

# Waukegan High School Course Offering Guide



**2025-2026**

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## **Introduction**

The Course Offering Guide provides students and families the necessary information to select courses and programs of study to meet the requirements for graduation, prepare a four-year program of study, and choose the electives to help achieve student goals. Additional information includes grade calculations, post-secondary planning, and special academic programs. If you have any questions, please contact your assigned counselor.

### ***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.

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 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).

### ***High School Grade Calculation***

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

English Language Arts (ELA), Mathematics, Science, Social Sciences, World Languages, and Visual Arts  
(*Board Policy 5212*):

- 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. Quarterly progress grades (80% of a semester grade) will be determined by a minimum of nine graded assessments, based on a portfolio of assessments aligned to the learning standards. These assessments may include: quizzes, tests, projects, performances, skill tests, speeches and essays, other formative or summative assessments.

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 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)
- 00 - 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 & Dual Credit
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.

**Repeating a Course**

Students may request to repeat a course that they have previously failed. The course that is retaken must be the same course that was failed and must be in-person. Students cannot retake a course if they have already successfully passed the next course in the curricular sequence.

Students who wish to consider this option should:

1. Obtain a “Request to Repeat a Class” form from his/her counselor,
2. Complete the approval process prior to the start of the repeated class.
3. If the exact same course is taken and successfully passed, the first grade will be replaced with an “R” on the official transcript and the second grade will be the grade that will be calculated into the GPA.
4. Athletic eligibility may be impacted by this. Students should discuss this with their counselor.
  - a. The NCAA “locks in” your first 10 core courses after your junior year of high school. 7 of these core courses must be in English, math or natural/physical science. If you failed a core class early in high school, make sure you retake that class before the end of your junior year.

## ***High School Graduation Requirements***

To graduate, Waukegan students must have a minimum of 17 credits from courses taken during their high school years. To receive a diploma from Waukegan High School, a student must:

Subject Area	Credit Requirement	Notes
English	4.0 credits	
Mathematics	3.0 credits	Credits must include: <ul style="list-style-type: none"> <li>● 1.0 credit of Algebra</li> <li>● 1.0 credit course containing geometry content</li> </ul>
Science	3.0 credits	
Social Science	2.0 credits	Credits must include: <ul style="list-style-type: none"> <li>● 1.0 credit of US History <b>or</b> 0.5 credits of US History &amp; 0.5 credit American Government</li> <li>● 0.5 credits of Civics</li> <li>● 0.5 credits of Social Studies Elective</li> </ul>
Physical Education	3.5 credits of enrollment	Students are required to be enrolled in Physical Education each year they attend Waukegan High School.
Health	0.5 credit of enrollment	Students are required to be enrolled in 0.5 credit of Health
CTE, Fine Arts, & World Language	2.0 credit	Selected from: <ul style="list-style-type: none"> <li>• Fine arts</li> <li>• Foreign language (including ASL)</li> <li>• Elective business (other than consumer education)</li> <li>• Vocational Education or Applied Technology</li> <li>• Speech/Debate (not otherwise counted for ELA credit)</li> </ul> * Two years of the same world language is recommended for college bound students.
Personal Finance	0.5 credit of enrollment	Students are required to be enrolled in Personal Finance for one semester.
<b>Total Required Credits</b>	<b>17 credits</b>	Students must earn <u>a minimum</u> of 17 credits, including those specified in the required categories, to be eligible for graduation from Waukegan High School.
Federal & State		<ul style="list-style-type: none"> <li>● Students are required to pass the U.S. Constitution exam.</li> <li>● Students are required to take the school day ACT.</li> <li>● Students are required to complete the FAFSA/Alternative Application/waiver</li> </ul>

## **FAFSA**

Public Act 101-180 requires that public high school students must complete the FAFSA or, as eligible, the Alternative Application for Illinois Financial Aid, as a prerequisite to receiving a high school diploma. A waiver provision is possible and allows a parent, guardian, or the student - if 18 or emancipated - to opt out for any reason by completing the appropriate form.

## **Grade Level Promotion**

Students shall attain a grade of D- or above in any class 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.

## **Early Graduation**

Students wishing to graduate early, after their 7th semester, must submit an application to the Principal by May 1st of their junior year. Prior to applying, students are required to meet with their school counselor to discuss their academic progress, future plans, and the implications of early graduation. If approved, students must coordinate with the Main Office to arrange details related to graduation, such as cap and gown orders, announcements, and participation in senior activities.

College-bound students are advised to carefully consider their decision to graduate early, as it may impact scholarship opportunities and admission to four-year institutions. Approval for early graduation is evaluated on a case-by-case basis and is not guaranteed.

## **National Collegiate Athletic Association (NCAA)**

Most colleges nationwide require more than the minimum graduation requirements.

The National Collegiate Athletic Association (NCAA) has ruled that students entering a Division I or Division II college to play sports must:

- Successfully complete at least 16 academic full-year courses including:
  - Four (4) years of English
  - Three (3) years Math (Algebra 1 or higher)
  - Two (2) years of natural/physical science including one year of lab Science
  - One (1) additional year of English, Math, or natural/physical Science
  - Two (2) years of Social Science
  - Four (4) additional years of English, Math, natural/physical Science, Social Science, foreign language, comparative religion, or philosophy
- Complete 10 core courses, including seven (7) in English, Math, or natural/physical Science before your seventh (7th) semester. Once you begin your 7th semester, you may not repeat or replace any of those 10 courses to improve your core-course GPA.
- Earn at least a 2.3 GPA in core classes for Division I or at least a 2.2 GPA in core classes for Division II



- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division I sliding scale.

Students should also:

- Check with their counselor to make sure they are taking NCAA-approved courses which are noted with an \*NCAA in this course guide
- Register with the NCAA eligibility center at [eligibilitycenter.org](http://eligibilitycenter.org) by the end of sophomore year
- Ask his/her, counselor, to upload their transcript to the NCAA Eligibility Center after junior year
- Take the SAT or ACT and submit their scores to the NCAA using the code 9999

### **Armed Forces**

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 serve 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.

## *Special Programs*

### **Advanced Placement (AP)**

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.

### **Advancement Via Individual Determination (AVID)**

AVID is a national college-readiness support program designed to increase the number of students who enroll in four-year colleges. AVID's mission is to close the achievement gap by preparing all students for college and career readiness in a global society. Students in the AVID elective learn organizational and study skills, develop critical thinking by asking questions, get academic help from peers, and participate in enrichment and motivational activities that make college and post-secondary paths attainable. Students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. 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 the second semester for entry the following school year. Students must commit to a minimum of two years in order to enroll.

### **Dual Credit**

Dual Credit courses are College of Lake County (CLC) courses that are offered either at Waukegan High School or at the College of Lake County's Lakeshore Campus. When students successfully complete a Dual Credit course, they earn both high school and college-level credits for the same course. They are weighted as advanced courses and can enhance the student's overall high school GPA. Credits can be transferred to many colleges, but policies vary by school.

There are also dual credit courses offered through the Lake County High Schools' Technology Campus. These

courses' credits transfer to the same program which is offered at the College of Lake County. These courses are typically offered in career and technical education (CTE) certificate and degree programs, such as graphic arts technology, nurse assisting, welding, automotive and many more.

### **Illinois State Seal of Biliteracy and State Commendation**

The State Board of Education has developed the State Seal of Biliteracy for students who have attained a high level of proficiency in English and one or more other world languages.

This recognition would be placed on a student's academic transcript and diploma.

This award is intended to include students who speak a language other than English at home as well as those who are completing a course of study in a world language through high school. The Seal gives students something tangible to strive for as they work to learn new languages and/or maintain their home language during their studies (isbe.net).

In Illinois, the seal also translates into Foreign Language course credit at public colleges and universities. Being bilingual is a valuable skill in today's global society. 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.-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 a high school diploma, including any required state tests.

Eligibility criteria for a student whose primary language is English:

1. Students may have an ACT of 21 or a Reading SAT score of 480 in ELA or higher. (optional); and
2. Students must demonstrate proficiency in one or more languages other than English through one of the following methods:
  - Pass an Advanced Placement (AP) exam with a score of "4" or higher, or
  - Successfully pass the AAPPL Test in the target language, or

See Illinois State Board of Education Seal of Biliteracy website for further approved language proficiency assessments.

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

1. Meet the requirements above as stated in sections "1" and "2".
2. Demonstrate a proficient score on the State-approved English language proficiency assessment, ACCESS for English Learners (4.8 Composite).

Earning the 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.

## ***Intervention And Virtual Programs***

### **Intervention Programs**

Through the problem-solving process (Multi-Tiered Systems of Supports MTSS), students are identified to participate in a variety of intervention programs at Waukegan High School. Tiered supports provide a fluid continuum of services that are designed to return students to universal programming. Intervention programs are designed to remediate skill deficits and provide students with the opportunity to earn and/or recover high school credits through differentiated instruction, blended learning, smaller class sizes, the inclusion of Social Emotional Learning (SEL), and Executive Functions skills. Students in these programs will learn and utilize a variety of strategies to prepare them for success in school and the future while increasing their opportunity to remain on track, prevent them from falling off track, or return to on-track status during the school year.

### **Virtual Credit Recovery Programs**

Waukegan High School offers selective courses on a virtual platform. These courses are made available to students for 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. Space in these courses is limited, so it is strongly recommended that students maintain passing grades in all assigned courses to ensure they receive credit.

### **Summer School**

High School summer school runs for six weeks and offers students the opportunity to recover credit (limited advancement opportunities may be offered). 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 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, 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. If a more restrictive environment is needed it will be determined by the IEP team.

Students who meet the criteria to participate in the Dynamic Learning Maps Alternate Assessment (DLM-AA) receive a Essential Elements -aligned alternate curriculum. The Essential Elements 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 methods.

## ***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. The IEP will determine if there is a need for modified grading standards. If not listed in the IEP, 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 and will provide data collection information regarding progress. The standard report card gives grades for specific academic areas. The general and special education teachers collaborate regarding grades as applicable.

## **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.

# Bilingual And Multicultural Department

## Student Identification

Students are identified as English Learners (EL) through a state- and federally- mandated process. Parents/Guardians in the state of Illinois are required to complete a Home Language Survey (HLS) when enrolling in the district for the first time. If a parent indicates on the HLS there is another language other than English spoken in the home, students are given the WIDA Screener assessment to determine their English language proficiency level and eligibility for EL services. An overall cut score below 5.0 qualifies a student for services. Parents/Guardians receive information about the different program(s) their child qualifies for and accept or refuse services. Students who transfer into the district and identify a home language other than English on their HLS must be screened for English language proficiency. The only exception is when a student has an English language proficiency assessment score from another Illinois school district and an administration date within the last 12 months.

Section 105 ILSC 5/14C-3 requires that one of two types of programs be provided for all Pre-K-12 ELs to help them become proficient in English. The two options are a Transitional Bilingual Education (TBE) program and a Transitional Program of Instruction (TPI). Waukegan High School provides a TBE and TPI program for all English Language Learners (ELLs). The Dual Language Program falls under the service delivery model for the TBE program.

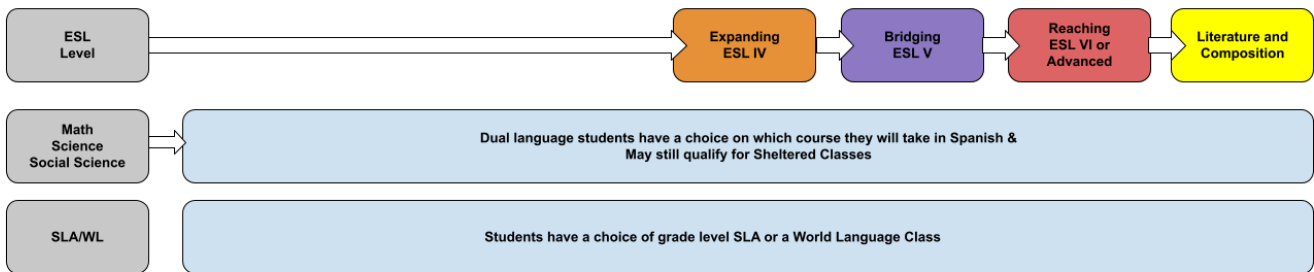
## Description of Program Services

English Learner (EL) students are provided language support services based on their English language proficiency level, home language, literacy needs, past schooling and teacher recommendations. 23 ILLINOIS ADMINISTRATIVE CODE 228 mandates that all limited English proficiency students or English Learners (EL) are required to take English as a Second Language (ESL). After being assessed, students are placed into one of the following:

### Dual Language

Offered to students that have been in Waukegan School District 60 since elementary school. The goal is to continue the development of biliteracy and bilingualism skills through different content area classes (science, social studies or math), as well as Spanish Language Arts (SLA) and English Language Arts or English as a Second Language (ESL). Students remain in the program even after they meet the State's criteria for exiting English Learner status.

#### Dual Language



\*All courses are selected to meet graduation requirements and are reviewed by the student's counselor.

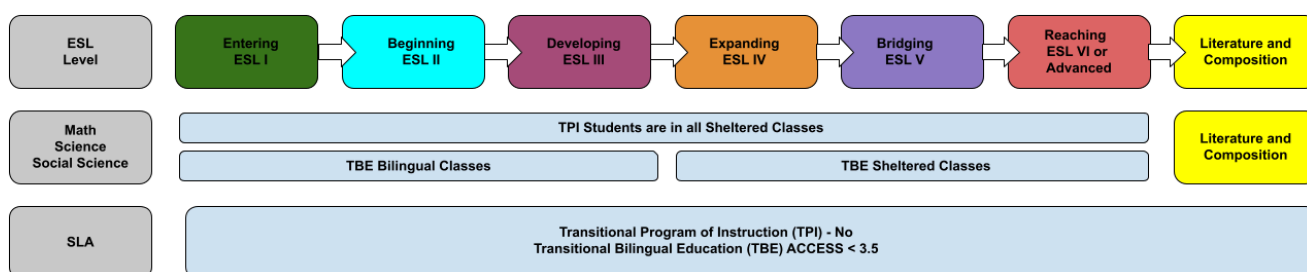
## Transitional Bilingual Education (TBE)

Federally mandated and serves only English Learners (EL) when there are 20 or more students in a school from the same language background, Waukegan School District 60 has a TBE Spanish program. Core academic content is taught in a supported (sheltered) English environment and in Spanish, with an increase in English as English proficiency develops. ESL instruction is also mandated. Classes count toward graduation requirements.

## Transitional Program of Instruction (TPI)

Federally mandated to serve English Learners (EL) when there are 19 or fewer students in a school from the same language background and whose first language is not Spanish. Core academic content is taught in a supported (sheltered) English environment based on English proficiency. ESL instruction is mandated. Classes count toward graduation requirements.

### TBE and TPI



\*All courses are selected to meet graduation requirements and are reviewed by the student's counselor.

## Students with Limited or Interrupted Formal Education (SLIFE)

Offered to English Learners (EL) who have recently arrived in the United States and have limited or interrupted formal education of 6 or more months. Classes provide intensive language and content instruction, including acclimation and acculturation, in all core content areas, including a double block of English as a Second Language (ESL). Students remain in the program for a maximum of one academic year, plus summer school. Students may move out of this program early if their English proficiency increases significantly, teacher recommendation, and approval from the Bilingual and Multicultural Department. Spanish speaking students continue to receive services in the TBE program and non Spanish speaking students continue to receive services in the TPI program.

## Assessment and Exit Criteria

EL students are assessed annually to determine their progress toward English language proficiency with the ACCESS for ELLs Online. This computer-based, adaptive test measures a student's English language proficiency in reading, writing, listening, and speaking. ACCESS is a mandated assessment in the state of Illinois and is administered in January and February.

