

Academic Handbook

Division of Academic Supports and Programs

Waukegan Community Unit School District #60

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ACADEMIC PROGRAMS

Teaching & Learning Curriculum Support

The Board of Education understands the term "curriculum" to refer to all experiences which a student has while under the guidance of the school. The Board is committed to the proposition that in a dynamic society, such as ours, the curriculum must be a steadily evolving and constantly changing process. The Board therefore, encourages the regular improvement and updating of curriculum. (policy no. 5201)

Rules and Regulations

The Superintendent or his/her designee shall recommend to the Board a comprehensive curriculum that incorporates the following standards, periodically updating the curriculum as appropriate:

1. Research Based: The curriculum should be research based and peer reviewed where available and appropriate, and may also include approved experimental curriculum.
2. Learning Standards: In order to ensure appropriate rigor and meet grade-level expectations, the curriculum shall align with the appropriate learning standards. These may include, but are not limited to, the Common Core Standards, College Readiness Standards, Applicable National Learning Standards, the National Educational Technology Standards (NETS), and additional District learning standards, if any.
3. Continuity: The curriculum shall be continuous, with a close relationship maintained between offerings at the elementary, middle, and secondary level.
4. Growth Oriented: The curriculum shall recognize child growth and development in all its aspects.
5. Diversity: The curriculum shall provide for individual differences, and every child shall be taught so that s/he has the opportunity to develop his/her abilities to the optimum degree.
6. Mandatory Subjects of Instruction: The curriculum shall provide for a basic understanding and appreciation of the forces and ideals of American democracy as well as other mandatory subjects of instruction set forth in the School Code.
7. Use of Technology: The use of technology as supplementary material for instructional services and as a means of promoting educational excellence shall be encouraged, consistent with the District's policies governing technology use.
8. Legal Requirements: The curriculum shall take into account minimum requirements of State and federal law for curriculum and graduation requirements.

Instructional Technology Plan

The Waukegan Public Schools recognizes the importance of technology integration in with the curriculum. The Superintendent or his/her designee, therefore, will establish and maintain a technology plan that supports learners in solving problems, developing critical thinking skills, communicating ideas, and working collaboratively on multidisciplinary projects. The plan additionally shall support teachers in using technology as a curriculum supplement. Finally, the plan shall address the use of technology as a tool for the efficient and effective management of the District's resources and affairs. Implementation shall be subject to the availability of sufficient funds. (policy no. 5231)

GRADING PRACTICES

The Superintendent or his/her designee shall establish a system of grading and reporting academic achievement to students and their parents. (policy no. 5212) The grading system minimally shall:

- Take into account the terms and conditions relevant to grading contained in the Collective Bargaining Agreement between the District and its teachers.
- Allow for final grades to be comprised of a number of different assignments and other criteria administered throughout each grading period including (but not limited to): exams, quizzes, written reports, and homework.
- Allow students multiple and varied opportunities to show mastery of standards and content.

The Board recognizes that meaningful and reasonable homework assignments can contribute to learning and development of students in the District. It also is recognized that the amount and nature of homework assignments are related to the needs of students, the objectives of school programs, and the maturity and health of students. The acquisition of good study habits and learning skills is fostered when students assume some responsibility for the application of these habits and skills outside of classroom settings. The Principal and faculty of each school shall formulate and implement a plan so that an inordinate amount of homework is not assigned to students on a daily basis. (policy no. 5214)

Student grades primarily consist of assignments that are formative or summative in design. The purpose of each assignment is to assess what the student understands and/or can do at that point in time. Often times these assignments are commonly referred to as formative or summative assessment.

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. Examples might include exit slips, questioning techniques, quizzes, homework or other practice work. Formative assessment could be performance-based such as creating an outline and rough draft for a research paper, or collecting and analyzing data during a lab experiment. Anything that is considered practice work where the student receives feedback can be part of the formative assessment process.

A teacher will use formative assessment to ensure that students are on track to meet a standard. Used within the Multi-Tiered Systems of Support (MTSS) framework, formative assessment helps teachers determine if a student needs additional supports and interventions to meet a standard and enables teachers to differentiate instruction for all learners.

Summative assessments are used for the purpose of evaluating students, program, or school success at an end point in time. Summative assessments are a comprehensive measure of a student's ability to demonstrate the concepts, skills, and knowledge embedded within a standard. It is an assessment of learning as it occurs after instruction to determine what students know, understand, and can do at the end of that unit. Summative assessments might include, but are not limited to, exams, final draft research paper, formal lab write-up, performance-based project, oral presentations, choir/band performance. A summative assessment is given when the student is expected to demonstrate mastery of the learning standard(s).

At the Elementary School Level (grades 1-5) , Standards Based Grading is used to show proficiency at each standard.

Standards Based Grading

Grading should be a measure of a student's proficiency on each standard. Standards-based grading is reflective of a student's progress and gives parents the necessary information as to their child's actual success in school. Standards-based grading reflects a student's progress for the quarter and is not an average of the grades a student has received from the beginning of the quarter to the end of the quarter.

Standards-based grading indicates what a child knows and understands about each standard. Quality assessments and tasks are aligned to each standard, to ensure that progress is monitored and reported with fidelity.

The purpose of standards-based grading is to improve student achievement by focusing on instruction aligned to the priority standards in each content area. Standards-based grading and reporting provides clear communication to students, parents, teachers and administrators on what each student knows and is able to do. This is essential for building a strong foundation for all students at the elementary level and creating a climate where academic success is both achievable and expected.

Rubrics and other measures are used to measure progress.

Elementary Gradebook

Beginning with the 2017-2018 school year, the Infinite Campus gradebook will be available for teachers of grades K-5. The gradebook will be built to include the standards that will be assessed each quarter in each subject area. Teachers will be able to add assignments and grade assignments, based on the 4,3,2,1 rubric for each standard. The program will also calculate the grades of multiple standards, to be rolled-up into a general grade that will populate in the report card. Using this gradebook will allow an easy transition for teachers to report grades on the report card and will eliminate the need for teacher calculation. The rollup system will also ensure more consistency in grading at the district level.

Teachers will use a combination of formative and summative assessments throughout the learning process to determine a student's progress towards meeting the standard. Teachers often give pre-assessments of student learning at the beginning of a unit of instruction. Pre-test grades are not factored into a student's report card grade, as their purpose is to gauge what a student may already know prior to beginning a unit and can be very beneficial in guiding instruction for students.

In order for a student to meet each standard, the student must be able to demonstrate proficiency at learning goals aligned to each standard. By completing performance tasks at multiple Depths of Knowledge, students can show proficiency towards meeting each standard.

Special Education Teacher Grade Collaboration

Special education teachers will have their students assigned to their class list in Infinite Campus, therefore giving the teacher the ability to assign a grade to that student on the report card. As a general rule, special education teachers should apply the 51% rule, when deciding who will give the student a particular grade: Whomever provides the majority of instruction to the student, he or she should complete the standard report card, using his/her data from the gradebook to calculate a final grade.

Proficiency Scale for Grades 1-4 Grading

Standards Based Grading Scales will be used to determine proficiency. Students will be measured on their progress towards meeting each standard at the end of each unit.

Proficiency	Level	Descriptors
Exceeding the Standard	**4**	In addition to meeting score Level 3 performance, student demonstrates more complex learning that goes beyond what was explicitly taught. This category may not apply to some standards.
Meeting the Standard	**3**	Student is meeting the grade level standard and consistently demonstrates proficiency of this standard independently. This is the recommended target of grade-level proficiency.
Approaching the Standard	**2**	The student shows progress toward meeting the standard. The student may be able to demonstrate some level of proficiency**.**
Not Meeting the Standard	**1**	The student has yet to show progress toward meeting the standard. The student does not demonstrate proficiency at this time.
Not Assessed At This Time	**N/A**	The class did not work towards meeting this standard during this quarter.

Middle School Grade Calculation

At the middle school level, formative assessments are 30% of the grade and summative assessments are 70% of the grade. The categories will be utilized to equal one hundred percent.

Teachers will communicate to students and parents how grades are determined. This information will be made available in a course syllabus.

In addition to report cards, all formal benchmark data (e.g. NWEA MAP, PARCC, PSAT 8) are to be sent home to parents/guardians. When reporting student progress on individual report cards, teachers must record a grade based upon the level of proficiency demonstrated.

Individual grades and averages may be expressed as numerical grades in the teacher's gradebook; however, these numerical grades must be converted to letter grades for placement on report cards according to the following scale:

90 - 100 = A (4 quality points)
80 - 89 = B (3 quality points)
70 - 79 = C (2 quality points)
60 - 69 = D (1 quality point)
0 - 59 = F (0 quality points)

High School Grade Calculation

At the high school level, grade distribution by department is as follows:

English Language Arts (ELA), Mathematics, Science, Social Sciences, World Languages, and Visual Arts:

- 30% Formative Grades
- 70% Summative Grades

Career and Technical Education (CTE) and Fine Arts:

- 40% Formative Grades
- 60% Summative Grades

Physical Education, Health, and Driver Education:

- 5% Assessments
- 10% Activities
- 85% Participation

Teachers will use various methods of assessment regularly to show student progress. Assessments will be recorded as numerical values of either points or percentages. Teachers shall notify students of their grading practices at the beginning of the grading period, as well as upon parent/student request, per Board Policy No. 5212.

A class grade (80% of a semester grade) will be determined by a number of graded assessments, which may include homework, class work, quizzes, tests, projects, performances, skill tests, speeches, and essays.

All teachers will give a semester exam to be worth 20% of the semester grade. A copy of the exam must be filed with the academic department before the exam is administered. Seniors in their final semester may request a waiver from the semester exam. The student must have 90% attendance with no unexcused absences during that semester and must have an "A" for their class grade. The semester grade will be calculated electronically with the class grade counting as eighty percent, and the semester exam counting as twenty percent.

The grading scale set on the electronic grading program, which does not include a rounding function, will be as follows:

90 - 100 = A (4 quality points)
80 - 89 = B (3 quality points)

70 - 79 = C (2 quality points)
60 - 69 = D (1 quality point)
0 - 59 = F (0 quality points)

Waukegan High School offers both weighted and unweighted grade point averages and class ranks. The weighted averages are assigned based upon the following grid. The GPA will be calculated and reported to two decimal places:

Core	Honors	Advanced Placement
A = 4.0 Quality Points	A = 5.0 Quality Points	A = 6.0 Quality Points
B = 3.0 Quality Points	B = 4.0 Quality Points	B = 5.0 Quality Points
C = 2.0 Quality Points	C = 3.0 Quality Points	C = 4.0 Quality Points
D = 1.0 Quality Points	D = 2.0 Quality Points	D = 3.0 Quality Points
F = 0.0 Quality Points	F = 0 Quality Points	F = 0 Quality Points

Special Grading Practices

For students with disabilities who are receiving a standards aligned alternate curriculum, the IEP team will determine whether the grading scale used by the District needs to be modified to include items other than numeric grades (e.g. attendance, class participation). This information must be included in the student's IEP.

Grade Changes

Other than the classroom teacher, the only persons authorized to change a student's academic report card grades are the School Principal or his/her designee, Deputy Superintendent of ASAP, or Superintendent. The grade shall not be overwritten unless it is determined that the grade is in error, or that the grade is demonstrably inconsistent with the district's grading policy, as per Board Policy No. 5212.

PROMOTION

Waukegan Community Unit School District No. 60, strives to prepare all students for future success in college and careers through a rigorous and well rounded education. Students in grades 2nd, 5th, and 8th will be promoted to consequent grade levels by demonstrating achievement in academic growth and ability in core academic subjects. These requirements are listed in the Promotion Policy Protocol Manual.

High School students will be promoted to consequent grade levels by demonstrating achievement in academic growth and ability and by maintaining the required about of Credits for each grade level..

Student achievement in various subject areas is determined by demonstrating mastery in alignment with national or State Standards:

- English/Language Arts - Common Core State Standards (CCSS)
- Mathematics - Common Core State Standards (CCSS)
- Science - Next Generation Science Standards (NGSS)
- Social Studies - IL Social Science Learning Standards K-12, C3 Framework, Common Core State Standards (CCSS)
- Career and Technical Education
- Fine Arts - Illinois Arts Learning Standards (IALS)
- Health & Physical Education - Illinois State Board of Education (ISBE)
- World Languages - American Council for Teacher of Foreign Language (ACTFL)
- English Language Development (ELD) Standards

Promotional Subjects

Goals and objectives adopted by the Board of Education stress the achievement of basic skills at each grade level. The Board of Education requires that students achieve minimal competency prior to promotion. Promotion, therefore, will be determined on academic growth and development and not on social reasons or other criteria.

Student academic growth and eligibility for promotion shall be determined by the School District based upon successful completion of the curriculum, attendance, and performance on nationally- normed and local assessments, in conjunction with the rules and regulations set forth below. The policy of academic promotion will be consistently implemented. Students qualified for special education under the Individuals with Disabilities Education Improvement Act of 2004, are to be held to the same standards for promotion as students without disabilities, taking into consideration modifications, if any, identified in the student's Individualized Education Program (IEP). The effect of the policy will be to ensure students are promoted to the next grade level for reasons of academic growth. (policy no. 5215)

Waukegan Public School District 60 utilizes a multi-tiered systems of support (MTSS) framework to ensure successful learning outcomes for all students. Students in grades Kindergarten through 12 who are not demonstrating adequate progress towards meeting learning targets for promotion to the next grade level will be given increasingly intensive supports and interventions, in addition to and in support of the core curriculum, to address their specific areas of need. Parents will be consulted throughout the problem solving process.

While our goal is to ensure the academic success of all students, recommendations for retention will be reviewed by the Area Superintendent on a case-by-case basis. Parent, teacher, and principal input will be considered when making these decisions.

Students in the 2nd and 5th are required to demonstrate minimal competency in Language Arts and Mathematics as measured by the NWEA and their classroom grades. Students must also pass an End of Grade assessment with 70% mastery or higher.

Students in the 8th grade are required to demonstrate competency in Language Arts and Mathematics on the NWEA, and must maintain a 2.0 GPA in all courses taken by the end of the School Year.Students must also pass an End of Grade assessment with 70% mastery or higher.
In order for students to be promoted to the next grade level in 6th, 7th, and 8th grade, students are expected to demonstrate competency in English/Language Arts and Mathematics by attaining mastery in 70% of the required Common Core State Standards in both subject areas. If a student does not demonstrate competency they will receive a Student Growth Plan (SGP). They must also demonstrate 70% mastery of standards/benchmarks in three of the following four areas; Science (NGSS), Social Studies (IL Social Science Learning Standards)*, Health & Physical Education, or CTE, Fine Arts (IALS) & World Languages (ACTFL).

*8th Grade promotion is also dependent on successful completion of the Illinois Constitution Test.

HIGH SCHOOL GRADUATION REQUIREMENTS

To graduate, Waukegan students must have a minimum of 22 (23 credits beginning with class of 2021) from courses taken during their high school years. 19.5 (20.5) credits are prescribed below, while the remaining 2.5 credits are self-selected by the student. In order to receive a diploma from Waukegan High School, a student must:

English	Mathematics	Science	Social Science	Physical Education/Health
4.0 credits of English, from which two years, minimally, must incorporate a writing intensive component.	**3.0 credits** one year must be Algebra and another which must include geometry content.	**3.0 credits** No content specified.	**3.0 credits** including one year of World History, US History and Government/Civics. Beginning 2018-19, students must complete service learning hours.	**4.0 credits** required in Physical Education including an 18-week state-mandated, Health course 3.5 credits in Physical Education and 0.5 Credits in Health and 0.5 Credits in Health.)

CTE, Fine Arts, World Language	Consumer Education	9th Grade Seminar	Federal and State	Academic Credit
2.0 credits any combination of fine arts, world language, elective business, vocational education, or applied technology.	**0.5 credit** Meet the Consumer Education requirement.	**1.0 credit** Freshman seminar or AVID (beginning with class of 2021).	Pass the U.S. Constitution exam. Beginning 2018-2019, students must complete service learning hours.	Earn a minimum of 22 academic credits (23 academic credits beginning with class of 2021)

Students shall attain a grade of D or above in any class in order to receive credit toward graduation. One-half credit is awarded for each semester of class. A student shall progress from freshman to sophomore status by earning 6 credits. A

student shall progress from sophomore to junior status by earning 11 credits and be in his or her third year of high school. A student shall progress from junior to senior status by earning 17 credits and be in his or her fourth year of school. A student's grade is reclassified each year.

Ensuring Academic Success

Students who are not demonstrating adequate progress towards meeting the requirements for graduation will be referred to the Multi-Tiered Systems and Supports (MTSS)

team to determine appropriate interventions and supports to address their learning needs.

Students with an Individual Education Plan (IEP) who are not demonstrating adequate progress towards meeting the requirements for graduation will be referred to the IEP Team to determine appropriate interventions, accommodations, modifications and supports to address their learning needs.

POST-SECONDARY PLANNING

Course Selection

Each year, students meet with their counselors to choose courses for the following academic year. A student's course selection will be guided by graduation requirements and student interest. Waukegan High School graduation requirements are outlined in the District 60 Academic Handbook. Students should talk with their teachers, counselors, and administrators for help in selecting courses and discuss their plans, decisions, and choices with their parent(s)/guardian(s). Every effort is made to schedule students into the courses of their choice, however, students should be aware that a course request does not guarantee that the course will be available. Sometimes it is necessary to cancel courses due to insufficient enrollment or other factors. Students should have alternative course selections and backup plans ready in the event of such situations.

High School Four-Year Plan

Students are encouraged to strive beyond the minimum graduation requirements and to make the most of the educational opportunities offered at Waukegan High School. Freshmen, along with their counselors, begin the discussion of their four year plan. Students are encouraged to review their four year plan with their parent(s)/guardian(s) each year, before course selection begins, so that long-term goals can be planned and achieved as the students progress through their high school years. Students have the opportunity to update their plans at any time by meeting with their counselor.

Most colleges nationwide require more than the minimum graduation requirements. Also, the National Collegiate Athletic Association (NCAA) has ruled that students entering a Division I or Division II college must have at least 16 academic full-year courses, including two courses in science.

Students interested in highly selective colleges should give special attention to a four-year sequence in all core subject areas and World Languages.

Students interested in enlisting in the Armed Forces after graduation must be at least 17 years old, have a high school diploma, be physically fit, and pass a physical exam to include meeting height/weight standards. Additionally, applicants must pass the Armed Services Vocational Aptitude Battery (ASVAB). Subjects covered on the ASVAB are General Science, Arithmetic Reasoning, Word Knowledge, Paragraph Comprehension, Mathematics Knowledge, Electronics Information, Auto and Shop Information, and Mechanical Comprehension. The best way to prepare for the ASVAB and serving in the military is to get a well-rounded high school education. Successfully passing four years of high school JROTC earns advanced rank upon enlistment and should be considered.

Students interested in entering the workforce after graduation should give special attention to meeting all state mandated credits within each subject matter while pursuing electives focusing on their career goals or certification opportunities that will benefit them in the workforce. Current certification opportunities are Introduction to Computer (IC3 Certification) or Computer Applications classes (Microsoft Office Certifications).

Advanced Placement

Students in an Advanced Placement (AP) class are provided with a rigorous, rich and thorough examination of the subject matter and college-level work. Most colleges and universities take into account the level of difficulty of the courses taken by student applicants – and the most competitive colleges prefer students who push themselves to take advanced classes.

In addition to receiving a traditional grade that counts towards an overall GPA, students taking Advanced Placement (AP) courses are also expected to take Advanced Placement (AP) exams developed by the College Board. AP exams are a combination of multiple choice and written responses. Advanced Placement (AP) exams are scored on a 5-point scale, with 3 being the minimum score that most competitive colleges accept.

On August 13, 2015, HB 3428 was signed into law amending The College and Career Success for All Students Act (Public Act 099-0358) which now provides that a student who takes a College Board Advanced Placement examination and receives a score of 3 or higher on the examination is entitled to receive postsecondary level course credit at an Illinois public institution of higher education. The Act requires each public institution of higher education to comply with the same standard of awarding course credit to any student receiving a score of 3 or higher on a College Board Advanced Placement examination and applying the credit to meet a corresponding course requirement for degree completion at that institution of higher education.

Dual Credit

Dual Credit courses are College of Lake County (CLC) courses that are offered either at Waukegan High School or at the

Lake County High Schools Technology Campus. When students successfully complete a Dual Credit course, they earn both high school and college-level credits for the same course.

State Seal of Biliteracy and State Commendation

The State Board of Education has developed the State Seal of Biliteracy for students who develop mastery in English and another World Language. The Seal of Biliteracy would be placed on a student's academic transcript and diploma.

Biliteracy is the ability to speak, read and write in two languages at a proficient level. Students who can compete academically in two languages will have more opportunities to enter a university of their choice and find increased opportunities for lifelong future employment.

The Seal of Biliteracy is an award given to students who have attained a high level of academic proficiency in English and in one or more world languages by High School Graduation.

Students who earn the State Seal of Biliteracy will receive the Seal on their Diploma, have a written statement in their transcript, and receive the Honor Medallion and a Certificate.

Qualifying graduating 11th and 12th graders must demonstrate completion of all district and state criteria for receiving high school diploma, including any required state tests. Students must earn a minimum grade point average of 3.0 for the State Seal of Biliteracy and a 2.0 for the Commendation.

Eligibility criteria for a student whose primary language is English:

1. Students must have completed all English-language arts (ELA) requirements for graduation with an overall grade point average (GPA) of 3.0 or above; and
2. Students may have an ACT of 21 or Reading SAT score of 540 in ELA or higher. (optional); and
3. Students must demonstrate proficiency in one or more language other than English through one of the following methods:

    - Pass an Advanced Placement (AP) exam, including American Sign Language, with a score of "4" or higher; or
    - Successfully pass the AAPPL Test in the target language; or

Eligibility criteria for a student whose primary language is not English:

1. Meet the requirements above as stated in sections "1," "2," and "3"
2. Demonstrate a proficient score on the State-approved English language proficiency assessment, ACCESS for English Language Learners.

Earning State Seal of Biliteracy does not require additional seat time or credits provided that a student demonstrates academic language proficiency in English and a language other than English.

SPECIAL ACADEMIC PROGRAMS

Early Childhood Education Programs (EPIC)

The mission of the E.P.I.C. program, in conjunction with the Parent Infant Education (PIE) program, is to offer children, from birth to the kindergarten door, and their families a system of high quality, well-coordinated, easily accessible services that promote the education and care of young children. That's an E.P.I.C. mission! The E.P.I.C. preschool instructional program is sponsored by Waukegan Public School District 60 and is funded through an Illinois State Board of Education (ISBE) Early Childhood Education Block Grant and a Preschool-For-All initiative. E.P.I.C. preschools currently provide approximately ~~800~~ three, four, and five year-olds an opportunity to explore activity-based learning centers and to experience hands on instruction by highly qualified, certified teachers. There are three E.P.I.C. preschool sites and all students must be residents of Waukegan, Illinois.

