. The course is also enriched with language development activities to help EL students gain proficiency in mathematical academic vocabulary.

Eligible: 9, 10, 11, 12

Credit: 1

Geometry EL

Geometry ELL is an integrated course in plane, solid, and coordinate geometry. This course emphasizes vocabulary development, problem-solving skills, and opportunities to apply algebra concepts to geometric situations.

Prerequisite: Algebra 1 or Algebra EL

Eligible: 9, 10, 11, 12

Credit: 1

MATHEMATICS

Department Chair: Ms. Melissa Williams

- All courses in this department carry $\frac{1}{2}$ credit per semester.
- All students enrolled in mathematics must have a scientific calculator. A graphing calculator is required for Algebra 2 w/Trigonometry, Precalculus, Algebra 2 w/Trigonometry H, Probability and Statistics, Advanced Mathematical Applications and Precalculus H. Students who enroll in Calculus AB or BC and AP Statistics must have a graphing calculator for the Advanced Placement Examination.
- Three credits in mathematics are required for graduation. Universities and colleges have unique mathematics' requirements for admission. These requirements should be followed to ensure proper prerequisites are met for admission. See "Higher Education" on page 14 for Illinois college and university requirements.

Freshman	Algebra 1	Integrated Algebra & Geometry	Geometry H	Algebra 2 w/Trigonometry H
Sophomore	Algebra 2	Algebra 2 w/Trigonometry	Algebra 2 w/Trigonometry H	Precalculus H
Junior	Geometry with Trigonometry	Math Modeling Precalculus	precalculus	AP Calculus (AB) AP Calculus (BC)
Senior	Math Modeling Precalculus AP Statistics Advanced Math Applications Probability & Statistics Algebra 3 Math 1218 : General Education Math (Dual Credit Course)	Math Modeling Precalculus AP Calculus (AB) AP Statistics Advanced Math Applications Probability & Statistics Math 1218: General Education Math (Dual Credit Course)	AP Calculus (AB) AP Calculus (BC) AP Statistics	Multivariable Calculus AP Statistics

NOTE:

1. Students needing trigonometry for college can obtain this requirement by taking Algebra 2 w/Trigonometry or Geometry with Trigonometry

Elective Course Offerings:

Advanced Placement Statistics - (Honors)

Advanced Mathematical Applications - (College Prep)

Probability & Statistics - (College Prep)

****Check course description and prerequisites for elective courses. Some elective courses can be taken simultaneously with other math classes.

Algebra 1

This course stresses precision of language and emphasizes algebraic laws and structure. A strong arithmetic background is required. The course content consists of number concepts, linear expressions, functions and equations, polynomial expressions, quadratic equations, graphing, probability, statistics, and data analysis. Technology support will be included in instruction. Scientific calculator is required.

Prerequisite: Teacher recommendation

Eligible: 9

Credit: 1

Algebra 2

Algebra 2 is designed for students who are not yet prepared for the level of abstraction and discipline required in Algebra 2 w/Trigonometry. This course involves considerable review and skill building; the connection between new topics and those covered the previous year is stressed. Upon completion of this course, students may enroll in Geometry w/Trigonometry and then enroll in Algebra 3 or an elective course.

Prerequisite: Algebra 1

Eligible: 10, 11, 12

Credit: 1

Algebra 2 w/Trigonometry

This course reinforces and integrates algebra with geometry. Pure and applied mathematics are integrated throughout as students learn about various functions from numerical, graphical and analytical representations. In addition to reinforcing algebra topics, students study matrices, variation, quadratics functions and relations, complex numbers, exponential and logarithmic functions, polynomials, series, combinations, and trigonometric functions. Students apply concepts and acquire skills with the assistance of technology.

Prerequisite: Integrated Algebra and Geometry

Eligible: 10, 11, 12

Credit: 1

Algebra 2 w/Trigonometry H

This enriched course is a rigorous study of functions with special emphasis on understanding and problem solving. Concepts in algebra and geometry enhance the applications of this course and their role in mathematics. Graphing calculators are required and are used frequently throughout the course. Topics covered include functions and relations, systems of linear equalities and inequalities, quadratic, complex numbers, exponential and logarithmic functions, rational and irrational algebraic functions, conics, higher degree functions, sequences, series and trigonometric functions.

Prerequisite: Geometry Honors

Eligible: 9, 10, 11

Credit: 1

AP Calculus (AB)

This is a full-year, college-level course that follows the outline of the Advanced Placement Program for Calculus AB. Topics include differentiation and integration of algebraic and transcendental functions and the application of these skills and concepts. Additionally, applications of mathematical concepts are integrated to develop connections. Completion of this course prepares students for the Advanced Placement examination in the AB level of Calculus in May. Students who enroll in this course are expected to take this test.

Prerequisite: Precalculus

Eligible: 11, 12

Credit: 1

AP Calculus (BC)

This is a college-level, full-year course in calculus. The material follows the outline of the Advanced Placement Program for BC Calculus. Topics included are differentiation and integration of algebraic and transcendental functions, techniques of integration, indeterminate forms, improper integrals, infinite series, differential equations, parametric functions, vector functions, and applications of these. Completion of this course prepares students for the Advanced Placement examination in the BC level of calculus in May. Students who enroll in this course are expected to take this test.

Prerequisite: Precalculus H

Eligible: 11, 12

Credit: 1

Geometry H

Students prepare for entry into advanced levels of the honors program. They study all of the topics covered in the regular geometry course. In addition, students learn more rigorous standards of proof, more formal logic, more sophisticated locus and construction problems, and a wide variety of applications and problem-solving techniques.

Prerequisite: Algebra 1

Eligible: 9

Credit: 1

Geometry w/Trigonometry

This year long course is a study in plane, solid, and coordinate geometry, as well as an introduction to trigonometry through right triangles. This integrated course satisfies the requirements for both Geometry and Trigonometry.

Prerequisite: Algebra 2

Eligible: 11, 12

Credit: 1

Mathematical Modeling

Students will apply mathematical concepts covered in prerequisite courses. These concepts are re-introduced and used in group based problem solving projects with an emphasis on collaboration, communication, critical thinking and creativity. Topics covered in this course include 3-dimensional drawing, scale drawing, proportion, budgeting and finance

Eligible: 11,12

Credit: 1

Multivariable Calculus H

Multivariable Calculus is the capstone to our calculus course sequence and is offered through a dual enrollment model with The University of Illinois @ Urbana-Champaign and taught at Glenbard West by a Glenbard West teacher. There is an enrollment fee of approximately \$300 per student. This fee also avails the student to 4 hours of undergraduate credit at the University of Illinois upon completion of the course. This Mathematica based course uses the award-winning Calculus & Mathematica (C&M) courseware that provides a focus on application and deep conceptual understanding. While students are expected to be able to perform calculations by hand, abstracting away from the algebraic calculations can often make it easier to initially learn the connections between concepts. Mathematica allows students to quickly produce and easily change graphics and representations of their formulas.

Prerequisite: Students must score a 4 or 5 on the AP Calculus BC exam given in May.

Eligible: 12

Credit: 1

Precalculus

This course bridges all previously studied areas of mathematics: algebra, geometry, and advanced algebra. Students study functions, logarithms, an in-depth investigation of trigonometric equations, polar coordinates and beginning calculus concepts. The use of a graphing calculator is integrated throughout the course.

Prerequisite: Algebra 2 w/Trigonometry

Eligible: 11, 12

Credit: 1

Precalculus H

This is a rigorous course of study in precalculus mathematics with an emphasis on problem-solving and the acquisition of skills necessary for further study of advanced mathematical topics. The course focuses on the study of zeros of polynomials (including synthetic division) and all of trigonometry. Other topics included are sequences and series (arithmetic and geometric), the binomial theorem, permutations and combinations, and DeMoivre's Theorem. Analytic geometry is also covered with emphasis on polar coordinates. Trigonometric topics are incorporated into the course.

Prerequisite: Algebra 2 w/Trigonometry H

Eligible: 10, 11

Credit: 1

ELECTIVES

Advanced Mathematical Applications

This course is designed primarily for students whose college education will likely lead to careers in business or in the behavioral, social, or biological sciences. Course topics include logic, sets, modeling, linear equations and inequalities, matrix algebra, linear programming, and the simplex method. Applications are presented which require problem-solving experiences in several professional and career fields.

Prerequisite: Credit in or concurrent enrollment in Algebra 2 w/Trigonometry

Eligible: 12

Credit: ½

Algebra 3

This course is designed for college-bound seniors that have completed Algebra 2 with Trigonometry before Senior Year, but do not choose to enroll in a precalculus during their Senior year. Upon successful completion of the course, students who choose to attend College of DuPage (COD) will be guaranteed placement into one of three credit bearing college math courses at COD and will not be required take a non-credit "developmental" or "remedial" math course. The content of this course will be a review and extension of the Algebra topics taught in Algebra 2 with Trigonometry, an exploration of elementary statistics, and selected topics foundational for college level mathematics. This course emphasizes collaborative, project-based exploration of real world problems to develop mastery of mathematical topics. ALEKS PPL is utilized throughout the course for remediation, adaptive learning, and assessment.