When a student's Overall composite cut-score is 4.8 or higher on the ACCESS assessment, the student exits the program and is transitioned into monolingual content classes. Dual language students who meet the exit criteria no longer take ACCESS and remain in the Dual Program.

## EL Students and Special Education

According to Administrative Code 105 ILCS 5/14-8.02, the district is required to provide EL services for

students also needing Special Education Service. Language proficiency and cultural factors must be ruled out as the determining factor in the learning difficulty when qualifying for Special Education. If an EL student is identified with a 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 EL services.. This should be marked on the IEP and specified in any 504 where appropriate. This would be determined through their ACCESS scores, classroom performance, and bilingual placement. All students who take ACCESS and score less than a 4.8 composite maintain their status as EL. Administrative Code 228.30 further details programming requirements for students enrolled in EL programming.

### **STUDENTS with LIMITED or INTERRUPTED FORMAL EDUCATION (SLIFE)**

Recently arrived immigrants with limited or interrupted formal education of **≥6 months**.

Courses provide intensive language and content instruction, including acclimation and acculturation.

Newcomer ESL ( 2 periods), Newcomer Social Studies, Newcomer Math, Newcomer Science

Remain in the program for a maximum of one academic year, plus summer school.

Students may move out of this program early if English proficiency increases significantly, teacher recommendation, and approval from the Bilingual and Multicultural Department.

**Spanish Speaking Students:** Continue to receive services in the **TBE** program (See Above)

**Non Spanish Speaking Students:** Continue to receive services in the **TPI** program (See Above)

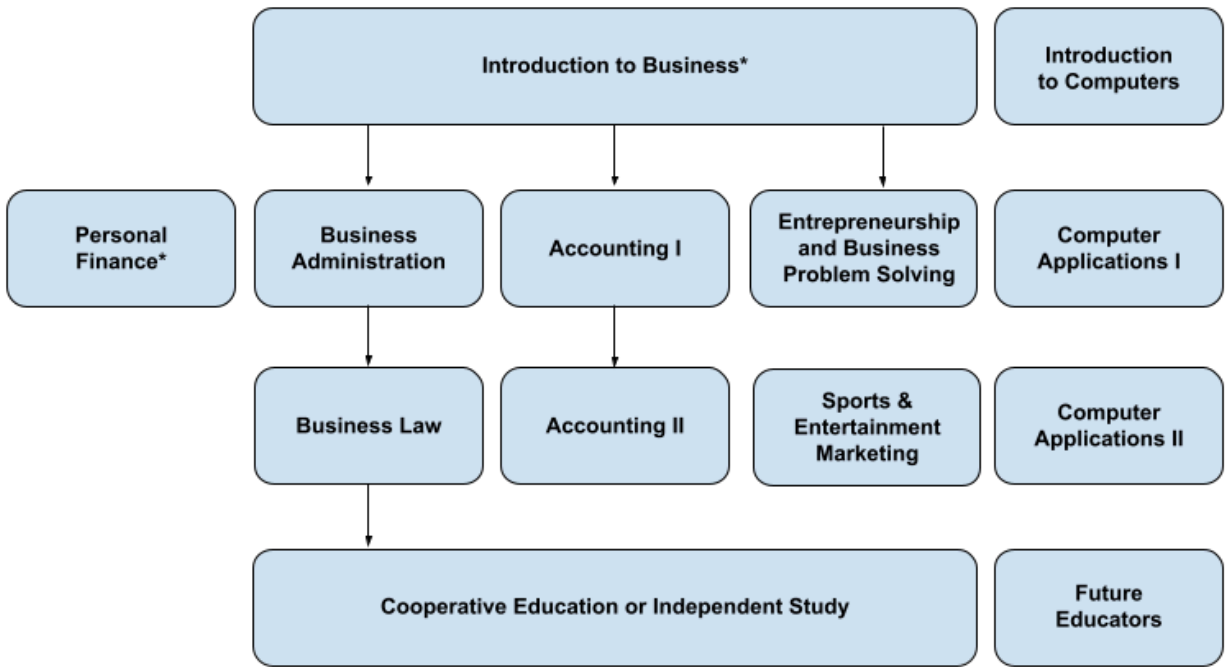


# Waukegan High School Course Offerings



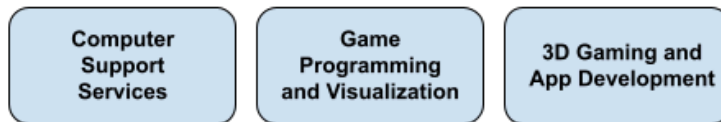
# Career and Technical Education

## *Career Cluster: Business, Marketing, Computers, and Public Services*



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### Lake County Technology Campus



\* Fulfills Graduation Requirement

## **Accounting I**

Open to: 11, 12

Prerequisite: None

Credit 1.0 – Vocational Arts Credit \*NCAA

This skill-based course 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 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 \*NCAA

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

Passing this course meets the graduation requirement for Personal Finance.

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.

## **Business Administration**

Open to: 11, 12

Prerequisite: Introduction to Business

Credit 0.5 – Vocational Arts Credit \*NCAA

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 affect 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 \*NCAA

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

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.

### **Future Educators**

Open to: 11, 12

Prerequisite: None

Credit 1.0 – Vocational Arts Credit

The goal of Future Educators is to prepare students for the education field through education-related Work-Based Learning experiences. Students will study different pedagogical methods, classroom management techniques, curriculum differentiation and assessment, developmental psychology, and more. Students considering a career in education will benefit from gaining participating in experiential placements working with other students, planning curriculum, and stepping into the role of an educator. These Work-Based Learning experiences come in many forms. Internship or apprenticeship style experiences wherein a high school student works with a practicing educator can foster teaching skills and instill a passion for helping others. Students are also developed in the forms of observation and assisting with non-instructional elements such as in curriculum and assessment planning, after school programming, or even coaching. Students also may choose to prepare for the state paraprofessional licensure exam to lead them into a paraprofessional position immediately upon graduation. Related career pathways include School Psychologists, School Nurse, Interpreters, and more.

## **Personal Finance**

Open to: 10, 11, 12

Prerequisite: None

Credit 0.5 – Vocational Arts Credit

This course fulfills the Consumer Education graduation requirement for the State of Illinois. The one-semester course helps students 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.

## **Sports and Entertainment Marketing**

Open to: 11, 12

Prerequisite: Introduction to Business

Credit 0.5 – Vocational Arts Credit

The goal of the Sports and Entertainment Marketing course is to develop a thorough understanding of marketing concepts and theories that apply to sports promotion, product licensing, sponsorship, and entertainment event management and marketing. The course will be based on the business and marketing core that includes communication skills, marketing-information management, distribution, pricing, product and service management, promotion, selling, operations, strategic management, human resource management, and the economic impact and considerations involved in the sports and event marketing industries. ~~This is a one semester course.~~

## **Introduction to Computers**

Open to: 9, 10, 11, 12

Prerequisite: None

Credit 0.5 – Vocational Arts Credit \*NCAA

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 a 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 \*NCAA

This is a comprehensive semester course focused on building word processing and presentation skills using MS

Word and MS PowerPoint. Advanced and specialized word processing topics are incorporating tables and charts, merging merges, macros, outlining, templates, styles, themes, graphics, footnotes/endnotes, headers/footers, and 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 \*NCAA

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, working 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.

### **BUS 121: Introduction to Business Dual Credit**

Open to: ~~9, 10~~, 11, 12

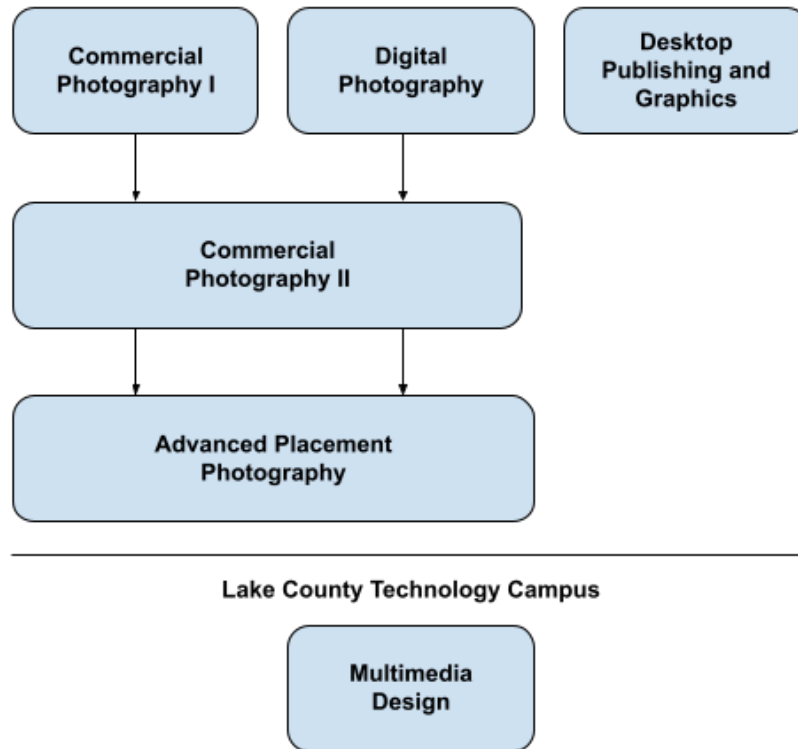
Prerequisite: CLC placement criteria

Credit: 1.0

This course provides a broad overview of the principles, functions, and careers in business. Topics included are economics, global business, ethics, business structures, entrepreneurship, management, marketing, accounting, finance, and operations management.

# Career and Technical Education

## *Career Cluster: Graphic Arts*



### **Advanced Placement Photography**

Open to: 11, 12

Prerequisites: Either Commercial Photo I or Digital Photo and Commercial Photo 2

Credit 1.0 – Vocational Arts Credit

Advanced Placement Photography continues the exploration into more advanced photography techniques and processes, gives students authentic experience working with clients in the community, and chooses a concentration of study within the field of photography to create a portfolio. Students will create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of photography, process documentation, and written evidence about the work presented. In May, students submit portfolios for evaluation based on specific criteria from the College Board, which include skillful synthesis of materials, processes, and ideas, sustained investigation through practice, experimentation, and revision guided by questions. Completing and passing the portfolio review will

give students the opportunity to receive college credit. AP Photography is the capstone course for the Photography Pathway.

### **Commercial Photography 1**

Open to: 9, 10, 11, 12

Prerequisite: None

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 Photography with C or better or Department approval

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 expressions and 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: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. This course focuses on studying and using layout and design concepts used in the graphic design field. Basic drawing tools and their use are presented, along with projects designed to allow the student to use these tools creatively. The elements and principles of art are taught as a basis for good design. Techniques for manipulating text and graphics to create effective designs that work in page layouts are covered. Students learn basic typography while exploring type as an art form or a means to convey a message. Software used: Adobe Illustrator and Photoshop.



## **Digital Photography**

Open to: 9, 10, 11, 12

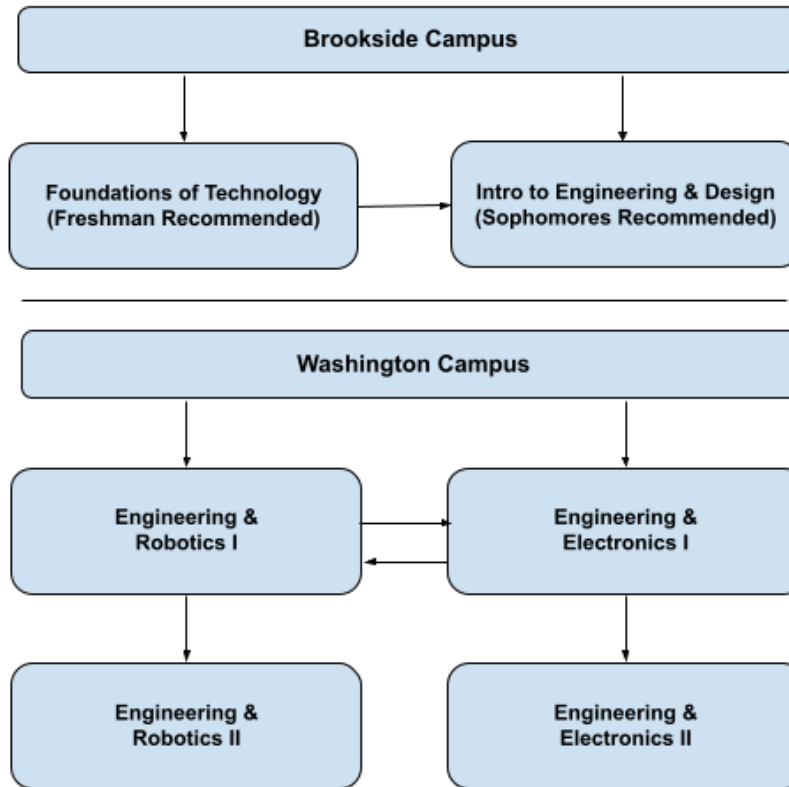
Prerequisite: None

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, portraits, 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 and Technical Education

## *Career Cluster: Technology and Engineering Pathways*



The Engineering Pathway provides students with hands-on experiences as they gain practical skills that prepare them for post-high school Engineering programs, Advanced Manufacturing Programs, the Trades, or direct entry into the workforce. With the exception of Automation/Robotics and Electronics Level II courses, there are no prerequisites. The Engineering Labs at both Brookside and Washington Campus have 21st century equipment, tools, and software such as 3D printers, Laser Engravers, CNC machines, Industrial Robots, Electronics, Computer Aided Design programs, and more. Students complete group and individual projects and have the opportunity to make take-home projects.

### **Foundations of Technology (Freshmen Recommended)**

Open to: 9, 10

Prerequisite: None

Credit 1.0 – Vocational Arts Credit

This is an entry level course that is designed to expose students to as many technologies as possibly, including (but not limited to), electricity & electronics, writing code for drones & Lego robots, drawing & sketching, Computer Aided Design, laser cutting & engraving, 3D printing, Computer Numerical Control, Computer Aided Manufacturing, CNC routing, welding and more.

## **Introduction to Engineering and Design (Sophomores Recommended)**

Open to: 9, 10

Prerequisite: None

Credit 1.0 – Vocational Arts Credit

This is the first class in a sequence of engineering courses. This class focuses heavily on the engineering design process and problem solving. Solutions are worked out using 3D solid modeling engineering software and prototyping with 3D printers.

## **Engineering and Robotics I**

Open to: 11, 12

Prerequisite: None

Credit 1.0 – Vocational Arts Credit

Engineering and Robotics I courses offer students experience in solving problems by applying a design development process. Often using solid modeling computer design software, students develop, analyze, and test product solutions models as well as communicate the features of those models. Students will complete hands-on modules in Computer Aided Design, Precision Measurement, AC/DC Electrical Systems, Pegasus Robotics, CNC Milling, Electrical Relays, Pneumatics, and Vex Robotics.

## **Engineering and Robotics II**

Open to: 11, 12

Prerequisite: None

Credit 1.0 – Vocational Arts Credit

This advanced course will go deeper into the content of Engineering and Robotics. Students will complete progressively more advanced content using the Pegasus Robot, Electrical Relays and Electronic Sensors in order to design and build an Automated Can Crushing System. Students will have the opportunity to work with more advanced Robotics and Advanced Manufacturing Equipment such as Welding, Mechatronics, Programmable Logic Controllers, and Arduinos.

## **Engineering and Electronics I**

Open to: 11, 12

Prerequisite: None

This course will cover direct and alternating current, Ohm's law, resistor color code, component Identification, series and parallel circuits. For the practical portion of the course, we will cover breadboarding, prototyping, schematic interpretation, soldering and circuit housing.