Gifted & Accelerated Programs

1. Early Entrance to Kindergarten and First Grade: The district policy is that parents may request that students be screened for early entrance to kindergarten or first grade. The gifted coordinator and the coordinator of psychology asses students using ABAS III, Bracken, and KBIT. Only students that score above norms on all assessments will be admitted for early entry.
2. Project Discovery - The district offers full time gifted/ accelerated classes for grades 3-5. Students are identified using the CogAT (during second grade) and MAP scores (all grades). Students are offered an enrichment and accelerated program.
3. Gifted and Accelerated Program (GAP) -The district offers full time gifted/ accelerated classes for grades 6-8. Students are identified using the CogAT (during fifth grade) and MAP scores (all grades). Students are offered an enrichment and accelerated program.
4. Middle School Accelerated Programs: The district offers single subject acceleration in core content areas. Students are identified using MAP scores. Students are offered accelerated curriculum for single subjects.
5. Cooke Magnet School: The district offers an accelerated curriculum for Cooke Magnet School. Students are required to take a placement test to qualify for admission.

Virtual Programs

Waukegan High School offers selective courses on a virtual platform. These courses will be made available to students with course conflicts, desire to take enrichment courses, and credit recovery. These courses are delivered on an interactive platform and students are assigned to certified Waukegan teachers for support. These courses are currently not approved for NCAA credit.

Summer School

K-8 Summer Enrichment Program runs for 5 weeks. This program provides quality enrichment instruction in language arts, math and science. The curriculum is designed to be enjoyable and engaging for students while challenging enough to advance students academic skills. This program is offered free to students but seating is limited.

The Newcomer Program for middle and high school students is designed for recent immigrant students with limited English language proficiency.

High School summer school runs for six-weeks and offers students the opportunity to take additional courses, recover credit or review courses to improve a grade and build skills. Students are highly encouraged to recover credit during summer school so that they may stay on track to graduate. A registration fee is applied. Course offerings vary each year, depending on registration requests. Students should not base their four-year plan upon any specific summer offering.

DIVERSE LEARNERS

Student Identification

Students ages 3 through 21 who have been found eligible for Special Education Services through an evaluation process are identified as Diverse Learners. Students with disabilities have a right to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE).

Description of Services

Special Education Services are determined based upon each individual student's area of need (e.g., reading, math, writing, social emotional, speech etc.) as identified in the evaluation process. Special Education Service Delivery is best described as a Continuum of Services from least restrictive to more restrictive. Special Education Services are provided in the General Education Environment, Special Education Environment or a combination of environments based upon the individual needs of the student. More restrictive environments may include transfer to a different school within the district, a separate school or service delivery in the home/hospital setting.

Students who meet the criteria to participate in the Dynamic Learning Maps Alternate Assessment (DLM-AA) receive a standards aligned alternate curriculum. The standards aligned alternate curriculum changes what is being taught which requires the standards to be significantly altered to meet the individual student's needs. Modifications of the curriculum may involve combinations of altered content knowledge,, educational goals and instructional method. The IEP team must describe how the standard curriculum has been modified to meet the student's needs.

Evaluation of Performance

All students with disabilities must receive a grade for all subject areas.. Students with disabilities should receive grades based on the level of achievement and progress toward curriculum standards and mastery of IEP goals. For any subject area which the IEP team did not identify as an area of need, the student will be graded using the school's standard grading criteria. With the identified accommodations, modifications and goals contained in the IEP, most students with disabilities are graded based on the standard criteria for the District. .

Students with disabilities receive a standard report card in addition to the IEP progress report. On the IEP progress report, the special education teacher and/or related service provider reports the student's progress toward meeting his or her annual IEP goals. The standard report card gives grades for specific academic areas. The general and special education teachers collaborate regarding grades.

Testing Special Education Students

Students with disabilities will participate in State and District assessments . Students with disabilities are provided accommodations as stated in their IEPs or 504 Plans. Students who meet the criteria participate in the (DLM-AA), which is the alternate assessment for the State of Illinois.

Promotion/Progression of Diverse Learners

Promotion for students enrolled in Special Education programming is dependent on the following criteria:

1. Progressing on IEP goals as specified in the student's IEP
2. Attending at least 162 days of school. If the student misses more than 18 days, the IEP team will review implemented interventions.
3. Growth on assessment data based on the student's instructional level

Promotion decisions will be determined by the IEP team and shall be based on each individual student's progress toward attainment of measurable annual goals as specified in his or her Individualized Education Program (IEP). The IEP goals

and objectives must be aligned to the Illinois Learning Standards.

ENGLISH LEARNERS

Student Identification and Testing

Programs serving English Learners (ELs) in Illinois school districts are governed by Article 14C of the Illinois School Code and the 23rd Illinois Administrative Code 228. To exit English Learning (EL) classification status, a student must attain a 4.8 composite score on ACCESS 2.0.

Students in Waukegan Public Schools (WPS) are identified as English Learners through a state- and federally-mandated process. Parents of all students (PreK-12) newly enrolled in WPS complete a Home Language Survey (HLS), for the purpose of identifying students language "background" in a language other than English, and to determine the student's level of proficiency in English and eligibility in a program for ELs. All English Learners are assessed annually through the WIDA Assessment for Communication and Comprehension of English From State to State (ACCESS) test for English language proficiency in listening, speaking, reading, and writing.

All students enrolled in a program for English Language Learners must receive instruction aligned to the Common Core State Standards (CCSS), the World-Class Instructional Design and Assessment (WIDA) Standards (PreK WIDA Early English Language Development Standards). Programs providing instruction in Spanish must also be aligned with the state's Spanish Language Arts (SLA) Standards and assessed.

Students who have been properly identified as English Learners (EL) are matched to appropriate EL programs determined by the following:

The student receives a screening test. If the screening proficiency test is below 5 the student is eligible for bilingual services. At this time the parent of an EL student receives information about different programs and can accept or refuse services.

Every student who transfers into Waukegan Public Schools and is identified with a home language as eligible for EL services, must be screened for English language proficiency, except students with an English proficiency assessment score from another school district that has been administered within 12 months.

Annual State ACCESS Testing

- The annual state ACCESS test determines students' proficiency in English for areas such as listening, speaking, reading, and writing. The levels of proficiency are: 0-1.9 is Entering, 2.0-2.9 is Emerging, 3.0-3.9 is Developing, 4.0-4.9 is Expanding, 5.0-5.9 is Bridging, and 6.0 and above is reaching.
- The yearly state ACCESS test demonstrates students' language and academic ability in English as well as determines whether the students will continue to be eligible for EL services.
- If an EL student refuses bilingual services the student is still required to take the ACCESS test yearly until the student meets the exit criteria.
- If it is determined that a student is not being successful after exiting within two years and it is due to language acquisition, a student may re-enroll with the Director of ELs approval.
- If a student is identified with Low English Proficiency and receives Special Education services they are required to take one of the following:
  - Illinois Alternative ACCESS
  - ACCESS with accommodations
  - ACCESS with no accommodations

Please note: A non-special education student that has EL services is still required to take ACCESS

Alternative Access Test

Alternative Access is an assessment of English language proficiency for students in grades 1-12 who are classified as English language learners and have significant cognitive disabilities that prevent them from participating in a meaningful way in ACCESS.

By law, all EL's students and all SPED students participate in statewide and districtwide assessments, the Alternative Access with appropriate accommodations is used when it is documented in their IEP.

When SPED students are not able to take the statewide tests, as it would not be meaningful or appropriate due to their disability, they can take the IAA (Illinois Alternative Assessment which is performance based and an alternative to PARCC).

EL Program Model/Placement Guidelines

- Any teacher in the Dual Language Program and TBE (Transitional Bilingual Education) requires a Bilingual Certification
- Special Education TBE teachers require a Bilingual Certification
- Teachers of any EL students integrated into a mainstream classroom require an ESL Certification.
- Teachers for TPI (Transitional Program of Instructions) require an ESL Certification.

MODEL	
Kindergarten (1st & 2nd semester) *(Only speaking and listening)*	
Dual	1.00 – 4.99

WIDA Screener	
1st grade (2nd semester) to 7th grade	
Dual	1.00 –4.79

WIDA Screener	
8th grade to 12th grade	
TBE Late-exit	1.00 – 4.79

Language Allocation Model for Classroom Instruction:

Below are general guidelines for approximately the amount of English and Spanish that content is taught in each classroom setting, warranting the biliteracy model.

Dual Language	
Spanish/English	
Pre-K	90/10
Dual Kindergarten through First Grade	80/20
Dual 2nd grade	70/30
Dual 3rd grade	60/40
Dual 4th grade and above	50/50

Additional Bilingual Program Information

Description of Programs
The Dual Language Program is intended to provide a literacy rich environment that allows students to develop both English and Spanish towards biliteracy. While students who enter can be at a variety of ACCESS levels, students remain after their scores indicate that they have met exiting criteria.

The Transitional Bilingual Education (TBE) program is for students whose native language is Spanish and have difficulty with written or spoken English. In this program, students learn math, social studies, and science with key academic instruction in the student's native language with transition into English.

Transitional Programs of Instruction (TPI):
Students whose first language is other than English or Spanish and have scored below a 4.8 composite on either the state mandated ACCESS test or WIDA screener also qualify for EL services in the form of sheltered instruction where the teacher uses ESL techniques to make the content comprehensible. These classes utilize the monolingual, general education materials as well as additional supplemental resources to assist students in making connections to content. The language of instruction is primarily in English. The goal of these classes is to acquire academic literacy in content areas.

Newcomer Program:
The Newcomer Program is provided for English Language Learners who have recently arrived to the United States. Students are eligible for the program if they have very limited English skills, limited formal education, and limited literacy skills in their native language. Newcomer classes are offered in all core academic content areas in middle and high school. Newcomer ESL is a double block language arts course and shall count toward English requirements for graduation. The newcomer classes are intended to provide intensive language and content instruction as well as acculturation to prepare students to succeed in their coursework. These students remain in the newcomer program for a maximum of one academic school year and a session of summer school and are then placed in the EL program. The newcomers program is transient. As students gain English proficiency, they may be moved out of the newcomers program before a year with approval from the Director of EL.

High School:
EL coursework in high school is offered in two types: Bilingual and Sheltered Instruction. Bilingual classes are offered in all academic core content classes. Those students scoring below 2.9 Composite score on the ACCESS, MODEL test or WIDA screener are placed in these classes. Instruction is primarily given in Spanish.

Sheltered classes are offered in core classes as well. Students who score a 2.9 and above composite on the ACCESS, MODEL

or WIDA screener **and** a 3.5 or above Literacy score are usually placed in sheltered classes. These classes utilize the general education materials as well as supplemental materials. The language of instruction is primarily in English with Spanish support as necessary. The goal of these classes is to acquire academic literacy in content areas.

Program Requirements:

Students in the TBE and TPI program in high school are required to take English as a Second Language (ESL). Students are placed in an ESL class depending on their level of English proficiency. In ESL classes, students improve their listening, speaking, reading, and writing English skills. Courses in ESL shall count toward English requirements for graduation.

Depending on language proficiency, students that are in the TBE program are also required to take either Spanish Language Arts or Sheltered Literacy classes. Spanish Language Arts is a standards based course aligned to the Common Core and Spanish Language Arts Standards. Students are placed in Spanish Language Arts classes based on their year in school.

Sheltered Literacy classes are designed to assist students in advancing their English reading and writing skills. Sheltered literacy is a standards-based course aligned to the Common Core and the English Language Development Standards. Students are placed in Sheltered Literacy classes based on their year in school.

High School Courses Specific to ELs:

ESL English 1: Grade Level: 9 - 12. (Meets graduation requirement) This course is aligned to the English Language Development Standards as well as the Common Core. This course is designed to help students who are at the beginner's levels of language acquisition. It emphasizes vocabulary, phonics, grammar, reading comprehension and writing.

ESL English 2—Grade Level: 9 - 12. (Meets graduation requirement) This course is aligned to the English Language Development Standards as well as the Common Core. It is designed to help students who are at the next level of language acquisition. It emphasizes vocabulary, phonics, grammar, reading comprehension and writing.

ESL English 3: Grade Level: 9 - 12. (Meets graduation requirement) This course is aligned to the English Language Development Standards as well as the Common Core. This course reinforces reading, speaking, listening and writing skills. It reinforces grammar structures. It continues to emphasize oral and written communication in English.

ESL English 4: Grade Level: 9 - 12. (Meets graduation requirements) This course is aligned to the English Language Development Standards as well as the Common Core. This course reinforces grammar, conversational and writing skills. It increases the use of reading comprehension strategies and practice.

ESL English 5: Grade Level: 9 - 12. (Meets graduation requirements) This course is aligned to the English Language Development Standards as well as the Common Core. This course encourages oral expression and literary application. This course reinforces grammar, conversational and writing skills. It increases the use of reading comprehension strategies and practice.

ESL English 6: Grade Level: 9 - 12. (Meets graduation requirements) This course is aligned to the English Language Development Standards as well as the Common Core. This course emphasizes the use of academic vocabulary and correct grammar structures to compose a variety of writings and engage in conversations on different topics. Students will be engaged in reading a selection of texts including all genres to express their ideas orally or in writing. Students will be able to conduct research papers and do oral presentations.

Advanced ESL: Grade Level: 9-12 (Meets graduation requirements) This course is aligned to the English Language Development Standards as well as the Common Core. This course emphasizes the use of academic vocabulary and correct grammar structures to compose a variety of writings and engage in conversations on different topics. Students will be engaged in reading a selection of texts including all genres to express their ideas orally or in writing. Students will be able to conduct research papers and do oral presentations.

Sheltered Literacy 9: Grade Level: 9. (meets elective credit) This one year course is aligned to the English Language Development Standards as well as the Common Core and is specifically for students in the EL Program.

Sheltered Literacy 10: Grade Level: 10. (meets elective credit) This one year course is aligned to the English Language Development Standards as well as the Common Core and is specifically for students in the EL Program.

Sheltered Literacy 11: Grade Level: 11. (meets elective credit) This one year course is aligned to the English Language Development Standards as well as the Common Core and is

specifically for students in the EL Program. Students will focus on American LIterature.

Sheltered Literacy 12: Grade Level: 12. (meets elective credit) This one year course is aligned to the English Language Development Standards as well as the Common Core and is specifically for students in the EL Program.

Spanish Language Arts 9: Grade Level: 9. (meets elective credit) This one year course is taught in Spanish for those students in the EL program and is aligned to the Spanish Language Arts Standards.

Spanish Language Arts 10: Grade Level: 10. (meets elective credit) This one year course is taught in Spanish for those students in the EL program and is aligned to the Spanish Language Arts Standards.

Spanish Language Arts 11: Grade Level: 11. (meets elective credit) This one year course is taught in Spanish for those students in the EL program and is aligned to the Spanish Language Arts Standards..

Spanish Language Arts 12: Grade Level: 12. (meets elective credit) This one year course is taught in Spanish for those students in the EL program and is aligned to the Spanish Language Arts Standards.

Newcomer ESL: Grade Level: 9 - 12. (Meets graduation requirement) This WIDA Standards-based course is a double-block incorporating language arts and reading and is designed to develop literacy skills for students with low reading skills. The goal is to increase the reading ability of students enough to enable them to access information from textbooks in regular classes.

This course addresses the immediate needs of students who are recent arrivals (new to the country). It also presents information to help students navigate the new culture including: high school course sequence, scheduling, transportation, sports, attendance guidelines, graduation requirements, cultural information, parent-teacher conferences, and intensive survival English in the areas of housing, food, clothing, transportation, money, personal information, health, and emergency information. It also introduces resources from the community.

Newcomer Social Studies: Grade Level: 9 - 12. (Meets elective credit) This course consists of general social studies concepts and vocabulary. It prepares students to take required social studies courses such as sheltered or regular U.S. History, Government, and World History.

Newcomer Science: Grade Level: 9 - 12. (Meets elective credit) This course consists of general science topics and vocabulary. It prepares students to take sheltered or regular science classes such as Biology and Chemistry.

Newcomer Math - Pre-Algebra**:** Grade Level: 9 - 12. (Meets elective credit) This course focuses on accelerating skills in mathematics to be prepared for Algebra 1.

EL Students and Special Education

ELs are eligible for Special Education Service – both resource and self-contained when the eligibility rules and procedures apply to both areas of need. Language proficiency and cultural factors must be ruled out as the determining factor in the learning difficulty when qualifying for Special Education. They are not the cause – but they may still exist and need attention/services. If an EL student is identified with learning disability, the learning disability must be demonstrated in the home/native language as well as in English. Students should be afforded a continuum of services in the least restrictive environment that provides both special education and specialized English language instruction and/or native language support. This should be marked on the IEP and even specified in any 504 where appropriate. Also, the IEP should specify what kind of language support would meet the student's needs. This would be determined through their ACCESS scores, classroom performance, and teacher recommendation. All students (SPED as well) who take ACCESS and score less than a 4.8 composite maintain their status as EL. Administrative Code 238.30 further details programming requirements for students enrolled in EL programming.

Testing English Learners

Allowable testing accommodations for EL students are determined by the Illinois State Board of Education and are subject to change. Some tests allow an exemption for students new to the country within one year. Once student eligibility for accommodations is determined, the local school follows the established process in the district for selecting test accommodations. Test accommodations are selected on an individual student basis, with care, considering student background such as time in the U.S., language of instruction, level of literacy, etc.

Testing accommodations may vary somewhat based on specific test, but generally fall among four categories: (timing/scheduling; setting, presentation, and response). For detailed information on specific accommodations based on a particular test, please see the Illinois State Board of Education website.

Exit Procedures for Dual, TBE, and TPI Programs

Dual Language Students

Students entering the second semester of 1st grade through 12th grade, must achieve an overall composite proficiency level of 4.8 on the ACCESS test to be considered English Language proficient. Dual language students who meet exit criteria will not take ACCESS again but remain in the Dual Program after meeting exit criteria as the goal of the program is biliteracy.

TBE and TPI Students

When a student's score reaches 4.8 on the ACCESS Test, they are eligible to transition into the general Ed. classroom. If a student has less than three years in the program, parents are permission is required to transition the student into monolingual classes. If parents DO NOT agree with the transition before three years to monolingual, a form must be signed by the parent and it is placed in the student's cumulative file and a copy is kept in the EL Department. The student will be identified with a PRT" flag (Parent Refused Transition). Schools will place the student in a Bilingual classroom. Please note that these students do not take the ACCESS Test; but at the end of the three years will be notified that their student will exit.

STUDENT SERVICES

Student Outreach Support

Students grades PreK-12 will be identified for services that focus in the areas of: Behavior, Attendance and Academics.

- Behavior: Preventing and addressing discipline matters to ensure that all students are afforded rights to due process.
- Attendance: Investigate attendance matters in an effort to reduce student absenteeism and tardiness ensuring that no student loses educational opportunities as a result of absences.
- Academics: Preventing students from dropping out or leaving school prior to completion and graduation through access to in and out of district alternative school programming

Support services provided to students will be assessed based upon alignment with district wide MTSS which places emphasis on developing academic, social-emotional and behavioral skills through use of evidence based interventions that place value on cultural and ethnic diversity.

Outreach Support services are ongoing and based on individual student and school needs.

Waukegan High School
Course Guide



WAUKEGAN HIGH SCHOOL

2325 Brookside Ave • Waukegan, Illinois 60085
Telephone: 224.303.2912 • Fax: 224.399.8542

1011 Washington Street • Waukegan, Illinois 60085
Telephone: 224.303.3301 • Fax: 224.399.8549

Mr. Timothy S. Bryner
Lead Co-Principal-Brookside Campus

Dr. Terry Ehiorobo
Co-Principal-Washington Campus

Evonda Fulton
Director 9th Grade

Anthony Swope
Director 10th Grade

Minerva Cruz
Director 11th Grade

Dr. Mark Neiberg
Director 12th Grade

Dear WPS Parents and Students,

We are glad to share our updated Waukegan Course Offering Guide (COG) and Academic Handbook with you. The Course Offering Guide provides a list of all courses/subjects offered by Waukegan High School. These will help you and your student understand what courses are available for them to take during their four years of high school. There are a few changes to the handbook from last school year. Please take some time to review and make note of the changes.

This school year, we spent time administering numerous surveys to determine how to improve the services we provide to your students. One unique survey--the Equal Opportunity School (EOS) survey allows us to increase the number of our students taking Advanced Placement (AP) courses. We are using the results from this survey to tap into the talents of your students.

Last year we provided numerous supplemental services to students, which allowed them to improve their academic performance. Some of these services include: SAT preparation sessions, after school tutorial sessions, "Save Your Grade" tutorial session over the winter break and Credit Recovery opportunities,

Additionally, we continue to increase access to specialty programs such as dual credit, career and technical education to students. Recently, we have added African Studies and Latino studies to our curriculum. These courses will provide additional electives for our students.

All of our students have access to participate in our AVID (Advancement Via Individual Determination) program once they meet the criteria. The AVID program allows students to overcome difficulties, despite their circumstances. AVID students overcome obstacles and achieve success. They graduate and attend college at higher rates, but more importantly, they can think critically, collaborate, and set high expectations to confidently conquer the challenges that awaits them.

We ask you and your student to review their 4-Year Plan together. In addition, please meet with your student's counselor to review and discuss your child's courses. We look forward to a successful 2019-2020 academic year.

Sincerely,

Tim Bryner
Lead Co-Principal

Dr. Terry Ehiorobo
Co-Principal

Army JROTC Leadership

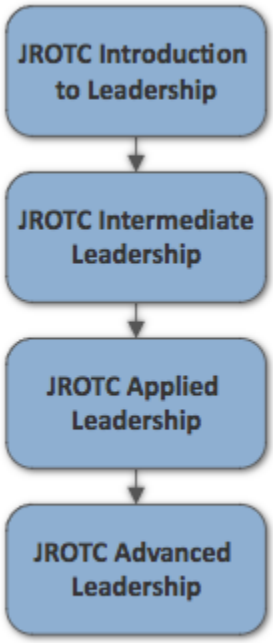
When you enroll in Waukegan Army JROTC, you become a member of the Bulldog regiment. Established in 1916, Waukegan Army JROTC is the oldest, largest and best JROTC unit in the country!

Originally, JROTC trained students for positions in the military. Over the years, the course has changed from a military training program to a leadership and citizenship development program.

Today, cadets take classes in leadership, citizenship, first aid, map reading, financial education and many more practical subjects that benefit students in the real world. Courses such as note taking, test taking as well as conflict resolution and time management are designed to help students be successful in high school and in the future.

One of the strongest components of our program is our leadership development. All JROTC cadets are exposed to leadership training and practical experiences that are vital for success in the world. Cadets benefit from classroom training in leadership and get a chance to develop leadership skills by filling leadership positions in our cadet unit. While our freshmen cadets learn the basics of teamwork and followership, the Sophomores, Juniors and Seniors actually run the Bulldog Regiment. It is the best practical leadership training program in the state!

