



# HOMEWOOD-FLOSSMOOR COMMUNITY HIGH SCHOOL Academic Course Catalog 2023-2024





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## Vision Statement

Let here prevail the greatest expectations in academics, civil responsibility, and personal growth within a diverse community.

## Mission Statement

The quality of each student's life improves through the educational experience at Homewood-Flossmoor High School. The institution upholds the highest standards of intellectual growth, and ethical, aesthetic, occupational, emotional, social, and physical development in an expanding global society. With belief in the fundamental worth and dignity of all individuals and recognition of diversity of backgrounds, abilities, interest, and aspirations, individuals will learn to respect the rights of others.

## HOMewood-FLOSSMOOR HIGH SCHOOL

www.hfhighschool.org

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Flossmoor, IL 60422

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# Welcome to H-F!

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January 2023

Dear H-F Parents and Students:

We are excited to share the course offerings for the 2023-2024 school year with you. We know that you have chosen H-F because of our tradition of academic excellence as well as the meaningful relationships that your students will develop with their peers and teachers.

Our rigorous graduation requirements go well beyond the standards set by the state of Illinois, providing multiple options for all students to meet and exceed H-F's high academic expectations. Designed to serve all students, our courses have been carefully constructed to provide students with the skills and knowledge necessary for their current and future academic success.

As you peruse the course selections, you will note the depth and breadth of our curricular offerings beyond the graduation requirements. H-F offers a wide array of electives throughout the content areas that allow students to develop their talents, discover new passions, and become well-rounded young adults who will achieve postsecondary success.

We encourage parents and students to plan for the 2023-2024 school year together. Here are a few tips for bolstering students' educational achievement:

- Choose courses that will stretch students intellectually, socially, and emotionally. Research shows that students who accept the challenges of more rigorous courses earn higher scores on standardized tests and are better prepared for college-level work.
- Engage in conversations with H-F teachers, counselors, and other staff to learn more about our courses and programs.
- Take a class during 1st period to expand opportunities for academic enrichment through H-F's extensive elective program.

Regardless of the content area, our teachers and department chairs work diligently to ensure that all classes are both challenging and relevant to students' current and future lives. Overall, by forging solid relationships between parents, students, staff, and community members, H-F is entering the new school year with confidence that we are providing an outstanding educational experience for each of our students.

We thank you for your continued support, parents, and welcome your input and active participation in supporting our students' educational needs.

Best regards,

Dr. Clinton Alexander  
Principal

Dr. Scott Wakeley  
Superintendent

Dr. Jennifer Hester  
Director of Curriculum,  
Instruction, and Professional  
Development



# School Leadership

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## School Leadership

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Dr. Scott Wakeley	Superintendent	708-335-5500
Dr. Clinton Alexander	Principal	708-335-5540
Dr. Jennifer Hester	Director, Curriculum, Instruction & Professional. Development	708-335-5330
Dr. Angela Taylor	Director, Special Education	708-335-5690
Dr. Lawrence Cook	Chief School Business Official	708-335-5505
Jodi Bryant	Director, Human Resources	708-335-5550
Craig Fantin	Associate Principal – South Building	708-335-5593
Shannon Swilley	Associate Principal - South Building	708-335-5647
Dr. Quitman Dillard	Assistant Principal – North Building	708-335-5604
Jen Rudan	Director, Student Supports	708-335-5725
Carla Erdey	Director, Communications & Community Engagement	708-335-5504
Matthew Lyke	Director, Athletics	708-335-5003
Gail Smith	Director, Activities	708-335-5225
Steve Richardson	Director, Information Services	708-335-5740
Jim Patterson	Director, Operations & Maintenance	708-335-5521
Ann Cherry	Director, Alumni Relations & Development	708-335-5530

## Department Chairs

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David Kush	Assessment	708-335-5585
Benjamin May	Career & Technical Education	708-335-5660
Jeanne Miller	English	708-335-5575
Jaclyn Wargo	Fine Arts	708-335-5640
Robert White	Mathematics	708-335-5710
Adam Vogel	Physical Education/Health/Driver Safety Education	708-335-5340
Lauren Freeman	Reading	708-335-5009
James Schmidt	School Counseling	708-335-5650
Kimberly Smith	Science	708-335-5590
Nick Anello	Social Science	708-335-5655
David Dore	Special Education	708-335-5690
Jonathan Miller	World Language	708-335-5360