## **Engineering and Electronics II**

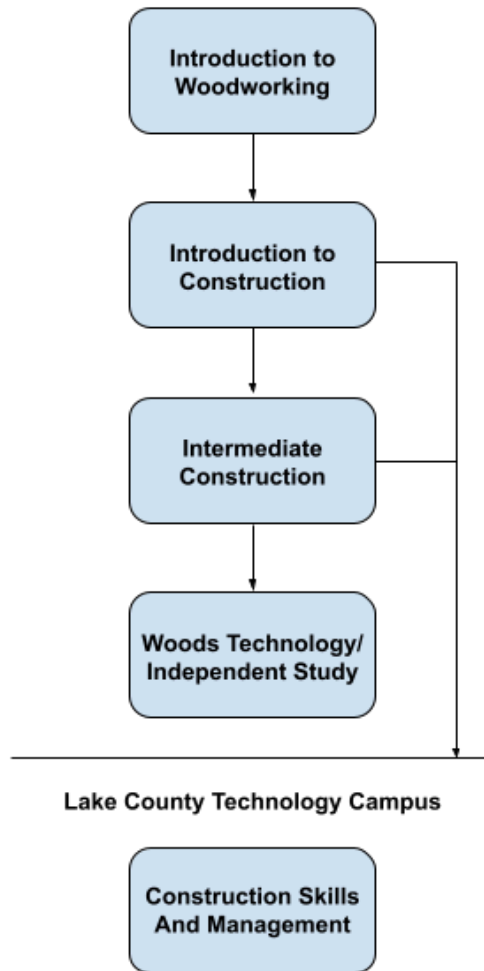
Open to: 11, 12

Prerequisite: None

This advanced course will revisit elements of the year one program, while proceeding to digital electronics, coding, circuit analysis, troubleshooting and robotics control systems.

# **Career and Technical Education**

## ***Career Cluster: Woods and Construction***



### **Woods 1 - Introduction to Woodworking**

Open to: 9, 10, 11, 12

Prerequisite: None

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

## 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

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

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 timelines. 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 instruction.

# **Career and Technical Education**

## ***Career Cluster: Life Skills***

### **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 by 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 students' abilities to interact positively with others 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. The 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**

Specialized courses are designed to meet the needs of Diverse Learners who may require individualized assistance with the courses required for graduation. These fall in two categories; Low Incidence and Support Courses.

## ***Low Incidence Courses***

Low Incidence Courses are for students whose complex learning needs require parallel and at times alternative curriculum. Students in these courses generally have intellectual disabilities often in conjunction with autism, physical or other disabilities. Content for these courses is driven by student IEP goals and curriculum pre-tests and post-tests, individualizing instruction for students with the most specific learning needs. Low Incidence Courses are offered at multiple levels, allowing students to receive customized programming.

### **Vocational Communication 1, 2, 3, 4**

Open to: 9 -12

Prerequisite: Diverse Learner with IEP recommendation

Credit: 1.0 English Credit

These courses are designed to increase the student's written and verbal communication skills at a functional level. In this program, the student's utilize a visually supported functional curriculum to support the needs listed in their individualized education plan (IEP). Specific activities will be driven by the IEP.

### **Functional Social Studies 1, 2, 3**

Open to: 9 - 12

Prerequisite: Diverse Learner with IEP recommendation

Credit: 1.0 Social Studies Credit

These courses are designed to increase the student's understanding of their community and the world around them at a functional level. In this program, the student's utilize a visually supported functional curriculum to support the needs listed in their individualized education plan (IEP). Specific activities will be driven by the IEP.

### **Functional Science 1, 2, 3**

Open to: 9 - 12

Prerequisite: Diverse Learner with IEP recommendation

Credit: 1.0 Science Credit

These courses are designed to investigate the student's understanding of physical, environmental and life sciences at a functional level. In this program, the student's utilize a visually supported functional curriculum to support the needs listed in their individualized education plan (IEP). Activities will be driven by the IEP with specific focus on how science impacts students' surroundings.



### **Functional Math 1, 2, 3**

Open to: 9 - 12

Prerequisite: Diverse Learner with IEP recommendation

Credit: 1.0 Math Credit

These courses are designed to increase the student's mathematical calculations at a functional level. In this program, the student's utilize a visually supported functional curriculum to support the needs listed in their individualized education plan (IEP). Specific activities will be driven by the IEP.

### **Functional Health Education**

Open to: 10 or 11,12

Prerequisite: Diverse Learner with IEP recommendation

Credit: 1.0 Physical Education Credit

This year-long course is designed to increase the student's knowledge of appropriate self-care at a functional level. In this program, the student's utilize a visually supported functional curriculum to support the needs listed in their individualized education plan (IEP). Specific activities will be driven by the IEP and student's functioning level.

### **Functional Consumer Education**

Open to: 11, 12

Prerequisite: Diverse Learner with IEP recommendation

Credit 0.5 Vocational Arts Credit

This course is designed to increase the student's knowledge of appropriate self-care at a functional level. In this program, the student's utilize a visually supported functional curriculum to support the needs listed in their individualized education plan (IEP). Specific activities will be driven by the IEP and student's functioning level.

### **Community Awareness**

Open to:10

Prerequisite: Diverse Learner with IEP recommendation

Credit: 1.0 Other

This year-long course is designed to increase the student's knowledge of access and safety within the community at a functional level. In this program, the student's utilize a visually supported functional curriculum to support the needs listed in their individualized education plan (IEP). Specific activities will be driven by the IEP and student's functioning level.

## **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 Team. 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.

### **Transitional Math**

Open to: 12

Prerequisite: Diverse Learner with IEP recommendation

Credit: 1.0 Math Credit or 1.0 Elective Credit

This course is designed to increase the student's mathematical calculations at a transitional level. In this program, the student's utilize a visually supported functional curriculum to support the needs listed in their individualized education plan (IEP). Specific activities will be driven by the IEP. Course may be repeated for credit as outlined in the IEP.

### **Transitional Social Studies**

Open to: 12

Prerequisite: Diverse Learner with IEP recommendation

Credit: 1.0 Social Studies Credit or 1.0 Elective Credit

These courses are designed to increase the student's understanding of their community and the world around them at a transitional level. In this program, the student's utilize a visually supported functional curriculum to support the needs listed in their individualized education plan (IEP). Specific activities will be driven by the IEP. Course may be repeated for credit as outlined in the IEP.

### **Transitional Science**

Open to: 12

Prerequisite: Diverse Learner with IEP recommendation

Credit: 1.0 Science Credit or 1.0 Elective Credit

These courses are designed to investigate the student's understanding of physical, environmental and life sciences at a transitional level. In this program, the student's utilize a visually supported functional curriculum to support the needs listed in their individualized education plan (IEP). Activities will be driven by the IEP with specific focus on how science impacts students' surroundings. Course may be repeated for credit as outlined in the IEP.

**Life Skills**

Open to: 11, 12

Prerequisite: Diverse Learner with IEP recommendation

Credit: 0.5 Elective or CTE Credit/semester

This course is taken as preparation for post-secondary adult living. Skills are taught and practiced 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: 11, 12

Prerequisite: Diverse Learner with IEP recommendation

Credit: 0.5 Elective or CTE 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 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 Career COOP. Course may be repeated for credit as outlined in the IEP.

**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 CTE 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 in the School to Work Program when they are Juniors or Seniors after having successfully completed the Related Job Skills course. Students with limited employment experience would benefit from this school-sponsored job internship program. Students spend 2 periods during the school day working at a job site and receive coaching from designated special education staff on skill development. The program provides on or off-campus employment with support based on the individual student's needs. Diverse Learner staff arrange off-campus employment opportunities and school bus transportation is provided. Intermittent and/or time-limited job coaching is provided to these students as needed. The Diverse Learner staff provides vocational and other training services, including personal and vocational adjustment training. Students may change job sites as they acquire skills and need more challenging work. Course may be repeated for credit as outlined in the IEP.

## **School in the Workplace**

Open to: 11, 12

Prerequisites: Diverse Learner with IEP recommendation

Credit: 1.0 Elective or CTE Credit /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 community expectations. The course teaches personal life skills and manners of socialization skills. Diverse Learner staff accompany students to a worksite setting. Students must be able to follow worksite expectations in order to be placed in the community. For students who are not worksite ready, they will remain on school premises for continued pre-work training. The Diverse Learner staff will complete quarterly reports for the student. The course is hybrid of on and off campus programming and is conducted over a two-period block. Diverse Learner staff arrange off-campus employment opportunities and school bus transportation is provided. This course is designed as a full-year course. Course may be repeated for credit as outlined in the IEP.

## ***Support Courses***

### **Success 1, 2, 3, 4**

Open to: 9-12

Prerequisite: Diverse Learner with IEP recommendation

Credit: 0.5 Core Credit/semester

Passing this course meets the graduation requirement for Freshman Seminar.

This course helps students with transition planning while increasing executive functioning, problem solving, critical thinking and self-advocacy skills through mentorship. Students will be taught how to self monitor their academic progress, have opportunities for reteaching / support and extended time for their core content areas as listed in their IEP, and participate in SEL activities. 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

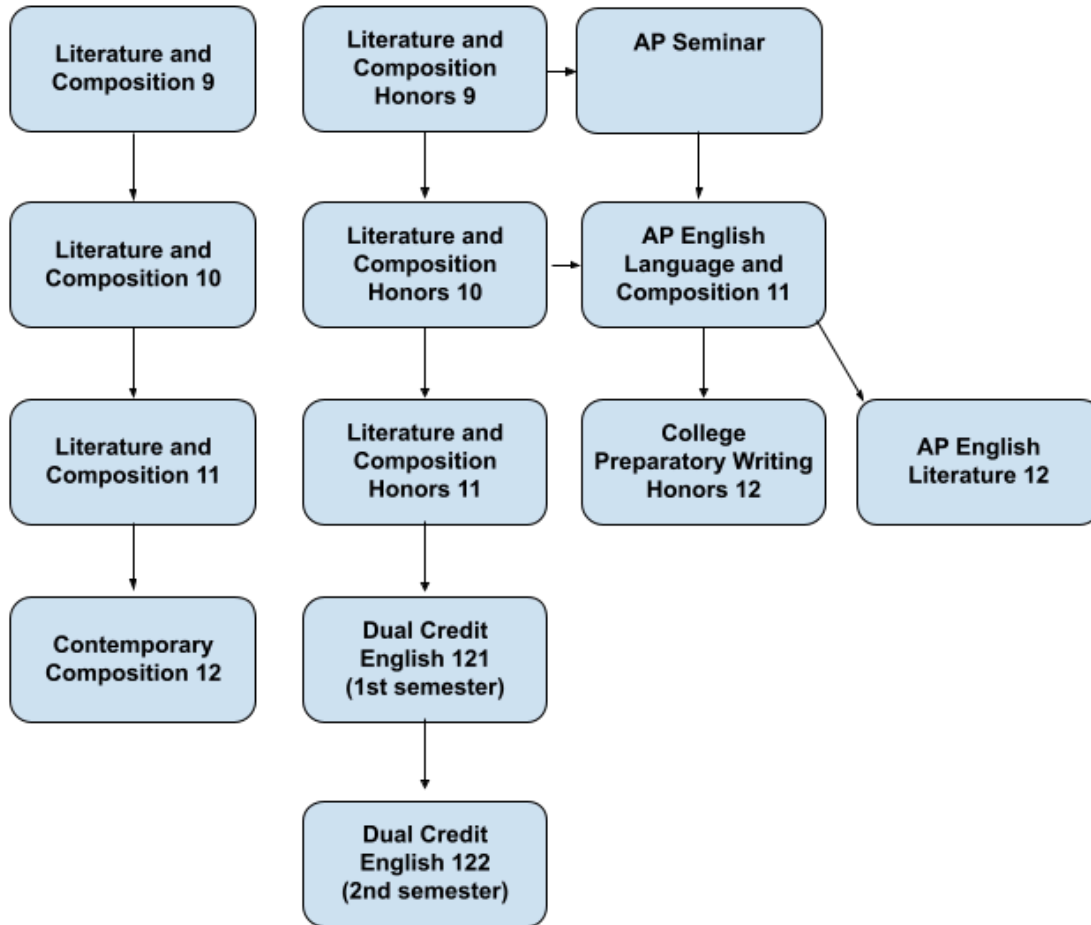
Prerequisite: Enrolled in Diverse Learner Program; has previously met all graduation requirements and with parent/guardian elected to continue transition services not to extend beyond the student's 22nd birthday.

Credit: Non-applicable

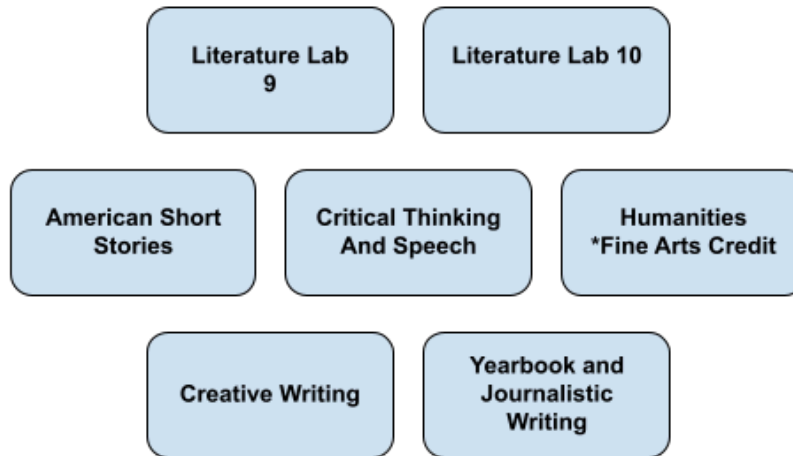
Program PLACCE serves 18-22-year-old students with disabilities who have completed all necessary credits and coursework for graduation but whose IEP committee has determined that they need additional training or support as they transition to adulthood. Student learning is facilitated using community-based 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.

## English Language Arts (ELA)



### *English Elective Courses*



Support programs are available for some courses. The 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 and building administration approval.

### **Reading and Communication**

Open to:9

Prerequisite: Placement based on interventions as determined by IEP team

Credit: 1.0 English and 1.0 Elective

Reading and Communication supports students who have shown evidence that reading comprehension and literacy skills (e.g. decoding and fluency) are areas where growth is needed in order to meet grade level targets. The course is an intervention class, which uses an alternative research-based curriculum to support transitioning students into grade-level performance, improving their skills with evidence of competency before exiting the class. This is a two-period class.

### **Reading and Communication II**

Open to:10

Prerequisite: Placement based on interventions as determined by IEP team

Credit: 1.0 English and 1.0 Elective

Reading and CommunicationII is a continuation of support for students who have shown evidence that reading comprehension and literacy skills (e.g. decoding and fluency) are areas where growth is needed in order to meet grade level targets. The course is an intervention class, which uses an alternative research-based curriculum to support transitioning students into grade-level performance, improving their skills with evidence of competency before exiting the class. This is a two-period class.

### **Literature Lab 9**

Open to: 9

Prerequisite: Placement based on intervention

Credit 1.0 - Elective credit

Literature Lab 9 supports students who have shown evidence that literature comprehension and literacy skills are areas where growth is needed in order to meet grade level targets. The course is a Tier 2 Intervention class, which means it is designed to be a temporary (one or more semesters) support to transition students into grade-level achievement, improving their skills with evidence of competency before exiting the class. Literature Lab is not a core class, but it is required for those enrolled in the course, and will impact grade point average (GPA).

### **Literature/Composition 9**

Open to: 9

Prerequisite: None

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, grammar and mechanics meeting state mandated writing requirements.. This course is offered in English for students enrolled in the Dual Language Program (DLX).