Students who are looking to enhance their educational experience at Waukegan High School are invited to become part of the Bulldog Regiment.



Note:

1. Students may enroll in JROTC as an elective or to fulfill the Physical Education requirement for graduation. A completed and signed PE Waiver Request Form is required.
2. Students enrolled in JROTC (Cadets) are not in the military nor do they have any military obligation through their involvement in JROTC.

JROTC 1 - (Introduction to Leadership Education and Development)
Open to: 9, 10, 11, 12
Prerequisite: None
Credit 1.0 – JROTC or Physical Education Credit

This course includes classroom instruction and laboratory instruction in the history, customs, traditions and purpose of Army JROTC. It contains the development of basic leadership skills and characteristics of good citizenship to include leadership principles, integrity, responsibility, and respect for constituted authority. The course also provides initial training in the techniques of communication, map reading, physical fitness, drill and ceremonies. Development of core skills students should master, an appreciation for diversity, and active learning strategies are integrated throughout the course. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC.

JROTC 2 - (Intermediate Leadership Education and Development)
Open to: 10, 11, 12
Prerequisite: "C" or better in LEAD 1 and maintain cadet status.
Credit 1.0 – JROTC or Physical Education Credit

This course includes classroom instruction and laboratory instruction expanding on skills taught in JROTC 1. This course introduces equal opportunity and sexual harassment. It covers intermediate map reading, techniques of oral communication, leadership theory, drill and ceremonies, cadet physical fitness training, and the Army in U.S. history. It provides instruction on leadership styles and practical time to exercise leadership theories as well as the basic principles of management. The course provides self-assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of this course entitles the student to advanced placement credit of up to one year of college ROTC or one pay grade advanced rank in a regular or reserve component of the Armed Forces should the student elect to enlist after graduation.

JROTC 3 - (Applied Leadership Education and Development)
Open to: 11, 12
Prerequisite: "C" or better in LEAD 2 and maintain cadet status.
Credit 1.0 – JROTC or Physical Education Credit

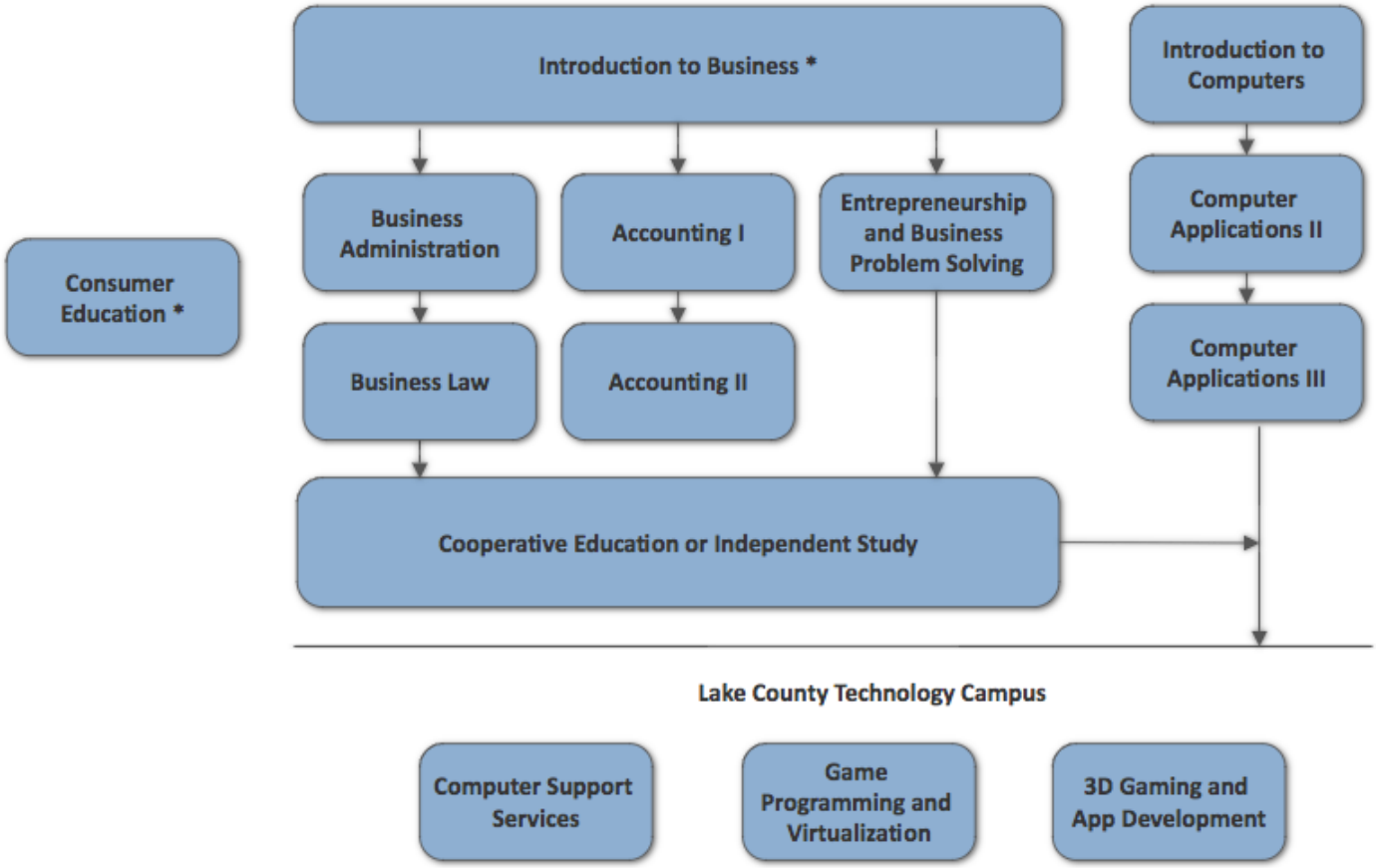
This course includes classroom instruction and laboratory instruction expanding on the skills taught in JROTC 1 - 2. This course allows cadets to investigate the interrelationships of the services while it continues to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and provides opportunities to handle various leadership situations. The research, identification, planning, and execution of service learning activities are included. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

JROTC 4 - (Advanced Leadership Education and Development)
Open to: 12
Prerequisite: "C" or better in LEAD 3 and maintain cadet status.
Credit 1.0 – JROTC or Physical Education Credit

This course includes classroom and laboratory instruction expanding on the skills taught in JROTC 1 - 3. It focuses on creating positive leadership situations, decision-making, problem solving, planning, team development, project management, and mentoring. It provides the opportunity to demonstrate leadership potential in an assigned command or staff position within the cadet battalion and regiment organizational structures. It provides instruction on etiquette, motivation, financial planning, and service learning. It emphasizes physical fitness through healthy individual and group exercises and competitions. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

Career and Technical Education

Career Cluster: Business, Marketing & Computers



*** Fulfills Graduation Requirement**

Accounting I
Open to: 11, 12
Prerequisite: None
Credit 1.0 – Vocational Arts Credit

This skill-based course is is recommended for those students who plan to major in business in college or for those students who plan a career in an office setting after graduation. This course includes planned learning experiences that develop initial and basic skills used in maintaining numerical data involved in financial and product control records. Instruction includes information on keeping financial records, summarizing them for convenient interpretation and analyzing them to provide to assistance to management for decision-making. Accounting computer applications are integrated throughout the course.

Accounting II
Open to: 11, 12
Prerequisite: Accounting I
Credit 1.0 – Vocational Arts Credit

This skill-based course builds upon the foundation established in Accounting I. It is recommended for those students whose plans include majoring in accounting or business administration in college or for those students who wish to qualify for an accounting job after graduation. The students learn to apply previously learned principles to more complicated types of business organizations such as partnerships, corporations, and branches. Students become familiar with such specialized fields of accounting as cost accounting, tax accounting, payroll accounting and others. The use of the computer increases as students learn data entry, retrieval and statistical analysis of business data.

Introduction to Business
Open to: 9, 10, 11, 12
Prerequisite: None
Credit 1.0 – Vocational Arts Credit

This course includes an orientation to business, marketing and management concepts. Students will develop an understanding of basic business and economic principles and gain an understanding of entrepreneurship, business partnerships and corporations. Students practice business communications and business computations throughout the course. Students will develop basic understanding and competencies in finance, investing, marketing, banking, taxes, credit, and risk management. This course satisfies the graduation requirement for Consumer Education in all Illinois schools.

Business Administration
Open to: 11, 12
Prerequisite: Introduction to Business
Credit 0.5 – Vocational Arts Credit

This course is designed for students planning to major in business at college and/or those who plan on management careers. Course topics include finance, economics, marketing, and personnel management. Emphasis is placed on decision making in a changing business environment. Students will learn the process of product development, financing, promotion, purchasing and risk management. Students will also understand how companies set up distribution networks for the purpose of selling their products and how pricing and marketing affects business success. Students practice business communications and business computations throughout the course.

Business Law
Open to: 11, 12
Prerequisite: Introduction to Business
Credit 0.5 – Vocational Arts Credit

This course offers an introduction to the legal principles and practices in business. Topics studied include contracts, insurance, employer-employee relations, sales of personal and real property, and also landlord/tenant legal process. The viewpoint of both business and consumer is emphasized.

Entrepreneurship and Business Problem Solving
Open to: 11, 12
Prerequisite: Introduction to Business
Fee: None
Credit 1.0 – Vocational Arts Credit

This course explores entrepreneurship using the business problem solving model to take a product from its conceptual stage to presenting it before potential investors. Using the problem solving steps and working with corporate partners as coaches and mentors, students will work in teams to identify, develop, test viability, price and present a product to a team of potential investors. It also acquaints students with the knowledge and skills necessary to own and operate their own businesses. Other topics include economics, marketing, human relations, psychology and business opportunities for the 21st Century businessman/entrepreneur.

Consumer Education
Open to: 10,11,12
Prerequisite: None
Credit 0.5 – Vocational Arts Credit

Consumer Education is a graduation requirement in all Illinois schools. The one semester course helps student acquire an array of skills that promote good personal financial habits and create an awareness of how to secure their financial futures. Students will develop an awareness of the fundamentals of budgeting, credit, contracts, financial planning, insurance, and taxes. This course also explores career opportunities for both college bound and non-college bound students and will meet the Essential Areas of Study requirement.

Introduction to Computers
Open to: 9, 10, 11, 12
Prerequisite: None
Credit 0.5 – Vocational Arts Credit

The course gives students a basic understanding of the technology necessary to survive in the modern world. It develops awareness and increases student understanding of the application of electronic data processing concepts, software and equipment to accomplish personal and organizational goals. Students learn the components of computer system, what they do and how software packages can be utilized in business and personal life. Students will learn to utilize all components of Microsoft Office Suite including: Word, Powerpoint, Publisher, Outlook, Excel and Access. It also creates an understanding of the basic ethical and safety considerations that arise in using the internet, information processing equipment and databases. With IC3 Certification available, the course develops basic employability and work transition skills.

Computer Applications 1

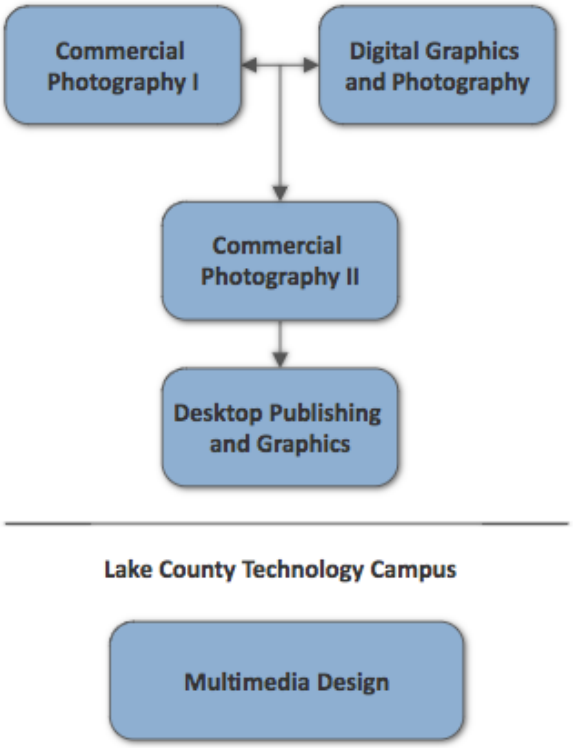
Open to: 9, 10, 11, 12
Prerequisite: None
Credit 0.5 – Vocational Arts Credit

This is a comprehensive semester course that will focus on building word processing and presentation skills using MS Word and MS PowerPoint. Advanced and specialized word processing topics are incorporating tables and charts, merges, macros, outlining, templates, styles, themes, footnotes/endnotes, headers/footers, and graphics. Referencing styles (MLA/APA) are included to help prepare for post-secondary education. Students will design, create, and deliver engaging presentations using software specifically designed for presentations. Topics include media, custom animation, and web posting. Microsoft Certification in Word and/or PowerPoint will be available to students upon successfully completing the course.

Computer Applications 2
Open to: 9, 10, 11, 12
Prerequisite: None
Credit 0.5 – Vocational Arts Credit

This is a comprehensive semester course that will focus on building spreadsheet and database skills using MS Excel, MS Access and MS Outlook. Topics include organizing worksheets and workbooks, linking data between worksheets, creating financial forms using traditional templates, creating and formatting charts, work with graphic objects, calculating and sorting with advanced formulas and analyzing data with PivotTables. In addition, the students will develop forms, reports, and queries using MS Access. Microsoft Certification in Excel and/or Access and/or Outlook will be available to students upon successfully completing the course.

Career Cluster: Graphic Arts



Commercial Photography 1
Open to: 9, 10, 11, 12
Prerequisite: None
Fee: $45.00
Credit 1.0 – Vocational Arts Credit

This course provides students with experiences related to the photography field. Through a variety of engaging activities and projects students acquire the basic skills and knowledge of 35mm photography. The first quarter of this course deals with the basic technical aspects of black and white photography. Students learn to use a 35mm camera, to develop film, to make quality black and white prints, and to present their photographs in a professional manner. The second quarter deals with making more interesting and compositionally pleasing photographs. Elements and principles of design are covered with an emphasis on photographic application. The second semester of this course deals with the student's ability to take ideas and put them into visual images. Projects are designed to challenge the student's creative and problem solving abilities and to allow opportunities for personal expression.

Commercial Photography 2
Open to: 10, 11, 12
Prerequisite: Commercial Photography 1 or Digital Graphics and Photography with "C" or better or Department approval
Fee: $45.00
Credit 1.0 – Vocational Arts Credit

This course provides students with experiences related to the photography field. In the first semester of this course, students will continue to develop their own personal expression and to turn ideas into visual images. More advanced photographic techniques and applications, such as, studio lighting, larger film formats, and darkroom manipulations, are covered. In the second semester, each student chooses one or two areas of photography to explore in greater depth. These areas may include fashion, advertising, photojournalism, nature, sports, portraiture or fine art. Students work on a more independent basis in the creation of a portfolio of work.

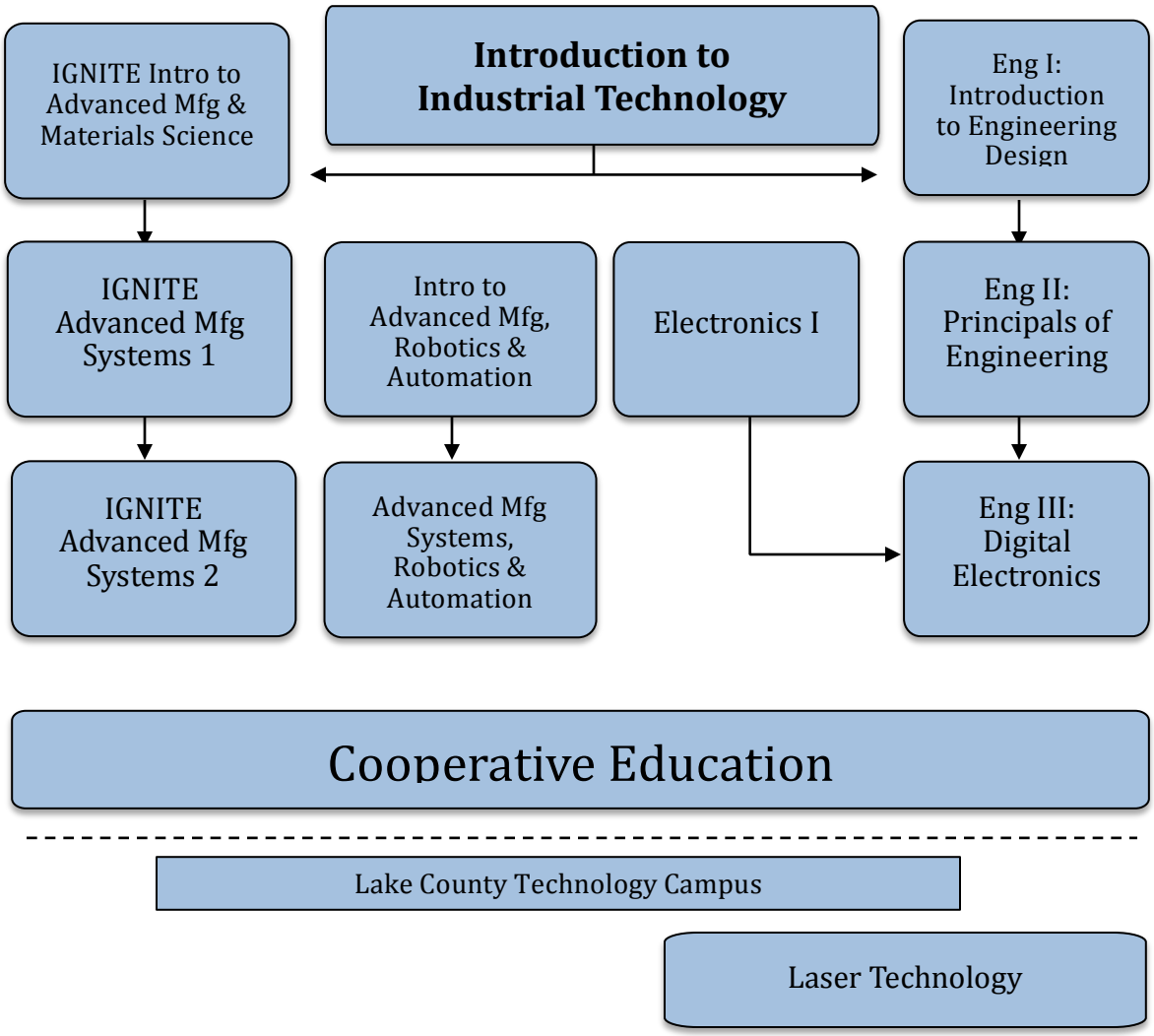
Graphic Communications
Open to: 10, 11, 12
Prerequisite: Digital Graphics and Photography preferred
Fee: None
Credit 1.0 – Vocational Arts Credit

This course is designed for students who want to become knowledgeable of the fundamental principles and methods and to develop technical skills related to the graphic arts industry. The course exposes students to commercial and fine arts applications of computer graphics tools. It teaches students how to use color, balance and proportion in design; three dimensional visualization; sketching, design procedures, layout, election of type styles and the selection of appropriate drawing tools and media. Students will learn to work with the Adobe Creative Suite software package. Students will create a variety of projects that include brochures, posters, logos, t-shirt designs, menus and many other items. Photographic manipulation techniques and web design are also briefly explored in this comprehensive course.

Digital Photography
Open to: 9, 10, 11, 12
Prerequisite: None
Fee: None
Credit 1.0 – Vocational Arts Credit

This course covers the basic use of a digital camera and explores the computer program called Photoshop. This course explores the basic elements and principles of design and provides students with opportunities to use the computer and state of the art cameras to produce visual imagery. Students also learn to apply graphic techniques to various fields, such as advertising, TV/video, and architecture, fashion, advertising, sports, photojournalism, portraitures, and fine arts. Students will develop their own personal expression, learn about career opportunities in the Digital Graphics industry and learn how to turn ideas into professional looking visual images.

Career Cluster: Technology and Engineering Pathways



Project Lead the Way (PLTW) is a nationally recognized organization devoted to enhance the growth of engineers in our schools. This program provides students with a state of the art curriculum designed to teach students how to solve real world problems through the use of engineering skills and modern technology.

Industrial Technology/Engineering
Open to: 9, 10
Prerequisite: None
Fee: None
Credit 1.0 – Vocational Arts Credit

This course that provides an introduction to emerging technologies and how they are applied in real life settings. It is organized into four nine-week modules that focus on Transportation, Communication, Production and Energy Utilization, and Engineering Design. The course addresses the resources, technical processes, industrial applications, technological impact and occupations encompassed by that system. This class engages students in challenging projects, allows them to use state of the art technology and provides them with valuable information about 21st Century career opportunities.

Engineering 1 - Introduction to Engineering Design (IED)
Open to: 9, 10, 11, 12
Prerequisite: Enrolled in Project Lead the Way and Algebra I or above.
Fee: None
Credit 1.0 – Vocational Arts Credit

This is the first course in a four-course sequence that introduces students to the field of engineering and its practices. Students learn problem-solving skills using a design-development process. Models of product solutions are created, analyzed and communicated using 3D solid modeling

computer design software. Math and science principles are applied in a variety of settings, which enhances student learning and enhances cognitive development.

Engineering 2 - Principles of Engineering (POE)
Open to: 10, 11, 12
Prerequisite: Enrolled in Project Lead the Way, and successful completion of Introduction to Engineering Design.
Fee: None
Credit 1.0 – Vocational Arts Credit

This course is recommended for students who want to continue in the Project Lead the Way program. This is the second course in a four courses sequence that introduces students to the field of engineering. Students gain a greater appreciation of the field of engineering and engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science, and technology in an engineering problem-solving process to benefit people. The course also includes concerns about social and political consequences of technological change. Engineering 2 and Engineering 3 alternate years they are offered.

Engineering 3 - Digital Electronics (DE)

Open to: 10, 11, 12
Prerequisite: Enrolled in Project Lead the Way and successful completion of Introduction to Engineering Design or completion of Electronics 1
Fee: None
Credit 1.0 – Vocational Arts Credit

This is the third course in a sequence of four courses that introduces students to the field of engineering. Students will learn basic electronic principles, but the focus of the class involves applied logic that encompasses the application of electronic circuits and devices. The principles and concepts apply directly to robotics and electronic "controls" that are used in common electronic devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. Students will construct and program a simple robot. Engineering 2 and Engineering 3 alternate years they are offered.

Electronics 1
Open to: 11, 12
Prerequisite: None
Fee est.: $25.00
Credit 1.0 – Vocational Arts Credit

This course is designed to provide basic instruction in electricity/electronics. During the first semester, emphasis will be placed on skills related to DC fundamentals, basic electrical units, symbols and schematics, and electrical test equipment. Second semester emphasis develops skills related to AC fundamentals, wiring complex circuits, AC test equipment, basic electron theory and basic electrical components. Laboratory experiments enable the students to better understand these fundamental principles. The program provides a background for entry into a variety of occupational areas rather than specific job skills for a single career area.