Prerequisite: Students must be in 12th grade and have completed courses covering Algebra 1, Geometry, and Algebra 2 with Trigonometry

Credit: 1

Math 1218: General Education Math (Dual Credit Course)

Students will learn mathematical reasoning and the solving of real-life problems, rather than routine skills. Four topics will be studied: set theory, logic theory, counting techniques and probability, and mathematics of finance. The course is designed to fulfill general education requirements, and not designed as a prerequisite for any other college mathematics course. This course is for students who plan to obtain an Associate of Arts or Bachelors of Arts degree and believe that a dual credit Math course would be a good fit on that College and career pathway. This course is offered at no cost and is guaranteed to transfer to an Illinois college or university through the College of DuPage transcript.

Prerequisite: Math SAT score of 530+

Eligible: 12

Credit: 1

(3 College Credits)

Probability and Statistics

Statistics is the science of collecting information; organizing and displaying the information in the form of numerical data; and analyzing, interpreting, and making predictions from the data. This course familiarizes students with simple experiment design, formulation and testing of hypotheses, and adoption of confidence intervals. It is a college/work-preparatory course recommended for students considering careers involving data management such as computer sciences, biological/ecological sciences, business management, education, psychology, and research fields. Students will become familiar with computer statistics software used to interpret, apply, and evaluate data.

Prerequisite: Credit in or concurrent enrollment in Algebra 2 w/Trigonometry

Eligible: 12

Credit: ½

AP Statistics

Advanced Placement Statistics will provide a full-year Junior/Senior honors mathematics course for college-bound students. It will provide students who may enter either a non-math-science as well as math-science career field with excellent preparation for dealing with interpretation of data. This course will develop topics dealing with data analysis, sampling and experimentation, and statistical inference. A TI-83 Plus OR TI-89 graphing calculator is required. Completion of this course prepares students for the Advanced Placement examination in May. Students who enroll in this course are expected to take this test.

Prerequisite: Algebra 2 w/Trigonometry

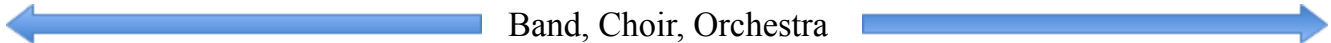
Eligible: 11, 12

Credit: 1

MUSIC

Department Chair: Mr. Jonathan Walsh

- All courses in this department carry 1/2 credit per semester.
- Students may have more than one-half (.5) credit in this department included in the twenty-three (23) credits required for graduation.
- See “Higher Education” on page 13 for state college and university requirements.

Sample Four Year Plan with Emphasis on Music			
Freshman	Sophomore	Junior	Senior
			
English	English	English	English/Speech
Math	Math	Math	Math
Science	Science	Science	Science
Social Studies	Social Studies	Social Studies	Con Ed Req/App Arts Req*
PE / Health	PE / Drivers Ed	PE	PE
World Language	World Language	World Language or Other Elective	World Language or AP Music Theory

“ / ” denotes a one semester class

There are many other ways to fulfill both the Consumer Education and Applied Arts Requirements.

Please consult a music director, guidance counselor, or the Curriculum Guide under Graduation requirements to answer any questions.

Hip Hop Production 1

This class is for students with an interest in or curiosity about Hip-Hop music. The main purpose of the course is to create original Hip-Hop music (both lyrics and beats). Students use and learn about loop-based software on their iPad and/or a computer to create and sample beats. Students will have access to recording equipment to create studio-quality audio recordings of their rapping and/or singing. While the focus of the class is on creating new material, students will also explore Hip-Hop origins, current Hip-Hop music, Hip-Hop culture (graffiti art, beatboxing, and break dancing), as well Hip-Hop’s impact on society and social issues. Students do not need any experience or background in Hip-Hop music to take this course. By the end of this course, every student will have created at least one original song.

Eligible: 9, 10, 11, 12

Credit: ½

Hip Hop Production 2

This class is for students with experience in creating, performing, and/or producing Hip-Hop music. Students will build upon their existing skill and knowledge base with digital audio workstations. Students will have access to recording equipment to create studio-quality audio recordings of their rapping and/or singing. Students will also discuss and defend the impact of their music on society within Glenbard West and beyond its walls. By the end of this course, every student will have produced enough original content to fill a playlist or album. Repeatable for credit.

Prerequisite: Successful completion of Hip Hop Production 1 or approval of the instructor.

Eligible: 9, 10, 11, 12

Credit: ½

AP Music Theory

Students focus on an intensive study of music theory, history and performance practices. This full-year course is intended to give serious music students a foundation and orientation in collegiate music study. Areas surveyed include keyboard learning, ear training, tertiary theory, standard music literature, performance, and music history. This course prepares students for the Advanced Placement Examination in Music Theory in May. Students who enroll in this course are expected to take this test.

Prerequisite: Recommendation of teacher

Eligible: 10, 11, 12

Credit: 1

Guitar 1

Students with no previous experience or very little experience on guitar learn the basics of music notation and music theory as well as note reading and chord symbols. Basic guitar techniques, such as tuning, strumming, picking, and chord playing are presented. Students must provide their own classical guitar with picks and a case, though the school does own a limited number of guitars to use for class. Students may not use amplified or electric guitars.

Eligible: 9, 10, 11, 12

Credit: ½

Guitar 2

This class is for students with previous experience playing the guitar and reading music. Students will improve their skills and musical understanding of notes, chords, playing technique, musical notation and tablature. Students must provide their own classical guitar with picks and a case. Students may not use amplified or electric guitars. Prerequisite: Successful completion of Beginning Guitar or approval of instructor.

Eligible: 9, 10, 11, 12

Credit: ½

Chamber Orchestra

This class is for students who have played a stringed instrument previously, and who are continuing to develop technical and musical proficiency on their instrument. Emphasis is placed on bowing, vibrato, intonation, and rhythm, as well as techniques of ensemble playing and full orchestra performance. Several styles of music are prepared, and some performances are done in combination with the Concert Orchestra. Students must enroll in both semesters of this program.

Prerequisite: Previous instruction on chosen instrument.

Eligible: 9, 10, 11, 12

Credit: 1

Concert Orchestra

The Concert Orchestra is open to string players who have attained a high level of proficiency on their instrument. The orchestra performs at school events and for civic, fraternal, and community organizations. Students focus on musical growth through study and performance of music from all stylistic periods. Wind and percussion players are selected from the Symphonic Band and rehearse with the strings as determined by performance needs. Wind and percussion players are added from Symphonic Band to create a full symphonic orchestra. Students must enroll in both semesters of this program.

Prerequisite: Selection by the director

Eligible: 9, 10, 11, 12

Credit: 1

Baritone Choir

Baritone choir is a beginning vocal ensemble for tenor and bass singers. Instruction includes music theory, music history, vocal techniques, sight singing, performance decorum, and ensemble performance techniques. Special emphasis will be placed on the specific mechanics of the voice and understanding proper vocal production and good tone. Baritone Choir will perform on all major concerts and at some festivals. No audition required. Students must enroll in both semesters of this program unless given permission by the instructor.

Eligible: 9, 10, 11, 12

Credit: 1

Treble Choir

Treble choir is a beginning vocal ensemble for soprano and alto singers. Instruction includes music theory, music history, vocal techniques, sight singing, performance decorum, and ensemble performance techniques. Special emphasis will be placed on the specific mechanics of the voice and understanding proper vocal production and good tone. Treble Choir will perform at all major concerts and at some festivals. No audition required. Students must enroll in both semesters of this program unless given permission by the instructor.

Eligible: 9, 10, 11, 12

Credit: 1

Advanced Treble Choir

This vocal ensemble is an advanced group for singers who have had experience in a chorus. Continued study of tone production and breath control, perceptual skills, elementary sight reading, and music theory concepts are stressed. Each year members are required to participate in several formal concerts presented by both the individual choruses and the combined choral department. Upon completion of the course students may audition for membership in the Concert Choir or Chamber Choir. **Students must enroll in both semesters of this program.**

Prerequisite: Audition required with the director

Eligible: 9 by audition, 10, 11, 12

Credit: 1

Concert Choir

Concert Choir is a large auditioned vocal ensemble for mixed vocal part singers. Instruction includes music theory, music history, advanced vocal techniques, advanced sight singing, performance decorum, and advanced ensemble performance techniques. Specific focus is given to large ensemble skills and literature. Styles from the Renaissance to the present will be covered. The ensemble performs during the school year, including community service concerts and festivals. Enrollment is by audition and/or instructor permission. Students must enroll in both semesters of this program.

Prerequisite: Audition required with the director

Eligible: 9 by audition, 10, 11, 12

Credit: 1

Chamber Choir

Chamber Choir is a smaller auditioned vocal ensemble for mixed vocal part singers. Instruction includes music theory, music history, advanced vocal techniques, advanced sight singing, performance decorum, and advanced ensemble performance techniques. Specific focus is given to small ensemble skills and literature. Styles from the Renaissance to the present will be covered, including madrigal and jazz. The majority of the repertoire will be performed a cappella. The ensemble performs during the school year, including community service concerts, festivals, and a spring tour. Enrollment is by audition and/or instructor permission. Students must enroll in both semesters of this program.

Prerequisite: Audition required with the director

Eligible: 9 by audition, 10, 11, 12

Credit: 1

Intermediate Band

Intermediate Band is offered to students who have a good basic knowledge of their instrument. They study the fundamentals of technique and musicianship in solo, small ensemble, and full ensemble experiences. Students perform at seven concerts during the year. Students must enroll in both semesters of this program. **Prerequisite: Previous instruction on chosen instrument at the middle school level**

Eligible: 9, 10, 11, 12

Credit: 1

Intermediate Band Percussion

Intermediate Band Percussion is for students who specialize in playing drums, mallets, and other percussion instruments. Students will work in all areas of percussion from drum technique, mallet strokes, timpani tuning, and toy performance. Students perform at seven concerts during the year.