### **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. Students receive feedback from the evaluation of their writing that enables them to improve their writing skills in terms of correct usage; well-organized composition; communication of ideas for a variety of purposes; and locating, organizing, evaluating, and using information, meeting state mandated writing requirements. This course is offered in English for students enrolled in the Dual Language Program (DLX).

### **Literature Lab 10**

Open to: 10

Prerequisite: Placement based on intervention

Credit 1.0 - Elective credit

Literature Lab 10 supports students who have shown evidence that literature comprehension and literacy skills are areas where growth is needed in order to meet grade level targets. The course is a Tier 2 Intervention class, which means it is designed to be a temporary (one or more semesters) support to transition students into grade-level achievement, improving their skills with evidence of competency before exiting the class. Literature Lab is not a core class, but it is required for those enrolled in the course, and will impact grade point average (GPA) and earn graduation credits.

### **Literature/Composition 10**

Open to: 10

Prerequisite: None

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, novels, 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

Students in Literature/Composition 10 Honors will improve their reading skills, develop research and presentation skills as they build vocabulary, and refine writing mechanics. Students will also focus on advanced composition, listening, and speaking skills. Students will study literature, including drama, novels, poetry, and nonfiction in greater depth and with the opportunity for more independent work. Extensive out-of-class work is required.

### **Advanced Placement Seminar**

Open to: 10

Prerequisite: Placement Criteria

Credit 1.0 - English Core Credit \*NCAA

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 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.

### **American Literature/Composition 11**

Open to: 11

Prerequisite: None

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. Students receive feedback from the evaluation of their writing that enables them to improve their writing skills in terms of correct usage; well-organized composition; communication of ideas for a variety of purposes; and locating, organizing, evaluating, and using information, meeting state mandated writing requirements.

### **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 in American Literature/Composition 11, 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. Students receive feedback from the evaluation of their writing that enables them to improve their writing skills in terms of correct usage; well-organized composition; communication of ideas for a variety of purposes; and locating, organizing, evaluating, and using information, meeting state mandated writing requirements.

### **Advanced Placement English Language and Composition**

Open to: 11

Prerequisite:-Placement criteria.

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. Students enrolled in this course will be prepared to take the AP English Language and Composition exam in May.

### **Advanced Placement English Literature and Composition**

Open to: 12

Prerequisite: Placement criteria and Department approval

Credit 1.0 - English Core Credit \*NCAA

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 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.

### **American Short Stories**

Open to: 11, 12

Prerequisite: None

Credit 0.5 – English Elective Credit

This course is a study of 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 develop analytical skills through the comparison of the pieces.

## **Critical Thinking and Speech**

Open to: 9, 10

Prerequisite: None

Credit 0.5 - English Elective Credit

The Critical Thinking and Speech activities-based course is divided into several major units of study including: comprehension of informational texts, public speaking, reasoning and argumentation, and debate. Students focus on the four domains of literacy that support comprehension, organization of ideas, and transfer of skills. Students apply skills, such as listening, organizing information, speaking, presentational styles, research and reasoning, propaganda techniques, persuasive speaking, and debate culminating in several choice projects where students will demonstrate their learning.

## **Journalistic Writing**

Open to: 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

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 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 Core Credit \*NCAA

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: None

Credit 1.0- English Core Credit \*NCAA

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 the second semester. Students who earn a C or better in the course are guaranteed college-level English placement at the College of Lake County.

### **Humanities**

Open to: 9, 10, 11, 12

Prerequisite: None

Credit 1.0 - English Credit \*NCAA

This course provides students with a 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.

### **CMM 121: Fundamentals of Speech Dual Credit**

Open to: 11, 12

Prerequisite: CLC placement criteria

Credit 1.0 - elective credit

For students interested in improving their oral communication competency. This course combines a theoretical basis with practical verbal and nonverbal skills to enhance public speaking effectiveness. Students learn how to develop, research, organize, adapt, deliver and critique messages.

### **CHUM 127: Critical Thinking Dual Credit**

Open to: 11, 12

Prerequisite: CLC placement criteria

Credit 1.0 - elective credit

This course is an introduction to critical thinking skills (i.e., formal logic), including the following: problem-solving, diagramming and evaluating arguments, constructing sound reasoning skills and habits, detecting fallacies, and reasoning from a variety of disciplines such as science, business, law, and the arts.

### **CENG 121: English Composition I Dual Credit**

Open to: 11, 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.

### **CENG 122: English Composition II Dual Credit**

Open to: 11, 12

Prerequisite: CLC placement criteria & successful completion of English Composition I

Credit 1.0 – English Elective Credit and college credit \*NCAA

This course furthers the work done in English Composition I by providing students more experience as academic writers, readers, researchers, and critical thinkers. To help students construct their own meaning while engaging with the texts of others, they will develop the ability to collect, evaluate, and incorporate varied sources in thoughtfully-written analyses and arguments. Students' work should demonstrate the ability to position themselves within the context of academic and societal conversations using a variety of texts, which may include literature, arguments on various issues, news articles, films, advertisements, and websites.

## ***English Learners***

### **ESL English 1**

Open to: 9, 10, 11, 12

Prerequisite: ACCESS or WIDA MODEL Screener Literacy Score 1.0 - 1.9

Credit 1.0 English Core Credit

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**

Open to: 9, 10, 11, 12

Prerequisite: ACCESS or WIDA MODEL Screener Literacy Score 2.0 - 2.5

Credit : 1.0 English Core Credit

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**

Open to: 9, 10, 11, 12

Prerequisite: ACCESS or WIDA MODEL Screener Literacy Score 2.6 - 3.3

Credit 1.0 English Core Credit

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**

Open to: 9, 10, 11, 12

Prerequisite: ACCESS or WIDA MODEL Screener Literacy Score 3.4 - 4.0

Credit 1.0 English Core Credit

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**

Open to: 9, 10, 11, 12

Prerequisite: ACCESS or WIDA MODEL Screener Literacy Score 4.1 - 4.4

Credit: 1.0 English Core Credit

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**

Open to: 9, 10, 11, 12

Prerequisite: ACCESS or WIDA MODEL Screener Literacy Score 4.5 - 4.7

Credit: 1.0 English Core Credit

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 English**

Open to: 9, 10, 11, 12

Prerequisite: Successful Completion of ESL English 6

Credit: 1.0 English Core Credit

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**

Open to: 9

Prerequisite: None

Credit: 1.0 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**

Open to: 10

Prerequisite: Successful Completion of Sheltered Literacy 9

Credit: 1.0 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**

Open to: 11

Prerequisite: Successful Completion of Sheltered Literacy 10

Credit: 1.0 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**

Open to: 12

Prerequisite: Successful Completion of Sheltered Literacy 11

Credit: 1.0 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**

Open to: 9

Prerequisite: None

Credit: 1.0 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**

Open to: 10

Prerequisite: Successful Completion of Spanish Language Arts 9

Credit: 1.0 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**

Open to: 11

Prerequisite: Successful Completion of Spanish Language Arts 10

Credit: 1.0 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**

Open to: 12

Prerequisite: Successful Completion of Spanish Language Arts 11

Credit: 1.0 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**

Open to: 9, 10, 11, 12

Prerequisite: Department Approval (SLIFE Designation)

Credit: 1.0 English Core Credit and 1.0 Elective Credit

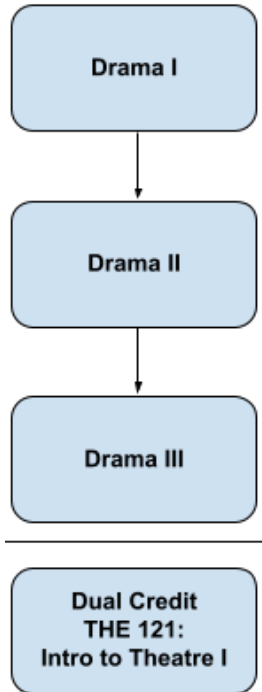
This WIDA Standards-based course is a double-block incorporating language arts and reading and is designed to develop literacy skills for students with low reading skills. The goal is to increase the reading ability of students enough to enable them to access information from textbooks in regular classes.



This course addresses the immediate needs of students who are recent arrivals (new to the country) and have limited or interrupted formal education. It 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.

## **Fine Arts:**

### ***Drama***



#### **Drama 1**

Open to: 9, 10, 11, 12

Prerequisite: None

Credit 1.0 - Fine Arts Credit

Drama 1 is a general survey course that introduces students to all areas of 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 bookwork, 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 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.

### **THE 121: Introduction to Theatre Dual Credit**

Open to: 11, 12

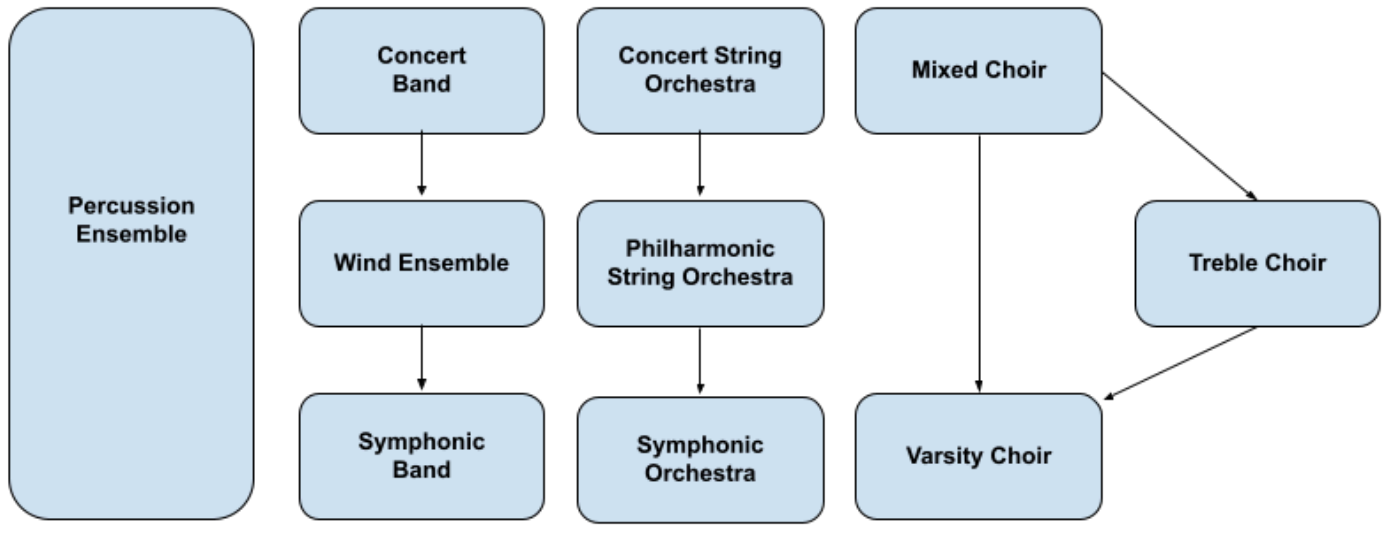
Prerequisite: College Reading and Writing Readiness

Credit 1.0 – Fine Arts Credit and College Credit

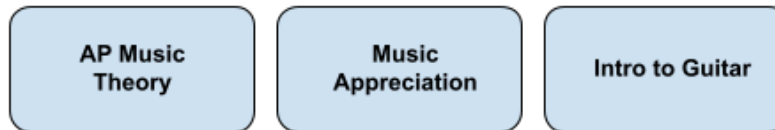
This course explores the elements, artists and collaborative process of live theatre. It includes the study and analysis of historical, social, aesthetic and technical aspects of traditional and contemporary theatrical production. Play attendance is required.

## Fine Arts:

### *Music*



### Music Electives



#### **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 the Pep Band.

### **Percussion Ensemble**

Open to: 9, 10, 11, 12

Prerequisite: 2 years Middle School band experience or Department approval

Credit 1.0 – Fine Arts Credit

The goal of the Percussion Ensemble course is to develop the skills necessary to be a high school percussion student. The course will focus on specific techniques, vocabulary, and understanding of all percussion instruments and music that helps differentiate their instruction from those of other instruments in the bands. They will have the opportunity to perform percussion specific ensemble literature that challenges the individual percussion student music along with performing the percussion parts associated with the other three band classes at Waukegan High School. This ensemble performs beginning through advanced level literature by performing a variety of wind band and percussion ensemble literature. Emphasis is on playing techniques, musicianship, written music notation, and preparing for Concert Band, Wind Ensemble, and Symphonic Band performances.

### **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.

### **Philharmonic Orchestra**

*Pending Board Approval*

Open to: 11, 12

Prerequisite: Two years of orchestra experience/Director recommendation

Credit 1.0 – Fine Arts Credit

This ensemble serves as an advanced 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: 11, 12

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: 9, 10, 11, 12

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.

### **Intro to Guitar**

Open to: 9, 10, 11, 12

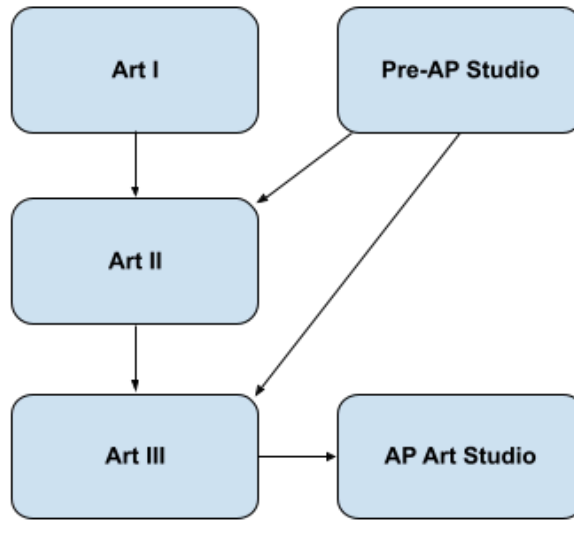
Prerequisite: None

Credit 0.5 – Fine Arts Credit

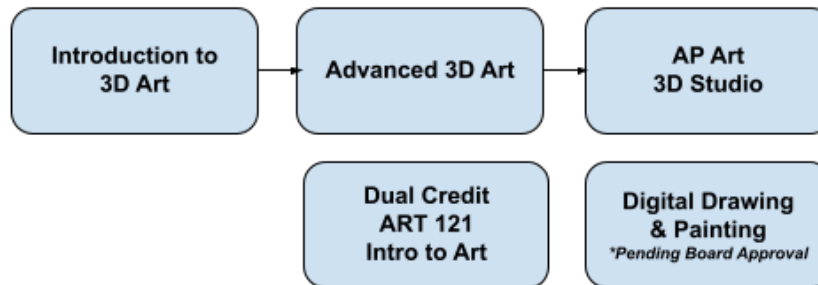
The goal of the Intro to Guitar course is to introduce students to the fundamental technical skills and musical knowledge necessary for playing the guitar. The achievement of this goal is best promoted by integrated approaches to the student's development of technical skills, sight-reading skills, written skills, and compositional skills. At the completion of the course students will be well-prepared to demonstrate a fundamental understanding of guitar through performance.

# Fine Arts:

## *Visual Arts*



## Visual Arts Electives



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 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 the foundation level in Art 1 to the higher level of sophistication in AP Studio Art, even though the goal and objective remain 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, the language of art, art criticism, and art history. Maintenance of materials and safety in the art classroom is 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 the 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, 10

Prerequisite: Teacher recommendation/Dept. approval

Credit: 1.0 - Fine Arts Credit

This course is designed for motivated students that have demonstrated visual art skills before entering high school. A precursor to AP Art Studio, students will need to work outside the classroom, maintain a sketchbook, and develop a 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.



### **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 in 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 students to explore the element of Form in a much more in depth and creative way. Students will explore different techniques and processes for creating sculptural artworks. Students will experience materials like foam, clay, paper mache and others that lend themselves to sculpture. Students will explore their own unique ideas as they relate to sculpture and artmaking through the process of building, sculpting and writing.