IGNITE: Mastering Manufacturing Three year course sequence designed to develop a multi-skilled technician.

Introduction to Advanced Manufacturing and Materials Science

Open to: 10
Prerequisite: None – Introduction to Industrial Technology during 9 grade preferred
Fee: None
Credit 1.0 – Vocational Arts Credit

This is the first year of a three year sequence that will prepare students to enter the technical workforce. In this course, learners are introduced to the basic concepts of advanced manufacturing and the many modern technologies used to automate processes. The course uses highly engaging interactive multimedia computer course materials with simulations of the various technologies. The interactive multimedia simulations are combined with hands-on with real automation equipment to provide an immersive experience. They will also receive a grounding in materials science and the properties of materials needed to prototype a new product or solution. This foundational course prepares students for their first entry into the world of design.

Topics include: 3D Computer Aided Design (CAD), Robotics programming, CNC programming, electrical control systems, electronic sensors, pneumatics, basic measurement, safety, and materials and processes.

Course consists of 130 hours of instruction, lab experiences and team projects.

IGNITE: Mastering Manufacturing 2 - Advanced Manufacturing Systems 1
Open to: 11
Prerequisite: IGNITE – Introduction to Advanced Manufacturing and Materials Science
Fee: None
Credit 1.0 – Vocational Arts Credit

In this course, learners will learn new skills that build on the technologies covered in the introductory course and combine these technologies into systems. New technology topics will use interactive multimedia computer course materials with simulations and hands-on with real automation equipment. Learners will also work on team projects to design and build working prototype machines that incorporate the various technologies.

New topics include: Programmable Electronic Controllers (PLCs), Flexible Manufacturing/ Robotic Systems, Automation Cells, Materials Engineering, Mechanical Systems, Machining, Concepts of Quality, CAD 2, Print Reading 2, Electrical Controls 2, and Safety 2. Other skills to be developed include: working in teams, conflict resolution, decision-making and problem solving.

Course consists of 130 hours of instruction, lab experiences and team projects.

IGNITE: Mastering Manufacturing 3 - Advanced Manufacturing Systems 2
Open to: 12
Prerequisite: IGNITE – Advanced Manufacturing Systems 1
Fee: None
Credit 1.0 – Vocational Arts Credit

In this course, learners will learn new skills that build on the technologies covered in the introductory course and combine these technologies into systems. New technology topics will use interactive multimedia computer course materials with simulations and hands-on with real automation equipment. Learners will also work on team projects to design and build working prototype machines that incorporate the various technologies. This course builds upon the previous two courses by featuring a capstone, project based learning module that is designed to solve a real-world problem with a local manufacturer. This capstone project will be completed working in conjunction with manufacturing experts from the Digital Manufacturing and Design Innovation Institute in Chicago (DMDII).

New topics include: Programmable Electronic Controllers (PLCs), Flexible Manufacturing/ Robotic Systems, Automation Cells, Materials Engineering, Mechanical Systems, Machining, Concepts of Quality, CAD 2, Print Reading 2, Electrical Controls 2, and Safety 2. Other skills to be developed include: working in teams, conflict resolution, decision-making and problem solving.

Course consists of 130 hours of instruction, lab experiences and team projects.

The courses below are outlined to allow juniors and seniors that were not able to enter into the IGNITE sequence and yet desire to develop skills necessary in the technical workforce. Students following this sequence will not experience the capstone project that is part of the IGNITE program.

Introduction to Advanced Manufacturing, Robotics and Automation
Open to: 11, 12
Prerequisite: None
Fee: None
Credit 1.0 – Vocational Arts Credit

This is the first year of a three year sequence that will prepare students to enter the technical workforce. In this course, learners are introduced to the basic concepts of advanced manufacturing and the many modern technologies used to automate processes. The course uses highly engaging interactive multimedia computer course materials with simulations of the various technologies. The interactive multimedia simulations are combined with hands-on with real automation equipment to provide an immersive experience.

Topics include: 3D Computer Aided Design (CAD), Robotics programming, CNC programming, electrical control systems, electronic sensors, pneumatics, basic measurement, safety, and materials and processes.

Course consists of 130 hours of instruction and lab experiences.

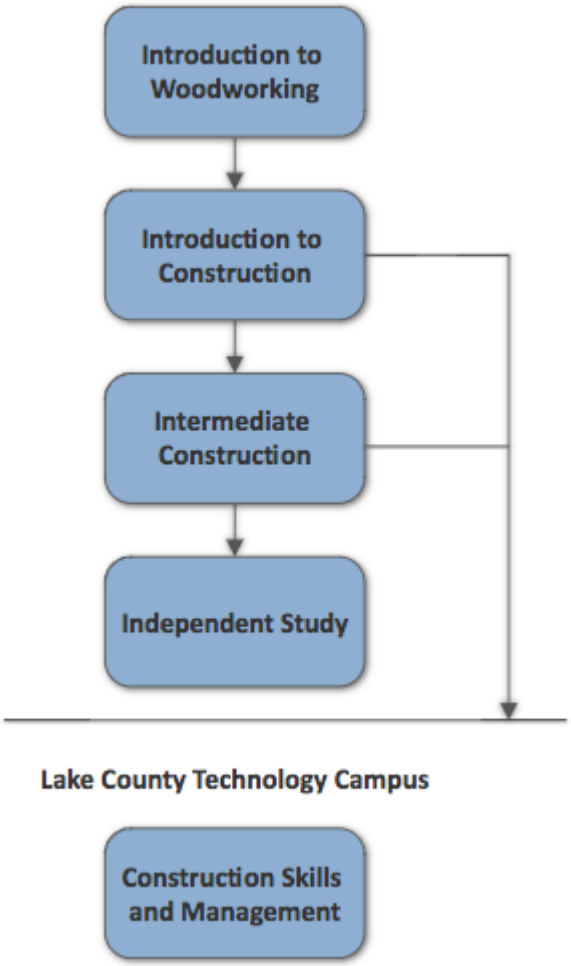
Advanced Manufacturing Systems, Robotics and Automation
Open to: 12
Prerequisite: Introduction to Advanced Manufacturing during their junior year
Fee: None
Credit 1.0 – Vocational Arts Credit

In this course, learners will learn new skills that build on the technologies covered in Introduction to Advanced Manufacturing, Robotics and Automation course and combine these technologies into systems. New technology topics will use interactive multimedia computer course materials with simulations and hands-on with real automation equipment. Learners will also work on team projects with local industry to design and build working prototype machines that incorporate the various technologies.

New topics include: Programmable Electronic Controllers (PLCs), Flexible Manufacturing/ Robotic Systems, Automation Cells, Materials Engineering, Mechanical Systems, Machining, Concepts of Quality, CAD 2, Print Reading 2, Electrical Controls 2, and Safety 2.

Course consists of 130 hours of instruction, lab experiences and team projects.

Career Cluster: Woods and Construction



Woods 1 - Introduction to Woodworking
Open to: 10, 11, 12; 9 with Department approval
Prerequisite: None
Fee Est.: $50.00
Credit 1.0 – Vocational Arts Credit

This course provides students with the knowledge, experiences, skills, and safety practices involved in a variety of occupations relating to working with wood. Students are given the opportunity to acquire basic knowledge and skill in the planning, layout, blueprint reading, and proper use of hand and power tools, cutting, shaping, fitting, assembly, and finishing of wood products. This course also focuses on the occupational opportunities within the woodworking industry.

Woods 2 - Introduction to Construction
Open to: 10, 11, 12
Prerequisite: Woods 1 with "C" or better or Department approval
Fee Est.: $50.00
Credit 1.0 – Vocational Arts Credit

This course provides the student with the opportunity to become more knowledgeable in the methods of planning, constructing, assembling, and finishing mass-produced wood products as well as the development of practical skills in the use of woodworking tools and equipment. Planned units of instruction include a review of safety practices, job planning and layout, blueprint reading, wood properties, methods of assembly, mass production procedures, hand and machine tool operation, and finishing techniques. Student's activities provide experiences appropriate to individual student abilities and interests and are related to job entry-level skill requirements of local employers.

Woods 3 - Intermediate Construction
Open to: 11, 12
Prerequisite: Woods 1 and 2 with "C" or better or Department approval
Fee Est.: $50.00
Credit 1.0 – Vocational Arts Credit

This course provides students with the opportunity to build on the knowledge, skills, practices, and techniques they have learned in Millwork and Cabinet Making 1. Planned units of instruction include safety principles and practices, advanced procedures of design and layout, cost estimating, cabinet surface decoration, basic upholstery techniques, cabinet installation, plastic laminate fabrication, figuring construction costs, and purchasing materials. Student activities provide experiences appropriate to individual student abilities and interests and are related to job-entry level skill requirements of local employers.

Woods 4 - Woods Technology/Independent Study
Open to: 12
Prerequisite: Woods 1, 2, and 3 with "B" or better and Department approval
Fee Est.: None
Credit 1.0 - Vocational Arts Credit

Advanced Independent Study in Woodworking provides the student an opportunity to select specific topics for research and/or projects to construct. The program enables the student to design a curriculum in conjunction with the teacher that targets those activities. Available only to advanced level students, this program will also include some required project work to be completed according to pre-established specifications and acceptable time-lines. Typical areas of study include machine maintenance, project construction, repairs and assistance in the classroom. This course is for students who are responsible, self-directed, and preparing for a career related to the area of instructions.

Lake County High Schools Technology Campus

The Lake County High School Technology Campus is a career training program that is provided to students of all Lake County public high schools. It is the largest career technical secondary educational system in the State of Illinois. Students electing to take a Tech Campus courses must complete the application process. Selection is competitive and selective, based on demonstrated performance, attendance and commitment. Interested students must be Juniors or Seniors who are on track for graduation, have a cumulative grade point average of 2.0 or higher, and an attendance average of at least 88 percent. Students who are selected for this program will be expected to start attending their Tech Campus classes at least seven to ten days before classes begin at Waukegan High School. Almost every course has a course fee that includes classroom supplies, equipment, and uniforms that cannot be waived for any reason. Fees listed are best available information at this time. Students who families are receiving public assistance must contact the WHS Career and Technology Education (CTE) office to determine if arrangements can be made for financial assistance regarding these fees.

Communications & Graphic Arts Programs

3D Gaming and App Development
Open to: 11, 12
Prerequisite: None
Fee Est.: $60.00*
Credit 3.0 – Vocational Arts Credit

Mobile Media Programmers become creative coders competent in applying interactive principles and theories to mobile and 3D game development. Students learn to think and act as innovators, adept at using a variety of technologies and processes to express ideas and solve gaming as well as mobile media design problems. We prepare students to develop software applications and other interactive media for mobile devices such as: smartphone, tablets, and 3-D Game Applications that can run on a variety of platforms.

Game Programming and Virtualization
Open to: 11, 12
Prerequisite: None
Fee Est.: $60.00*
Credit 3.0 – Vocational Arts Credit

This program is designed to provide instruction in the computer science field. Students will be able to develop video games & professional programs using realistic hands-on interdisciplinary exercises. The game programming curriculum will focus on industry standard coding languages. Additional training will cover 2D and 3D animation. Additionally, students will work with virtual reality technologies providing experience in virtualizations allowing complex data or situations in a simulated real-world application.

Multimedia Design
Open to: 11, 12
Prerequisite: None
Fee Est.: $75.00*
Credit 3.0 – Vocational Arts Credit

This program prepares students for a variety of design careers including graphic designer, web designer, filmmaker, and entry-level animation. Students will design and produce a variety of print and digital publications utilizing a variety of software applications and technologies including but not limited to: Adobe® Suite®, Autodesk Sketchup Pro, XHTML, and CSS.

Human Services Programs

Principles of Biomedical Science
Open to: 11, 12
Prerequisite: None
Fee Est.:
Credit 1.5 – Vocational Arts Credit

Students will study various health conditions including heart disease, diabetes and sickle-cell disease, among others. They will work to investigate the causes of these diseases and how they may ultimately lead to illness and harm. This course covers topics related to human physiology and medicine, and serves as a basis for all other Biomedical Sciences courses. This course runs 1st semester with Human Body Systems running 2nd semester. It is required to take both if attending Tech Campus.

Human Body Systems
Open to: 11, 12
Prerequisite: None
Fee Est.:
Credit 1.5 – Vocational Arts Credit

Students will explore the human body and discover how all systems relate and connect to each other. Use data acquisition software to monitor movements of the human body and determine how functions like muscle movement work. Explore the identity of the human body and what kind

of power and movement it is capable of. This course runs 2nd semester with Principals of Biomedical Science running 1st semester. It is required to take both if attending Tech Campus.

Certified Nurse Assisting
Open to: 11, 12
Prerequisite: None
Fee Est.: $110.00*
Credit 3.0 – Vocational Arts Credit

This program offers unique, hands-on experiences across a wide variety of careers in the allied health fields. Students receive their primary skills training in human anatomy and physiology, medical terminology, patient assessment, aseptic techniques and vital sign assessment. Students can further develop skills in one or more of the three specialty areas: Emergency Medical Services, Medical Laboratory, or Medical Assisting. Emergency Medical Services trains students in the recognition of illness and injuries and the proper procedures of emergency care. Medical Laboratory trains students in the performance of basic laboratory testing which aids in the diagnosis and monitoring of patient condition. Medical Assisting Administrative emphasizes the skills of the medical office profession including: health information systems and clinical core skills used to assist the physician.

Cosmetology
Open to: 11, 12
Prerequisite: None
Fee Est.: $185.00*
Credit 3.0 – Vocational Arts Credit

This program presents the theory, principles, and skills necessary to become a licensed cosmetologist in the State of Illinois. Students acquire the 1500 clock hours of experience required for licensing while learning how to perform shampoos, makeovers, facials, hair styling, and manicuring, sculptured nails, permanent waving, hair coloring, and cutting. Students develop skills in each of the areas mentioned while practicing their techniques in a lab setting. Following the lab phase of the program, students will reinforce their training by working on clients in the Technology Campus salon. Note: Juniors are required to complete 750 hours of class time to enter the second phase of the program in their Seniors year. In addition, Seniors are expected to attend a four (4) week summer school between their Juniors and Seniors year and work thirteen Saturdays (13) during their second year in the program.

Criminal Justice
Open to: 11, 12
Prerequisite: $36.00*
Fee: None
Credit 3.0 – Vocational Arts Credit

The class will cover ethical considerations for criminal justice professionals and challenges to police officers as well as constitutional considerations for policing. The class will also cover functions and structure of the court and judicial system. Further topics will include correctional institutions, current and pending court cases, juvenile justice and role playing opportunities related to criminal justice.

Culinary Arts/Food Service Management
Open to: 11, 12
Prerequisite: None
Fee Est.: $102.00*
Credit 3.0 – Vocational Arts Credit

This program provides a broad culinary and hospitality education designed to prepare students for the many positions in the hospitality industry. Training focuses on food preparation techniques, nutrition, menu planning, sanitation, equipment operation and maintenance, inventory control, and food service management. Using a state-of-the-are kitchen facility, students plan, organize, and prepare complete meals, which are then professionally served to customers of the Technology Campus restaurant "Beginnings."

Early Education and Teaching
Open to: 11, 12
Prerequisite: None
Fee Est.: $20.00*
Credit 3.0 – Vocational Arts Credit

This program prepares students for careers in early childhood education. Students implement age appropriate activities in one of the two operating preschool labs. Students develop activities and educational lessons for the preschool children in creative arts, math, science, music, and language, social and emotional development. Instruction focuses on the positive guidance of child behaviors and their development. Students are introduced to the organizational; management and operation of preschools and child care facilities.

Emergency Medical Services
Open to: 11, 12
Prerequisite: None
Fee Est.: $121.00*
Credit 3.0 – Vocational Arts Credit

This program prepares students to take the licensure examination of the Illinois Department of Public Health to become an EMT-B. This is a course of instruction in basic emergency medical services as prescribed by the State of Illinois and includes classroom instruction, practical demonstrations, testing, and clinical experiences in a hospital emergency services system, the responsibilities of emergency service personnel, and professionalism will be emphasized. Students learn American heart Association Healthcare Provider CPR.

Fire Fighting
Open to: 11, 12
Prerequisite: None
Fee Est.: $50.00*
Credit 3.0 – Vocational Arts Credit

This program prepares students for entry-level firefighter positions. Students learn the essentials of fire suppression and fire fighting tactics including the use of hoses, ladders, self-contained breathing apparatus (SCBA), and extinguishers. Students also receive basic training in emergency medical procedures, and hazardous materials handling. In their second year, qualified students have the opportunity to serve as interns in local fire departments. Students, who complete the Fire Fighting Basic, or first year curriculum, are be trained to function safely and effectively as a member of a fire fighting team under direct supervision. Students who complete the Fire Fighting Advanced or second year curriculum will be trained to operate under general supervision and may be expected to lead a group of equally trained personnel through the performance of a specific task.

Law Enforcement & Crime Scene Investigation
Open to: 11, 12
Prerequisite: None
Fee: $35.00*
Credit 3.0 – Vocational Arts Credit

This program prepares students for careers in the policing field. The class will focus on police procedures that are standard to a new police officer and the steps that are necessary to take to continue into a career of policing. The class will also explore basic crime scene investigation, Interview and interrogation methods, and a study of criminal investigation.

Medical Assisting
Open to: 11, 12
Prerequisite: None
Fee Est.: $125.00*
Credit 3.0 – Vocational Arts Credit

This program introduces students to a wide variety of careers in the allied health field including medical lab technician, medical assistant and medical office professional. The program provides learning opportunities for students to gain an understanding of medical theory, principles and skills to prepare them for entry-level positions in medical offices, clinics and other medical environments. Students who are interested in the healthcare field should take this course first. If they want to continue to prepare for a career in nursing, they should take the Certified Nurse Assistant course during their senior year.

Manufacturing/Industrial Technology Programs

Automation and Robotics
Open to: 11, 12
Prerequisite: CLC Entrance Exam with the equivalent of a 17 on the ACT
Fee Required: $25.00*
Credit 3.0 – Vocational Arts Credit

This program combines robotics, mechanics, electronics and computer technologies to create "smart" products that improve lives in countless ways. Mechatronics engineers help design, install, maintain and repair industrial equipment and a wide variety of appliances used in businesses and at home. These range from personal and industrial robots to artificial limbs, automatic teller machines (ATMs) and hybrid cars-just to name a few. Students must pass the College of Lake County (CLC) entrance exam with the equivalent of a 17 on the ACT.

Computer Integrated Manufacturing (CIM) & Civil Engineering and Architecture (CEA)
Open to: 11, 12
Prerequisite: None
Fee: $24.00*
Credit 3.0 – Vocational Arts Credit

CIM (1st Semester): This program identifies the opportunities related to understanding manufacturing by providing students with the opportunities to come up with ideas, testing scientific principles and perfecting the product engineering. At the same time, teaching students about manufacturing processes, product design, robotics and automation. Students can earn a virtual manufacturing badge recognized by the National Manufacturing Bridge system. CEA (2nd Semester): Students will discover architecture and engineering from the perspective of making a difference and the potential to enrich the human experience with structures by grasping the understanding of and site development. In addition, students will apply math, science and standard engineering practices to design both residential and commercial projects through the use of REVIT, a 3D architectural design software.

Computer Support Services
Open to: 11, 12
Prerequisite: None
Fee: None
Credit 3.0 – Vocational Arts Credit

This program helps prepare students for entry-level jobs in the computer field. Through an online curriculum and hand-on activities, students learn to install, maintain, upgrade and repair computer hardware and software on workstations and network systems. This program prepares students for the A+ Certification Exam, which is a nationally recognized industry-based certification for computer technicians. Upon successful completion of this program and the certification exam,

students will be qualified for entry-level positions in the computer service industry. Internships are available with local business partners.

Construction Skills and Management
Open to: 11, 12
Prerequisite: None
Fee Est.: None
Credit 3.0 – Vocational Arts Credit
This program is designed to prepare students for careers in the building construction trades. The curriculum is designed to provide the student with hands-on training over a two-year period in each of the following areas: safety practices, the proper use of hand and power tools, carpentry, plumbing, roofing, siding, drywalling, masonry, finish trimming, and various other areas. Upon mastery of the skills for the basic hand and power tools used in the field, students will develop basic construction techniques and job planning skills in the lab. All lab work is followed up with applications at the project house built by the students, financed by the school, and sold to the general public.

Laser Technology
Open to: 11, 12
Prerequisite: Juniors Level Math Skills
Fee Required: None
Credit 3.0 – Vocational Arts Credit

This program helps prepare students for entry-level jobs in one of the fastest growing fields in the world. Photonics is the science of light and laser technology. It teaches students the basics of this high demand field and helps them understand how this emerging technology is expanding into every area of our economy. This program offers students hands on learning with state of the art optical and laser equipment. Photonics offers students the opportunity to put into practice the Algebra and Geometry that they learned at their home campus and see how it actually works in the real world.

Welding/Fabrication
Open to: 11, 12
Prerequisite: None
Fee Est.: $130.00*
Credit 3.0 – Vocational Arts Credit

This program stresses hands-on experiences gained from extensive practice and application of knowledge learned. The Welding-Fabrication Lab organization and operation simulate a “real world” on the job atmosphere. In addition to technical skills, students learn about employer-employee relationships in preparation for the world of work. Units of instruction include shop safety, oxy-fuel welding and burning, arc welding (stick, MIG, TIG), plasma arc cutting, and automatic shape cutting. Layout and fit-up, blueprint reading and weld symbols are used to fabricate a variety of metal projects. Students use various NDT (non-destructive) and DT (destructive) type testing and inspection procedures. The American Welding Society (AWS) recognized the Technology Campus Welding program as an Educational Instruction Member. Students can certify their welding skills to meet the AWS structural welding code.

Transportation Programs

Automotive Service
Open to: 11, 12
Prerequisite: Power Technology
Fee Est.: $90.00*
Credit 3.0 – Vocational Arts Credit

This program provides students with a solid foundation of skills to enter the automotive service industry. Students are able to continue their training in factory sponsored training programs at a local community college or private technical school. Training in the program emphasizes the development of skills in the core service areas utilizing factory procedures and industry standards in the school’s fully operational repair shop. Instruction features training on brakes, steering and suspension, electrical systems, engine rebuilding, and engine performance. Upon successful completion of this program, students are prepared to take the ASE certification exams in the areas emphasized in the program. Junior students may choose to participate in the A-YES program (Automotive Youth Educational System), designed to integrate basic classroom knowledge with paid internships.

Collision Repair Technology
Open to: 11, 12
Prerequisite: None
Fee Est.: $115.00*
Credit 3.0 – Vocational Arts Credit

This program provides students with the fundamental skills of the automotive collision repair industry. Instruction in the program emphasizes both the repair and the refinishing skills associated with restoring a damaged automobile to factory specifications. Using the latest industry endorsed curriculum, students will develop core skills in automobile construction, sheet metal damage repair, MIG welding, and basic refinishing. Upon mastery of the skills in core areas, students gain skills in damage estimating, shop management, heavy collision repair, and finish matching.