## Counselors

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Name	Alpha	Extension
James Schmidt	Department Chair	708-335-5650
Brad Kain	Post-Secondary Counselor, A-K	708-335-5615
Kevin Coy	Post-Secondary Counselor, L-Z	708-335-5614
Tiphnee Staples	School Counselor, A-Brown	708-335-5619
Lindsay Levenson	School Counselor, Brown-Dr	708-335-5623
John McCarthy	School Counselor, Ds-Har	708-335-5621
Dawn Edwards	School Counselor, Has-Lam	708-335-5616
Melissa Sauder	School Counselor, Lan-Moy	708-335-5606
Lorrie Maul	School Counselor, Moz-Rod	708-335-5618
Dr. Karen Olson	School Counselor, Roe-Thom	708-335-5620
Roberto Suarez	School Counselor, Thon-Z	708-335-5617
Dana Palermo	504 School Counselor	708-335-5045
Danielle Mitchell	Student Support Counselor	708-335-5622
Carla Boyd	School Psychologist, A-L	708-335-5328
Marina Brennan	School Psychologist, M-Z	708-335-5681
Kofi Shuck	Anchor Psychologist, A - Z	708-335-5301
Anna Pignatiello	School Psychologist	708-335-5350
Ashley Keca	Special Education Counselor, A – Z	708-335-5624(S)/5136(N)



# Graduation Requirements

**Total Credits** — A minimum of 22 units of credit is required for graduation from Homewood-Flossmoor Community High School District 233. One-half unit of credit is earned upon completion of a subject that meets each day scheduled for one semester. The successful completion of a course that meets each day for an entire year is worth one unit of credit. Students are expected to take an average of 5.5 credits per year. At the end of four years, students will have earned the minimum of 22 units required for graduation. Of the 22 units of credit required for graduation, 18.5 credits must come from the areas listed below.

**English** — Four units of credit in English, specifically: one unit of *English I*, one unit of *English II*, one unit of *English III*, and one unit of *English IV*.

**Mathematics** — Students must be enrolled in math courses during the freshman, sophomore and junior school year. Students must earn credit in three math courses while enrolled as high school students. Those courses must include *Algebra I*, *Geometry* and *Algebra II/Trigonometry*, or courses whose prerequisites include these courses.

**Science** — Three units of credit must be earned through successful completion of *Biology*, *Chemistry* and *Physics*.

**Social Science** — This requirement includes one unit of *World History*, one unit of *United States History*, one unit of *Economics*, and .5 unit of *U.S. Government & Politics*. The State of Illinois' consumer education requirement is fulfilled by successfully completing *Economics*. Additionally, the state's Civics, U.S. and Illinois Constitution education requirement is fulfilled by successfully completing *U.S. Government & Politics*.

## Physical Education, Health, Driver/Safety Education

Four units are required.

**Physical Education:** A student must be enrolled in *Physical Education* each semester that he or she is enrolled in school. Enrollment in *Health* and *Driver/Safety Education* is considered enrollment in *Physical Education*.

**Health:** The required *Health* course fulfills .5 units of the 4 unit *Physical Education* requirement. The *Health* course must be taken during the freshman or sophomore year and includes all topics mandated by the School Code of Illinois.

**Driver/Safety Education:** The classroom phase of *Driver Education* is required of all students. Safety education is a part of the instruction. *Driver Education* fulfills .5 units of the 4-unit *Physical Education* requirement. The State of Illinois requires that students have passed eight (8) courses (four units of credit) during the previous two semesters prior to taking *Driver Education*.

## Performance Requirements

State law requires that one unit of course work be chosen from one of the following:

- A. Career & Technical Education
- B. Fine Arts
- C. World Language
- D. Performing Arts

## On Track For Graduation

Students are on track for graduation if they meet the following requirements. These may not apply to students with an IEP (Individualized Education Program):

1. At the completion of freshman year: *Algebra 1*, *Biology*, *English 1*, *Health/PE* and at least 5.5 credits.
2. At the completion of sophomore year: All freshman requirements in addition to *Chemistry*, *Geometry*, *English 2*, *Soph PE/Driver's Ed.*, *World History* and at least 11 total credits.
3. At the completion of junior year: All freshman and sophomore requirements in addition to *English 3*, *U.S. History*, *Algebra 2/Trig*, *Junior PE* and at least 16.5 total credits. It is strongly recommended that a student have also completed *Physics* by this time.
4. At the completion of senior year: All freshman, sophomore and junior requirements in additions to *English 4*, *Economics*, *Senior PE*, *U.S. Government & Politics*, and at least 22 credits.