Students must enroll in both semesters of this program. **Prerequisite: Selection by audition**

Eligible: 9, 10, 11, 12

Credit: 1

Concert Band

Concert Band is for students with above average musical ability on their instrument. They focus on music reading, tone production, ensemble playing, counting, listening, and intonation. Students perform at seven concerts during the year. Students must enroll in both semesters of this program.

Prerequisite: Selection by audition

Eligible: 9, 10, 11, 12

Credit: 1

Concert Band Percussion

Concert Band Percussion is for students with above average musical ability who specialize in playing drums, mallets, and other percussion instruments. Students will work in all areas of percussion from drum technique, mallet strokes, timpani tuning, and toy performance. Students perform at seven concerts during the year. Students must enroll in both semesters of this program. **Prerequisite:** Selection by audition
Eligible: 9, 10, 11, 12 **Credit:** 1

Symphonic Band

The Symphonic Band involves students who have attained a high level of proficiency on their instrument. Musical ability and a positive mental attitude as well as the desire to achieve fine musical results are the prime prerequisites for this organization. Students perform at concerts, selected festivals and at solo and ensemble contests throughout the year. Students perform at seven concerts during the year. Students must enroll in both semesters of this program.

Prerequisite: Selection by audition

Eligible: 9, 10, 11, 12

Credit: 1

Symphonic Band Percussion

Symphonic Band Percussion involves students who have attained a high level of proficiency who specialize in playing drums, mallets, and other percussion instruments. Students will work on all areas of percussion from drum technique, to mallet strokes, to timpani and toy performance. Students perform at a minimum of five to six concerts a year. All students perform at our local solo and ensemble festivals. Students perform at seven concerts during the year.

Students must enroll in both semesters of this program. **Prerequisite:** Selection by audition

Eligible: 9, 10, 11, 12

Credit: 1

PHYSICAL EDUCATION/HEALTH/DRIVERS EDUCATION

Department Chair: Ms. Janeé Hallahan

- We are discovering more and more that daily physical education and increasing one's heart rate helps each student focus better, comprehend more information, improve memory recall and stimulate the brain. Dr. Ratey a Harvard Professor describes; "Exercise is like Miracle-Gro for the brain".
- All courses in this department carry ½ credit per semester.

Physical Education Requirements for Graduation

	SEMESTER 1	SEMESTER 2
Freshman	PE or Health	PE or Health
Sophomore	PE or Driver Education or Team-building/Leadership	PE or Driver Education or Team-building/Leadership
Junior	PE Elective	PE Elective
Senior	PE Elective	PE Elective

- All students are required to earn three credits in physical education (6 credit per semester course) to meet Glenbard graduation requirements and to fulfill the Illinois mandated physical education requirement. This mandate states that all students should be enrolled in daily physical education except during those semesters in which they are taking health and driver education.
- Students may also enroll in elective physical education courses. Up to 4.0 credits in physical education courses may be earned toward graduation.
- Participation is an essential component of Physical Education. Students are expected to dress in the required uniform in an effort to: insure the safe participation of the students and their peers, promote good hygiene, and provide the maximum opportunity for successful completion of the course by being able to engage in activity.
- All students enrolled in P.E. are required to wear a uniform consisting of a Glenbard West P.E. shirt and Glenbard West P.E. shorts or sweatpants, as well as appropriate athletic footwear. Uniforms can be purchased through your child's P.E. teacher or at the bookstore. In the event that a student forgets their uniform, rental uniforms are available every day.

Freshman & Sophomore Physical Education Courses

This course emphasizes knowledge and development of fitness and wellness concepts through instruction and participation in diverse physical activities. The semester long courses challenge students with individual and team sports, physical fitness skills, fitness pre- and post-assessments, and may include heart rate monitor use, social dance and team challenge activities.

Junior & Senior Physical Education Courses

Junior and senior students will enroll in a variety of courses (Junior-Senior P.E., Team Sports I, Team Sports II, Strength Training, Adventure Challenge, Nutrition and Fitness and Dance Arts). These semester long courses of special interest physical education opportunities provide each student with individualized challenges and fitness-based lessons utilizing a variety of lifelong activities.

FIRST AND SECOND SEMESTER

Student Leadership Training/Team-Building

During the sophomore year, this course will offer students a comprehensive education in leadership training, discovering their greatest potential as a leader, listener, and learner. This course will encounter life-skills through challenges which will focus on teamwork, respect, support, trust, and sportsmanship. Finally, selected students will have an opportunity to return as junior leaders in a freshman or sophomore class. Teacher recommendation for this class is required.

Junior-Senior P.E.

Junior and senior co-educational physical education offers both girls and boys a variety of individual and team sports; badminton, basketball, Pickleball, softball, tennis, volleyball, weight/cardiovascular training and group fitness activities. Instruction is devoted to physical fitness throughout the activities and will include instruction of skills, techniques, strategy, and rules governing the activities. Students will have access to the weight and cardiovascular training room throughout the year.

Zero Hour PE

Zero Hour PE (open to sophomores, juniors and seniors) allows students to start school at 6:45 a.m. and take a study hall or extra

class during the regular school day. It should be noted, however, that transportation will be the student's responsibility for Zero Hour PE and there will be no early dismissals from school as a result of starting the day early. The normal bell schedule through Period 8 will still apply. Students pursue total body conditioning through weight training. Students will improve their muscular strength, endurance and overall flexibility. They will learn the concepts of strength training, cardiovascular fitness, body composition and physiology of exercise. Each student will design his or her own weight program that will be tailored to help the student reach his or her goal. Students can choose to focus on improving strength, endurance, cardiovascular fitness or body composition. Students will spend a minimum of 3 days a week in the weight room learning proper lifting techniques and weight room etiquette

Online Wellness PE

Students will work with their grade specific curriculum in a Physical education class that is designed to provide an individualized learning approach toward personal wellness. Students will create a personal fitness plan that focuses on individualized goals and components of fitness and mental wellness. All goals and outcomes are aligned with state and district standards. **Students will meet in person with the teacher the first and last weeks of the semester before school. All other class meetings will be either virtual or through individual student work from home.** A smart watch that has a heart rate monitor is required and will be loaned to students for the semester if needed. All students will gain knowledge of how to recognize, analyze, and evaluate their individualized learning.

Eligible: Counselor and Department Chair recommendation (Class size limited)

Credit: ½ (PE)

Adventure Challenge 1

This course is intended for students who want to challenge themselves both physically and mentally through experiential learning. Students will develop skills in climbing, belaying, safety and rescue techniques, high ropes, knot tying, and orienteering. This course is also designed to incorporate activities and initiatives that develop teamwork, communication, cooperation, trust, leadership, conflict resolution and problem-solving skills. Physical fitness activities will be included on a daily basis. This course may be taken once as a junior, and once as a senior. Recommendation from a physical education instructor is required for this class. Additionally, students ARE NOT allowed to waive out for band or athletics seasons for this class.

Eligible: 11, 12

Credit: ½ (PE)

Nutrition and Fitness

This course fulfills the Physical Education requirement.

This one-semester course is an integrated program which incorporates the principles of foods and nutrition. The student will analyze his/her diet, prepare nutritious foods, and participate in a variety of fitness and stress management activities. Each student will participate in a health and fitness evaluation at the beginning of the semester and will then establish his/her own fitness and nutritional goals for the semester. Activities include: computer diet analysis, selection and preparation of low-fat foods and menus, running, walking, aerobics, other fitness related activities, and listening to speakers related to health and fitness. This class may be repeated once; different topics are covered in the fall and spring semester. Each student will receive .5 credit per semester for successful completion of the program. If a student chooses to take this course as an additional PE course, they could elect to receive a .5 credit for Applied Arts rather than the .5 PE credit. Students are not allowed to waive out of this course for athletics or band during their season.

Eligible: 11, 12

Credit: ½ (PE)

Team Sports 1

This class will consist of students who choose to participate and engage in Sports at a **highly competitive level**. This is a semester long course that provides each student with individualized challenges and fitness-based lessons through a variety of sports including but not limited to Basketball, Volleyball, Floor Hockey, Flag Football, Softball, Handball, Ultimate frisbee, Strength training activities and Cardiovascular endurance activities.

Eligible: 11, 12

Credit: ½ (PE)

Team Sports 2

This class will consist of students engaged in a semester long course of physical education. This course will not be as competitive as Team Sports 1 but it will include team and individual sports. Sports that might be played include Basketball, Volleyball, Floor Hockey, Flag Football, Softball, Soccer, Tennis, Team Handball, Badminton, along with weekly use of the fitness center and cardiovascular fitness activities and heart rate monitors.

Eligible: 11, 12

Credit: ½ (PE)

Strength Training

Students pursue total body conditioning and develop strength, speed, agility and coordination through various physical activities. Information about various types of strength and development programs will be presented. Students will also learn to

develop personalized sport-specific strength programs and continue to improve their overall health related fitness.

Eligible: 11, 12

Credit: ½

Dance Arts

Students will focus and expand their knowledge of physical fitness through participation in various dance styles. They will learn aerobics dance, jazz dance, hip-hop dance, modern dance, lyrical dance, social dance, and personal defense. Students in Dance Arts will be introduced to the history of these genres and their influences in society today. Students will have the opportunity to create, relate and perform several of these dance styles as well.