Life Skills Education

Cooperative Education 1 (COOP 1)
Open to: 11, 12
Prerequisite: None
Credit 2.0 – Vocational Arts Credit

The Cooperative Education program is a capstone course designed to assist students in the development of effective skills and attitudes through practical, advanced instruction in school and on the job through cooperative education. It is designed for students who are interested in gaining career experiences in a variety of occupational fields. It is a part-time, supervised work experience program for Juniors and Seniors. Two hours of credit are granted for successfully completing one year in the program. A qualified vocational cooperative coordinator supervises the student, develops a personalized training plan, and coordinates with the sponsoring employer/agency in accordance with all applicable federal, state, and local laws and regulations. Students are released from school for their paid or volunteer cooperative education work experience (lab) and participate in related classroom instruction. Classroom instruction focuses on providing students with job survival skills, career explorations skills, and improving student's abilities to interact positively with other in a work setting. The course content includes the following broad areas of emphasis: developing career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organization and job determination. Students may choose to participate in either Industrial COOP or Health COOP career fields. Specific classroom instruction is based on the tasks utilized in an occupational cluster.

Cooperative Education 2 (COOP 2)
Open to: 12
Prerequisite: Cooperative Education (COOP 1)
Credit 2.0 – Vocational Arts Credit

Independent Study
Open to: 11, 12
Prerequisite: Advanced Standing and Departmental Approval
Credit 1.0 – Vocational Arts Credit

Students will be accepted into Independent Study in the Industrial Department only on the approval of the department. Students must have advanced standing in the course area (i.e. Woods, Metals, Print, etc.), and be able to safely work independently in the shop setting. Student performance will be periodically evaluated, and the instructor determines continued enrollment in the program. Primary learning activity will be to assist the instructor with tasks that include, but are not limited to, maintenance and repair of shop equipment, inventory and storage of materials, safe shop housekeeping, and any other duties as determined by the instructor.

Diverse Learner Education

Instructional courses are designed to meet the needs of students who may require individualized assistance with the courses required for graduation. Instructional courses parallel general education curriculum and may be taught collaboratively with both a special education and general education teacher, to courses that address the basic life skills necessary to support select transition goals taught by Diverse Learner teachers exclusively.

Secondary Transition Courses of Study

Secondary transition courses of study are designed to provide support for transition to adult living. Participation in these courses is determined by the student's individual transition plan as developed by the IEP Committee. Students may take a combination of courses that focus on developing skills for adult success including independent living skills, self-advocacy skills, social and emotional skills and related job skills. In addition, students may have opportunities to work at a job site while receiving coaching and skills development.

Life Skills
Open to: 10, 11, 12
Prerequisite: Diverse Learner with IEP recommendation
Credit: 0.5 Elective Credit / semester

This course is taken as preparation for post secondary adult living. Skills are taught and practiced in order for students to resolve issues around family relationships, vocation and career decisions, sexuality, health, getting along with peers, managing emotions and positive coping skills. This course assists students in acquiring the practical aspects of living in a community, connecting with others, and exploring one's talents. Course may be repeated for credit as outlined in the IEP.

Related Job Skills
Open to: 10, 11
Prerequisite: Diverse Learner with IEP recommendation
Credit: 0.5 Elective or Vocational Arts Credit / semester

This course is intended to help students understand the demands of today's workforce and to prepare to be successfully employed. This course identifies and reinforces skills required to find and secure competitive employment. Students develop basic skills necessary to obtain a job and to be successful in the workplace. Topics of instruction include job readiness, career exploration, making career decisions, finding jobs, preparing resumes, completing paper and online applications, interviewing techniques, getting along with co-workers and employers, safety and self-advocacy skills on the job. This course is taken as a prerequisite for School to Work and Cooperative Work Training (CWT).

School to Work
Open to: 11, 12
Prerequisite: Diverse Learner with IEP recommendation; Successful completion of related Job Skills Course.
Credit: 1.0 Elective or Vocational Arts Credit / semester

This two-period course is designed to provide on-the-job experience and training needed to successfully transition from high school to the world of work. Students may enroll for the School to Work Program when they are a Juniors or Seniors after having successfully completed the Related Job Skills course. Students with limited employment experience would benefit from this school sponsored job program. Students spend 2 periods a day working at a job site and receive coaching from designated special education teachers on skill development. The program provides on or off-campus employment with support based on the individual student need. Teachers arrange off campus employment opportunities and school bus transportation is provided. Students are paid for the work they perform. Intermittent and/or time-limited job coaching is provided to these students as needed. The teacher and transitional specialist provide vocational and other trainings services, including personal and vocational adjustment training. Students may change job sites as they acquire skills and need more challenging work. The course can be repeated for a total of 2 credits. Course may be repeated for credit as outlined in the IEP.

School in the Workplace
Open to: 9, 10, 11, 12
Prerequisites: Diverse Learner with IEP recommendation
Credit: 1.5 Elective or Vocational Arts / semester

This course provides students with a functional community enclave experience. The curriculum focuses on functional work skills, sign reading, counting money, transportation, shopping and safety on the job and other behaviors in the community. The course teaches personal life skills and manners of socialization skills. A teacher/job coach accompanies students to a worksite and/or sheltered workshop setting. Students must be able to follow rules of the worksite they attend. Also, students must be able to be responsible, respectful and courteous while at a public community location. The teacher will complete quarterly reports for the student. The course is an off-campus program and is conducted over a three period block. This course is designed as a full your course. Course may be repeated for credit as outlined in the IEP.

Program PLACCE (Partnerships, Life Skills, Advocacy, Community, Collaboration & Enrichment)
Open to: Students within the Diverse Learner Program who have met graduation requirements
Prerequisite: Enrolled in Diverse Learner Program; has previously met all graduation requirements and with parent/guardian elected to continue transition services not to extend beyond the student's 22nd birthday.
Credit: Non-applicable

Program PLACCE serves 18-22 year old students with disabilities who have completed all necessary credits and coursework to for graduation but who IEP committee has determined that they need additional training or support as they transition to adulthood. Student learning is facilitated using community-based instruction in addition to classroom instruction. The program focuses on independent living skills, vocational training, community integration, travel and mobility support, communication skills, self-care and daily living skills, functional academics, personal budgeting, banking, social skill development, self advocacy, self determination, job interview skills and skills for the world of work. In addition, support will be provided for attending community college or trade schools.

All students whose IEP committee determines that this level of service is necessary for the student to successfully transition to adulthood are eligible to participate in the program.

Support Courses

Success 1
Open to: 9
Prerequisite: Diverse Learner with IEP recommendation
Credit: 0.5 Core Credit / semester

This course helps students make a successful transition from middle school to high school and embeds development of skills in the areas of time management, test taking and study/organizational skills. Another key element of the program is identification of post secondary goals. Course may be repeated for credit as outlined in the IEP.

Success 2
Open to: 10
Prerequisite: Diverse Learner with IEP recommendation
Credit: 0.5 Core Credit / semester

A continuation of Success 1, this course also provides support for learning in the general education environment, adding self-advocacy and compensatory skills for independent success. Post-secondary transition planning is also stressed. Course may be repeated for credit as outlined in the IEP.

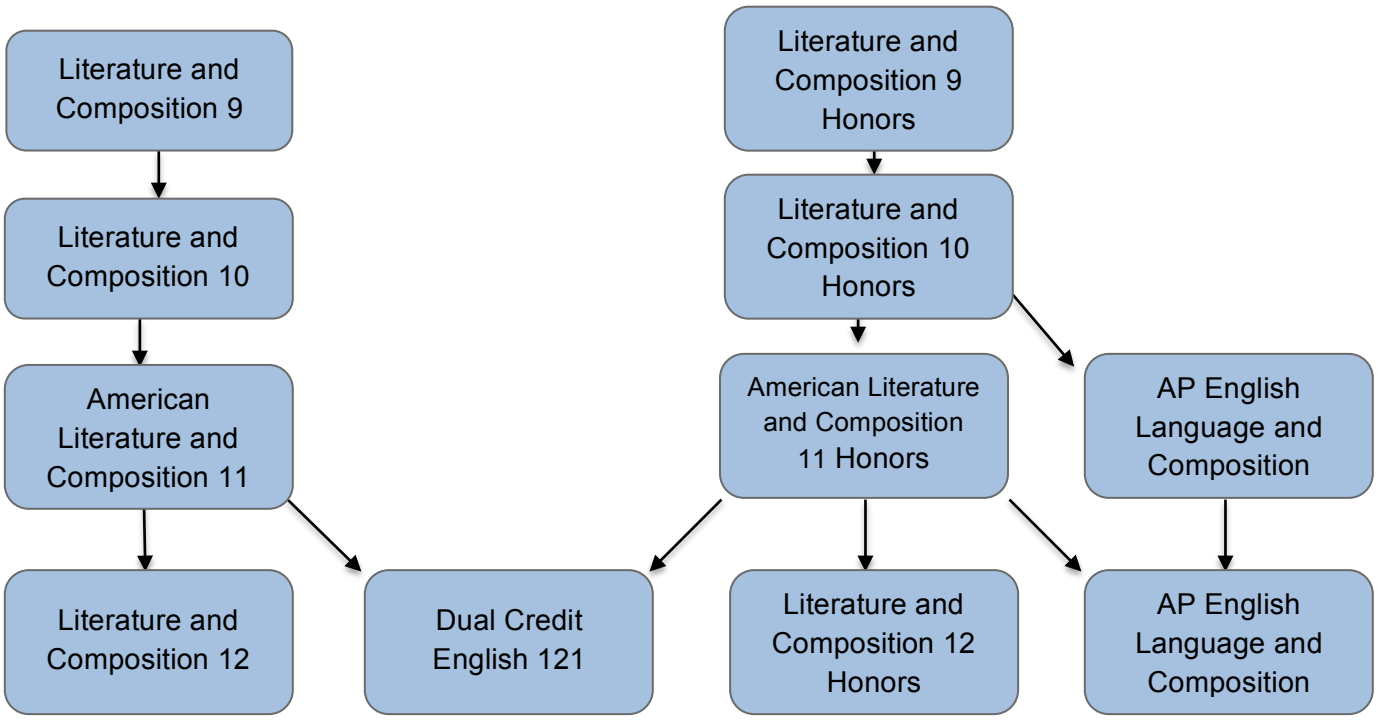
Success 3
Open to: 11
Prerequisite: Diverse Learner with IEP recommendation
Credit: 0.5 Core Credit / semester

Students in this course continue to improve skills from the previous two years and to develop practical and detailed post-secondary goals. In addition, practice in preparation for statewide and college entrance testing is a focus of this year. Course may be repeated for credit as outlined in the IEP.

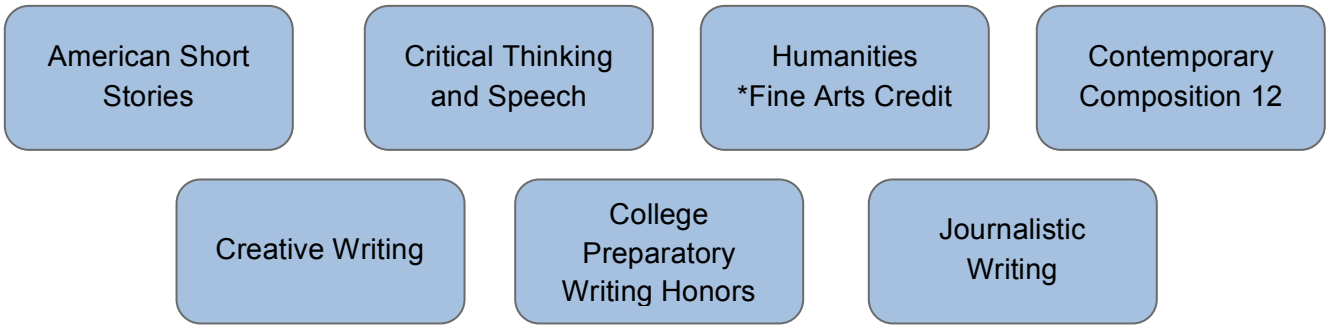
Success 4
Open to: 12
Prerequisite: Diverse Learner with IEP recommendation
Credit: 0.5 Core Credit / semester

Students in their final year focus on completing graduation requirements, preparing their Senior projects, and working toward transition goals identified in their IEP transition plan (i.e., college, trade school, employment). Skills learned during Success 1, 2, and 3 are reinforced as part of preparing for postsecondary life. Students are encouraged to demonstrate self-sufficiency in order to support their independent transition to post-high school responsibilities.

English



English Electives



Support programs are available for some courses. Pathways above illustrate recommended movement within a sequence of courses. Students interested in moving between levels should discuss the options with their counselor and teachers. In an effort to accommodate individual student needs, movement between levels can be made with Department approval.

Service learning is a powerful form of experiential education that allows students to learn by doing. Time spent working on community and environmental projects becomes part of the students "lived" education. By investing themselves into their community, students become informed, compassionate change-makers. Service Learning hours are supported through the following courses:

9th Grade- Freshman Seminar- Students will understand, research and explore service-learning options, and will be supported with quarterly check-ins with both their Seminar teacher and guidance counselor.

Literature/Composition 9
Open to: 9
Prerequisite: Placement criteria.
Credit 1.0 - English Core Credit *NCAA

Literature/Composition 9 is a transitional course, which concentrates on reading and writing. The reading component of the course works toward developing students as "strategic readers." Specific strategies seek to improve comprehension, expand vocabulary and enhance critical thinking by exploring a range of literary genres and nonfiction materials. The writing component of the course focuses on each step of the writing process as students learn to improve their writing. Both formal and informal writing assignments allow students to develop skills of organization, support and elaboration of ideas, and grammar and mechanics.

Literature/Composition 9 Honors
Open to: 9
Prerequisite: Placement criteria.
Credit 1.0 - English Core Credit *NCAA

Literature/Composition 9 Honors focuses on the skills in the core regular course, and in addition, advanced composition, listening, and speaking skills. Students will study literature at a greater depth and with the opportunity for more independent work.

Literature/Composition 10
Open to: 10
Prerequisite: Placement criteria
Credit 1.0 - English Core Credit *NCAA

Students in Literature/Composition 10 will improve their reading skills, develop research and presentation skills, as they build vocabulary and refine writing mechanics. Students will explore a range of literature, including drama, novel, poetry, and nonfiction. Developing speaking skills and literary analysis are central components of this course. The course emphasizes the writing process and provides opportunities for students to improve their writing skills.

Literature/Composition 10 Honors
Open to: 10
Prerequisite: Placement criteria
Credit 1.0 - English Core Credit *NCAA

Literature/Composition 10 Honors focuses on the skills above in addition to advanced composition, listening, and speaking skills. Students will study literature in greater depth and with the opportunity for more independent work. Extensive out-of-class work is required.

American Literature/Composition 11
Open to: 11
Prerequisite: Placement criteria.
Credit 1.0 - English Core Credit *NCAA

Students will study major American writers from the time of the Puritans to the present. Students continue to develop and enhance reading and writing skills as they explore a variety of literature, including poetry, short stories, novels, drama, and nonfiction. Writing requirements include a variety of essay formats including multi-paragraph essays and timed writings. The course emphasizes the writing process and provides opportunities for students to improve their writing skills.

American Literature/Composition 11 Honors
Open to: 11
Prerequisite: Placement criteria.
Credit 1.0 - English Core Credit *NCAA

American Literature/Composition 11 Honors focuses on the skills above in addition to advanced composition, listening, and speaking skills. Students will study literature at a greater depth and with the opportunity for more independent work.. Extensive out-of-class work is required.

Advanced Placement English Language and Composition
Open to: 11
Prerequisite: Placement criteria and Department approval
Credit 1.0 - English Core Credit *NCAA

AP English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. Students enrolling in English Language and Composition can expect significant reading and writing assignments, most of which will be completed outside of class. Students enrolled in this course will be prepared to take the AP English Language and Composition exam in May.

Literature/Composition 12
Open to: 12
Prerequisite: Placement criteria
Credit 1.0 - English Core Credit *NCAA

Literature and Composition 12 completes the required four-year cycle of English classes. Similar to Literature/Composition 12 Honors, this course offers

representative works of English literature in all genres, as well as instruction in written exposition. The critical research paper is a course requirement.

Literature/Composition 12 Honors
Open to: 12
Prerequisite: Placement criteria
Credit 1.0 - English Core Credit *NCAA

Literature and Composition 12 Honors completes the required four-year cycle of English classes and provides college-bound students the opportunities to refine the advanced reading, writing, and thinking skills required for post-secondary school studies. The course offers representative works of English literature in all genres, as well as intensive instruction in written exposition. The honors program expands the curriculum through acceleration and enrichment activities. The critical research paper is a course requirement.

Advanced Placement English Literature and Composition
Open to: 12
Prerequisite: Placement criteria and Department approval
Credit 1.0 - English Core Credit *NCAA

AP Literature and Composition 12 completes the required four-year cycle of English classes. This course presents a wide variety of literature from the 16th to the 21st centuries. Students can expect to read 100 pages and complete one out-of-class writing assignment per week. Designed for students who enjoy reading, analyzing, and discussing challenging literature representative of various genres, cultures, and time periods. The critical research paper is a course requirement. Students enrolled in this course will be prepared to take the AP English Literature and Composition exam in May.

English Composition I Dual Credit
Open to: 12
Prerequisite: CLC placement criteria
Credit 1.0 – English Elective Credit and college credit *NCAA

This dual-credit English course is designed to help students develop their competence in college-level writing and in the analysis of texts so they can enter the dialogue of the academic community. This course includes the analysis and practice of argument and the use of critical thinking to read, analyze, and produce college-level texts.

Note: This dual credit course should not be taken by a student who has received a 3 or higher on the AP Language exam, since that score exempts the student from ENG 121 at CLC.

American Short Stories
Open to: 11, 12
Prerequisite: None
Credit 0.5 – English Elective Credit *NCAA

This course is a study of the American Short Stories, with an emphasis on the twentieth and twenty-first centuries. Students will learn about the literary elements of a short story as well as to develop analytical skills through the comparison of the pieces. This course is open first to seniors needing an English course for graduation and may be used as a replacement for one semester of Literature/Composition 11.

Critical Thinking and Speech
Open to: 9, 10, 11, 12
Prerequisite: None
Credit 1.0 - English Elective Credit *NCAA

The Critical Thinking and Speech activities-based course divided into three major units of study: public speaking, reasoning and argumentation, and debate. Students are taught the basic speaking skills, such as listening, organizing information, and presentational styles, as well as research and reasoning skills, propaganda techniques, persuasive speaking, and debate.

Journalistic Writing
Open to: 10, 11, 12
Prerequisite: None
Credit 1.0 - English Elective Credit

Journalistic Writing is for students interested in learning about the writing and production of a newspaper. Students will learn all aspects of journalism from the history of the First Amendment to proofreading, layout and design. The course emphasizes the writing process and provides opportunities for students to improve their writing. Students will put what they learn to practice by producing a class newspaper for distribution to Waukegan High School students.

Creative Writing
Open to: 10, 11, 12
Prerequisite: None
Credit 0.5 - English Elective Credit *NCAA

Students enrolled in Creative Writing will create poems, short stories, and other imaginative works, and explore markets for the publication of his efforts. Students will also examine what has been written and published. This course is for students who really like words and language, truly appreciate imaginative literature, and strongly desire guidance in the production and publication of their poetry, stories, or plays. The course emphasizes the writing process and provides opportunities for students to improve their writing.

College Preparatory Writing Honors
Open to: 12
Prerequisite: Placement Criteria
Credit 1.0 - English Elective Credit

College Preparatory Writing is a writing-intensive course intended for college-bound seniors who have completed

three previous years of Literature/Composition. This course provides students with college preparatory writing experience in a variety of expository, narrative, persuasive, and analytical modes, beyond that provided in core English courses. Pre-writing activities, the analysis of models, research, practice with citing sources in a variety of formats, peer evaluation, and self-evaluation are among the strategies students will explore as they develop increasing mastery of organization, development, style and mechanics.

Contemporary Composition 12
Open to: 12
Prerequisite: Placement Criteria
Credit 1.0- English Elective Credit (NCAA Pending)

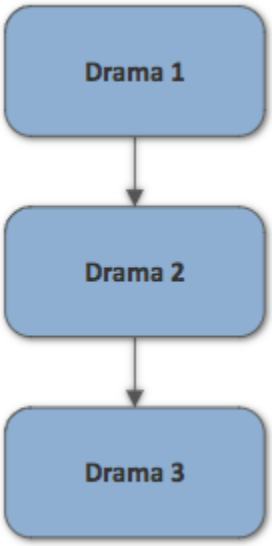
This two-semester senior course emphasizes the process of reading current and classic short works of nonfiction and responding through discussion and writing. Through the writing process, students will demonstrate a command of vocabulary, standard English conventions, research and organizational skills, an awareness of audience and purpose, and the application of effective strategies. Students will write in various genres including nonfiction narratives, argumentative essays, informational essays, and researched essays. The senior research paper is a requirement for second semester.

Humanities
Open to: 9, 10, 11, 12
Prerequisite: None
Credit 1.0 - Fine Arts Credit *NCAA

This course provides students with critical understanding of the creative arts and what they can tell us about the cultures that created them. Students will explore historical surveys and analytical assessments of prehistoric art, paintings, sculpture, architecture, American Roots music, theater, photography and film. Select field trips supplement curricular goals and provide an enhanced experience of the variety of art forms the Chicago area offers. The Humanities course earns Fine Arts credit.

Fine Arts

Drama



Drama 1
Open to: 9, 10, 11, 12
Credit 1.0 - Fine Arts Credit

Drama 1 is a general survey course that introduces students to all areas Theatre. All students will be presenting in class. We will study dramatic writing, acting techniques, and technical production. The goal of this class is to build an appreciation of the Dramatic Arts. Students will spend an equal amount of time doing book work, group projects, and performing in class.