### **Advanced 3D Art**

Open to: 10, 11, 12

Prerequisite: Successful completion of Introduction to 3D Art

Credit 0.5– Fine Arts Credit

This course expands on the knowledge and skills built in Introduction to 3D Art. Students will continue to explore ideas around sculpture and artmaking, but the techniques and processes will be more complex. Students will explore the aspects of functional and wearable art, large scale sculpture, and research based art making. Students will experience materials like clay, metal, wood and other materials varied by availability. Students will explore their own unique ideas as they relate to sculpture and artmaking through the process of building, sculpting and writing.

### **Advanced Placement Studio Art 3D**

Open to: 11, 12

Prerequisite: Departmental approval

Credit 1.0– Fine Arts Credit

AP3DStudio 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. 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 56summer work is required. Students who enroll in AP 3D Studio Art will be prepared to submit a portfolio in May for evaluation by the College Board.

### **Digital Drawing and Painting**

Open to: 11, 12

Prerequisite: Successful completion of Art I

Credit .5 - Fine Arts Credit

This semester-long course introduces 11th and 12th-grade students to digital art using Apple iPads and Procreate. Students will explore fundamental and advanced techniques in digital drawing and painting, developing skills to create both traditional and contemporary forms of visual expression. The course focuses on digital techniques for conceptual, observational, and imaginative art, preparing students for further study in visual arts and potential career paths in digital media.

### **ART 121: Introduction to Art Dual Credit**

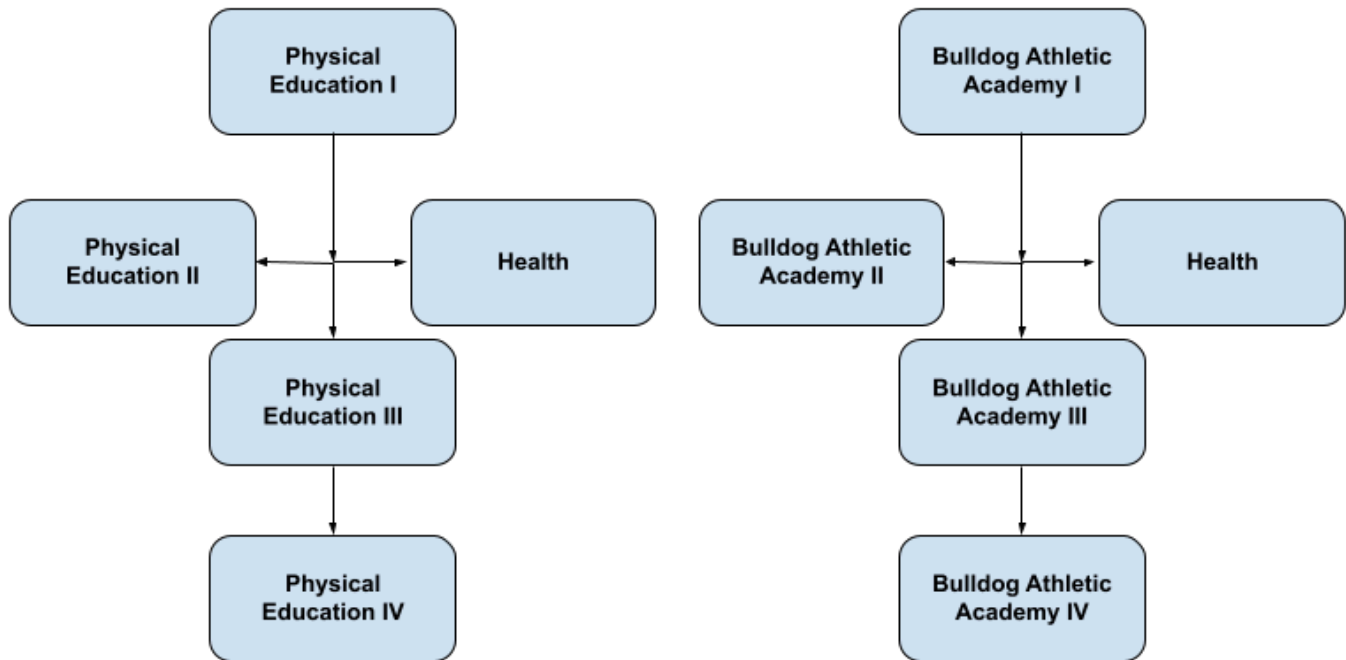
Open to: 11, 12

Prerequisite: College Reading and Writing Readiness

Credit 1.0 – Fine Arts Credit and College Credit

This course will introduce students to an appreciation of the visual arts through an intercultural, social/historical approach. The course will also emphasize the nature of the creative process, integrating a study of the conceptual principles, with methods and materials which influence artistic critical thinking, problem-solving, exploration, and discovery. Note: A museum visit will be required during the semester.

# Physical Education, Health and Driver Education



**Note:** Physical Education is taken in combination with Health Education to fulfill Physical Education Credit for the graduation requirement during the Sophomore year.

**Physical Education Policy:** All students are required to pass a physical education course each semester they are enrolled in school.

A PE waiver can be granted to the following students:

1. 9-12th grade who is enrolled in the JROTC program.
2. 9-12th grade who is participating in Marching Band (PE is only waived 1st semester).
3. 11-12th grade athlete who is on a varsity team (PE is only waived during the semester the student participates in varsity sport).
4. 11-12th grade college admission coursework (PE is only waived during the semester the student is enrolled in the course)
5. 11-12th grade classes required for graduation (PE is only waived during the semester the student is enrolled in the course)

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## *Driver Education*

### **Driver Education and Safety**

Open to: 10, 11, 12

Credit 0.5 Elective Credit – This course DOES NOT count toward the Physical Education requirement.

**Fee: \$370 (\$350 for Behind the Wheel instruction and \$20 for the Illinois State driver permit fee)**

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 were not suspended from school or from riding the school bus more than six (6) days during the previous grade level
- E. They have met the freshman year Physical Education credit requirement (or passed class for which waiver was sought).
- F. Course will be paid in full before the end of the second week of instruction.

#### **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
- E. They have met the Sophomore year Physical Education credit requirement (or passed class for which waiver was sought).
- F. Course will be paid in full before the end of the second week of instruction.

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

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.

**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 a team and individual sports as well as engaging in fitness activities. Students will also be a part 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.

**Bulldog Athletic Academy**

Physical Education 1/2/3/4

Open to: 9, 10, 11, 12

Prerequisite: Athlete or interested in training as an athlete

Credit 1.0 - Physical Education Credit

Students have the opportunity to experience a course that is devoted to the development of strength and performance. This course is structured to accommodate students with a variety of training needs. Fundamental and advanced techniques will be applied to resistance training. Concepts of strength training, linear and multi-directional movements, core/trunk engagement, joint mobility and stability, flexibility and additional elements that improve an athlete's performance on and off the field/court.

**Unified Physical Education**

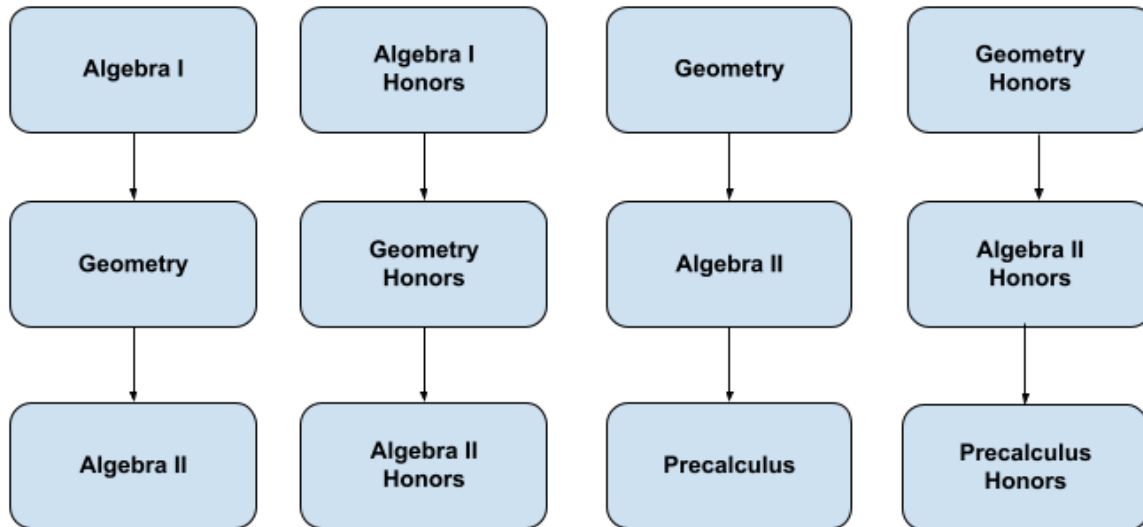
Open to: 9, 10, 11, 12

Prerequisite: Doctor written recommendation or IEP, Application and interview for general education

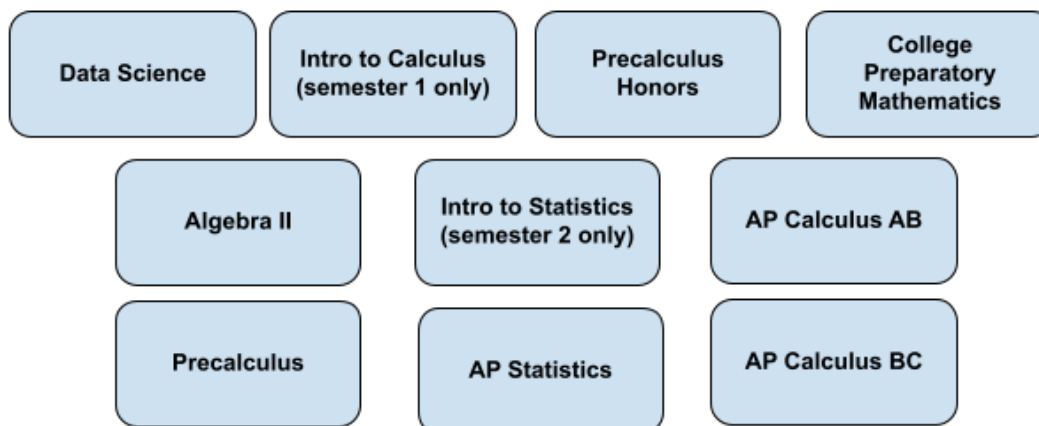
Credit 1.0 – Physical Education Credit

DL and non-DL students work together in this inclusive physical education class. As a result, the student partners gain knowledge about the field of special education as they acquire direct experience working with special needs on a day to day basis. Students will participate in a variety of units, including individualized fitness, personal and group recreation and leisure, team games and swimming.

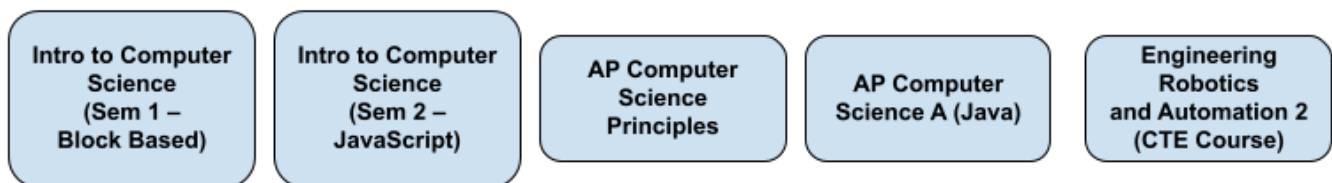
## *Mathematics*



### Advanced Mathematics Electives



### Computer Science Electives



Support programs are available for some courses. The 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. To accommodate individual student needs, movement between levels can be made with department administrative approval. Our bilingual and dual language students have the opportunity to take some core math courses in Spanish. Additionally, we offer sheltered courses to students in the Transitional Program of Instruction (TPI) and bilingual students based on their English proficiency.

**Note:** Students must pass Algebra 1 before continuing in any mathematics course sequence pathway or may continue with department administrative approval.

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

### **Algebra Foundations**

Open to: 9

Prerequisite: Placement based on interventions as determined by IEP team

Credit: 1.0 Mathematics Core Credit and 1.0 elective credit

Algebra Foundations is a support for students who have shown evidence that mathematical calculations and problem solving skills are areas where growth is needed in order to meet grade level targets. The course is an intervention class, which uses an alternative research-based curriculum to support transitioning students into grade-level performance. This is a two-period class. This course fulfills the algebra graduation requirement.

### **Transitional Algebra**

Open to: 9

Prerequisite: Placement based on interventions as determined by IEP team

Credit: 1.0 Mathematics Core Credit

The goal of this 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 fulfills the algebra graduation requirement.

### **Transitional Geometry**

Open to: 10

Prerequisite: Algebra Foundations and Placement based on interventions as determined by IEP team

Credit: 1.0 Mathematics Core Credit

The goal of this course 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. This course fulfills the geometry graduation requirement.

### **Applied Mathematics**

Open to: 11 or 12

Prerequisite: Placement based on interventions as determined by IEP team

Credit: 1.0 Math Credit or 1.0 Elective Credit

This course introduces the basic math, algebra, and geometry needed in career programs, including fields such as personal finance, healthcare, construction, and industrial trades. Students will explore the mathematical

topics within the context of trade applications to connect the concepts to careers, with an emphasis on critical thinking and problem-solving.

### **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. This course fulfills the algebra graduation requirement.

### **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 communicating effectively. This course may not be taken concurrently with any other math course. This course fulfills the algebra graduation requirement.

### **Geometry**

Open to: 9 and 10

Prerequisite: Algebra 1

Credit: 1.0 Mathematics Core Credit \*NCAA

The goal of this college preparatory course 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. This course fulfills the geometry graduation requirement.

### **Geometry Honors**

Open to: 9, 10

Prerequisite: Placement criteria

Credit: 1.0 Mathematics Core Credit \*NCAA



This college preparatory honors geometry course builds on the foundational Geometry curriculum, equipping students with enhanced reasoning and problem-solving skills. In addition to core topics such as definitions, postulates, theorems, constructions, similarity and congruence, coordinate transformations, logic and proof, and right triangle trigonometry, students engage in deeper levels of problem-solving and application. Completing this course fulfills the geometry graduation requirement. This course fulfills the geometry graduation requirement.

## **Algebra 2**

Open to: 10, 11, 12

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; radical and rational functions.

## **Algebra 2 Honors**

Open to: 10, 11

Prerequisite: Placement criteria

Credit: 1.0 Mathematics Core Credit \*NCAA

Algebra 2 Honors is an advanced course that builds on students' algebraic foundations, preparing them for higher-level mathematics and real-world applications. Students will explore a variety of mathematical concepts, including polynomial, rational, exponential, and logarithmic functions, as well as complex numbers. The course emphasizes critical thinking and problem-solving through collaborative learning, inquiry-based instruction, and technology-enhanced activities. Students will deepen their understanding of functions and their properties, develop skills to analyze and interpret data, and apply mathematical reasoning to solve complex, real-world problems. This course is designed to foster mathematical fluency, critical thinking, and preparation for advanced math courses and college readiness. This course fulfills the algebra graduation requirement.

## **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.

## **PreCalculus Honors**

Open to: 11, 12

Prerequisite: Placement criteria

Credit: 1.0 Mathematics Core Credit \*NCAA

This course is the honors level of precalculus and is a college preparatory course for students who intend to study Calculus. The focus of the first semester is trigonometry. There will be units on triangle trig, the unit circle, graphs, techniques to solve equations and proving identities. The second semester will be an abbreviated review of algebra 2 topics and then students will begin their study of calculus. The students will be introduced to the vocabulary and basic concepts of limits, derivatives and antiderivatives.