Eligible: 11, 12

Credit: ½

Modified Physical Education

A modified activity class is offered during one period of the day for students who have some type of physical restriction. The level of activity is modified to fit each participant's ability. Instruction in tennis, soccer, weight lifting, aerobics exercise, basketball, folk and square dance, floor hockey, and softball is provided. Enrollment is limited to those students who are recommended by Health Services.

Eligible: 9, 10, 11, 12

Credit: ½

PE Assistant

Junior and senior students who have successfully completed the sophomore Team Building Leadership Course have the opportunity to enroll as a PE Assistant. Students will help facilitate a freshman or sophomore PE class utilizing leadership skill and practices from sophomore leadership.

HEALTH EDUCATION

All freshman students are required to take one semester of physical education and one semester of health education. A section of health may be offered for seniors who have not yet met this graduation requirement.

Health

Students will focus on the promotion of a healthy lifestyle through knowledge gained in the following units of study: nutrition, disease prevention, emotional health, misuse and abuse of drugs, and human sexuality. Other areas of focus may incorporate stress management, death and dying, first aid, and CPR/AED training.

Eligible: 9

Credit: ½

DRIVER EDUCATION

This semester course consists of three phases: classroom, simulation, and behind-the-wheel. Satisfactory completion of these three phases qualifies students between the ages of sixteen and eighteen to apply for their driver's license. Students must obtain their social security number prior to the beginning of the semester of their enrollment.

During the first week of the semester, all students take the vision and written tests required by the State of Illinois in order to obtain their permits to participate in the behind-the-wheel phase prior to the time the course begins. Students should have their social security number to enter on their permit application. If a student does not have a social security number a code can be entered that will allow the student to obtain a permit. However, until a student obtains a social security card/number, they will not be able to obtain a driver's license. A parent's signature is required on the permit application form which each student completes during the first week of class as well as a check to The Secretary of State. Failure to attend class during the first week of the semester may result in the student being dropped. Only the classroom phase of this program is required for graduation.

A parent's clinic is offered during the first two weeks of each semester. Parents are provided with information and strategies which will help them assist their daughters/sons in the successful operation of a car.

Drivers Education consists of three phases. **Classroom, Behind the Wheel and Simulation.** The three phases will be taught over a period of an eighteen week semester. Students will register for this course just as they do for any other course. Students must pass all phases to receive a blue slip. If a failure occurs in either phase, that phase must be repeated successfully to receive a blue slip. Without a blue slip students may not obtain their license until they turn eighteen.

1. THE CLASSROOM PHASE:

The classroom instruction will be part of the semester Driver Education course. The state of Illinois requires a minimum of 30 clock hours of instruction to complete Driver Education.

2. THE SIMULATION PHASE

The student must successfully complete 12 hours of simulation in order to meet the state of Illinois requirements.

3. BEHIND-THE-WHEEL PHASE

The student must successfully complete 3 hours of behind-the-wheel instruction in order to meet the state of Illinois requirements. Behind-the-wheel consists of 12-14 driving lessons.

COURSE LEARNING STANDARDS

The Driver Safety and Education course at Glenbard West High School are based on National Driver Development Standards. State regulated driver and traffic safety education provides the foundation for students, assisted by parents/mentors, to begin the lifelong learning process of reduced risk driving practices. Students acquire essential knowledge, skills, and experiences to perform reduced risk driving in varying traffic environments. Satisfactory completion of the driver and traffic safety education course qualifies the student to continue the graduated driver licensing process. Below are the standards that students will be engaged with and assessed on in this course.

NATIONAL LEARNING STANDARDS

- Use visual search skills to obtain correct information and make reduced-risk decisions for effective speed and position adjustments
- Interact with other users within the Highway Transportation System by adjusting speed, space, and communications to avoid conflicts and reduced risk.
- Demonstrate balanced vehicle movement through steering, braking, and accelerating in a precise and timely manner throughout a variety of adverse conditions.
- Recognize vehicle technology systems and explain the benefit of braking, traction, and intelligent handling and stability systems.
- Confirm the need to protect oneself and others through using active and passive vehicle occupant protection systems.
- Display knowledge of responsible actions in regard to physical and psychological conditions affecting driver performance.
- Extend supervised practice with licensed parent or guardian to develop precision in the use of skills, processes, habits, and responsibilities.

COURSE TEXTBOOK Drive right, eleventh edition ©2010, Pearson Education, Inc ISBN-13:978-0133672664

COURSE GRADING POLICY

Students will have the opportunity to demonstrate their mastery of the standards through formative assignments and summative assessments. Formative assignments are used to determine what a student knows and still needs to learn before being held accountable for mastery. Summative assessments measure a student's understanding and/or skills on clearly defined outcomes. Mastery is expected on a summative assessment after appropriate instruction has been given and sufficient formative practice has been offered to the student.

The State of Illinois requires that students must earn passing grades in at least eight courses during the two semesters prior to their enrollment in driver education. Students who do not meet this requirement are ineligible for enrollment.

COOPERATIVE TESTING PROGRAM:

The State of Illinois has authorized Glenbard West driver education teachers to administer the "Road Test." For a student to be eligible for participation in the Cooperative Testing Program, he or she must earn either an A or B in both the behind the wheel and the classroom phases of the course. A grade of C or lower in either of these phases disqualifies a student from participation in the Cooperative Testing Program.

This course requires the following fees:

\$350.00 school driving fee

\$20.00 State of Illinois driver's permit fee

A student who wishes to fulfill the graduation requirement for driver education through a private commercial driving school must obtain written permission for this from the principal. The student's guidance counselor will provide information about the necessary procedures for obtaining this special approval.

SCIENCE

Department Chair: Mr. Sean Byrne

- All courses in this department carry 1/2 credit per semester and are laboratory courses.
- The Science Department at Glenbard West shares a vision of science with the National Research Council's Framework for K-12 Science Education. We strive to produce graduates who have a "view of science as both a body of knowledge and an evidence-based, model and theory building enterprise that continually extends, refines and revises knowledge."
- To meet this goal for all students, core courses offer two levels. Both levels are designed to challenge students at the appropriate level. Students are able to move in and out of the honors sequence as they consider their individual schedule from one year to the next. The chart below shows a typical progression of courses for a student during their four years of high school. See "Higher Education" on page 14 for Illinois college and university requirements.

YEAR	CORE	HONORS
Freshman	Biology	Biology H
Sophomore	Chemistry	Chemistry H
Sophomore Electives (may be taken in addition to Chemistry)	Anatomy & Physiology DNA Science Field Biology/Ecology	Anatomy & Physiology AP Biology AP Environmental Science DNA Science
Junior	Physics	Physics H
Junior Electives (may be taken in addition to Physics)	Anatomy & Physiology Astronomy DNA Science Forensic Chemistry	AP Biology AP Chemistry AP Environmental Science Anatomy & Physiology Astronomy DNA Science Forensic Chemistry
Senior Electives (available to student who have completed the Biology, Chemistry, Physics sequence)	AP Biology AP Chemistry AP Environmental Science AP Physics Anatomy & Physiology Astronomy DNA Science Forensic Chemistry Field Biology/Ecology	AP Biology AP Chemistry AP Environmental Science AP Physics Anatomy & Physiology Astronomy DNA Science Forensic Chemistry Field Biology/Ecology

Biology

This course presents an introduction to living organisms, how they function, and how they interact in the biosphere. Topics include: scientific method, biochemistry, genetics, evolution, cells (structure, division, and energy usage), ecology and exploration of the various kingdoms (including some dissection). Biology is aligned with the Next Generation Science Standards.

Eligible: 9

Credit: 1

Biology Honors

Placement is based on standardized assessment scores from middle school, recommendation of 8th grade teachers and the Science Department Chairperson. Honors Biology focuses on the major themes of life. Topics of study include cell structure and function, genetics, evolution, biochemistry, ecology and body systems. Laboratory investigations are an integral part of the student experience, including animal dissection.

Eligible: 9

Credit: 1

Chemistry

Chemistry is a course that deals specifically with the nature of matter. Through lecture, laboratory activities and demonstrations, students will improve their ability to observe accurately, organize information effectively, become adept at making valid conclusions, and improve their problem-solving skills. Special emphasis is placed on quantitative problem solving. Topics include: (1) atomic theory and structure, (2) the properties of matter and how matter changes, (3) thermodynamics and equilibrium, (4) acid-base chemistry, and (5) reaction kinetics. This is a lab-based course that is aligned with Next Generation Science Standards. **Prerequisite: Biology and Algebra**

Eligible: 10, 11, 12

Credit: 1

Chemistry Honors

This course deals specifically with the nature of matter and the type of changes that matter can undergo. Topics covered will include atomic theory, thermodynamics, equilibrium, kinetics, acid-base, electrochemistry, and periodic properties. Chemistry Honors has a strong laboratory component designed to supplement each topic. Completion of this course prepares students to take AP Chemistry. This course is designed for college-bound students who are interested in medical, science or math careers.