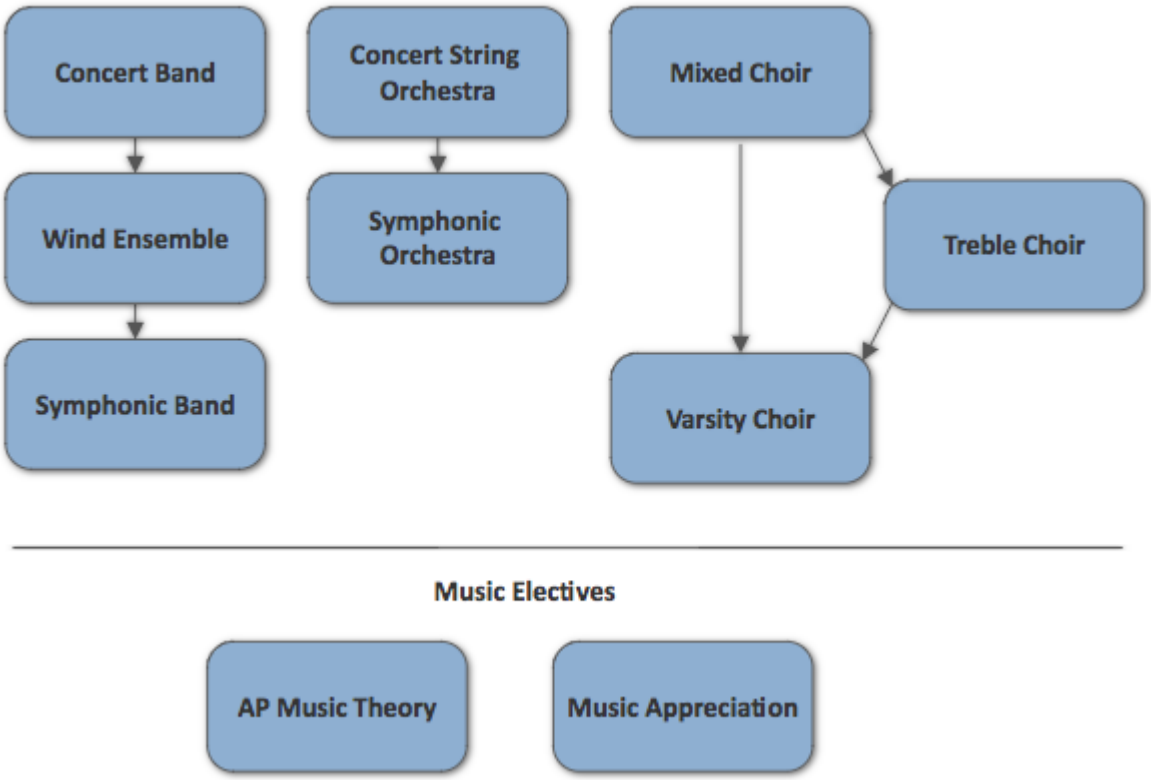
Drama 2
Open to: 10, 11, 12
Prerequisite: Successful completion of Drama 1
Credit 1.0 - Fine Arts Credit

Drama 2 is taught as an extension of Drama 1. Students are expected to do more advanced work. There will be an increased focus on the creative process, constructive feedback, and an in-depth look at Theater History. The work at this level will be more artistic, philosophical, and requires daily participation.

Drama 3
Open to: 11, 12
Prerequisite: Drama 2 with "C" or higher
Credit 1.0 - Fine Arts Credit

In Drama 3, students are given the freedom to focus their study on the genre, historical period, or production role most interesting to them. Throughout the course, students will meet with their teacher to identify opportunities to modify broad curricular themes to focus in on their identified area of study. Students will regularly share their research with the class in a variety of ways, including performance, demonstration, written work, and class presentation.

Music



Concert Band
Open to: 9, 10, 11, 12
Prerequisite: 2 years Middle School band experience or Department approval
Credit 1.0 – Fine Arts Credit

This ensemble is the intermediate band for those students who want to perform a variety of wind band literature. Emphasis is on basic playing techniques, musicianship, written music notation and preparing for the more advanced bands. Students are required to perform at several major concerts in addition to participating in pep band.

Wind Ensemble
Open to: 10, 11, 12
Prerequisite: Students are selected through audition
Credit 1.0 – Fine Arts Credit

This ensemble performs intermediate/advanced level literature who want to perform a variety of wind band literature. Emphasis is on playing techniques, musicianship, written music notation and preparing for Symphonic Band. Students who are chosen for Wind Ensemble must have some music reading ability and continued study of written music notation will be emphasized in the course. Students are required to perform at several major concerts in addition to participating in pep band.

Symphonic Band
Open to: 10, 11, 12
Prerequisite: Students are selected through audition
Credit 1.0 – Fine Arts Credit

This ensemble performs advanced level literature who want to perform a variety of wind band literature. Students who are chosen for Symphonic Band must have significant music reading ability and continued study of written music notation will be emphasized in the course. Students are required to perform at several major concerts in addition to participating in pep band.

Mixed Choir
Open to: 9, 10, 11, 12
Prerequisite: None
Credit 1.0 – Fine Arts Credit

Students learn music in a variety of languages and musical styles. Emphasis is on basic singing techniques, musicianship, written music notation and preparing for the more advanced choirs. Students are required to perform at several major concerts.

Treble Choir
Open to: 10, 11, 12
Prerequisite: Students are selected through audition
Credit 1.0 – Fine Arts Credit

This choir sings advanced three-part treble choir music. Students who are chosen for Treble Choir must have some music reading ability and continued study of written music notation will be emphasized in the course. Students learn music in a variety of languages and musical styles. Students are required to perform at several major concerts.

Varsity Choir
Open to: 10, 11, 12
Prerequisite: Students are selected through audition
Credit 1.0 – Fine Arts Credit

This choir sings advanced SATB music. Students who are chosen for Varsity Choir must have some music reading ability and continued study of written music notation will be emphasized in the course. Students learn music in a variety of languages and musical styles. Students are required to perform at several major concerts and community events throughout the year. Students enrolled in this course are eligible to audition for Rendition, an extracurricular group that performs madrigal music in the fall and vocal jazz in the spring.

Concert String Orchestra
Open to: 9, 10, 11, 12
Prerequisite: Two Years of Middle School orchestra experience
Credit 1.0 – Fine Arts Credit

This ensemble serves as an intermediate orchestra for those students who want to perform a variety of string orchestra literature. Students are required to perform at several major concerts throughout the school year.

Symphonic Orchestra
Open to: 10, 11, 12
Prerequisite: Students are selected through audition
Credit 1.0 – Fine Arts Credit

This ensemble performs advanced level literature and students are required to perform at several major concerts. Students are required to perform a solo and solo/ensemble contest or recital night.

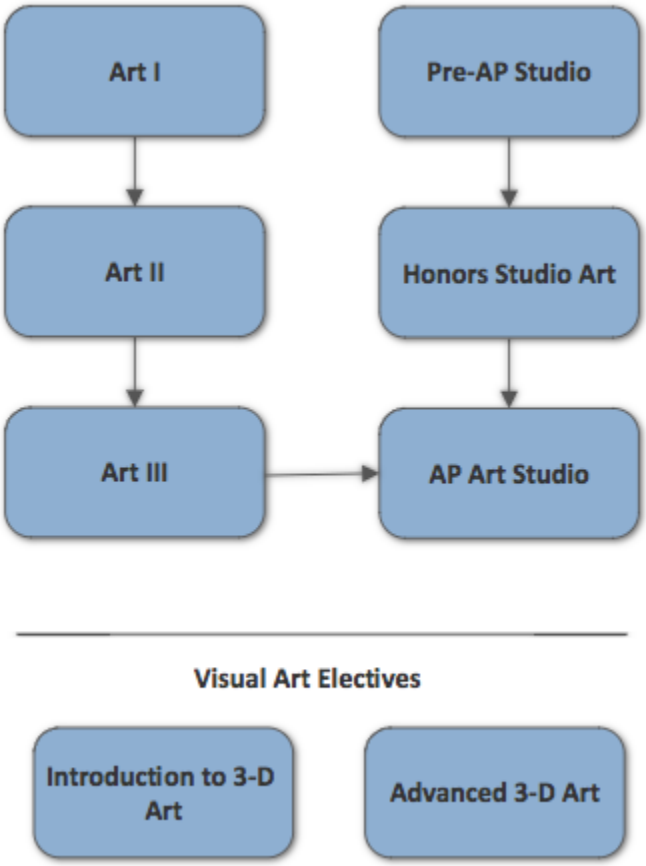
Advanced Placement Music Theory
Open to: Juniors and Seniors
Prerequisite: Departmental Approval.
Credit 1.0 – Fine Arts Credit

The AP Music Theory course is a yearlong course designed to develop a student's ability to recognize, understand and describe the basic materials and processes of music that are heard or presented in a score. The achievement of this goal is achieved through integrated approaches to the student's development of aural, sight-singing, writing, compositional and analytical skills through a variety of listening, performance, written, creative and analytical exercises. This course is aligned with the College Board and Advanced Placement Program and its assessment program. At the completion of the course students will be prepared to take College Board's Advanced Placement Music Theory Exam. This course is recommended for students planning to attend college and pursue studies in the fields of music performance, music composition or music education.

Music Appreciation
Open to: Freshman, Sophomores, Juniors and Seniors
Prerequisite: None.
Credit 0.5 – Fine Arts Credit

This semester-long course is designed for those interested in becoming more enlightened consumers of all types of music. The emphasis is on how to listen to all types of music and relate it to the historical period in which it was written. Students will participate in-group and individual creative music composition/performance projects throughout the semester. Basic music notation, reading and vocabulary will be included.

Visual Arts



As a student progresses from course to course in high school, learning becomes increasingly more challenging and demands greater knowledge and skills. Art experiences move from simple to the complex. They build from self to others, from familiar to unfamiliar, from the immediate environment to ever expanding ones, from general to more specific, from less abstract to more abstract, and differentiated to more differentiated forms. Sequenced instruction enables students to develop and advance their understanding and application of visual art concepts and skills from foundation level in Art 1 to the higher level of sophistication in AP Studio Art, even though the goal and objective remains the same. A student in Art 1, who is planning and organizing to create artwork, is doing so with a rudimentary understanding of what is meant by planning and organizing. A student in AP Studio Art who is planning and organizing to create artwork, is planning with an accumulated knowledge of processes, skills, techniques, understanding of other artists and media that has been acquired over time. The latter student makes more informed and sophisticated choices about planning, organizing and creating.

Art I
Open to: 9, 10, 11, 12
Prerequisite: None
Credit 1.0 – Fine Arts Credit

The course is devoted to a variety of art processes, procedures, theories, and historical developments. Through the production of artworks, students will study the elements of art and the principles of design, color theory, language of art, art criticism, and art history. Maintenance of materials and safety in the art classroom are also reinforced. Students receive a strong foundation in design, drawing, and the language of art. They will experiment with a variety of materials and techniques. Problem-solving and decision-making are emphasized throughout Art 1.

Art II
Open to: 10, 11, 12
Prerequisite: Successful completion of Art 1 or Department approval
Credit 1.0 – Fine Arts Credit

Art II builds on the student's technical skills and foundation of knowledge developed in Art I. The study of the Elements of art and principles of Design, color theory, Language of Art and Art History continues in Art II. Various art processes, procedures, and theories are presented in a problem-solving manner. The approach to art experiences is less experimental and based more on informed choices.

Art III
Open to: 11, 12
Prerequisite: Successful completion of Art 2 or Department approval
Credit 1.0 – Fine Arts Credit

Art III builds on skills from Art II with a more in-depth approach to the study of the art processes and techniques, Aesthetic issues, Art Criticism and Art History. Teachers help students form goals, provide skills and tools to further real world application, and develop work habits of professionals. Knowledge of the arts in relation to Culture, History, and other disciplines will be promoted through visual, verbal, and written means. Art History, criticism, and Aesthetics are studied in conjunction with selected artworks and lead to the development of a personal philosophy of art.

Pre-AP Art
Open to: 9
Prerequisite: Teacher recommendation/Dept. approval
Credit: 1.0 - Fine Arts Credit

This course is designed for motivated students that have demonstrated visual art skills prior to entering high school. A precursor to AP Art Studio, students will need to work outside the classroom, maintain a sketchbook, and develop constructive critique structure for evaluating both their own and peers' work. Critical analysis and comparison of both historical and contemporary artwork is a rigorous portion of the course.

Honors Art Studio
Open to: 10, 11, 12
Prerequisite: Departmental approval
Credit 1.0 – Fine Arts Credit

The Visual Arts Department at Waukegan High School strives to give every student the opportunity to grow as an artist, not only strengthening their craft and technique, but also building their ability and confidence to find their own voice within the artworks they create. Students enrolled in Honors Arts Studio work to develop those skills to their maximum capacity and support the design, creation, and submission of a portfolio to the AP Board for critique. Honors Art Studio is a rigorous course for advanced art students, focusing on the Breadth portion of that portfolio.

Advanced Placement Studio Art
Open to: 11, 12
Prerequisite: Departmental approval
Credit 1.0 – Fine Arts Credit

AP Studio Art is for highly motivated students who are seriously interested in the study of art. Students will need to work outside the classroom, as well as in it, and beyond scheduled periods. Students should be responsible enough to leave the art room or school if an assignment requires them to do so. Homework, such as maintaining a sketchbook or journal, is a necessary component of instruction. Critiques, a common structure in the college classroom, are important in AP as well. Group and individual critiques enable students to learn to analyze their own work and their peers' work. Ongoing critical analysis, through individual critiques, enables both the students and the teacher to assess the strengths and weaknesses in the work. Completion of assigned summer work is required. Students who enroll AP Studio Art will be prepared to submit a portfolio in May for evaluation by the College Board.

Introduction to 3D Art
Open to: 9, 10, 11, 12
Prerequisite: None
Credit 0.5 – Fine Arts Credit

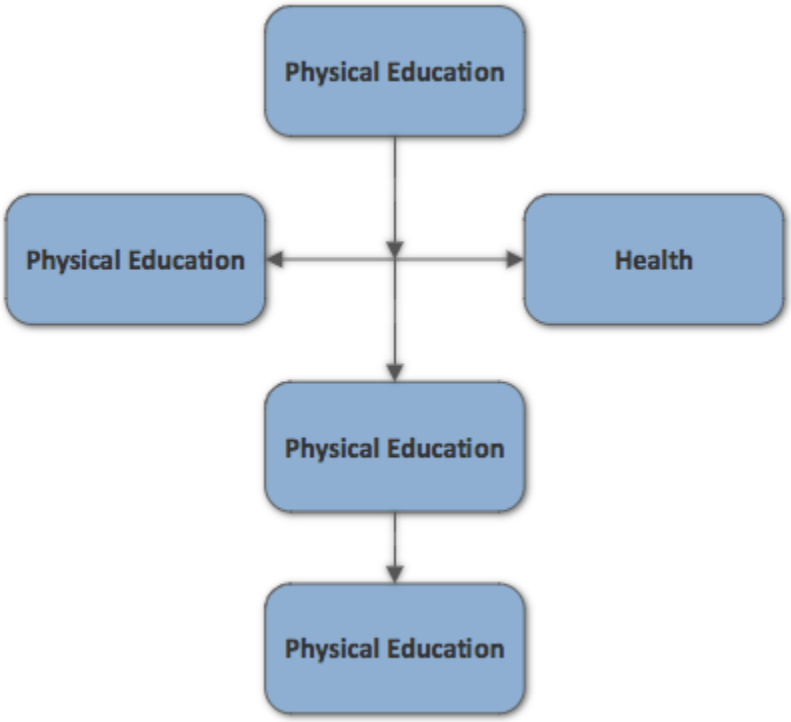
This course is designed for those students interested in an introduction into 3D Art exploration This course focuses on hands-on projects in addition to discussions, presentations and written work about art. Students are welcome to enroll in this course independently or in conjunction with a full-year art class.

Advanced 3D Art (pending Board approval)
Open to: 10, 11, 12
Prerequisite: Successful completion of Introduction to 3D Art
Credit 0.5 – Fine Arts Credit

This course continues on the skills learned in Introduction to 3D Art. This course focuses on hands-on projects in addition to discussions, presentations, and written work about art. Students are welcome to enroll in this course independently or in conjunction with a full-year art class.

Physical Education,

Health and Driver Education



Note: Physical Education is taken in combination with Health Education to fulfill one credit of the PE/Health graduation requirement during the Sophomore year.

Athletic Waiver Policy: All students are required to pass a physical education course each semester they are enrolled in school. The Board of Education may grant a physical education waiver to students in grades 9 - 12 enrolled in JROTC courses who submit the required waiver form.

Retake Policy: Students who fail Physical Education due the lack of participation, attendance, or an invalid excuse, are subject to a fee equivalent to the cost of a summer school course when retaking the course during the regular school year. Students have the option to retake the course during summer school based on enrollment and availability.

Driver Education

Driver Education and Safety
Open to: 10, 11, 12
Credit 0.5 Elective Credit – This course ***DOES NOT*** count toward Physical Education requirement.

Safe driving practices require responsible behavior. Pupils must qualify for entry into the driver education sequence of classroom instruction and practice driving based upon age and demonstration of responsible behavior. Driver Education and Safety is an elective course offered to students as a semester class. The program consists of two phases: (1) classroom theory and (2) behind-the-wheel training in a dual control car. All phases cover pedestrian and driver safety along with cyclist and motorcyclist safety.

Rules and Regulations

1. The classroom instruction and the practice driving part of the driver education course shall be open to each Waukegan High School pupil who is a resident of District 60 and to a resident or non-resident pupil attending a non-public school in the Waukegan school district.

2. Enrollment Eligibility:

   Sophomores Status (Grade 10):
   a. They are at least 15 years of age;
   b. They have passed at least eight (8) courses during the previous two (2) semesters;
   c. They have had no more than 4.5 days of unexcused absences in grade 9;
   d. They have met the freshman year Physical education credit requirement (or passed class for which waiver was sought).

   Juniors Status (Grade 11):
   a. They are at least 15 years of age;
   b. They have passed at least eight (8) courses during the previous two (2) semesters;
   c. They have had no more than 4.5 days of unexcused absences the previous school year;
   d. They were not suspended from school or from riding the school bus more than six (6) days during the previous grade level; and
   e. They have met the Sophomores year Physical education credit requirement (or passed class for which waiver was sought).

3. All students who have not qualified for the driver education course in their first three years of high school may be enrolled in the program during their fourth year of high school. These students may also take the course in summer school.

Health Education

Health Education
Open to: 10, 11, 12
Prerequisite: None
Credit 0.5 per semester – Physical Education Credit

Health Education explores health-related issues currently facing youth today such as stress and mental health, nutrition and wellness, communicable and non-communicable diseases, substance abuse, body systems, human reproduction, birth, growth, development and aging. Students utilizing a PE waiver option are encouraged explore meeting the health graduation requirement through summer school.

Physical Education

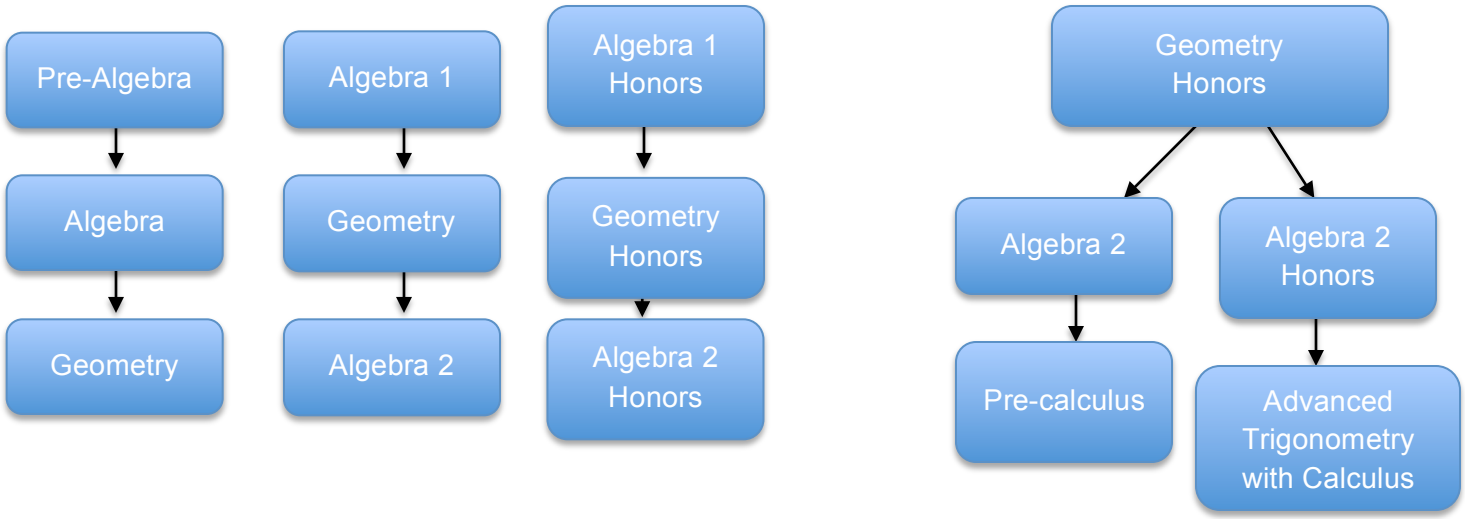
Physical Education 1/2/3/4
Open to: 9, 10, 11, 12
Prerequisite: None
Credit 1.0 - Physical Education Credit

This course is designed for students that want to achieve physical fitness through engaging in team and individual sports as well as engaging in fitness activities. Students will also be apart of team building activities to prepare them for lifetime sports. All students in this course will have a choice of the activities they would want to be involved with. Choices might include: team sports, individual sports and fitness or strength and conditioning.

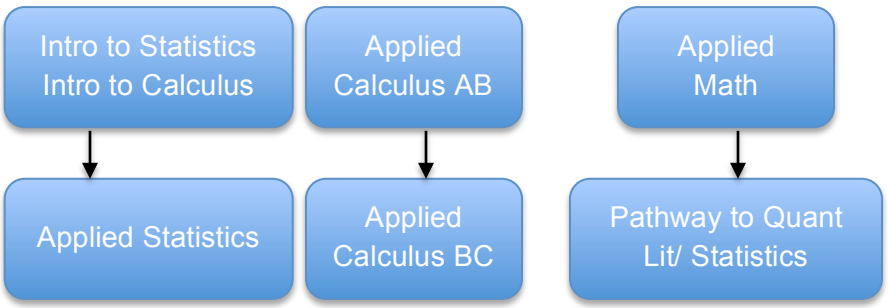
Adaptive Physical Education
Open to: 9, 10, 11, 12
Prerequisite: Doctor written recommendation or IEP
Credit 1.0 – Physical Education Credit

Adaptive physical education courses are for students who cannot participate fully in a regular physical education course either temporarily or on a more permanent basis due to physical limitations. The student's physical education program is, then, adapted to meet his or her individual needs.

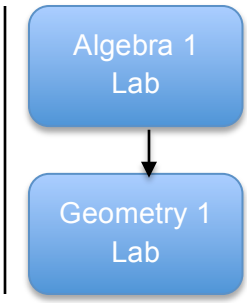
Mathematics



Electives



Support Classes



Computer Science Pathway



Support programs are available for some courses. Pathways above illustrate recommended movement within a sequence of courses. Students interested in moving between levels should discuss the options with their counselor and teachers. In an effort to accommodate individual student needs, movement between levels can be made with Department approval.

Note: Students must pass both semesters of Pre-Algebra and Algebra 1 before continuing in any mathematics course sequence pathway.

Calculators: While a graphing calculator is provided for class work, students are encouraged to purchase a TI-84+ graphing calculator to be used in all mathematics courses at Waukegan High School and beyond.