*Any exceptions to these procedures must be approved by the superintendent or his designee.*

## Transfer Students

When a student transfers to District 233, a request will be made for an official transcript of all previously earned units of credit. The superintendent or designee shall evaluate the units of credit with respect to District 233 graduation requirements. The superintendent or designee shall approve any exceptions to District 233 requirements.

## Definition of Terms and Symbols:

*Prerequisite:* Credit has been earned in a course to enter another course. *Departmental Consent:* Written approval from Department Chair. *Credit:* Units of Credit



# Course Selection Information

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- ☐ Student registration/course selection will be online this year. Details will be forthcoming in January.
- ☐ Parents/guardians and students are encouraged to work together completing the online course-selection process.
- ☐ Students will meet individually with their counselor in January or February to discuss their course and level selections for the following year.
- ☐ All course selections will be completed by February. Courses and levels will be selected by the counselor for students who do not complete their online course registration.
- ☐ Students must choose courses carefully. These selections will comprise their schedule for the upcoming school year.
- ☐ Changes may occur to these selections for several reasons, including but not limited to the following:

- A course is cancelled due to low enrollment.
- There is a conflict between two or more course selections.
- Changes in programming are necessary due to a second semester or summer school failure.

- ☐ Questions should be directed to the Guidance Department.

## Class of 2027

- ☐ Course and level registration for incoming freshmen will be held throughout the month of February.
- ☐ Specific registration details will be mailed home in January.

## Opportunities to Note

A growing number of students are entering college with college credits gained through Advanced Placement (AP), and the College Level Examination Program (CLEP), as well as through taking college courses during high school. This is something students may want to consider as they plan their academic program.







# Schedule or Level Changes

## Making Changes to a Schedule

All students carry a minimum of six classes per semester. In the event that students wish to change a course or level, the following procedure will be used. *All changes are dependent upon available seats in the class.* All schedule changes are made by the counselors, and all forms are available in the Guidance Office. Until the counselor makes the change, students must attend all classes on their schedules.

### 1. Changing Classes

The class change form is available in the Guidance Office and must be filled out and signed by the student, parent, teacher and counselor. Course changes should be made PRIOR to the first day of class in each semester but can be made through the 10th day of class. Students changing courses are responsible for making up ALL assignments, tests and quizzes. Class changes are allowed for the following reasons:

- The student receives a “D” or “F” in a class after selecting the next course in the sequence and does not wish to continue in the course sequence.
- The student visits a college and in order to be accepted, the college requires a course that was not originally selected.
- The student requests a class in summer school, but the course was not offered or the student did not enroll or was not successful in it.

### 2. Level Change

Level changes are contingent upon availability of seats in the other level, and overloading a class to accommodate a change will not be approved. **Due to limited class size, it is important to choose the appropriate level when selecting courses.** Before requesting a level change, a student must be in the class for at least the first five days of the semester, unless they are moving up a level. The required level change form is available in the Guidance Office, and must be completed by the student, parent, teacher, Department Chair and counselor. The timeline for a level change is as follows:

- For year-long classes: level changes may be made through the Friday following the mailing of 1st quarter IPRs in the 1st semester and the first 10 days of school in the 2nd semester.
- For semester-long classes, level changes may be made through the Friday after 1st and 3rd Quarter IPRs are received.

### 3. Withdrawing from a Class

To initiate a withdrawal from a class, students must make an appointment with their counselor. When students withdraw from a course, the following conditions prevail:

- The first 10 days of the semester a student can drop a class and add another class if seats are available and the change doesn't require a change in other classes.
- Days 11-20 of each semester, a student can drop a class and go into study hall.
- Day 21 through the end of 1st quarter (for 1st semester) or Day 21 through the end of 3rd quarter (for 2nd semester) a student can drop a class and go to study hall. The student will receive a “W” (Withdrawal) or a “WF” (Withdrawal-Failure) on their transcript for this class. After the end of the first or third quarter, the student must remain in the class until the current semester ends.