### **College Preparatory Mathematics**

Open to: 12

Prerequisite: Placement Criteria

Credit: 1.0 Mathematics Elective Credit

This course focuses on 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 representations 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 Calculus (Semester 1 only)**

Open to: 11, 12

Prerequisite: Algebra 2

Credit: 0.5 Mathematics Elective Credit \*NCAA

This course is a college preparatory course for students that want a semester-long introduction to the vocabulary and content of Calculus. The course will introduce students to the concept of a limit, a derivative and an antiderivative. Students will be introduced to material that usually is presented in a first semester Calculus college course.

### **Introduction to Statistics (Semester 2 only)**

Open to: 11, 12

Prerequisite: Algebra 2

Credit: 0.5 Mathematics Elective Credit \*NCAA

This course is a college preparatory course for students that want a semester-long introduction to the vocabulary and content of Statistics. The units covered will be displaying and describing data, analysis using the normal curve and probability. Students will be introduced to material that usually is presented in a college course of Statistics.

### **Applied Mathematics**

Open to: 12

Prerequisite: Placement Criteria

Credit: 1.0 Mathematics Elective Credit

This course introduces the basic math, algebra, and geometry needed in career programs, including fields such

as personal finance, healthcare, construction, and industrial trades. Students will explore the mathematical topics within the context of trade applications to connect the concepts to careers, with an emphasis on critical thinking and problem-solving.

### **Applied Mathematics with Trigonometry (CLC MTH 115)**

Open to: 12

Prerequisite: Placement Criteria

Credit: 0.5

This course explores the basic principles of mathematics with an emphasis on career technical applications. Operations of signed numbers including integers, fractions and decimals are studied. Further areas of study include ratios, proportions, percentages, measuring systems, unit conversions, precision, accuracy, scientific notation, introductory algebra, practical geometry and right-angle trigonometry.

### **Quantitative Literacy (CLC MTH 141) \*teacher needs the master's credits\***

Open to: 12

Prerequisite: Two years of approved high school algebra (C or better) and Basic Algebra Readiness -or- an appropriate score on the CLC Math Placement Test, Math ACT, or Math SAT. Basic Algebra Readiness would mean they have a 3.0, be in the top 1/3 of their class or a 490 on their SAT math portion.

Credit: 0.5

This course develops conceptual understanding in several areas, including: representing and analyzing data through such statistical measures as central tendency, dispersion, normal distribution, and correlation and regression; using logical statements and arguments in a real-world context; estimating, approximating and judging the reasonableness of answers; graphing and using polynomial functions and systems of equations in the interpretation and solution of problems; and selecting and using appropriate approaches and tools in formulating and solving real-world problems. NOTE: A specific graphing calculator is required for this course.

### **Technical Mathematics I (CLC MTH 117) \*considered a CTE course, teachers only need a bachelor's degree\***

Open to: 12

Prerequisite: MTH 114 or MTH 102 or MTH 105 (C or better) or appropriate score on the CLC Math Placement Test, Math ACT, or Math SAT.

Credit: 0.5

This course covers college mathematics for students majoring in technology. It includes algebra, geometry and trigonometry. NOTE: A specific graphing calculator is required for this course.

### **Technical Mathematics II (CLC MTH 118) \*considered a CTE course, teachers only need a bachelor's degree\***

Open to: 12

Prerequisite: MTH 117 (C or better) or an appropriate score on the CLC Math Placement Test, Math ACT, or Math SAT.

Credit: 0.5

This course is a continuation of Technical Mathematics I (MTH 117). Major topics are algebra, geometry, vectors, complex numbers, logarithms, matrices, inequalities and trigonometry. NOTE: A specific graphing calculator is required for this course.

### **Data Science**

Open to: 11, 12

Prerequisite: Successful completion of Algebra 1 and Geometry

Credit: 1.0 Mathematics Elective Credit

This course will introduce students to the main ideas in data science through tools such as Google Sheets, Python, Data Commons and Tableau. Students will learn to be data explorers in project-based units, through which they will develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and more! At the end of the course students will have a portfolio of their data science work to showcase their newly developed abilities.

### **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

Credit: 1.0 Mathematics Elective Credit \*NCAA

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.

### **Introduction to Computer Science – Block Based (semester 1 only)**

Open to: 9, 10, 11, 12

Prerequisite: Placement in Algebra 1 or above

Credit: 1.0 Mathematics Elective Credit \*NCAA

This course is designed as an interactive introductory course with its core teaching platform using a game-based learning approach to engage a diversity of students. The course explores a variety of basic computational thinking and programming concepts through a project-based learning framework while using visual drag-and-drop Blocks. Students will be introduced to variables, strings, decision structures, definite and indefinite loops, arrays, functions as a problem-solving technique, code reuse, tile maps, and platform games.

### **Introduction to Computer Science – JavaScript (semester 2 only)**

Open to: 9, 10, 11, 12

Prerequisite: Placement in Algebra 1 or above

Credit: 1.0 Mathematics Elective Credit \*NCAA

This course is designed as an interactive introductory course with its core teaching platform using a game-based learning approach to engage a diversity of students. The course explores a variety of basic computational thinking and programming concepts through a project-based learning framework while using JavaScript. Students will learn Static Typescript (JavaScript), variables and event handlers, decision structures, loops, arrays, animations, basic object-oriented programming and design techniques, implement functions in their text, and to create complex projects.

### **Advanced Placement Computer Science Principles**

Open to: 9, 10, 11, 12

Prerequisite: Algebra 1

Credit: 1.0 Mathematics Elective Credit \*NCAA

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 an 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**

Open to: 10, 11, 12

Prerequisites – Recommended Intro to Computer Science and/or Advanced Placement Computer Science Principles with successful completion of Algebra 1

Credit: 1.0 Mathematics Elective Credit \*NCAA

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.

### **Newcomer Math**

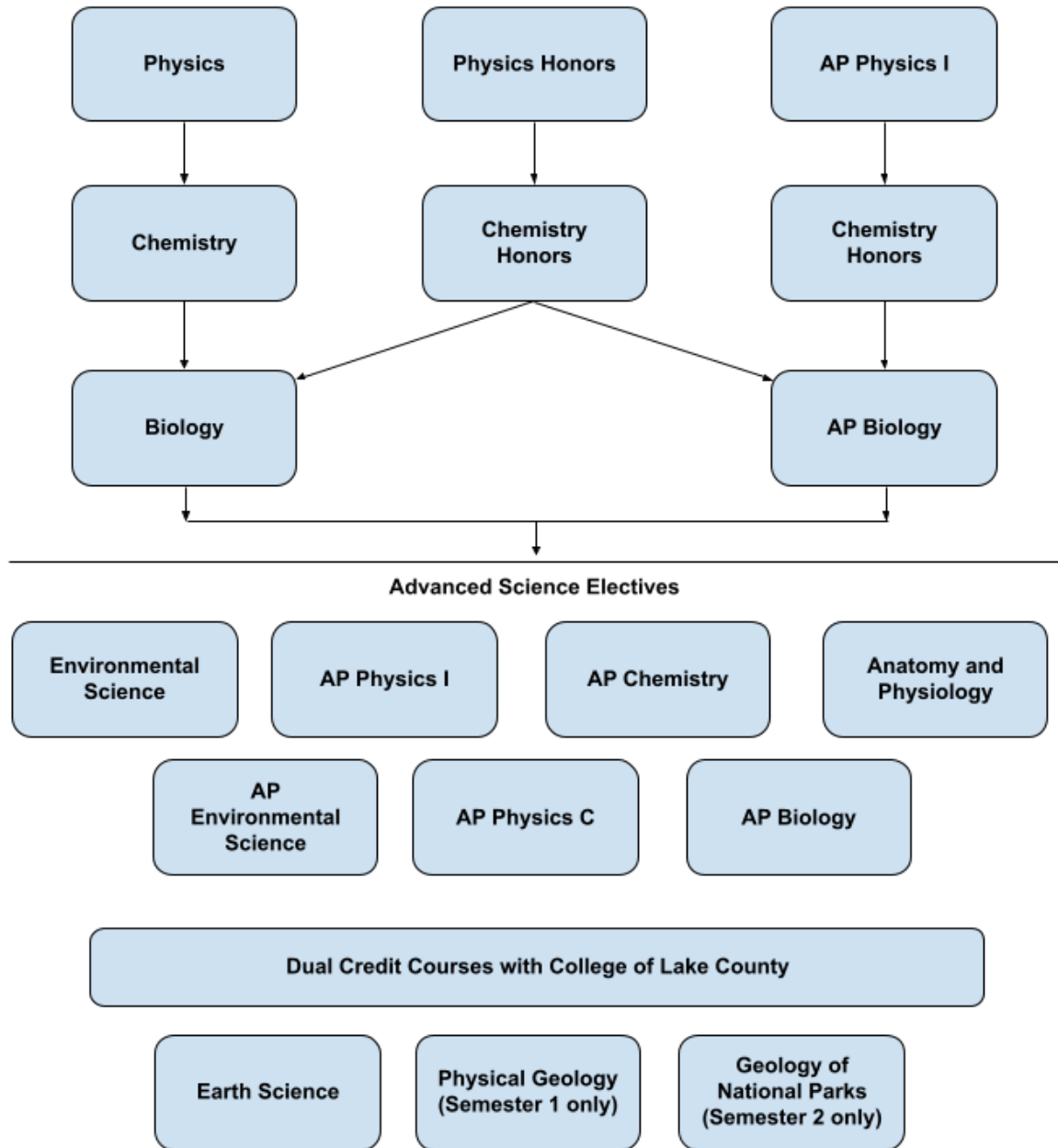
Open to: 9, 10, 11, 12

Prerequisite: Department Approval

Credit: 1.0 Elective Credit

This course focuses on accelerating skills in mathematics to be prepared for Algebra 1.

# Science



The 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. Our bilingual and dual-language students may take some science courses in Spanish. Additionally, we offer Sheltered science courses to TPI (Transitional Program of Instruction) and bilingual students based on their English proficiency.

## **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. Content is explored in depth through experiments and data analysis involving problem-solving and extensive mathematical calculations.

## **Physics Honors**

Open to: 9

Prerequisite: Placement criteria

Credit 1.0 – Science Core Credit \*NCAA

Physics Honors is a laboratory-based course designed to explore the relationship between matter and energy in the context of engineering scenarios. Topics studied include kinematics, dynamics, projectile motion, gravitational and circular motion, impulse momentum, work and energy, electrostatics, circuits, magnetism, waves, and light. Content is explored at an accelerated pace and in greater depth through experiments and analysis involving intensive mathematical calculations.

## **Chemistry**

Open to: 10

Prerequisite: Placement criteria

Credit 1.0 – Science Core Credit \*NCAA

Chemistry is a laboratory-based course that explores the structure of matter and how these structures interact. Topics studied include measurement, density, particle modeling, gas laws, moles, electron structure, bonding and polarity, chemical equations, stoichiometry, and thermochemistry. Content is explored in depth through experiments and data analysis involving problem-solving and extensive mathematical calculations.

## **Chemistry Honors**

Open to: 10

Prerequisite: Placement criteria

Credit 1.0 – Science Core Credit \*NCAA

Chemistry Honors is a laboratory-based course that explores the structure of matter and how these structures interact. Topics studied include density, particle modeling, gas laws, moles, electron structure, bonding and polarity, chemical equations, stoichiometry, intermolecular forces, acids and bases, redox reactions, and thermochemistry. Content is explored at an accelerated pace and in greater depth through experiments and analysis involving intensive mathematical calculations.



## **Biology**

Open to: 11

Prerequisite: Placement criteria

Credit 1.0 - Science Core Credit \*NCAA

Biology is a laboratory-based course that explores the fundamentals and processes of life through the study of microbiology, genetics, biotechnology, evolution, ecology, and biodiversity. Topics studied include relationship in ecosystems, matter and energy, evolution, natural selection, DNA, cell division, and genetics. Instruction in this course will focus on the development of scientific practices, college-readiness skills, reading and writing skills. Content is explored in depth through experiments and data analysis involving problem-solving and extensive mathematical calculations.

## **Advanced Placement Biology**

Open to: 11, 12

Prerequisite: Placement criteria and Administrative approval

Credit 1.0 – Science Core Credit \*NCAA

**(60 minute period)**

AP Biology is a laboratory-based course that provides students with a solid foundation equivalent to a first-year college level biology course. Topics studied include the big ideas of evolution, biodiversity, energy use, structure and function, heredity, gene expression and regulation, and system interactions. Students enrolled in this course will be prepared to take the AP Biology exam in May. Completion of a 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. Topics studied include the response to the environment, energy, regulation, reproduction, and growth and development. Vertebrate dissections are required. Students in this course are required to complete a team based STEM challenge through the Illinois Science and Technology Coalition. This course is recommended for students who intend to pursue careers in medicine, nursing, health, and other science-related occupations.

## **Advanced Placement Chemistry**

Open to: 11, 12

Prerequisite: Placement criteria and Administrative approval

Credit 1.0 – Science Elective Credit \*NCAA

**(60 minute period)**

Advanced Placement Chemistry is a laboratory-based course that offers a solid foundation equivalent to a first-year college chemistry course. Topics studied include structure and properties, molecular and ionic

compound structure, intermolecular forces, chemical reactions, kinetics, thermodynamics, equilibrium, and acids and bases. 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 Administrative approval

Credit 1.0 – Science Core Credit or Science Elective Credit \*NCAA

**(60 minute period)**

AP Physics 1 is a laboratory-based course that provides students with an algebra-based introduction to the study of physics equivalent to a first-semester college physics course. Topics studied include principles of Newtonian mechanics, work, energy, mechanical waves, 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 (Mechanics)**

Open to: 11, 12

Prerequisite: Placement criteria and Administrative approval, AP Calculus or concurrent enrollment

Credit 1.0 – Science Core Credit or Science Elective Credit \*NCAA

**(47 minute class period)**

AP Physics C is a laboratory-based course that provides students with a college-level, calculus-based, introduction to physics. Topics studied include kinematics, forces, work, energy, and power, linear momentum, torque and rotational dynamics, and oscillation. Students enrolled in this course will be prepared to take the AP Physics C Mechanics exam in May.

### **Environmental Science**

Open to: 11, 12

Prerequisite: Biology with “C” or better, or concurrent enrollment in Biology

Credit 1.0 – Science Core Credit or Science Elective Credit \*NCAA

Environmental Science is a laboratory-based course where students will explore earth systems. Topics studied include 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 Administrative approval

Credit 1.0 – Science Core Credit or Science Elective Credit \*NCAA

**(60 minute period)**

AP Environmental Science is a laboratory-based course that provides students with a solid foundation equivalent to a first-year college level environmental science course. Topics studied include physical earth,

ecology and human population, land resources and management, water and water management, atmosphere and climate change, energy resource and consumption, and sustainability and management. 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.

### **Physical Geology Dual Credit (First Semester Only)**

Open to: 11, 12

Prerequisite: CLC placement criteria

Credit 1.0 - Science Core Credit or Science Elective Credit and College Credit

For those who wish to explore an interest in geology, major in geology, or satisfy lab science requirements. Topics include igneous rocks and volcanism, sedimentary rocks and stratigraphy, metamorphic rocks and metamorphism, weathering, mass wasting, streams, deserts, and glaciers. Lab studies concentrate on minerals, rocks, and topographic maps.