Mathematics

Pre-Algebra (Pending Board Approval)

Open to: 9
Prerequisite: Placement Criteria
Credit: 1.0 Mathematics Elective Credit

This course is designed to prepare students for algebra. It will cover the topics of fractions, the number system, ratios and proportional relationships, rates, expressions and equations, and probability and statistics. Lessons will build on students' prior knowledge through scaffolded instruction to find the root causes, gaps, and flaws in their understanding, revise their understanding of mathematical concepts, and assess and monitor growth. In this course, students will learn to ask questions, collaborate with other students, and to justify their thinking orally and in writing. Through academic goal-setting, students will work with their teacher to close gaps that may be preventing academic success.

Algebra 1

Open to: 9
Prerequisite: Placement criteria
Credit: 1.0 Mathematics Core Credit *NCAA

The goal of this college preparatory course is for students to understand the structure of algebra and apply the techniques of algebra to problem solving. Units of study include: solving equations; two-variable trend analysis; systems of linear equations; exponential functions; quadratic functions and operations with polynomials. This course may not be taken concurrently with any other math course.

Algebra 1 Honors

Open to: 9
Prerequisite: Placement criteria
Credit: 1.0 Mathematics Core Credit *NCAA

The goal of this college preparatory course is for students to understand the structure of algebra and apply the techniques of algebra to problem solving. Units of study include: solving equations; two-variable trend analysis; systems of linear equations; exponential functions; quadratic functions and operations with polynomials. Strong emphasis is on recognizing mathematical structures, analyzing data, interpreting data, modeling mathematically, and communication. This course may not be taken concurrently with any other math course

Geometry

Open to: 10, 11
Prerequisite: Placement criteria
Credit: 1.0 Mathematics Core Credit *NCAA

This goal of this college preparatory is to equip students with reasoning and problem solving skills, as well as understand their roles in mathematics. Units of study include: definitions, postulates and theorems; compass and straightedge constructions; similarity and congruence; coordinate transformations; logic and proof; parallel lines, transversals, and angle properties; triangle similarity and congruence; right triangle trigonometry; circles.

Geometry Honors

Open to: 9, 10
Prerequisite: Placement criteria
Credit: 1.0 Mathematics Core Credit *NCAA

This college preparatory honors course includes the base curriculum of Geometry. In addition, students are exposed to deeper levels of problem solving and application.

Algebra 1 Lab

Open to: 9, 10
Prerequisite: Placement by Academic Chair
Credit: 0.5 Elective Credit

This class is a tiered intervention course designed to target specific mathematical instruction for students who have yet to attain mathematical skills necessary for success in Algebra 1. This targeted instruction will provide students the necessary mastery of skills for understanding algebraic concepts. Students will have opportunity to exit Math Lab at each grading period if desired. No calculator is permitted for this course.

Geometry Lab
Grade Leve: 10, 11
Prerequisite: Placement by Academic Chair
Credit: 0.5 Elective Credit

This class is a tiered intervention course designed to target specific mathematical instruction for students who have yet to attain mathematical skills necessary for success in Geometry. This targeted instruction will provide students the necessary mastery of skills for understanding algebraic, logic, and spatial concepts. Students will have opportunity to exit Math Lab at each grading period if desired. No calculator is permitted for this course.

Algebra 2
Open to: 10, 11
Prerequisite: Placement criteria
Credit: 1.0 Mathematics Core Credit *NCAA

This college preparatory course expands upon coursework in Algebra 1 by blending the theory and skills of advanced algebra. Units of study include: polynomial functions; exponential and logarithmic functions, advanced two-variable statistics and probability; radical and rational functions; trigonometric functions.

Algebra 2 Honors
Open to: 10, 11
Prerequisite: Placement criteria
Credit: 1.0 Mathematics Core Credit *NCAA

This college preparatory honors course encompasses the entire Algebra 2 curriculum, as well as extra attention to trigonometry, sequences, and series. This course is designed for the highly motivated student with a strong interest in mathematics.

Precalculus
Open to: 11, 12
Prerequisite: Placement criteria
Credit: 1.0 Mathematics Core Credit *NCAA

This college preparatory course is designed for students desiring preparation for the study of advanced mathematics courses, including calculus. The class explores analysis concepts, methods and techniques for understanding functions and their graphs. The class also covers trigonometry and the concepts and skills necessary to advance in higher mathematics.

Advanced Trigonometry with Calculus
Open to: 11, 12
Prerequisite: Placement criteria
Credit: 1.0 Mathematics Core Credit *NCAA

This course is designed for students desiring preparation for the study of advanced mathematics courses. The class covers the Precalculus curriculum, as well as introductory calculus topics. Students successfully completing this course are prepared to enroll in Advanced Placement Calculus B/C the following year.

Pathway to Quantitative Literacy and Statistics
Open to: 12
Prerequisite: Placement Criteria
Credit: 1.0 Mathematics Elective Credit, College of Lake County MTH 105 Credit (C or better).

This course focuses on developing mathematical maturity through problem solving, critical thinking, data analysis, and the writing and communication of mathematics. Students will develop conceptual and procedural tools that support the use of key mathematical concepts in a variety of contexts. Instruction will emphasize the connections between verbal, numerical, symbolic and graphical representation of the concepts being taught. Emphasis will be placed on modeling and problem solving, with techniques and manipulations covered in context. The three strands of the course are Algebra, functions, and modeling as they apply to linear, polynomial, rational, and exponential expressions, equations, and functions.

Introduction to Statistics/Introduction to Calculus
Grade Level: 11, 12
Prerequisite: Algebra 2
Credit: 1.0 Mathematics Elective Credit *NCAA

This college preparatory course introduces students to the first few topics of college-level statistics, including how to collect, organize, analyze, and interpret numerical information from data as well as the first few topics of calculus.

Applied Mathematics
Open to: 12
Prerequisite: Placement Criteria
Credit 1.0 Mathematics Elective Credit

This course is designed for college bound students whose college major may not require continued mathematics. Students will investigate mathematics as it applies to the real world with an emphasis on critical thinking and problem solving.

Advanced Placement Calculus A/B
Open to: 11, 12
Prerequisite: Placement Criteria
Credit: 1.0 Mathematics Elective Credit *NCAA

AP Calculus A/B introduces students to the first few topics of college-level calculus, including independent limits, continuity, parametric equations, differential and integral calculus. Students that successfully complete this class are expected to take the advanced placement test and can possibly earn college credit. Students enrolled in this course will be prepared to take the Calculus A/B exam in May.

Advanced Placement Calculus B/C
Open to: 11, 12
Prerequisite: Placement Criteria
Credit: 1.0 Mathematics Elective Credit *NCAA

This Advanced Placement course in differential and integral calculus with a faster pace than Calculus A/B. Students that successfully complete this class are expected to take the advanced placement test and can possibly earn college credit. Students enrolled in this course will be prepared to take the Calculus B/C exam in May.

Advanced Placement Statistics
Open to: 11, 12
Prerequisite: Placement Criteria *NCAA
Credit: 1.0 Mathematics Elective Credit

Advanced Placement Statistics is the study of how to collect, organize, analyze and interpret numerical information from data. This course will teach students how to make decisions while using statistical techniques. Students enrolled in this course will be prepared to take the Statistics exam in May.

Computer Science

Introduction to Computer Science – Python (Pending Board Approval)
Open to: 9
Prerequisite: Placement in Algebra 1 or above
Credit: 1.0 Mathematics Elective

This course is designed as an interactive introductory course for students brand new to programming that teaches the foundations of computer science using the Python language. Students will learn the basics of computer programming along with the basics of computer science. The material emphasizes computational thinking and helps develop the ability to solve complex problems.

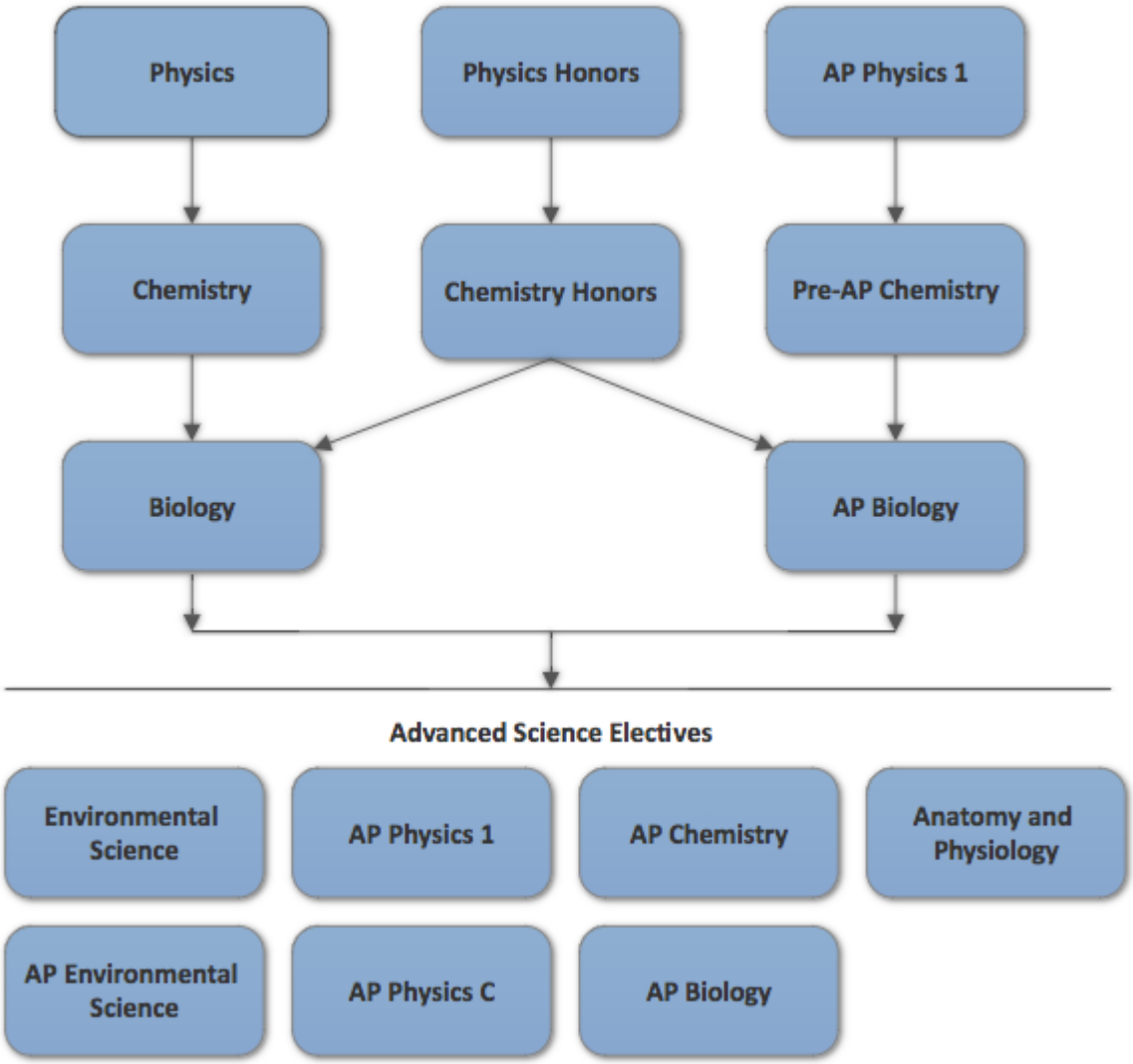
Advanced Placement Computer Science Principles
Open to: 9, 10, 11, 12
Prerequisite: Algebra 1
Credit: 1.0 Mathematics Elective Credit

The course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. The AP Program designed AP Computer Science Principles with the goal of creating leaders in computer science fields and attracting and engaging those who are traditionally underrepresented with essential computing tools and multidisciplinary opportunities. This course focuses on seven essential frameworks which are essential to studying computer science: creativity, abstraction, data and information, algorithms, programming, and the Internet. This course requires a personal computing device and Internet connection. Students enrolled in the course will be prepared to submit the Explore and Create Performances Tasks at the end of April and to take the AP Computer Science Principles Exam in May.

Advanced Placement Computer Science A – Java (Pending Board Approval)
Prerequisites – Introduction to Computer Science Principles
Credit: 1.0 Mathematics Elective Credit

Students will learn to design and implement computer programs that solve problems relevant to today's society, including art, media, and engineering. This course teaches object-oriented programming using the Java language and is meant to be the equivalent of a first semester, college-level course in computer science. It will emphasize problem solving and algorithm development, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and ethical and social implications of computing.

Science



Support programs are available for some courses. Pathways above illustrate recommended movement within a sequence of courses. Students interested in moving between levels should discuss the options with their counselor and teachers. In an effort to accommodate individual student needs, movement between levels can be made with Department approval.

Calculators: Students are strongly encouraged to have their own scientific or graphing calculator for use throughout their science courses.

Physics
Open to: 9
Prerequisite: Placement criteria
Credit 1.0 – Science Core Credit *NCAA

Physics is a laboratory-based, introductory course in classical physics intended as the first course in the interconnected sequence of Physics, Chemistry, and Biology. Topics studied include motion, forces, energy, work, power, wave phenomena, light, sound, electricity, and magnetism.

Physics Honors
Open to: 9
Prerequisite: Placement criteria
Credit 1.0 – Science Core Credit *NCAA

Physics Honors is a laboratory-based course designed for the highly motivated student with a strong interest in science. This course explores the relationship between matter and energy in the context of engineering scenarios. Topics are explored in depth through experiments and data analysis

involving problem solving and extensive mathematical calculations.

Chemistry
Open to: 10
Prerequisite: Placement criteria
Credit 1.0 – Science Core Credit *NCAA

Chemistry is a laboratory-based course which examines the structure of matter (atoms, molecules, ionic compounds) and how these structures interact. The goals of this course include integrating mathematics, developing problem-solving and reasoning skills, and improve science literacy skills.

Chemistry Honors
Open to: 10
Prerequisite: Placement criteria
Credit 1.0 – Science Core Credit *NCAA

Chemistry Honors is a laboratory-based course designed for the highly motivated student with a strong interest in science. Students will explore topics including the classification of matter, energy and phase changes in matter, atomic structure, bonding, and reactions. Topics are explored at an accelerated pace and in greater depth through experiments and analysis involving intensive mathematical calculations.

Pre-Advanced Placement Chemistry (pending Board approval)
Open to: 10
Prerequisite: Placement criteria
Credit 1.0 - Science Core Credit *NCAA

The Pre-AP Chemistry course prepares students for advanced science coursework. Students will study the connections between the everyday world and the molecular world, the structure and interactions of matter. Students will examine the smallest components of matter and how atoms bond with each other to combine elements into compounds. They will explore chemical reactions: how energy is involved, the transfer of electrons or hydrogen ions, and factors that affect reaction rate. The study of Pre-AP Chemistry includes laboratory investigation, problem solving activities, scientific and analytical reading and writing, and class discussion.

Biology
Open to: 11
Prerequisite: Placement criteria
Credit 1.0 - Science Core Credit *NCAA

Students in Biology will explore the fundamentals and processes of life through the study of microbiology, genetics, biotechnology, evolution, ecology, and biodiversity. Instruction in this course will focus on the development of scientific practices, college-readiness skills, reading and writing skills.

Advanced Placement Biology
Open to: 11, 12
Prerequisite: Placement criteria and Science Department approval
Credit 1.0 – Science Core Credit *NCAA
(60 minute period)

AP Biology provides students with a solid foundation equivalent to a first year college level biology course. The big ideas explored in this course are: evolution and biodiversity, energy use, information, and system interactions. Extensive inquiry-based laboratory work is a major component of this course. Students enrolled in this course will be prepared to take the AP Biology exam in May. Completion of summer assignment is required.

Anatomy and Physiology
Open to: 11, 12
Prerequisite: Biology with a "C" or better, or concurrent enrollment.
Credit 1.0 – Science Elective Credit *NCAA

Anatomy and Physiology is a laboratory-based course that explores the details of the structures and functions of human body systems. Vertebrate dissections are required. This course is recommended for students who intend to pursue careers in medical, nursing, health and other science related occupations.

Advanced Placement Chemistry
Open to: 11, 12
Prerequisite: Placement criteria and Science Department approval
Credit 1.0 – Science Elective Credit *NCAA
(60 minute period)

AP Chemistry offers a solid foundation equivalent to a first-year college chemistry course. Students will explore a broad range of chemistry topics with emphasis on chemical calculations, mathematical formulation of principles and extensive laboratory work. Students enrolled in this course will be prepared to take the AP Chemistry exam in May.

Advanced Placement Physics 1
Open to: 9, 10, 11, 12
Prerequisite: Placement criteria and Science Department approval
Credit 1.0 – Science Elective Credit *NCAA
(60 minute period)

AP Physics 1 provides students with an algebra-based, introduction to the study of physics equivalent to a first-semester college physics course. Students will explore principles of Newtonian mechanics, work, energy, mechanical waves and sound, and simple circuits. Students enrolled in this course will be prepared to take the AP Physics 1 exam in May.

Advanced Placement Physics C
Open to: 11, 12
Prerequisite: Placement criteria and Science Department approval
Credit 1.0 – Science Elective Credit *NCAA
(60 minute class period)

AP Physics C provides students with a college-level, calculus-based, introduction to physics. Topics are covered in greater depth and with analytical and mathematical sophistication, including extensive calculus applications. First semester is devoted to mechanics and second semester explores classical electricity and magnetism using calculus in formulating principles and problem solving. Students enrolled in this course will be prepared to take the AP Physics Mechanics, and Electricity and Magnetism exams in May.

Environmental Science
Open to: 11, 12
Prerequisite: Biology with "C" or better.
Credit 1.0 – Science Elective Credit *NCAA

In this laboratory-based, course students will explore earth systems and resources, the living world, population, land and water use, energy resources and consumption, pollution, and global change. Major themes will include: science as a process; the Earth itself is one interconnected system; humans alter natural systems; environmental problems have a cultural and social context; and human survival depends on developing practices that will achieve sustainable systems.

Advanced Placement Environmental Science
Open to: 11, 12
Prerequisite: Placement criteria and Science Department approval
Credit 1.0 – Science Elective Credit *NCAA
(60 minute period)

AP Environmental Science provides students with a solid foundation equivalent to a first year college level environmental science course. Students will explore the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, identify and analyze environmental problems both natural and human-made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. Students enrolled in this course will be prepared to take the AP Environmental Science exam in May.

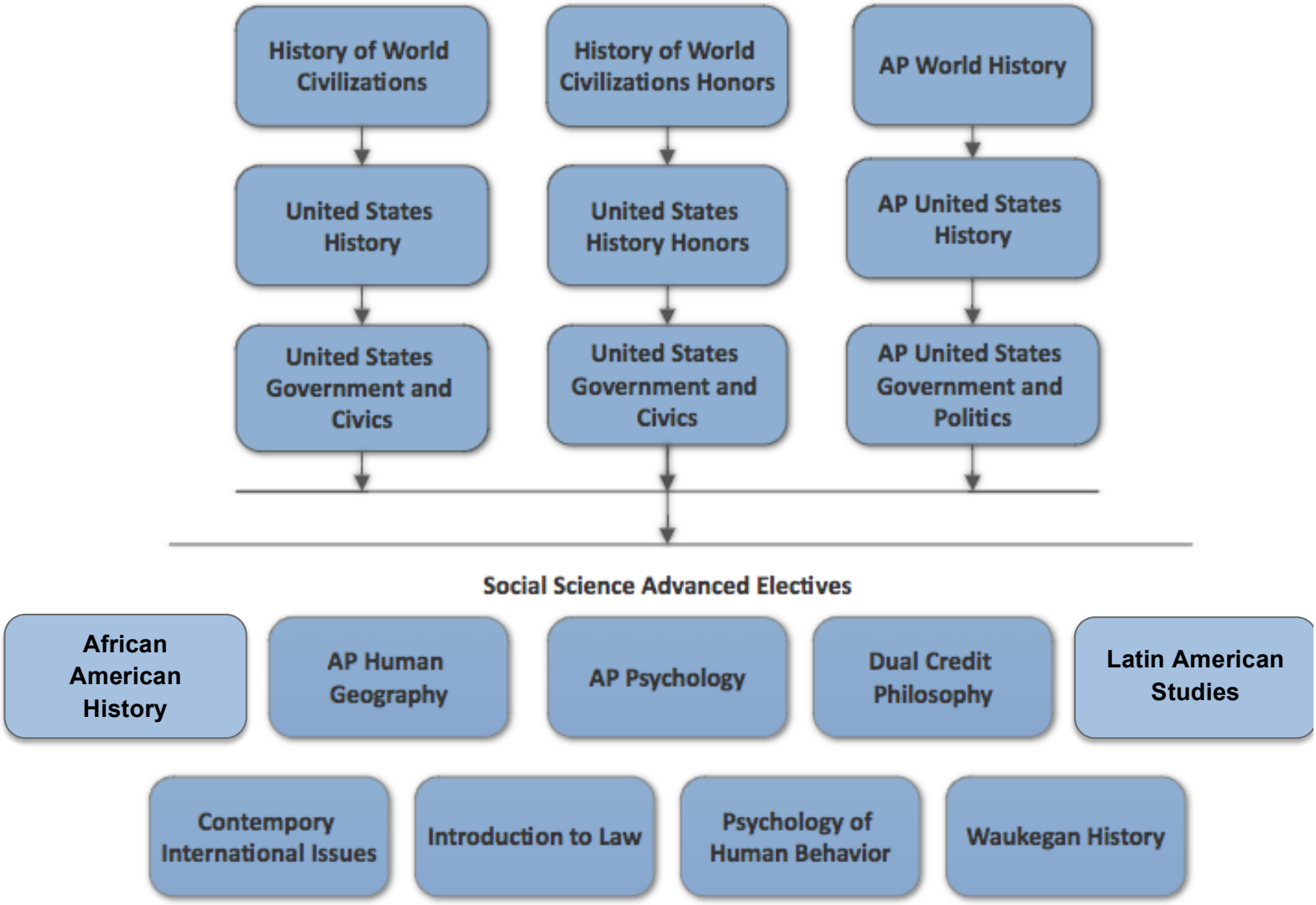
Dual Credit Earth Science
Open to: 12
Prerequisite: CLC placement criteria
Credit 1.0 - Science Elective Credit and College Credit

This course is designed for students of non-science or science major who are interested in physical features related to our dynamic earth. Topics of the course include some fundamental concepts and features in geology, meteorology and astronomy, such as earthquakes, volcanic activities, weathering process, surface water, atmosphere components, weather, the universe, the solar system, etc. Course materials are organized to enable students to understand how different components of our dynamic earth are related to one another. Most topics are assisted with hands-on lab exercises. This course is delivered by a CLC instructor via online platform and facilitated by a Waukegan HS science teacher.