**Students must remain in the class until the change process is completed by the counselor.**



# School District 233 Policies

## Grade Weighting and Class Rank

### **Board of Education Policy #6:282**

A grade-weighting system recognizes and reports differences in course rigor, encouraging students to take classes that challenge them to their highest potential. The table below represents the four-tier weighting system, with students earning a greater weight for completing Advanced Placement & International Baccalaureate coursework with a C or better.

4-TIER WEIGHTING SYSTEM					
	A	B	C	D	F
AP/IB	7	6	5	2	0
Honors	6	5	4	2	0
College ---Prep	5	4	3	2	0

These values are used to calculate a weighted grade average. Rank in class is determined from the rank-order list of these averages with the highest average ranking first in the class. In the event of a tie, the student with the highest number of successfully completed semester units of credit will rank ahead of the other student(s). The superintendent will make appropriate adjustments in this policy for the handling of transfer students.

## UNWEIGHTED GRADE POINT AVERAGE (GPA)

A student's unweighted GPA is determined by adding each grade earned in a course for the grading period (A=4, B=3, C=2, D=1, F=0) and dividing the sum by the total number of courses in which a grade was given, regardless of the course designation.

### TRADITIONAL 4-POINT UNWEIGHTED GPA SCALE

GRADE POINT AVERAGE	GRADE EQUIVALENT	RATING
4.0	A	Excellent (4.0-3.67)
3.67	A-	
3.33	B+	Good (3.66-2.68)
3.0	B	
2.67	B-	Fair (2.67-1.68)
2.33	C+	
2.0	C	
1.67	C-	Poor (1.67-.67)
1.33	D+	
1.0	D	
.67	D-	
0	F	Failing (.66 - 0)

## Pass/Fail and Audit Options

### **Board of Education Policy #6:284**

The Pass/Fail and Audit Options permit and encourage students to explore elective course offerings more widely without jeopardizing their grade point average and class ranking. All students may elect to take the equivalent of one (1.0) elective

credit on a pass/fail basis or audit one (1.0) elective course for no credit per calendar year. A maximum of 4.0 credits can be obtained on a pass/fail or audit option. Prerequisites for courses taken either pass/fail or audit must be completed. Due to the special nature of our leveling program, only regular level (i.e. college prep) elective courses may be taken pass/fail. Any regular level elective course listed as available to students may be chosen for the pass/fail or audit option. However, in order to aid in reaching the objective of diversification and exploration, no more than 2.0 courses within one subject area may be taken pass/fail or audit, nor may any Board of Education graduation requirement be selected. General subject areas are Career & Technical Education, Driver Education, English, Fine Arts, Mathematics, Physical Education, Science, Social Science and World Language. Students taking a course pass/fail or audit are expected to complete all of the course assignments and assessments. Failure to do so may result in the student being dropped from the course.

**Pass/Fail Option:** The deadline for electing the pass/fail option is the 10th day of the semester (fourth day of Summer School). The option cannot be reversed. If a student drops or withdraws from a pass/fail course after 20 school days, a grade of WF or W will be recorded on the transcript. The student may not register for another course to replace it. The student will be placed in a study hall. Teachers know which students are registered pass/fail and grade the student's work as though it were not on a pass/fail basis, but they will only report P (pass) or F (fail) on the semester grade report. The forms for electing pass/fail or audit are in the Guidance Dept.

**Audit Option:** Students may audit a class by attending on a regular basis, but not receiving grade or credit. Students may not later apply for credit by examination in the course, nor may they change their status during the time they are attending the class (from auditing to earning credit, and vice versa). If students are dropped from an audited class, study hall is assigned and the audit option is not available. To audit a class, students must pick up the audit form in Guidance prior to the first day of the class and must secure the permission of the appropriate department chair and counselor. This written permission must be presented to the student's counselor no later than the first day of the class. In summer school, students may obtain permission from the Summer School principal. Students auditing a class in summer school must pay the regular tuition rate. *No student is permitted to audit a class during the regular school year if he/she is carrying less than 2.5 credits in a semester. Students taking a course for credit will be given priority over those students auditing the course when limited seats are available.*





# Curriculum Course Levels

The teachers and administrators of Homewood-Flossmoor High School believe the greatest service we can provide our students is an education that provides them with the intellectual, emotional, and social skills necessary to succeed in their post-secondary life. To this end, Homewood-Flossmoor High School has adopted an open enrollment policy for course selection, which permits students and their families to select all of their courses under the professional advisement of their school counselors.