### **Geology of National Parks Dual Credit (Second Semester Only)**

Open to: 11, 12

Prerequisite: CLC placement criteria

Credit 1.0 - Science Elective Credit and College Credit

This introductory course is designed for students and community members who are interested in learning basic geologic features of national parks. No previous Geology or Earth Science knowledge is necessary. Topics include basic geologic principles and concepts, such as the Earth's materials (minerals and rocks), plate tectonics and various dynamic features related to the plate interactions, and a brief history of the Earth. Various unique geologic features in national parks are introduced and discussed. Note: This course is for students who are pursuing either non-science or science degrees and should help students prepare for a field travel/study course (ESC226, Field Geology, 3 credits) to various national parks offered in summers.

### **Newcomer Science**

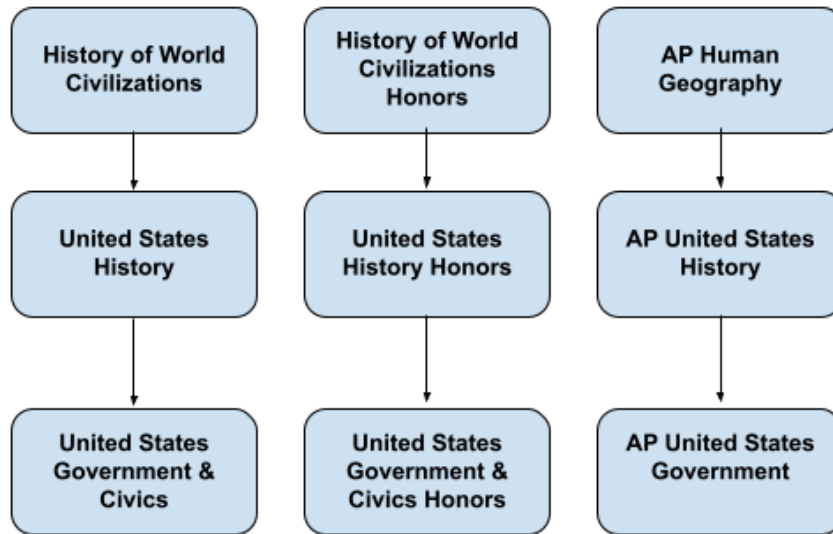
Open to: 9, 10, 11, 12

Prerequisite: Department Approval

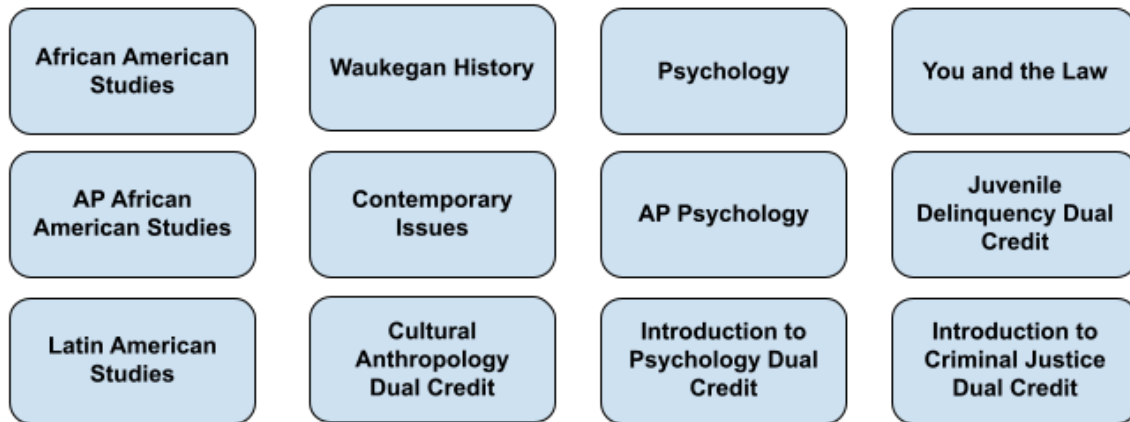
Credit: 1.0 Elective Credit

This course consists of general science topics and vocabulary. It prepares students to take sheltered or regular science classes such as Biology and Chemistry.

# Social Science



## Social Science Advanced Electives



Support programs are available for some courses. The 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. Core courses are offered in a sheltered environment for TPI (Transitional Program of Instruction) and sheltered students and in Spanish for bilingual (based on English proficiency) and dual students. All elective courses are offered in English. Our bilingual and dual-language students may take some social science courses in Spanish. Additionally, we offer sheltered social science courses to TPI and bilingual students based on their English proficiency.

### **History of World Civilizations**

Open to: 9

Prerequisite: None

Credit 1.0 - Social Science Credit \*NCAA

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 \*NCAA

History of World Civilization Honors 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 explored through skills such as analyzing primary and secondary sources, conducting research projects, participating in group discussions, and completing directed readings. Emphasis is also placed on connecting past events with current events to build connections between the past and present. This Honors course operates at an accelerated level of instruction, challenging students in reading, writing, and oral presentation skills.

### **United States History**

Open to: 10

Prerequisite: None

Credit 1.0 Social Science Credit \*NCAA

Each semester of US History fulfills .5 of the 1.0 US History/Government required for graduation

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. The 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: Placement criteria and Department approval

Credit 1.0 – Social Science Credit \*NCAA

Each semester of US History fulfills .5 of the 1.0 US History/Government required for graduation

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 a 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: 10, 12

Prerequisite: Placement criteria and Department approval

Credit 1.0 - Social Science Credit \*NCAA

Each semester of US History fulfills .5 of the 1.0 US History/Government required for graduation

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 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: None

Credit 1.0 - Social Science Credit \*NCAA

US Constitution Exam Required for Graduation.

The focus of this course is to prepare students to participate in exercising their political responsibilities as thoughtful and informed citizens. Civics provides a basis for understanding the rights and responsibilities of being an American citizen and a framework for competent and responsible participation. Emphasis is placed on the historical development of government and political systems, and the importance of the rule of law; the United States Constitution; Federal, State, and local government structure; and the rights and responsibilities of citizenship. Students will actively investigate local, state, and national issues, read and participate in discussions, and develop informed arguments using a variety of writing forms.

### **United States Government and Civics Honors**

Open to: 11

Prerequisite: Placement criteria and Department approval

Credit 1.0 - Social Science Credit \*NCAA

US Constitution Exam Required for Graduation

The focus of this course is to prepare students to participate in exercising their political responsibilities as thoughtful and informed citizens. Civics provides a basis for understanding the rights and responsibilities of being an American citizen and a framework for competent and responsible participation. Emphasis is placed on the historical development of government and political systems, and the importance of the rule of law; the United States Constitution; Federal, State, and local government structure; and the rights and responsibilities of citizenship. Students will actively investigate local, state, and national issues, read and participate in discussions, and develop informed arguments using a variety of writing forms

### **Advanced Placement United States Government & Politics**

Open to: 11, 12

Prerequisite: Placement criteria and Department approval

Credit 1.0 - Social Science Credit \*NCAA

US Constitution Exam Required for Graduation

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: 9, 10, 11, 12

Prerequisite: Placement criteria and Department approval

Credit 1.0 - Social Science Credit \*NCAA

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 the human social organization and its environmental consequences, and will also learn about the methods and tools geographers use in their science and world today. Students will explore global economic systems, human rights, world health, and environmental issues.

### **Psychology of Human Behavior**

Open to: 11, 12

Prerequisite: None

Credit 1.0 - Social Science Credit \*NCAA

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 a variety of perspectives.

### **Advanced Placement Psychology**

Open to: 10, 11, 12

Credit 1.0 - Social Science Credit \*NCAA

Students will 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.

### **You and 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: 11, 12

Prerequisite: None

Credit 0.5 - Social Science Credit \*NCAA

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: None

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 specially featured. There is an emphasis on the relation of city, state, and region to one another.

### **Latin-American Studies**

Open to 11, 12

Prerequisite: None

Credit 0.5 – 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 encounters 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: None

Credit 0.5 - Social Science Credit \*NCAA

African American Studies examines, from numerous perspectives, questions of race, culture, and modern struggles for equality centering on the experiences of people of African descent in Black Atlantic societies including the United States, the Caribbean, Latin America, Europe, and Africa, including the global impact of those experiences. Students will explore the historical, cultural, political, economic, and social development of Black Atlantic societies. Students will become informed thinkers who are intellectually prepared to offer clarity and insight to ongoing academic and public debates centered on questions concerning race and inequality.

### **Advanced Placement African-American Studies**

Open to: 11, 12

Credit 1.0 - Social Science Credit \*NCAA

Students will increase their understanding of the experience and history of African Americans and Africa as it relates to the African American experience as they examine key issues regarding African American history from the 8th century to the present. Students enrolled in the course will be asked to examine the breadth of the African American experience through the examination of a variety of rich sources drawing from the fields of literature, the arts and humanities, social sciences, geography, political science, and more. The achievement of this goal is best promoted by integrated approaches to the student's development of applying disciplinary knowledge to explain course concepts, developments, patterns, and processes, evaluate written, data, and visual sources, and develop an argument using a line of reasoning to connect claims and evidence. Students will be prepared to take the national examination in May as well as submit their year long projects.

### **PSC 121 American National Politics Dual Credit**

Open to 11, 12

Prerequisite: CLC placement criteria

Credit 1.0 – Social Science Credit and College Credit

This course is an introductory survey of American politics designed to help students better understand the U.S. political system. The focus of the course is on the system's key political actors, behaviors, processes, and institutions. Empirically based explanations are offered to help students understand why these political factors are important to the system's operation, and what effect they have on both the electoral and policy-making processes and their outcomes.

### **PSY 121 Introduction to Psychology Dual Credit**

Open to 11, 12

Prerequisite: CLC placement criteria

Credit 1.0 – Social Science Credit and College Credit

This course presents the basic concepts and theoretical perspectives for understanding psychology. The course encompasses factors affecting human behavior and mental processes and includes, but is not limited to, the history of psychology, research methodology, the brain and behavior, learning, memory, cognition, language, intelligence, development, personality, abnormal psychology, therapy, and social psychology.

### **PSY 220 Lifespan Development Dual Credit**

Open to 11, 12

Prerequisite: CLC placement criteria

Credit 1.0 – Social Science Credit and College Credit

This course integrates theory and research as they relate to neurobiological, cognitive, social and emotional development of individuals in cultural context from conception throughout adulthood. The course emphasizes both normal and atypical developmental stages and patterns of adjustment to differing life-time demands. Students will gain an understanding of hereditary and environmental factors on development, prenatal development and the birth process; physical development; language and cognitive development; family relationships; friend and peer relations; school, college, and career experiences; identity; gender; sexuality and health; the aging process and death and dying; as well as the research methods psychologists use to study development.

### **SOC 121: Introduction to Sociology Dual Credit**

Open to 11, 12

Prerequisite: CLC placement criteria

Credit 1.0 – Social Science Credit and College Credit

This course introduces the basic concepts and perspectives for understanding sociology. The course examines how society influences and shapes human behavior. Topics of analysis include, but are not limited to, the development of sociology, theoretical perspectives and research methodologies, culture, social institutions, social change, and social inequality based on class, gender, race and ethnicity, and sexuality.

### **CRJ 121: Introduction to Criminal Justice Dual Credit**

Open to 11, 12

Prerequisite: CLC placement criteria

Credit 1.0 – Social Science Credit and College Credit

This course examines the legal process and the administration of justice in American society. Students will be exposed to the criminal process for the police function through adjudication, sentencing, and corrections, as well as the social, moral, and political issues involved in the administration of justice in a free society.

### **CRJ 229: Juvenile Delinquency Dual Credit**

Open to 11, 12

Prerequisite: CLC placement criteria

Credit 1.0 – Social Science Credit and College Credit

This course examines juvenile delinquency in American society, including the historical, behavioral, legal, and correctional aspects of delinquency. Emphasis is placed on the nature and extent of delinquency in the United States, the traditional theories of delinquent behavior, and the legal processing of juvenile offenders.

### **ANT 221: Cultural Anthropology Dual Credit**

Open to 11, 12

Prerequisite: CLC placement criteria

Credit 1.0 – Social Science Credit and College Credit

This course is a study of the nature and development of culture. The economic, political, religious, and social organizations of selected human groups (with an emphasis on non-Western and underrepresented groups) are examined, compared, and evaluated. It explores the cultural determinations of individual human behavior and means of adaptation.

### **HST 221: United States History to 1876**

Open to 11, 12

Prerequisite: CLC placement criteria

Credit 1.0 – Social Science Credit and College Credit

This course is a survey of American history from the pre-Columbian era to the end of Reconstruction. Among the topics to be explored are: pre-Columbian Americans, European exploration and colonization of the Americas, African slavery and the Atlantic trade, British Colonial America, the American move to Independence and the establishment of the United States, the Early Republic and the Age of Jackson, Westward Expansion and Sectionalism, and lastly the Civil War and Reconstruction.

### **HST 222: United States History 1876 to Present**

Open to 11, 12

Prerequisite: CLC placement criteria

Credit 1.0 – Social Science Credit and College Credit

This course is a survey of the social, economic, political, intellectual, and cultural history of the United States since 1876. Among the topics examined are: industrialization, immigration, overseas expansion, world wars, economic growth and technological change, the Cold War, urbanization and suburbanization, civil rights and women's rights movements, politics and the evolution of liberalism and conservatism, and the age of globalization.

### **Newcomer Social Studies**

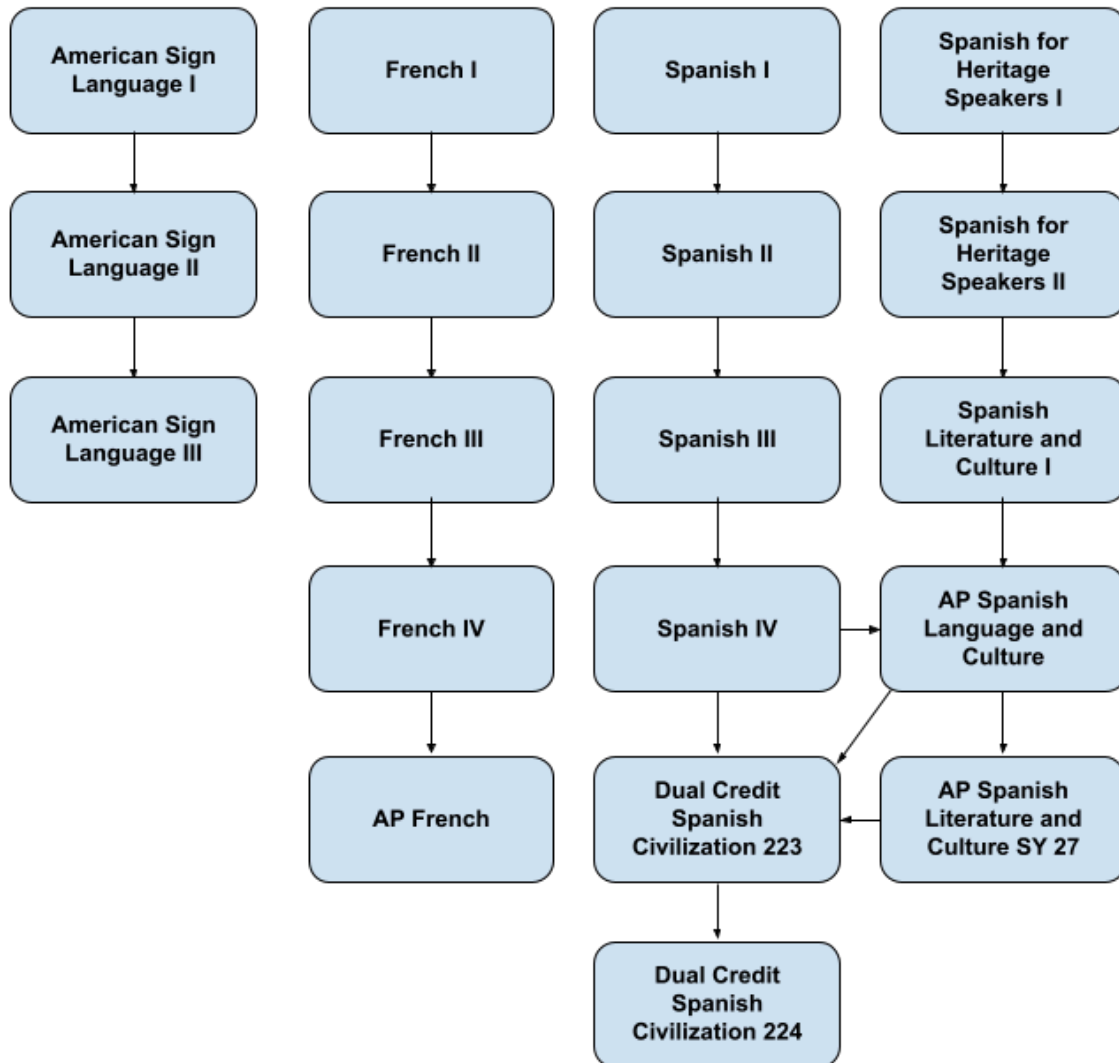
Open to: 9, 10, 11, 12

Prerequisite: EL Department Approval

Credit: 1.0 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.