Prerequisite: Biology/Biology H and current enrollment in Algebra 2 with Trigonometry (or higher)

Eligible: 10, 11, 12

Credit: 1

Physical Science

Physical Science is a lab-based course which provides comprehensive practice and assessment of science skills. While using the scientific method, emphasis is placed on problem-solving, measuring, analyzing data and higher-order thinking skills such as inferring, questioning, designing experiments and drawing conclusions. Students will learn the fundamentals of matter, including chemical and physical properties, phases of matter, and types of matter. Students will have a basic understanding of forces, motion, electricity and magnetism. Studies will also include Earth and Space science. **Prerequisite: Biology**

Eligible: 10, 11

Credit: 1

Physics

This course presents the subject not as a body of facts, but rather as a continuing process by which we seek to understand the nature of the physical universe. Emphasis is placed on logical and mathematical analysis of theoretical and experimental situations. The concepts of physics are investigated and discovered in the laboratory followed by problem solving and graphical analysis. Among the topics studied are: measurement, motion, energy, Newton's Laws, light, waves, sound, electricity and magnetism. This course is aligned with the Next Generation Science Standards.

Prerequisite: Chemistry and current enrollment in Geometry with Trigonometry (or higher)

Eligible: 11, 12

Credit: 1

Physics Honors

This course is a laboratory-oriented course designed to give the student an overview of various areas of the physical universe. The laboratory experience is designed to permit the student to inquire into the nature of physical law, a process which is transferable to any discipline. The student then applies these physical principles to in depth problem solving. Topics covered in this course include kinematics mechanics, light waves, electricity and magnetism, and atomic structure. This course will prepare students to enroll in AP Physics C.

Prerequisite: Chemistry/Chemistry H and current enrollment in Pre-Calculus (or higher)

Eligible: 11, 12

Credit: 1

AP Courses:

AP Biology

This course is a college-level approach to biology, building on the understanding of biology gained in Biology or Honors Biology. The class is designed to emphasize problem solving and inductive and deductive thinking in a laboratory setting. Students will do lab work in: metabolism, respiration, photosynthesis, genetics, systems, taxonomy, comparative anatomy, morphology, ecology and evolution. Students completing the course are expected to take the AP Biology examination in May. **Prerequisite: Biology/Biology Honors and Chemistry/Chemistry H (may be taken concurrently).**

Eligible: 9 (by invitation), 10, 11, 12

Credit: 1

AP Chemistry

This is an enrichment course building on concepts gained in the first year of Chemistry. In addition, the course follows those objectives outlined in the standardized AP curriculum and, therefore, approximates college level general chemistry. Laboratory experiences are emphasized in exploring topics, which include analytical chemistry, kinetics, thermodynamics, oxidation-reduction, chemical equilibrium, and acid-base chemistry. Advanced concepts in chemical bonding, atomic theory, and introductory organic chemistry are also covered. Successful completion of this course will qualify the student to take the AP examination which can result in the awarding of college credit and/or advanced placement at the undergraduate level. Students generally enroll in this course as Juniors, concurrent with Honors Physics. Students in AP Chemistry are expected to take the AP exam in May.

Prerequisite: Chemistry/Chemistry H and Algebra 2 with Trigonometry

Eligible: 11, 12

Credit: 1

AP Environmental Science

This is a course that will provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is multidisciplinary: it embraces diverse topics such as energy conservation, biogeochemical systems, and the development and management of sustainable systems. Field work, data analysis, and a laboratory component complement the readings and discussions in class. Preparation of the AP test will occur throughout the year. Students in AP Environmental Science are expected to take the AP exam in May. **Prerequisite: Biology/Biology H and current enrollment in Chemistry (or higher)**

Eligible: 10, 11, 12

Credit: 1

AP Physics C

This course follows the advanced placement level C syllabus, the university-level general physics course taken by math, science and engineering majors. Emphasis is placed on problem-solving in mechanics. Laboratory work involves in-depth experiments in the above-mentioned area. Depending on time constraints, successful completion of this course should qualify the student to take the AP examination which can result in the awarding of college credit and/or advanced placement at the undergraduate level. Students in AP Physics C are expected to take the AP exam in May.

Prerequisite: Physics/Physics H, Calculus (can be taken concurrently), Non-calculus students must have the permission of Department Chair and Instructor

Eligible: 12

Credit: 1

AP Seminar

This year long interdisciplinary course will challenge students to think critically about contemporary world issues. Students will develop inquiry skills through writing, reasoning, and collaboration while exploring a variety of topics within the science and social studies disciplines. Students will also practice developing research questions in preparation for AP Research class. As part of the AP Seminar course, students must complete a team project, an individual presentation, and a written examination. Students will be selected through a rigorous application process and teacher recommendations. Students are encouraged to take AP Seminar and AP Language as juniors and AP Research as seniors. Successful completion of the two year program will grant students the opportunity to earn an AP Capstone Certificate or Diploma.

Eligible: 11, 12

Credit: ½ Science elective and
½ Social Studies elective

Electives:

Anatomy & Physiology

This course is designed to heighten your interest in a health science career in just one semester. There is a strong emphasis on “hands-on” learning through dissection and many procedures you normally associate with the daily practices of health professionals. Guest speakers are frequent and offer you an inside look at what it is really like to do their jobs. Each semester has at least one field trip to various related local businesses. CPR certification is acquired as a part of this course. All of this is integrated into the conceptual framework of a “body in balance” (homeostasis).

Prerequisite: Biology

Eligible: 10, 11, 12

Credit: ½

Astronomy

This is a one semester course designed to intrigue and inform students on the latest astronomical findings and theories. A few student tasks include investigating human mission trips to Mars, examining the possibility of extraterrestrial life, exploring the Adler Planetarium on a field trip and using real telescopes during night-time observations. This class is designed for the curious student who wants to know the truth about what is really out there. **Prerequisite: Algebra, Physics (may be taken concurrently), Geometry with Trigonometry (may be taken concurrently)**

Eligible: 11, 12

Credit: ½

DNA Science

Using state-of-the-art lab techniques, students manipulate DNA to learn how genetic information can be identified, transferred to other cells, and used in medical, environmental, legal, and industrial applications. Students evaluate ethical issues related to biotechnology and explore potential career options in this field.

Prerequisite: Biology

Eligible: 10, 11, 12

Credit: ½

Field Biology/Ecology

Students learn about the diversity and interactions of living things within an environment. The focus will include organism interactions, but also specific adaptations of organism groups. This course offers an opportunity for students to engage in laboratory work and field work. Students travel to various outdoor study sites to make observations, collect data and make analysis. Students learn about the relationships between the human population and life-supporting environments. Students will gain a new perspective of the interrelatedness of our planet. **Prerequisite: Biology**

Eligible: 11,12

Credit: 1

Forensic Chemistry

This is a one semester laboratory-based course that applies chemistry, physics, and biology concepts to the study of crimes. Students will analyze simulated crime scene evidence using logic and scientific reasoning. Topics include: fingerprints, blood type and spatter, hair and fiber analysis, and drug/poison toxicology. The culminating project is a research-based presentation on a poisoning case chosen by the student.

Prerequisite: Chemistry

Eligible: 11, 12

Credit: ½

SOCIAL STUDIES

Department Chair: Ms. Kristin Brandt

All courses in the department carry ½ credit per semester.

The Social Studies Department offers two program sequences. Students may enroll in courses designated as core or honors/Advanced Placement (AP). While students will be given a recommendation, they are encouraged to challenge themselves every year. Please note, students are not locked into either sequence. All students are required to take six semesters of Social Studies including one year of U.S. History, one semester of civic education, and three semesters of Social Studies electives. All students are encouraged to take global studies courses as freshmen and sophomores, U.S. History as juniors, and to enroll in a civic education course.

YEAR	CORE	HONORS/AP
9	World History	World History Honors
10	U.S. Government and Politics (sem.) Contemporary World History (sem.)	AP European History AP Human Geography
11	U.S. History	AP U.S. History
12	Electives	AP U.S. Government and Politics (sem.)
Junior/Senior Electives		
	American Law (sem.)	AP Macroeconomics (sem.)
	Sociology (sem.)	AP Microeconomics (sem.)
	Psychology (sem.)	AP U.S. Government and Politics (sem.)
	Economics (sem.)	AP Comparative Government (sem.)
	International Relations (sem.)	AP Seminar
	Latin American History (sem.)	AP Psychology
		AP European History
		AP Human Geography

World History

World History studies the diverse cultures of the world as well as significant events from the first civilizations to the modern age so that students may better appreciate the story of humankind. By analyzing the contributions of past civilizations and investigating key periods in history, students can better understand the modern world. The course utilizes many primary and secondary sources to develop a global perspective and to foster growth in reading, writing, critical thinking, and geography skills. This course supports District 87's global studies recommendation.

Eligible: 9

Credit: 1

World History Honors

World History Honors chronicles human development from the earliest civilizations through the major conflicts of the first half of the 20th Century. By analyzing the political, economic, and social institutions of Western and non-Western societies as well as key historical events, students will better appreciate the diversity and development of the modern world. Using both primary and secondary sources, students will be challenged to develop their critical and creative thinking skills as well as their research, reading, and writing skills. This course goes into greater depth, moves at faster pace, and presents students with more challenging reading and writing assignments. World History Honors will provide students with the necessary skills and knowledge to pursue AP/honors level courses in Social Studies. This course supports District 87's global studies recommendation.