- **College Prep**

This intense curriculum engages students in extensive reading, writing, research, problem solving and critical thinking assignments in preparation for advanced study at the post-secondary level. These courses feature analysis and discussion, guided inquiry, cause and effect reasoning, requiring students to think abstractly and to apply knowledge to new situations. **While the College Prep is currently an appropriate placement for some, we encourage students to strive toward enrollment in Honors-level courses.**

- **Honors Level**

Students with high academic goals, a history of academic achievement, and heightened personal motivation are encouraged to enroll in honors classes. As a general rule, students in honors classes study additional materials beyond the college prep in greater depth and at an accelerated pace. Additionally, they develop in-depth projects and reports. In order to maximize the acquisition of course content, honors classes challenge students to engage in inferential reasoning as they further develop their analytical skills. **While the Honors level is currently an appropriate placement for some, we encourage students to strive toward enrollment in Advanced Placement level courses.**

- **Advanced Placement®**

Using a curriculum specified by the College Board, AP classes replicate entry-level university courses. Students possessing keen analytical ability and a desire for self-motivated inquiry are encouraged to enroll. Each course



culminates with a College Board Advanced Placement exam in which students may earn college credit and/or advanced placement in college programs. **We encourage students to accept the challenge of enrolling in introductory university-level Advanced Placement courses.**

- **International Baccalaureate®**

International Baccalaureate Diploma Programme® courses are open to juniors and seniors who have successfully completed the two-year H-F IB Prep Academy as freshmen and sophomores. IB® courses provide upper-level high school students with an academically challenging and balanced program of study that replicates college-level work. Students who successfully complete IB courses in English, World Language, Social Science, Science, Math, Art or Music, and the *Theory of Knowledge* – and who also meet the Extended Essay and Creativity, Activity, and Service requirements – may earn an IB Diploma in addition to their H-F diploma.



## Course Grades

The grade a student receives in a course is based upon several factors, including but not limited to, performance on tests/quizzes, homework assignments, projects and classroom participation. The faculty and administration of Homewood-Flossmoor High School believe that a grade should reflect a combination of both aptitude and work ethic, and that students who receive a high grade display both of these characteristics. In addition, a grade in a course with one teacher should reflect roughly the same aptitude and work ethic as an identical grade in the same course with another teacher, keeping in mind that no two classroom teachers judge proficiency in exactly the same manner.

## Selecting Courses

As they consider courses that will stretch them academically, students should be aware of the realities of the college admission process. College admissions directors emphasize that a variety of factors are considered when admitting students, including class rank, grade point average, rigor of high school courses, performance within the courses completed, and the quality of the high school. While taking challenging courses is important, it is equally important to perform well in one's courses. **For the purposes of course selection, academic success is defined as maintaining at least an unweighted 2.8/4.0 GPA. That means earning As and Bs, and Cs only on rare occasions.** For highly selective schools, students should strive to receive As or Bs in their coursework. The goal is for students to take the most demanding courses possible while still achieving academic success (a C or better). School counselors — as well as department chairs and/or teachers — are well-qualified to answer additional questions regarding appropriate course selection. School counselors will work with families to make enrollment decisions that best fit the needs of each individual student.



# Advanced Placement

**D**istrict 233 Homewood-Flossmoor High School's robust Advanced Placement program offers students 28 AP courses in six content areas. Employing a curriculum specified by the College Board, AP courses replicate entry-level university courses and are pre-AP courses. AP courses promote academic curiosities and are highly engaging. HF encourages all students to enroll in at least one AP course before graduation. Numerous studies have shown that students who successfully complete a challenging high school curriculum are more prepared for the demands of post-secondary work and perform at a higher level than their peers who do not enroll in such rigorous courses. Homewood-Flossmoor High School aims for students to select courses that will challenge them academically while providing them with the optimum opportunity for success.