# 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.

Course skill levels based on ACTFL proficiency benchmarks.

## **American Sign Language (ASL) 1**

Open to: 9, 10, 11, 12

Prerequisite: None

Credit 1.0 – World Language Credit

Skill level = Novice low to Novice mid. 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

Skill level = Novice mid-Intermediate low. ASL 2 continues to build on skills from ASL1 by providing training in both expressive and receptive skills. Students continue to work on fingerspelling, 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

Skill level = Intermediate low-Intermediate high. 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 to the Deaf Community.

## **French 1**

Open to: 9, 10, 11, 12

Prerequisite: None

Credit 1.0 – World Language Credit

Skill level = Novice low - Novice mid. Students in this course are introduced to the French language and culture. 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 of either High School French 1 or 2 years of Middle School French 1A/1B or Department Approval

Credit 1.0 – World Language Credit

Skill level = Novice mid-Intermediate low. Work is continued in developing proficiency 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 in order to broaden communication skills. At the same time, students expand their understanding of the culture of the francophone world.

### **French 3**

Open to: 10, 11, 12

Prerequisite: French 2 with “C” or better or Department Approval

Credit 1.0 – World Language Credit

Skill level = Intermediate low - Intermediate mid. French is used primarily at this level by both teacher and student. Students continue to develop their proficiency in the three modes of communication through all four language skills: listening, speaking, reading, and writing. Students will continue to acquire language and cultural understanding through the continued use of authentic French materials, textbook resources, and grammar practice.

### **French 4 Honors**

Open to: 11, 12

Prerequisite: French 3 with “C” or better or Department Approval

Credit 1.0 – World Language Credit

Skill level = Intermediate mid - Intermediate high. Students intensify work in all four language skills: listening, speaking, reading, and writing to increase students’ proficiency in French. Students will consistently use French in the three modes of communication: interpretive, interpersonal, and presentational. Vocabulary and concepts acquired in levels 1-3 are expanded and practiced for students to increase their French communicative proficiency. This course will guide students to a higher level of proficiency towards the Seal of Biliteracy and/or AP French Language and Culture.

### **Advanced Placement French 5**

Open to: 12

Prerequisite: French 4 with “C” or better or Department Approval

Credit 1.0 – World Language Credit

Skill level = Intermediate high - Advanced low. The AP French Language and Culture course is structured around six AP language themes: global challenges, science and technology, contemporary life, personal and public identities, beauty and aesthetics, families and communities. 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. Students who enroll in this course will practice the skills required for the AP exam in order to be prepared to take the exam in May.

### **Spanish 1**

Open to: 9, 10, 11, 12

Prerequisite: None

Credit 1.0 – World Language Credit

Skill level = Novice low - Novice mid. This course is intended for students with little to no Spanish speaking, listening, reading or writing skills and is **not** intended for students who already use Spanish to communicate. Student language proficiency is built through interactive lessons with a variety of activities, technology, authentic resources, 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 1 or Department Approval via placement test

Credit 1.0 – World Language Credit

Skill level = Novice mid-Intermediate low. This course builds on prior knowledge from Spanish 1 with an emphasis placed on developing communicative skills in the target language using authentic and textbook resources. Students will also expand their knowledge of the culture of Spanish speaking countries. Work is continued in developing proficiency in the four language skills: listening, speaking, reading, and writing.

## **Spanish 3**

Open to: 10, 11, 12

Prerequisite: Successful completion of Spanish 2 with “C” or better or Department Approval via placement test

Credit 1.0 – World Language Credit

Skill level = Intermediate low - Intermediate mid. Spanish is used primarily at this level by both teacher and student. Students continue to develop their proficiency in the three modes of communication through all four language skills: listening, speaking, reading, and writing. Students will continue to acquire language and cultural understanding through the continued use of authentic Spanish materials, textbook resources, and grammar practice. 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: 10, 11, 12

Prerequisite: Successful completion of Spanish Language 3 with “C” or better or Department Approval via placement exam

Credit 1.0 – World Language Credit

Skill level = Intermediate mid - Intermediate high. In efforts to continue building Spanish communicative skills, this course is taught primarily in Spanish. Students intensify work in all four language skills: listening, speaking, reading, and writing to increase students’ proficiency in Spanish. Students will consistently use Spanish in the three modes of communication: interpretive, interpersonal, and presentational. Vocabulary and concepts acquired in levels 1-3 are expanded and practiced for students to increase their Spanish communicative proficiency. This course will guide students to a higher level of proficiency towards the Seal of Biliteracy and/or AP Spanish Language and Culture. This course is also offered for students in the Dual Language program.

## **Advanced Placement Spanish Language and Culture**

Open to: 10,11, 12

Prerequisite: Spanish Language 4 with “C” or better, or Department Approval via placement exam

Credit 1.0 – World Language Credit

Skill level = Intermediate high - Advanced low. This course is designed to further students’ knowledge of the Spanish language and culture through the use of authentic resources, ~~real~~ literature, writing and culture. Grammar skills, interpersonal and formal/informal oral and written 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 can easily make the connection between using Spanish in the formal, academic setting and 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. This course is also offered for students in the Dual Language program.

## **Spanish for Heritage Speakers 1**

Open to: 9, 10, 11, 12

Prerequisite: To ensure accurate placement, students will take a placement exam.

Credit 1.0 – World Language Credit

Skill level = Intermediate speaking & listening, Novice reading & writing. 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 develop their Spanish language skills. The curriculum for this course not only provides lessons in the Spanish language but also the history and heritage of Spanish-speaking countries. This course is also offered for students in the Dual Language program.

## **Spanish for Heritage Speakers 2**

Open to: 9, 10, 11, 12

Prerequisite: Successful completion of Spanish for Heritage Speakers 1, or Spanish placement exam, and/or Department Approval

Credit 1.0 – World Language Credit

Skill level = Intermediate-Advanced speaking & listening, Intermediate reading & writing. 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 AP Spanish Language and Culture or Spanish Literature 1. This course is also offered for students in the Dual Language program.

## **Spanish Literature and Culture 1**

Open to: 9, 10, 11, 12

Prerequisite: Successful completion of Spanish for Heritage Speakers 2 or Spanish placement exam, and/or Department Approval

Credit 1.0 – World Language Credit



Skill level = Intermediate-Advanced speaking & listening, Intermediate reading & writing. This course is designed for students to develop their Spanish proficiency in an intermediate high to advanced level of speaking, listening, reading, and writing in Spanish. The course focuses on grammar, literature, culture, and art from all Spanish-speaking countries. This course is also offered for students in the Dual Language program.

### **Spanish Civilization 223 Dual Credit**

Open to: 11, 12

Prerequisite: CLC placement criteria

Credit 1.0 - World Language Credit and college credit

This course is designed to give the advanced student of Spanish the opportunity to increase his/her proficiency in the Spanish language, and to explore the Spanish speaking culture. A selection of readings from literary works, newspapers, magazines, and articles along with films, short videos, and music will provide the writing and conversational material needed to expand the student's knowledge of the culture and civilization of the Hispanic world.

### **Spanish Civilization 224 Dual Credit**

Open to: 11, 12

Prerequisite: CLC placement criteria

Credit 1.0 - World Language Credit and college credit.

This course is the continuance of Spanish Civilization I. Students will continue to gain cultural enrichment through lively discussions, readings, and writing about the Hispanic world. This course will incorporate a broad variety of materials such as literary works, films, interviews, articles, and media in order to provide the students the opportunity to practice the Spanish language. Topics will be different from Spanish Civilization 223.

# Waukegan High School Special Programs



# Army JROTC



**Mission:** “To Motivate Young People to be Better Citizens”

**Description:** The Junior Reserve Officers’ Training Corps is the largest youth program, with an accredited curriculum, in high school. It serves as a character and leadership development program for our nation’s high school students.

**Vision:** This program prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation.

**Accreditation:** The Army JROTC program is accredited by Cognia (formerly known as AdvancED), the parent organization of the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI). Being accredited means JROTC adheres to Cognia's Performance Standards and demonstrates a commitment to student performance and continuous improvement in education.

**JROTC Co-Curricular Activities:** Cadets participate in a myriad of co-curricular activities to demonstrate their attainment of lesson outcomes. Some of these activities include precision and exhibition military drill competitions, air rifle competitions (optional), Raider Challenge competitions, JROTC Leadership and Academic Bowl (JLAB), Science, Technology, Engineering, and Mathematics (STEM) Camp, and a physical fitness competition known as JROTC Cadet Leadership Challenge (JCLC). Cadets who complete 4 years of JROTC co-curricular activities and its challenging curriculum will be more college and/or career ready.

**College Opportunities:** With assistance from an organization working independently of JROTC, the College Options Foundation can help Cadets locate colleges offering credits for completing JROTC. Additionally, Army ROTC (not JROTC) offers college scholarships to Cadets who qualify for their scholarship program. For more information, visit [www.collegeoptionsfoundation.net](http://www.collegeoptionsfoundation.net) or [www.goarmy.com/rotc/high-school-students.html](http://www.goarmy.com/rotc/high-school-students.html).

**Note:**

1. Students may enroll in JROTC as an elective or to fulfill the Physical Education credit for graduation.
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 Training - The Emerging Leader)**

Open to: 9, 10, 11, 12

Prerequisite: None

Credit 1.0 – JROTC or Physical Education Credit

This is the first of four core courses in the Army Junior Reserve Officers' Training Corps (JROTC) high school program. This course supports 22 lessons designed for first-year Cadets. First-year Cadets are introduced to content that will help the inner leader begin to emerge. Knowledge, skills, and abilities acquired in this unit are covered in five chapters.

### **JROTC 2 - (Intermediate Leadership Education and Development - The Developing Leader)**

Open to: 10, 11, 12

Prerequisite: "C" or better in LEAD 1 and maintain cadet status.

Credit 1.0 – JROTC or Physical Education Credit

Course 2: Leadership Education and Training (LET) 2 – Developing Leader builds upon the mastery of LET 1 skills and abilities, providing Cadets with new and more challenging opportunities in leadership development. There are 24 active-learning lessons within eight chapters.

### **JROTC 3 - (Leadership Education and Training - The Supervising Leader)**

Open to: 11, 12

Prerequisite: "C" or better in LEAD 2 and maintain cadet status.

Credit 1.0 – JROTC or Physical Education Credit

Course 3: Leadership Education and Training (LET) 3 - Supervising Leader builds upon the mastery of LET 1 and 2 skills and abilities, providing Cadets with new and more challenging opportunities as a leader by overseeing the planning, project implementation, and team personnel. Cadets at this level can acquire battalion staff positions and responsibilities and help integrate improvements in the local JROTC program and community. There are 20 active-learning lessons within seven chapters.

### **JROTC 4 - (Leadership Education and Training - The Managing Leader)**

Open to: 12

Prerequisite: "C" or better in LEAD 3 and maintain cadet status.

Credit 1.0 – JROTC or Physical Education Credit

Course 4: Leadership Education and Training (LET) 4 - Managing Leader provides Cadets multiple opportunities to manage and lead in the battalion, in the school, and their respective communities. The LET 4 Cadet is ready to assume responsibilities and manage him or herself and others whom they work with or oversee as a Cadet manager. There are 12 active-learning lessons within five chapters.

## **Seminar Courses**

### **Freshman Seminar**

Open to: 9

Prerequisite: None

Credit: 1.0 - Elective Credit/9th Grade Enrollment Required

This course is intended to provide freshmen with the Academic, Behavioral Health, and Social and Emotional Skills necessary for a successful transition into high school. Students will develop organizational, problem-solving, critical thinking, and literacy skills. This course will offer students mentorship and tailored support to facilitate the achievement of both their personal and academic objectives.

### **Sophomore Seminar**

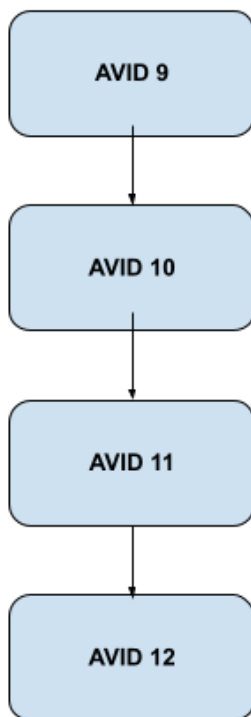
Open to: 10

Prerequisite: None

Credit: 1.0 - Elective Credit

This course is intended to provide sophomores to further develop the skills focused on during Freshmen Seminar while being able to recoup graduation requirements. Students will enhance academic skills necessary for successful continuation in high school and increase their organizational, problem-solving, critical thinking, and literacy skills. Sophomores enrolled in the seminar will participate in credit recovery courses.

# AVID



## **AVID 9**

Open to: 9

Prerequisite: Application process

Credit 1.0 – Freshmen Seminar Credit

This course introduces the AVID strategies and skills to help students be successful in high school and to develop a college-ready student. Specific instruction includes: teaching of the focused note-taking system, organizational skills, time management skills, personal goal setting, collaborating with others, understanding the importance of reflection, developing inquiry skills, maturing writing skills, introducing philosophical chair discussions, working on test preparation skills, introducing service-learning projects, and researching colleges and careers.

## **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 to prepare for college entrance exams, career research, time management,

philosophical chair discussion, tutorial development, service-learning work, and more practice with the Focused note-taking system: 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 or departmental approval

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, college-level discussions, Socratic seminars, and development in the four essential skills of, goal setting, leadership qualities, research, and college preparation. Students will explore the college application process, the college admission process, the financial aid process, and review test preparation for the ACT and SAT. Additionally, students will research different colleges to create lists of potential schools, as well as participate in college visits and explore career options.

### **AVID 12**

Open to: 12

Prerequisite: Enrolled in AVID program or departmental approval

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. AVID 12 elective teachers act as mentors to students to help ensure they have a plan for after high school. Using AVID strategies, students will focus on writing college essays, applying to colleges, completing the Common Application used by colleges, completing the FAFSA, and refining their college goals. Students practice college-level discussions, Socratic seminars, research, and the finalization of the college process, including understanding financial aid award letters. Students will present knowledge of the AVID strategies through writings and presentations.

# 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 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. The fees listed are the best available information at this time. Students whose 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 smartphones, 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. 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 Principles 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 the patient's 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: None

Fee: \$36.00\*

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 the 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-art 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 firefighting 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 being 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 in policing. The class will also explore basic crime scene investigation, interview and interrogation methods, and a study of a 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 technicians, medical assistants, and medical office professionals. 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, test scientific principles, and perfecting 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 hands-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 two years 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 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 the 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: None

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 can 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), integrating 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.