Science Assistant Program
Open to: 10, 12
Prerequisite: Teacher invitation and completed application including parent signature and Science Department approval.
Credit 0.25 Student Ambassador Credit per Semester

Students will assist their supervising science teacher with classroom and laboratory support including organizing materials, set-up and clean-up of laboratory activities, and assisting with students during classroom instruction. Students earn a letter grade based on performance.

Social Science



Support programs are available for some courses. Pathways above illustrate recommended movement within a sequence of courses. Students interested in moving between levels should discuss the options with their counselor and teachers. In an effort to accommodate individual student needs, movement between levels can be made with Department approval.

Service-learning is a powerful form of experiential education that allows students to learn by doing. Time spent working on community and environmental projects becomes part of the students "lived" education. By investing themselves into their community, students become informed, compassionate change-makers. Service Learning hours are supported through the following courses:

9th Grade- Freshman Seminar- Students will understand, research and explore service-learning options, and will be supported with quarterly check-ins with both their Seminar teacher and guidance counselor.

History of World Civilizations
Open to: 9
Prerequisite: Placement criteria and Department approval
Credit 1.0 - Social Science Credit

History of World Civilization traces the history of mankind from the Paleolithic Era to the Modern World. The course curriculum focuses on major historical themes and civilizations including: classical Greece and Rome, China, medieval Europe, the renaissance, reformation, major revolutionary movements and the world wars. Each topic is pursued by having students use skills to study: primary sources, secondary sources, research projects, group discussions, and directed readings. Emphasis is also placed on connecting past events with current events, to help build connections between the past and present.

History of World Civilization Honors
Open to: 9
Prerequisite: Placement criteria and Department approval
Credit 1.0 - Social Science Credit

Students in History of World Civilization Honors will study the same topics as in the regular course at an accelerated level of instruction in the areas of reading, writing, and oral presentation.

Advanced Placement World History
Open to: 9, 10
Prerequisite: Placement criteria and Department approval.
Credit 1.0 - Social Science Credit

Advanced Placement World History provides students with a college-level, introduction to the study of World History. This course is a sophisticated quest for meaning about the past, beyond the effort to collect information. This course emphasizes students' ability to craft historical arguments from historical evidence, reason chronological, compare and contextualize, and interpret and synthesize historical information in a classroom setting. Students enrolled in this course will be prepared to take the AP World History exam in May.

United States History
Open to: 10
Prerequisite: History of World Civilizations
Credit 1.0 Social Science Credit

United States History offers a topical and chronological study of this nation's history to the present time. The focus of the first semester is a survey of the social, political, economic, and foreign affairs of the United States to 1900. Second semester focuses on the events of the 20th Century in the same social, political, economic, and foreign affairs context. The teaching of this course includes the study of the roles and contributions of members of diverse ethnic groups and both sexes in the development of the United States. In addition, there is considerable attention throughout the course to the development of issues likely to impact students' adult lives.

United States History Honors
Open to: 10
Prerequisite:
Credit 1.0 – Social Science Credit

This course focuses on the development and evolution of American history, government, and culture from early colonial settlement through the end of the 20th century. The course will emphasize the study of history from an historian's perspective by asking students to engage extensively in the critical analysis of primary source documents and artifacts. As a college preparatory class, the course is both writing and critical-thinking intensive.

Advanced Placement United States History
Open to: 9,10
Prerequisite: Placement criteria and Department approval
Credit 1.0 - Social Science Credit

This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. Students enrolled in this course will be prepared to take the AP United States History exam in May.

United States Government and Civics
Open to: 11
Prerequisite: Placement criteria and Department approval
Credit 1.0 - Social Science Credit

This course uses the perspective of political institutions to explore the history, organization, and functions of the United States Government. Students will use their knowledge of the structures and processes of governing to develop their own views on current political issues and apply what they have learned to the promotion of civic action. Beginning with the Declaration of Independence and continuing to the present day, this course explores the relationship between individual Americans and our governing bodies. The focus of this course is to prepare students to participate in exercising their political responsibilities as thoughtful and informed citizens. Students will actively investigate local, state and national issues, read and participate in discussions, and develop informed arguments using a variety of writing forms. According to 105 ILCS 5/27-3, students are required to pass the U.S. Constitution test, which is given in this course.

Advanced Placement United States Government & Politics
Open to: 11, 12
Prerequisite: Placement criteria and Department approval
Credit 1.0 - Social Science Credit

Advanced Placement U.S. Government and Politics presents students with an analytical perspective on government and

politics in the United States. Students will learn the general concepts used to interpret U.S. politics and the analysis of specific case studies. Students enrolled in this course will be prepared to take the AP United States Government & Politics exam in May.

Advanced Placement Human Geography
Open to: 11, 12
Prerequisite: Placement criteria and Department approval
Credit 1.0 - Social Science Credit

This course examines the patterns and processes that have shaped our understanding, use, and alteration of Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences, and will also learn about the methods and tools geographers use in their science and practice. Students who enroll in this course will be prepared to take the AP Human Geography exam in May.

Psychology of Human Behavior
Open to: 11, 12
Prerequisite: None
Credit 1.0 - Social Science Credit

This course examines such topics as adapting to the environment, the development of human behavior, human interaction, emotional understanding, individual differences, reaction to stress, the foundations of psychology, the development of defense mechanisms, and the development of values. Much of the classroom work emphasizes large and small group discussion.

Advanced Placement Psychology
Open to: 10,11,12
Prerequisite: C or better in Biology and successful completion or co-enrollment in an advanced math course.
Credit 1.0 - Social Science Credit

This year long course introduces students to the systematic and scientific study of behavior and mental processes. Students increase their understanding of psychology, its methods, theory and research. AP psychology is a survey course, so students focus on bits of information from many different areas in psychology. Primarily, the course explores the psychological facts, principles and phenomena associated with each of the major subfields of psychology (consciousness, learning, personality, cognition, etc.). Students enrolled in this course will be prepared to take the AP Psychology exam in May.

Introduction to the Law
Open to: 11, 12
Prerequisite: None
Credit 1.0 - Social Science Credit *NCAA

This course introduces and develops concepts pertaining to the legal systems in the United States and abroad. Among the topics covered are criminal law, consumer law, family law, constitutional law, and legal concepts related to emerging technologies. In addition to general concepts, emphasis is placed on the everyday application of legal principles.

Contemporary International Issues
Open to: Prerequisite: None
Credit 0.5 - Social Science Credit

This course introduces students to various issues facing the world today. Students will explore global economic systems, human rights, world health, environmental issues, and the role of the United States and the United Nations in a changing world. This class is designed to eliminate much of the confusion surrounding these issues and allow students to form their own opinions on matters that affect their world. Students will evaluate the issues and propose solutions from a variety of perspectives.

Waukegan History
Open to: 11, 12
Prerequisite: HWC, US History, Government/Civics
Credit: 0.5 - Social Science Credit

History of Waukegan and Illinois from prehistoric times to the present, illustrating the jarring conflicts and great achievements of peoples from all over the world. Politics, economics, popular and high culture, education, mass media, racial problems, and ethnic diversity are especially featured. There is an emphasis on the relation of city, state, and region to one another.

Dual Credit Philosophy
Open to: 11, 12
Prerequisite: CLC placement criteria
Credit 1.0 - Social Science Credit and College Credit *NCAA

This dual-credit course discusses the ideas of major philosophers concerning questions of human knowledge, logic, moral values, political and social philosophy, and religious beliefs. Attempts are made to get students to think out their own to answer these questions. This course allows students to enroll in a college-level course and earn college credit at no cost.

Latin-American Studies
Open to 11-12
Prerequisite: Successful completion of HWC, US History, Government/Civics
Credit .5 – Social Science Credit

This course offers a general survey of the complex and heterogeneous region we somewhat reductively term Latin America. It follows a roughly chronological approach, beginning with the eve of encounter and continuing through the contemporary era. Discussions will consider themes such as the institution and legacy of colonialism, the search for new national identities, and the onset of modern racial and political strife. The course will emphasize the importance of global economic, political, and cultural trends on the formation of the region.

African-American Studies
Open to 11-12
Prerequisite: Successful completion of HWC, US History, Government/Civics
Credit .5 – Social Science Credit

This class will explore what it has meant to be African-American in the United States, and how this identity shaped Black community, thought, and life. This course, using a variety of disciplinary approaches, exposes students to issues and problems in the development of African-American identity.

Special Academic Programs

AP CAPSTONE

Seminar (2019-2020)
Open to: 11, 12
Prerequisite: Placement Criteria
Credit: 1.0 Core Credit

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

AP CAPSTONE

Research (2020-2021)
Open to: 11, 12
Prerequisite: Successful completion of AP Seminar
Credit: 1.0 Core Credit

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000–5000 words, or 16-20 pages, (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

Advancement Via Individual Determination (AVID)

AVID is a college-readiness support program designed to increase the number of students who enroll in four-year colleges. Although AVID serves all students, it focuses on the least served students in the academic middle. Through the support of the AVID program, students progress through challenging coursework, such as Honors and Advanced Placement. AVID teachers support students by providing academic training, working with faculty and parents, and by helping students develop long-range academic and personal goals. We encourage students to apply for AVID when registering for 9th grade. Current freshman and sophomores may apply for AVID at the start of second semester for entry the following school year. Students must commit to a minimum of two years in order to enroll.

AVID 9
Open to: 9
Prerequisite: Application process
Credit 1.0 – Freshmen Seminar Credit

This course introduces the AVID strategies and skills to help develop a college ready student. Specific instruction includes: teaching of the Cornell note taking system and learning logs, understanding the importance of reflection, developing inquiry skills, working on organizational skills, maturing writing skills, understanding time management, introducing philosophical chair discussions, teaching goal setting, working on test preparation skills, introducing service learning projects and researching colleges.

AVID 10
Open to: 10
Prerequisite: Enrolled in AVID program or application process
Credit 1.0 – Elective Credit

This course utilizes and builds upon the skills and strategies developed in AVID 9. Specific instruction includes: goal setting, more practice using WICOR, developing the writing process, expanding on the different types of writing, enhancing vocabulary usage, career research, test preparation, time management, philosophical chair discussion, tutorial development, service learning work, more practice with the Cornell note taking system and learning logs. Students will present knowledge of the AVID strategies and skills through a career research project.

AVID 11
Open to: 11
Prerequisite: Enrolled in AVID program
Credit 1.0 – Elective Credit

This course utilizes the skills and strategies developed in AVID 9 and AVID 10. Specific instruction focuses on more in-depth writing, philosophical chair discussions, Socratic seminar, and development in the four essential skills, goal setting, leadership qualities, research, and college preparation. Students will explore the application process, the college admission process, the financial aid process, gain knowledge and apply for scholarships and review test preparation for the ACT and SAT. Students will present knowledge of AVID strategies and skills through a group research project and presentation.

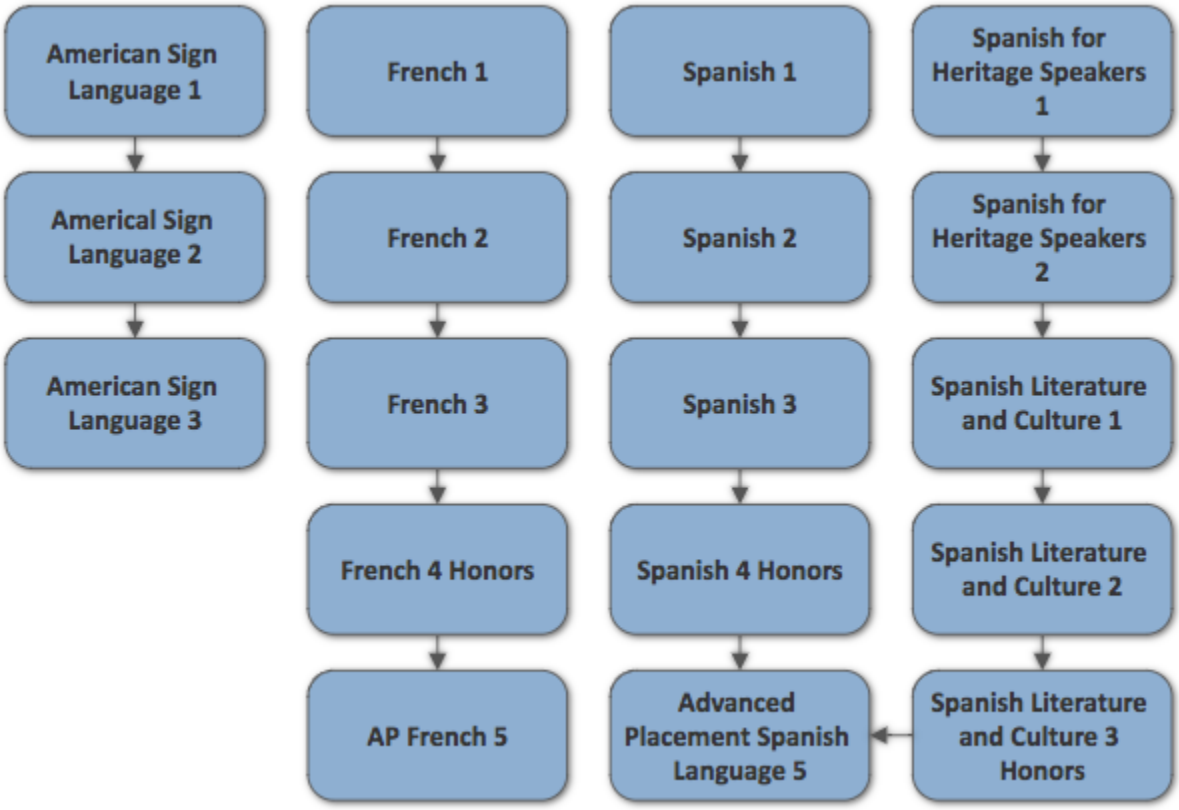
AVID 12
Open to: 12
Prerequisite: Enrolled in AVID program
Credit 1.0 – Elective Credit

This course utilizes the skills and strategies developed in AVID 11 and prepares Seniors for the transition to college life. Using AVID strategies, students will focus on writing college essays, refining the four essential skills, analysis writing, leadership qualities, college goals, improving the tutorial process, enhancing philosophical chair discussions, Socratic seminar, research and the finalization of the college process. Students will present knowledge of the AVID strategies through writings and presentations.

Freshman Seminar
Open to: 9
Prerequisite: None
Credit: 1.0 - Elective Credit

This AVID-based course is intended to provide freshman with the academic skills necessary for successful transition into high school. Students will develop organizational, problem-solving, critical thinking, and literacy skills.

World Languages



Pathways above illustrate recommended movement within a sequence of courses. Students interested in moving between levels should discuss the options with their counselor and teachers. In an effort to accommodate individual student needs, movement between levels can be made with Department approval.

American Sign Language (ASL) 1
Open to: 9, 10, 11, 12
Prerequisite: None
Credit 1.0 – World Language Credit

This course focuses on the development of conversational fluency in American Sign Language (ASL). Students learn to accurately recognize and produce signs in ASL using non-manual gestures and grammatical features. Students develop both expressive and receptive ASL skills through discussions and exchanging information.

American Sign Language (ASL) 2
Open to: 10, 11, 12
Prerequisite: Successful completion of ASL 1
Credit 1.0 – World Language Credit

ASL 2 continues to build on skills from ASL1 by providing training in both expressive and receptive skills. Students continue to work on finger-spelling, vocabulary building and grammatical structures. Students begin to develop understandings and use of classifiers and space.

American Sign Language (ASL) 3
Open to: 11, 12
Prerequisite: ASL 2 with "C" or better
Credit 1.0 – World Language Credit

This course expands on the development of American Sign Language vocabulary and grammar. It includes using two to three character role shifts, describing settings, and explaining or discussing everyday objects and their use. ASL 3 addresses step-by-step processes, and culturally significant topics relating about the Deaf Community.

French 1
Open to: 9, 10, 11, 12
Prerequisite: None
Credit 1.0 – World Language Credit

Through the use of pictures and exercises, students are taught from the very beginning to think in French. Work is

done in all four language skills: listening, speaking, reading, and writing. Cultural material is provided to give the students a feel for the lifestyle of French-speaking people, focusing primarily on life in France and francophone Canada.

French 2
Open to: 9, 10, 11, 12
Prerequisite: Successful completion either of High School French 1 or 2 years of Middle School French 1A/1B.
Credit 1.0 – World Language Credit

Work is continued in the four language skills: listening, speaking, reading, and writing. French is used to a larger extent in class as students augment their grammar and vocabulary skills. At the same time students expand their understanding of the francophone world, which includes exposure to the culture of non-European francophone countries.

French 3
Open to: 10, 11, 12
Prerequisite: French 2 with "C" or better
Credit 1.0 – World Language Credit

French is used primarily at this level. Work is done in all four language skills: listening, speaking, reading, and writing. There is detailed study of grammar so that students may begin to read authentic French materials and to express their ideas in correct written form. The speaking and listening skills are continued through classroom presentations and discussions. Testing takes place in all language skill areas. More independent work is completed at this level.

French 4 Honors
Open to: 11, 12
Prerequisite: French 3 with "C" or better
Credit 1.0 – World Language Credit

Students intensify work in all four language skills: listening, speaking, reading and writing. French is used exclusively. During the first semester there is a comprehensive grammar review and expansion of vocabulary to prepare students for college entrance examination. During the second semester deeper understanding of French literature and civilization is emphasized; in addition classic French films are viewed and critiqued.

Advanced Placement French 5
Open to: 12
Prerequisite: French 4 with "C" average or better
Credit 1.0 – World Language Credit

This course is designed to develop students fluency in French using more sophisticated language patterns in grammar and vocabulary. French is used exclusively for instruction, discussion, writing assignments, sketches and presentations. Students are expected to speak only French. A variety of genres and epochs of French literature, history, culture, current events and films provide authentic material. At least one AP French Language and Culture theme is studied each month. They are: Family and Community, Personal and Public Identities, Science and Technology, Global Challenges, Beauty and the Arts and Contemporary Life. Students who enroll in this course will be prepared to take the AP French exam in May.

German 4 Honors
Open to: 12
Prerequisite: Successful completion of German 3 or Department Approval.
Credit 1.0 – World Language Credit

Brief but thorough reviews of grammar concepts are interspersed with essay writing, reading short stories and plays, and a discussion of German history. Twentieth century German literature and cinema are highlighted and encourage the student to pursue the study of German artistic contributions.

Spanish 1
Open to: 9, 10, 11, 12
Prerequisite: None
Credit 1.0 – World Language Credit

This course introduces the basics of formal Spanish to students with little to no Spanish speaking, listening or writing skills. Elements of Spanish grammar are taught through interactive lessons with a variety of activities, technology and short stories, basic writing and culture. Students work on oral exercises and start to use the language from the first day of class.

Spanish 2
Open to: 9, 10, 11, 12
Prerequisite: Successful completion of Spanish Language 1 or Department Approval
Credit 1.0 – World Language Credit

After a thorough review of all the basic patterns of Spanish 1, writing and reading skills are emphasized as well as correct construction of oral and written Spanish. This course builds on their prior knowledge from Spanish 1 with an eye toward the mastery they will need to begin to really use the language in a more organic form in level 3.

Spanish 3
Open to: 10, 11, 12
Prerequisite: Successful completion of Spanish 2 or Department Approval
Credit 1.0 – World Language Credit

Spanish Language 3 is a conversation-based course incorporating basic speech patterns and composition with history and heritage of many Spanish speaking countries. In level 3, students begin to study more advanced grammatical construction, vocabulary, reading, and listening comprehension. More real-life literature and current events

are brought into the class and discussed as the students move toward natural usage of the language.

Spanish 4 Honors
Open to: 11, 12
Prerequisite: Successful completion of Spanish Language 3 or Department Approval
Credit 1.0 – World Language Credit

In efforts to continue building Spanish speaking and listening skills, this course is taught primarily in Spanish. Also at this level, students begin writing short compositions, in addition to reading short stories and short novels. Oral proficiency skills are also emphasized. The class is literature based and is designed around thematic units, or collections, or literature, poems, high-interest topics, history and culture. At this level, students are prepared for either the AP level or college level courses.

Advanced Placement Spanish Language 5
Open to: 12
Prerequisite: Spanish Language 4 with "C" or better, or Department Approval
Credit 1.0 – World Language Credit

This course is designed to further our student's knowledge of the Spanish language and culture through the use of real literature, writing and culture. Grammar skills, interpersonal and formal/informal oral communication skills are also stressed. Students acquire the skills necessary to be successful on the AP Exam and broaden their understanding of the cultures that make up the Spanish speaking world. They also are able to easily make the connection between using Spanish in the formal, academic setting and in their daily lives. The course is given entirely in Spanish at this level. Students who enroll in this course will be prepared to take the AP Spanish Language exam in May.

Spanish for Heritage Speakers 1
Open to: 9, 10, 11, 12
Prerequisite: None.
Credit 1.0 – World Language Credit

This course is designed for students comfortable speaking and listening in Spanish who are looking for a first time exposure to reading and writing in the language. The main focus of the course is to provide an opportunity for Spanish speaking students to formalize their knowledge of standard, or universal Spanish and begin learning the elements of grammar and speech patterns. The curriculum for this course not only provides lessons in Spanish language, but also history and heritage of Spanish speaking countries.

Spanish for Heritage Speakers 2
Open to: 9, 10, 11, 12
Prerequisite: Successful completion of Spanish for Heritage Speakers 1 or Department Approval
Credit 1.0 – World Language Credit

In this course, students continue to study more advanced grammar, literary, artistic and cultural topics. The objective is to develop their written language and reading comprehension skills to a point where they will be successful in levels Honors Spanish Language 3 or Spanish Literature 3.

Spanish Literature and Culture 1
Open to: 9, 10, 11, 12
Prerequisite: Successful completion of Spanish for Heritage Speakers 2 or Department Approval
Credit 1.0 – World Language Credit

This course is designed for students comfortable speaking, listening, reading and writing in Spanish. The main focus of this course is standard, or Universal Spanish, with a focus on proper oral and written expression. Students will become familiar with various accents and dialects that exist within the Spanish speaking world. The course focuses on grammar, literature, culture and art from all Spanish-speaking countries.

Spanish Literature and Culture 2
Open to: 10, 11, 12
Prerequisite: Successful completion of Spanish Literature and Culture 1 or Department Approval
Credit 1.0 - World Language Credit

Students in this course continue work in learning standard Spanish, taking a deeper look into oral and written expression. The class includes high-level literature-based grammatical lessons. Students will also expand their knowledge of various accents and dialects that exist within the Spanish-speaking world.

Spanish Literature and Culture 3 Honors
Open to: 11, 12
Prerequisite: Successful completion of Spanish Literature and Culture 2 or Department Approval
Credit 1.0 – World Language Credit

This course takes into account the advanced speaking, reading and writing comprehension skills of Latino students and incorporated them into the study of the history, geography, and literature of the Spanish-speaking world. The class also focuses on advanced grammar topics and discusses important themes from modern and ancient Latino culture. The class is given exclusively in Spanish and is a preparation for Advanced Placement Spanish Literature and Culture.