## ENGLISH

- AP English Literature & Composition\*
- AP English Language & Composition

## FINE ARTS

- AP History of Art+
- AP Art & Design Program
- AP Music Theory & Composition

## MATH

- AP Pre Calculus AB
- AP Calculus AB
- AP Calculus BC
- AP Computer Science Principles
- AP Computer Science A
- AP Statistics

## PE/HEALTH/DR. ED

- Pre AP Dance

## SCIENCE

- AP Biology
- AP Chemistry
- AP Environmental Science
- AP Physics 1: Algebra-Based
- AP Physics 2: Algebra-Based
- AP Physics C: Mechanics

## SOCIAL SCIENCE

- AP European History
- AP Human Geography
- AP Economics\*
- AP Psychology
- AP U.S. Government & Politics\*
- AP U.S. History\*
- AP World History: Modern\*
- AP Seminar
- AP Research

## WORLD LANGUAGE

- AP French 5
- AP Spanish 5

*\*Fulfills a graduation requirement*





# Dual Credit

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**H**omewood-Flossmoor High School offers dual credit courses in partnership with community colleges and other four year institutions. Students who successfully complete the courses below have the opportunity to earn college credit in addition to high school credit with the institutions indicated.



## BUSINESS EDUCATION

### Homewood-Flossmoor High School Courses

Introduction to Business (5382) AND  
Entrepreneurship & Management (5544)

### Prairie State Community College Courses

BUS 170 Entrepreneurship & Small Business Mgmt. - 3 Credits

## FAMILY & CONSUMER SCIENCES

### Homewood-Flossmoor High School Courses

Introduction to Education (51713)

### Lewis University Courses

Introduction to Education - 3 Credits

## INDUSTRIAL & TECHNOLOGY EDUCATION

### Homewood-Flossmoor High School Courses

Welding Tech I (5775) AND  
Welding Tech II (5785)  
Welding Fabrication & Advanced Process (5777)  
Automotive Electrical (5667) AND  
Brakes, Steering, Suspension, Alignment (5853)  
Small Engine Repair (5812) AND  
Engine Repair (5823)

### Prairie State Community College Courses

WELD 115 Basic Arc Welding/Oxyfule Welding - 3 Credits  
WELD 215 Iterm. Arc Welding/SMAW, GMAW - 3 Credits  
AUTO 101 Basic Automotive Service & Systems - 3 Credits  
AUTO 102 Automotive Engines - 4 Credits



# IB Prep Academy & IB Diploma Programme

With more than 3,400 IB World Schools across 157 countries, the International Baccalaureate Organization (IBO) was founded in 1968 in response to the demands of world diplomats who were seeking a rigorous, relevant, and consistent academic program for their children as they traveled from country to country.



The IB Prep-Academy and IB Diploma Programme encourage students to become independent thinkers, as it incorporates best practices from a range of international frameworks that extend beyond government and national systems. The programme also provides students with the community needed to become inquiring, knowledgeable and caring young people, who are motivated to succeed in high school and beyond.

The four-year pathways cultivated through the H-F IB Prep Academy and IB Diploma Programme immerses students in the two most challenging and internationally recognized high school curricula: Advanced Placement and IB. The H-F IB Prep Academy gives students an opportunity to experience honors courses, along with an accelerated Advanced Placement program traditionally reserved for junior and senior level students, during their freshman and sophomore years. Coupled with the AP program, the H-F IB Prep Academy members matriculate through the International Baccalaureate Diploma Programme during their junior and senior years.

The IB Diploma Programme provides high school students with an academically challenging and balanced program of study to develop students' content knowledge in a systematic fashion as it fosters their growth. IB Diploma Programme graduates are recognized internationally as well-rounded critical thinkers who possess strong research, writing, and oral communication skills. These skills are highly coveted by post-secondary institutions and in the workplace.

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through a global mindset. These programs encourage students across the world to become active, compassionate and lifelong learners who understand and appreciate the differing needs of others outside of their community.

To find out more about the H-F IB Prep Academy and IB Diploma Programme, please contact **Krystal Davis** at 708-335-5689 or [kdavis@hf233.org](mailto:kdavis@hf233.org) or **Dr. Jennifer Hester** at [jhester@hf233.org](mailto:jhester@hf233.org) or 708-335-5330. Further information is also available at [hfhighschool.org](http://hfhighschool.org).