Eligible: 9

Credit: 1

Contemporary World History

Contemporary World History focuses on the modern world by investigating significant political, economic, and social developments since 1945. Students will explore the Cold War and the collapse of the Soviet Union, the rise of modern China, conflicts in the Middle East, and issues facing sub-Saharan African countries. By studying the world since 1945, students develop a historical perspective while analyzing current trends in today's world systems including global interdependence, terrorism, nuclear diplomacy, and human rights concerns. Students will use a variety of current event sources to further develop the reading, writing, and critical thinking skills introduced in their freshmen World History course. This course supports District 87's global studies recommendation.

Eligible: 10

Credit: ½

United States Government and Politics

Students in U. S. Government and Politics will begin their study by examining classical political philosophies and explore the practical operations of government at the local, state, and national levels. Students will be encouraged to think critically about the role of individual citizens in the political process and are expected to engage in activities which involve active

citizenship both in and outside of the classroom. State of Illinois and Glenbard District #87 Requirement: Successful completion of this course fulfills the civics requirement for graduation.

Eligible: 10

Credit: ½

AP Human Geography

AP Human Geography studies human behavior across the Earth. Its purpose is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Major units of study include population, migration, culture, religion, ethnicity, agriculture, and urban patterns. This course prepares students for the AP exam in May. Students

are expected to take this exam. This course supports District 87's global studies recommendation. Summer reading is required for this course.

Eligible: 10, 11, 12

Credit: 1

AP European History

The AP European History course focuses on developing students' understanding of European history from approximately 1450 to the present. The course has students investigate the content of European history for significant events, individuals, developments, and processes in four historical periods. Students in the course will also explore European history in the context of five themes (interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; and individual and society) so that students can make connections among historical developments in different times and places. Furthermore, students will develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. Overall, by understanding some of the principal themes in modern Western history and by analyzing historical evidence and interpretation, students will be asked to express their historical understanding through writing. This course prepares students for the AP exam in May; students are strongly encouraged to take this exam. This course fulfills District 87's Global Studies recommendation. Summer reading is required for this course.

Eligible: 10, 11, 12

Credit: 1

AP Seminar

This year long interdisciplinary course will challenge students to think critically about contemporary world issues. Students will develop inquiry skills through writing, reasoning, and collaboration while exploring a variety of topics within the science and social studies disciplines. Students will also practice developing research questions in preparation for AP Research class. As part of the AP Seminar course, students must complete a team project, an individual presentation, and a written examination. Students will be selected through a rigorous application process and teacher recommendations. Students are encouraged to take AP Seminar and AP Language as juniors and AP Research as seniors. Successful completion of the two-year program will grant students the opportunity to earn an AP Capstone Certificate or Diploma.

Prerequisites: Teacher Recommendation and concurrent enrollment in AP Language

Eligible: 11, 12

Credit: ½ Science elective

Recommended: AP Research senior year

½ Social Studies elective

U.S. History

U.S. History is a survey course covering the history of the United States from the Colonial Period through the 20th Century. By examining the political, social, and economic roots, students will better understand the current developments that affect their lives. Students will expand their reading, writing, speaking, and critical thinking skills as they analyze primary and secondary historical materials and evaluate the ideals upon which the United States was built. Successful completion of this course is required for graduation.

Eligible: 11

Credit: 1

AP United States History

The AP U.S. History course covers U.S. history from 1491 to the present and focuses on seven themes which include American and National Identity; Migration and Settlement; Politics and Power; Work, Exchange, and Technology; America in the World; Geography and the Environment; and Culture and Society. Students in APUSH will also develop historical thinking skills that include chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative. These skills will allow students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. This course prepares students for the AP exam in May; students are strongly encouraged to take this exam. Summer reading is required for this course. Successful completion of this course fulfills the U.S. History requirement for graduation.

Eligible: 11

Credit: 1

AP U.S. Government and Politics

Students develop a critical perspective on politics and government in the United States. They study general concepts used to interpret American politics, and they examine various institutions, groups, beliefs, and ideas which make up the American political reality. Students focus on the philosophical basis for the Constitution, citizens' political beliefs and behavior, political parties and interest groups, the institutions and processes of national government, and civil rights and civil liberties. This course prepares students for the AP exam in May. Students are strongly encouraged to take this exam. State of Illinois and Glenbard District #87 Requirement: Successful completion of this course fulfills the civics requirement for graduation.

Eligible: 11, 12

Credit: ½

Sociology

Sociology is the study of people in groups. Students will learn the structure, function, and behavior of human society. Special emphasis is placed on the interaction between society and its members and how the individual is affected by society. Topics include social institutions, gender issues, marriage and the family, adolescence, the adult world, mass media, and deviance, discrimination and inequality. Students will design and conduct social research.

Eligible: 11, 12

Credit: ½

Psychology

Psychology is the scientific study of human behavior and mental processes. Students investigate the scientific explanation for the “how” and “why” of behavior, particularly of their own behaviors. Topics studied include learning process, emotional development, the physiology of brain and body development, learning and memory, personality, sensation, perception, psychological disorders, and other factors which affect individual human development.

Eligible: 11, 12

Credit: ½

International Relations

Relationships on the world stage are becoming more and more complex. As economies, policies, and militaries become more intertwined, the need to understand the nature of the ever-changing dynamic system increases. During this semester long class, explore the shifting balance of global power pre-September 11th and post-September 11th, including the major players and the emerging players on the world stage. Using real-world examples, students will examine foreign policy making from a system level, state-level and individual-level perspective, the role of the United Nations on the world stage, and the advantages and disadvantages of regional and global alliances.

Eligible: 11, 12

Credit: ½

American Law

Students examine current events and issues in the United States from a citizenship perspective. They focus on current legal issues and Supreme Court decisions that influence American society, politics, and economics. Students investigate these issues to understand their rights and responsibilities as American citizens. They gain a working knowledge of the American legal system as it applies to current events and issues in the United States. They develop critical thinking skills crucial to their effective exercise of citizenship rights and responsibilities.

Eligible: 11, 12

Credit: ½

Economics

This course introduces students to fundamental economic concepts, the basic principles of capitalism, and personal finance. Students

study supply and demand, stock, bonds, and mutual funds, interest rates and banking, unions and labor, taxes, monetary and fiscal policy, and international trade. Students will learn how to create a monthly budget and how to effectively build an investment portfolio. They also gain an overview of how our society and government make decisions which affect the future of our nation. This course satisfies the consumer education requirement.

Eligible: 11, 12

Credit: ½

Latin American History

Latin American History is a semester elective course that explores the Latin American experience from the pre-colonial period to contemporary 21st Century America. Students will explore Latin America's rich diversity that includes Mesoamerica, South America and the Caribbean. This exploration includes a cultural and historical perspective to better understand the experience and processes that have shaped the region. Students will reflect on identity, independence movements, revolutions, Latin America's role in the world, and immigration issues based on analysis of primary sources such as films, music, literature, art and historical documents along with secondary sources. Students will discuss the multiple and changing identities of Latinos in America and analyze key events in 20th century Latin American to understand the context of the region in the world.

Eligible: 11, 12

Credit: ½

AP Macroeconomics

The purpose of this course is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Concepts such as supply and demand, unemployment, inflation, gross domestic product are understood in light of fiscal policy, monetary policy, foreign exchange rates, and by exploring the role of the Federal Reserve Bank. Students engage in decision making processes to create an environment where high employment, stable prices and a higher standard of living are achievable. This course prepares students for the AP exam in May. Students are expected to take this exam. This course also satisfies the consumer education requirement.

Eligible: 11, 12

Credit: ½

AP Microeconomics

This course emphasizes how individuals and businesses make choices with limited resources. Students examine concepts such as supply and demand and processes such as how businesses set prices and levels of output. Profit maximization is examined for all types of businesses as well as the level of competition faced within the marketplace. Students study the uniqueness of the various market structures and apply their knowledge in value-based discussions regarding how to succeed in a capitalist market society. This course prepares students for the AP exam in May. Students are strongly encouraged to take this exam.

Prerequisite: AP Macroeconomics

Eligible: 11, 12

Credit: ½

AP Comparative Government and Politics

Students examine basic concepts, theories, themes, vocabulary, and methods in comparative politics. By comparing the government structures, political processes and behaviors of Great Britain, Iran, Nigeria, Russia, China, and Mexico, students evaluate the similarities and differences among these governments and analyze and interpret the causes for these differences. This course complements the AP U.S. Government & Politics course and helps students deepen their understanding of the American system by contrasting it with other systems. This course prepares students for the AP exam in May. Students are strongly encouraged to take this exam.

Eligible: 11, 12

Credit: ½

AP Psychology

AP Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the basic concepts and principles of psychology such as sensation and perception, human development, learning and cognition, as well as personality, social, psychological disorders. They also explore the history of psychology as well as ethics and research techniques. This course prepares students for the AP exam in May. Students are expected to take this exam.

Eligible: 11, 12

Credit: 1

SPECIAL EDUCATION

Department Chair: Ms. Sheila Jercich

The Special Education Department offers a broad spectrum of support and services for students with identified disabilities who qualify for services under the guidelines of IDEA. The appropriate supports and services are outlined in the Individualized Education Plan (IEP). Placement in Special Education courses is only made through the recommendation of the IEP team.

SPEECH/THEATER

Department Chair: Mr. Jonathan Walsh

All courses in this department carry ½ credit per semester. One (1) semester of speech is required for graduation.

	CORE & HONORS
Freshman	Theater
Sophomore	Speech
Junior & Senior	Acting Acting and Directing Forensics

Theater

Students learn more about their talents and strengths as well as their effect on others through a study of the various aspects of theatre. They study the preparation of an actor as an artist, production as an integration of many related areas of theatre, and the audience as participant in the art form. This course is highly participatory; it includes individual, duet, and group performances and activities.