# H-F MVP Academy

**T**he H-F Media, Visual & Performing Arts (MVP) Academy is a two-year program where students have the opportunity to develop their talents in an art-focused field. The MVP Academy is designed to afford students who are passionate about their art a unique experience where art is the focal point of their education — the culmination of which is a collaborative project working with other creative thinkers to solve a real-world problem.

Each MVP Academy student focuses on a specific art concentration, refining his or her craft through rigorous courses and participation in unique and collaborative experiences throughout the program. There are four pathways in MVP Academy: **Media, Visual Arts, Theatre and Music**. Within each pathway, students experience the following strands of art study:

- **Strand 1: Performance, Production, Presentation & Creation**

Students develop the ability to express ideas by creating original artworks in media, visual arts, theatre or music. Through their artistic experience, they enhance their power of imagination, creative thinking and presentation skills. Additionally, they develop a respect for continual exploration & experimentation.

- **Strand 2: Reflection, Response & Analysis**

In the roles of both artist and audience, students explore, respond to, analyze and interpret the artistic works they experience. Students develop their understanding of the variable meanings that art can convey as they develop a deeper understanding of their own works and the works of others.

- **Strand 3: Exploration of History & Cultural Context**

Students develop their understanding of the meaning and value of artists' work as related to the artists' own communities, cultures and history. Students are provided with diverse opportunities to contribute, reflect upon, and respond to the arts within their own community, as well as within other historical, personal, social and cultural contexts.



In addition to the regular Fine Arts education pathways, MVP Academy students have their arts experience enriched with two additional courses: *Aesthetics and the Creative Process Across the Arts* and *Comparative and Collaborative Arts Seminar*. These two classes enhance students' ability to work both creatively and collaboratively as they challenge students to think at a deeper level while they create at a higher level.

Students who are interested in joining the MVP Academy need only to enroll in first-level Fine Arts courses their freshman year, followed by second-level courses their sophomore year. As sophomores, students begin the MVP Academy application process by submitting a portfolio and a written application. The application process further includes auditions for the performance-based pathways of music and theatre.

The H-F Media, Visual & Performing Arts Academy is committed to fostering students' passions and cultivating their creativity and personal talents as it develops them into future leaders and nurtures their lifelong engagement with and appreciation for the arts.





# Preparing for Your Education after High School

Students, you will devote much time, energy and effort pondering the many choices you will face upon entering high school. Asked to make course selections which correlate to your education and career plans, you will find yourself thinking more and more about life after graduation. In thinking about life after high school graduation, you should keep foremost in your mind that no matter which post-high school education you pursue, you will ultimately enter the workforce in some capacity. You may choose to work at home via computer technology, which will link your home to almost any place on the globe. You may elect to go to work in a more traditional environment, where you might work in an office or industrial setting, or you may ultimately work in an environment that is constantly changing. Whatever the place, whatever the career, you should be continually thinking about entering the workforce and finding success and fulfillment in the career or careers you choose.

One way to prepare for success in the workplace is to gain a better understanding of what business and industry expect of a productive worker. Local businesses and industries completed a detailed survey which asked them to list the ten most important skills current and future employees must possess in order to be successful at work. Those 10 skills are:

1. Positive work attitude
2. Strong reading ability
3. Customer-focused attitude
4. Good team member
5. Continuous learner
6. Strong communication skills
7. Good listening skills
8. Flexibility and quick adaptation to change
9. Positive interpersonal skills
10. Self-directed worker

Students, you can begin acquiring, developing and practicing these skills now. Through your classes, after-school activities, sports endeavors, and other school-related opportunities, you can gain experience in these 10 critical areas — experience which will combine with your education after high school graduation to provide you the best chances at success in the workplace.

Use your high school years as a time to continue learning about the world of work by visiting area businesses and industries, volunteering to work in the community, researching different careers, and asking questions of significant adults who operate in the business world. Remember, what-

ever educational path you take when you graduate, whether it be community college, a four-year university or on-the-job training, that path can lead you to a productive, satisfying career. Start now getting ready for the new workplace.