This course fulfills the speech requirement for graduation.

Eligible: 9, 10, 11, 12

Credit: ½

Speech

Students examine the various components of the communication process. They engage in a variety of projects and oral presentations involving interpersonal, group, and public communication processes. Students are required to give demonstration, informative, and persuasive speeches as well as other speeches. This course is strongly recommended for those students who plan on a career which necessitates public speaking or interpersonal communication. This course fulfills the speech requirement for graduation.

Eligible: 10, 11, 12

Credit: ½

Acting

Students learn advanced techniques in the preparation of an actor for performance. They study development of voice, body, and creative imagination through scene work and exercise activities which emphasize various styles of performance. This course is repeatable.

This course fulfills the speech requirement for graduation. Prerequisite: Introduction to Theatre and recommendation of the Director of Theatre

Eligible: 10, 11, 12

Credit: ½

Acting and Directing

Upper classmen who have had success and enjoyment in the Acting class can elect to take this course. Define and sharpen skills in acting and directing to an even higher degree. Learn about college theatre programs. Explore employment opportunities in professional theatre. This course is repeatable. **This course fulfills the speech requirement for graduation.**

Prerequisite: Passing grade in Acting or Dept. Chair/Instructor approval.

Eligible: 11, 12

Credit: ½

Forensics

Students focus on four performance areas: oral interpretation, acting, public speaking, and broadcasting. They become proficient in the selection of material, rehearsal, writing, outlining, coaching, and presentation. Students participate in performance experiences. This course fulfills the speech requirement for graduation.

Eligible: 10, 11, 12

Credit: ½

TECHNOLOGY and ENGINEERING

Department Chair: Mr. Sean Byrne

The chart below illustrates when students may take Technology and Engineering courses:

Course	9 th Grade	10 th Grade	11 th Grade	12 Grade
Introduction to Engineering Design	X	X	X	X
Principles of Engineering		X	X	X
Engineering Design and Development			X	X

Introduction to Engineering Design (PLTW)

Introduction to Engineering Design (IED) is a high school level foundation course in the Project Lead The Way Engineering Program. In IED, students are introduced to the engineering profession and a common approach to the solution of engineering problems, an engineering design process. Using the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

Prerequisite: Students should be comfortable with Algebra

Eligible: 9, 10, 11, 12

Credit: 1

Principles of Engineering (PLTW)

Principles of Engineering (POE) is a foundation course of the high School PLTW engineering pathway. This course exposes students to some of the major concepts they will encounter in a postsecondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. Students have the opportunity to develop skills and understanding through activity, project and problem-based learning. By solving rigorous and relevant design problems, using engineering and science concepts within a collaborative learning environment, students will hone their interpersonal skills, creative abilities, and problem solving skills.

Prerequisite: Introduction to Engineering Design

Eligible: 10, 11, 12

Credit: 1

Engineering Design and Development (PLTW)

Engineering Design and Development (EDD) is the capstone course in the PLTW high school engineering program. It is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process. While progressing through the engineering design process, students will work closely with experts and will continually hone their organizational, communication and interpersonal skills, their creative and problem solving abilities, and their understanding of the design process. EDD should be taken as the final capstone PLTW course since it requires application of the knowledge and skills introduced during the PLTW foundation courses (IED & POE)

Prerequisite: Completion of Principles of Engineering (PLTW)

Eligible: 11, 12

Credit: 1

WORLD LANGUAGES

Department Chair: Ms. Lisa Alajoki

All courses in this department carry ½ credit per semester.

CORE PROGRAM				
<u>FRENCH</u>	<u>GERMAN</u>	<u>MANDARIN</u>	<u>SPANISH</u>	<u>SPANISH HERITAGE</u>

French 1	German 1	Mandarin 1	Spanish 1	Spanish for Heritage Speakers 1
French 2	German 2	Mandarin 2	Spanish 2	Spanish for Heritage Speakers 2
French 3			Spanish 3	
			Spanish 4	
			Spanish 5 -1 st sem. Spanish 5 -2 nd sem.	
HONORS PROGRAM				
<u>FRENCH</u>	<u>GERMAN</u>	<u>MANDARIN</u>	<u>SPANISH</u>	<u>SPANISH HERITAGE</u>
French 3H	German 3H	Mandarin 3H	Spanish 2H	Spanish for Heritage Speakers 3H
French 4H	German 4H	AP Chinese Language and Culture	Spanish 3H	Spanish for Heritage Speakers 4H (AP Spanish Language and Culture)
AP French Language and Culture			AP Spanish Language and Culture	AP Spanish Literature
			AP Spanish Literature	

French 1 Prerequisite: None

This course is designed for students without prior exposure to the French language. This introductory course begins to explore the French language and culture utilizing authentic resources. Students achieve novice proficiency in listening, speaking, reading, and writing. The teacher and the students are expected to speak French.

French 2 Prerequisite: French 1

This course builds on the communicative skills developed in French 1. It continues to explore French language structures and culture utilizing authentic resources. Students achieve novice-high to intermediate-low proficiency in listening, speaking, reading, and writing. The teacher and the students are expected to speak French.

French 3 Prerequisite: French 2

This course applies the skills developed in French 1 and 2. It explores advanced French language structures and culture in depth utilizing authentic resources. Students achieve intermediate-mid proficiency in listening, speaking, reading, and writing. This class is conducted in French.

French 3H Prerequisite: French 2

This course applies the skills developed in French 1 and 2. It explores advanced French language structures and culture in depth utilizing authentic resources. Students achieve intermediate-mid to intermediate-high proficiency in listening, speaking, reading, and writing. This class is conducted in French.

French 4H Prerequisite: French 3H

In this course students will expand their knowledge through a variety of media and cultural units utilizing authentic resources. Students achieve intermediate-high proficiency in listening, speaking, reading, and writing. This class is conducted entirely in French and precedes AP French Language and Culture.

AP French Language and Culture Prerequisite: French 4H

This course will explore culture in both contemporary and historical contexts through the six overarching themes as set forth by College Board. Students who successfully complete this course and the AP French Language and Culture examination may receive college credit and/or higher placement in college. Students achieve intermediate-high to advanced in listening, speaking, reading and writing. This class is conducted entirely in French.

German 1 Prerequisite: None

This course is designed for students without prior exposure to the German language. This introductory course begins to explore the German language and culture utilizing authentic resources. Students achieve novice proficiency in listening, speaking, reading, and writing. The teacher and the students are expected to speak German.

German 2 Prerequisite: German 1

This course builds on the communicative skills developed in German 1. It continues to explore German language structures and culture utilizing authentic resources. Students achieve novice-high to intermediate-low proficiency in listening, speaking, reading, and writing. The teacher and the students are expected to speak German.

German 3H Prerequisite: German 2

This course applies the skills developed in German 1 and 2. It explores advanced German language structures and culture in depth utilizing authentic resources. Students achieve intermediate-low to intermediate-mid proficiency in listening, speaking, reading, and writing. The teacher and the students are expected to speak German.

German 4H Prerequisite: German 3H

In this course students will expand their knowledge through a variety of media and cultural units utilizing authentic resources. Students achieve intermediate-mid to intermediate-high proficiency in listening, speaking, reading, and writing. The teacher and the students are expected to speak German.

Mandarin 1 Prerequisite: None

This course is designed for students without prior exposure to the Mandarin language. This introductory course begins to explore the Chinese language and culture through a variety of authentic resources. Students achieve novice proficiency in listening, speaking, reading, and writing. This course is designed for non-native/non-heritage students; traditional and simplified characters are taught. The teacher and the students are expected to speak Mandarin.

Mandarin 2 Prerequisite: Mandarin 1

This course builds on the communicative skills developed in Mandarin 1. It continues to explore Chinese language and culture utilizing authentic resources. Students achieve novice-high to intermediate-low proficiency in listening, speaking, reading, and writing. The teacher and the students are expected to speak Mandarin.

Mandarin 3H Prerequisite: Mandarin 2

This course applies the skills developed in Mandarin 1 and 2. It explores advanced Chinese language structures and culture utilizing authentic resources. Students achieve intermediate-low to intermediate-mid proficiency. The teacher and the students are expected to speak Mandarin.

AP Chinese Language and Culture Prerequisite: Mandarin 3H

This course will explore culture in both contemporary and historical contexts through the six overarching themes as set forth by the College Board. Students who successfully complete this course and the AP Chinese Language and Culture examination may receive college credit and/or higher placement in college. Students achieve intermediate-high to advanced in listening, speaking, reading and writing. This class is conducted entirely in Mandarin.

Spanish 1 Prerequisite: None

This course focuses on building the foundation for language proficiency through the use of comprehensible input to introduce students to high frequency words needed to communicate effectively in another language. Students will learn functional vocabulary and basic communication patterns needed to communicate their thoughts and ideas in the second language. There is more of a focus on the receptive skills of listening and reading in this level. Students are expected to achieve novice-low to novice-mid proficiency in listening, speaking, reading, and writing. This class is conducted mostly in Spanish and students are expected to speak in Spanish.

Spanish 2 Prerequisite: Spanish 1

This course continues to expand students' exposure to the language through comprehensible input in order to build capacity to communicate and express themselves effectively in another language. Students will work to build capacity in both receptive and productive skills (speaking and writing) through directed activities in their language of study. Students are expected to achieve novice-mid to novice-high proficiency in listening, speaking, reading and writing. This class is conducted mostly in Spanish and students are expected to speak in Spanish.

Spanish 2H Prerequisite: Spanish 1 and teacher recommendation

This course applies the skills developed in Spanish 1 and should be considered for students who have demonstrated novice-high proficiency in listening, speaking, reading and writing. It explores advanced Spanish language structures and culture in greater depth and prepares students for Spanish 3H, a pre-AP course. The pacing and workload of an honors course in the world Languages Department is more rigorous and exposes students to AP Spanish Language and Culture themes through level-appropriate activities. Students are expected to achieve intermediate-low to intermediate-mid proficiency in listening, speaking, reading and writing. This class is conducted almost entirely in Spanish and students are expected to speak in Spanish.

Spanish 3 Prerequisite: **Spanish 2**

This course applies the skills developed in Spanish 1 and 2. It explores advanced Spanish language structures and culture in depth as expressive and receptive skills are strengthened through synthesis of skills activities. Students are expected to speak in Spanish and achieve intermediate-low to intermediate-mid proficiency in listening, speaking, reading, and writing. This course will prepare students for Spanish 4 and is conducted almost entirely in Spanish.

Spanish 3H Prerequisite: **Spanish 2H or Spanish 2 and teacher recommendation**

This course applies the skills developed in Spanish 1 and 2. It explores advanced Spanish language structures and culture in depth. The pacing and workload of an honors course in the World Language Department is more rigorous. This course will prepare students for AP Spanish Language & Culture through AP-like synthesis of skills activities. Students are expected to achieve intermediate-mid to intermediate-high proficiency in listening, speaking, reading, and writing. This class is conducted entirely in Spanish and students are expected to self-engage in the language on a daily basis.

Spanish 4 Prerequisite: **Spanish 3 or Spanish 3H**

In this course, students will expand their knowledge through a variety of media and cultural units utilizing authentic resources. This course will prepare students for Spanish 5. Students are expected to achieve intermediate-mid to intermediate-high proficiency in listening, speaking, reading, and writing. This class is conducted almost entirely in Spanish.

Spanish 5-Semester 1 Prerequisite: **Spanish 4**

Spanish in the Working World

This course will focus on grammatical review of the Spanish language paired with vocabulary from specific realms which are relevant to modern societies and daily lives as students look to further their fluency. Appropriate reading, speaking, writing, listening and cultural activities will be utilized to enhance these communication skills. Students are responsible for learning new vocabulary and implementing grammar reviewed in each unit. In turn, students will use those aspects of the Spanish language in different situational contexts. Students are required to write in a variety of formats pertinent to the various units including both formal and informal texts. This course will continue to refine the four communicative skills of listening, reading, writing and speaking. The capstone of this course is the AAPPL test. Students who successfully complete this course and meet the requirements set by the State of Illinois will be awarded the Illinois State Seal of Biliteracy. This may result in college credit and/or higher placement in college. This class is conducted almost entirely in Spanish.

Spanish 5-Semester 2 Prerequisite: **Spanish 4**

Hispanic History and Culture

Students learn about the histories and cultures that have formed and continue to maintain the Spanish-speaking world. The objective of this course is to increase proficiency and refine the four communicative skills of speaking, writing, reading, and listening along with gaining valuable and usable knowledge of Spanish-speaking cultures. These goals will be achieved through participation in a variety of communicative activities and assignments throughout the semester. The benefits of taking this course include a furthering of language fluency while gaining a deeper understanding of world history as it relates to Spanish-speaking countries and Hispanic cultures. This class is conducted almost entirely in Spanish.

AP Spanish Language and Culture Prerequisite: **Spanish 3H or Spanish 4**

This course will explore the six overarching themes from the College Board in a variety of units. A selection of activities will often be required during the summer preceding the course. Students who successfully complete this course and the AP Spanish Language and Culture exam may receive college credit and/or higher placement in college. Students who earn a 4 or 5 on this AP exam and meet the requirements set by the State of Illinois will be awarded the Illinois State Seal of Biliteracy.

Spanish For Heritage Speakers 1 Prerequisite: **Teacher Recommendation**

This course is specifically designed for students who have been exposed to the Spanish language on a daily basis but have had little to no formal education in Spanish. Students will study the basic structure and rules of the Spanish Language. Beginning grammar, spelling and punctuation will be taught. This course will focus on building students' existing listening and speaking skills while developing reading and writing skills. Students are expected to achieve novice to intermediate proficiency in listening, speaking, reading and writing.

Spanish For Heritage Speakers 2

Prerequisite: Spanish for Heritage Speakers 1 and/or Teacher Recommendation

This course is specifically designed for those students who speak Spanish at home and have some experience writing in Spanish. This course will focus on developing students' reading and writing skills while building their existing listening and speaking skills. Students will learn structure as well as the rules of the language. Advanced grammar, spelling and punctuation will be taught. Students will expand their knowledge of the Spanish speaking countries while developing an awareness of the richness of their own culture. In

addition, students will read and discuss various literary pieces from Spain and Latin America. Students are expected to achieve novice to intermediate proficiency in listening, speaking, reading and writing.

Spanish for Heritage Speakers 3H

Prerequisite: Spanish for Heritage Speakers 2 and/or Teacher Recommendation

Spanish for Heritage Speakers 3H is specifically designed for students who speak Spanish at home and have experience writing in Spanish. Students will study grammar, vocabulary, and authentic reading materials at an advanced level. Students will improve their reading and writing skills through daily practice and various activities. Students will continue to expand their vocabulary through authentic reading materials such as classic Spanish and Latin American literature at an advanced level. Students' knowledge of Spanish-speaking cultures will be broadened by an in-depth study of Spanish-speaking countries. The class will be conducted exclusively in Spanish and students will speak Spanish daily. Students are expected to achieve intermediate high to advanced low proficiency in listening, speaking, reading and writing.

Spanish for Heritage Speakers 4H (AP Spanish Language and Culture)

Prerequisite: Spanish for Heritage Speakers 3H and/or Teacher Recommendation

This course will explore the six overarching themes from the College Board in a variety of units. A selection of activities will often be required during the summer preceding the course. Students who successfully complete this course and the AP Spanish Language and Culture exam may receive college credit and/or higher placement in college. Students who earn a 4 or 5 on this AP exam and meet the requirements set by the State of Illinois will be awarded the Illinois State Seal of Biliteracy.

AP Spanish Literature

Prerequisites: AP Spanish Language & Culture and Teacher Recommendation

This course is specifically designed for students who have developed an interest in literature and writing. A selection of activities will often be required during the summer preceding the course. The course offers students varied opportunities to develop proficiency in Spanish across a range of skills, with emphasis on critical reading and analytical writing. It also encourages students to reflect on many voices and cultures as they read a rich and diverse body of literature written in Spanish, from Peninsular Spain, Latin America, and the United States as recommended by College Board. Completion of this course prepares students for the AP Exam in May. Students who successfully complete this course and the AP Spanish Literature and Culture exam may receive college credit and/or higher placement in college.



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Robotics & Automation

Welding Technology

Going to TCD was the best decision I made in high school. It totally shaped and reinforced the confidence I put into doing what I do.

—Brett N. / Glenbard East

TCD Multimedia & TV Production alum

Full Sail University, bachelor's degree, Digital Arts & Design

Today: Filmmaker and Visual Effects Artist based in Los Angeles

Brett's YouTube channel has nearly 80,000 subscribers

See more at www.brettnovak.com



NOTES:

Name _____
 ID# _____
 Counselor _____

TENTATIVE FOUR-YEAR PROGRAM

FRESHMAN

Semester 1	Semester 2
English 1	English 1
Lunch	Lunch
PE or Health	PE or Health

SOPHOMORE

Semester 3	Semester 4
English 2	English 2
Lunch	Lunch
PE or Dr. Ed.	PE or Dr. Ed.

JUNIOR

Semester 5	Semester 6
English 3	English 3
Lunch	Lunch
PE	PE

SENIOR

Semester 7	Semester 8
Lunch	Lunch
PE	PE

Total Credits _____

Total Credits _____

Total Credits _____

Total Credits _____

GRADUATION REQUIREMENTS Each number represents one semester:

English	1	2	3	4	5	6	7	Cultural Arts (Art, Music, Foreign Lang, Add'l Speech electives)	1
Speech	1							Applied Arts (Bus Ed, Family & Cons Sci, Ind Tech, TCID, COOP)	1
Social Studies	1	2	3					U.S. Government	1
U.S. History	1	2						Constitution Test	P
Mathematics	1	2	3	4	5	6		Driver Education (no credit given)	1
Science	1	2	3	4	5	6		Health	1
Physical Ed.	1	2	3	4	5	6		Consumer Ed (Cons. Mgt., Econ, AP Macro, CWT, Can Econ SE, SE Soc Studies, SE Ind. Lvg.)	1
								PSAB	P

ACADEMIC CREDITS 23 credits for graduation (In addition, each student must take one semester of driver education.)

After high school, I plan to (check one) Junior or senior year, I plan to (check one)

Career Interest Area _____

_____ attend four-year college

Summer School _____

_____ attend specialized training school or two-year college

_____ enroll in Cooperative Education

_____ work full time

_____ take regular program

_____ join military

TOTAL CREDITS EARNED _____