## Where to Get Help

Students and parents are encouraged to see their School Counselor or the Post-Secondary Counselors for:

- College planning information
- Information about scholarships and financial aid
- Information on summer programs, also visit:  
[hfhighschool.org/resources/guidance-departments](http://hfhighschool.org/resources/guidance-departments)

## SCHOOLINKS

All students and parents have access to this high school and post-high school web-based planning tool. All freshman students register for the program within the first semester and are able to access it throughout high school. Parents can obtain their registration code from their child's counselor. Schoolinks can be used for college planning, scholarship searches, learning styles identification, exploring career interests and much more. Log on to <https://www.schoolinks.com>

## Viking Voyage to Success

- Select courses carefully. Challenge yourself. Seek the advice of teachers and counselors.
- Take math through your senior year.
- Take foreign languages through the senior year if you plan to attend a four-year college or university.
- Take electives that relate to your possible college major or career choice.
- Become computer literate.
- Take an SAT/ACT Test prep workshop.
- Take the PSAT in October of your junior year.
- Take the SAT and ACT Test in the spring of your junior year. Retake the SAT no later than September of senior year for college admission and December of senior year for scholarship consideration.
- Lay the groundwork for college recommendation letters early.
- Become involved in school and community activities beginning in the 9th Grade.
- Get to know your teachers, counselors, school administrators and community members.
- Investigate colleges, universities and technical/community colleges during your freshman, sophomore and junior years.



# Standardized College Entrance Examinations

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**S**tudents take the SAT in their junior year and are recommended to take it again as seniors in order to have the highest scores possible for college entrance and scholarship consideration. In addition to the SAT, H-F recommends that students take the ACT. Virtually all colleges and universities will now accept either exam in the application process. If you're applying to a college that requires SAT Subject Tests, these should be taken as you advance in factual knowledge in an area.

## PSAT/NMSQT

This test serves as a practice for the SAT, a preliminary indicator of how a student will score on the SAT, and is the qualifying test to be a National Merit and National Achievement Scholarship Semi-Finalist (for juniors only). The test is given in October to juniors only on a voluntary basis.

## SAT

The SAT includes a Reading Test, Writing and Language Test, Math Test, and an optional essay component, which some colleges will require. SAT questions focus on skills that matter most for college readiness and success, according to the latest research. The reading test consists of questions based on reading passages and informational graphics. The writing test asks students to look at different passages and interpret or correct them. To answer some questions, you'll need to look closely at a single sentence. Others require reading the entire piece and interpreting a graphic. For instance, you might be asked to choose a sentence that corrects a misinterpretation of a scientific chart or that better explains the importance of the data. The math test focuses in depth on the three areas of math that play the biggest role in a wide range of college majors and careers: Heart of Algebra, being quantitatively literate, and questions that require the manipulation of complex equations. All students take the SAT during the spring of their junior year.

## SAT Subject Tests

The SAT Subject Tests are one-hour, primarily multiple-choice tests in specific subjects that measure knowledge or skills in a particular subject and your ability to apply them. Many selective colleges require or recommend one or more of the Subject Tests for admission or placement. It is advisable to take the Subject Test in May or June of the year you take the course.

## ACT

Interchangeable with the SAT at most colleges and universities, the ACT includes tests in English, Mathematics, Reading, and Science Reasoning. The composite score referred to by colleges is the average of these scores (between 1-36). The ACT includes an optional writing test. Students should check the requirements of the institutions to which they are applying. Students applying to highly selective colleges/universities should assume the writing test will be required. Students may take the exam as many times as they wish and decide which scores will be reported to colleges. It is recommended that students take the ACT in the spring of their junior year and, if needed, in the fall of senior year.

## IMPORTANT

Test scores can be sent to four colleges or scholarship sources FREE each time the test is taken. It is necessary for you to send scores officially, either at the time you register for the test or later through use of the card form and payment of the appropriate fee. Visit the ACT website at [act.org](http://act.org) and/or the SAT website at [collegeboard.org](http://collegeboard.org) for program test dates and registration deadlines, as well as other helpful information.

**The Homewood-Flossmoor High School code number required on all forms is 142-307.**



# Post-Secondary Requirements



Different types of institutions have varied general requirements. Although specific prerequisites may change from year to year, the following minimum guidelines exist:

## Public Universities

- English: 4 years
- Social Science: 3 years
- Math: 3-4 years
- Science: 3-4 years
- World Language: 2-3 years (*some will accept Fine Arts in lieu of World Language*)

## General College Requirements

Colleges prefer a traditional preparatory curriculum that includes the following:

- 4 years of English, including composition and literature
- 3 years of Social Science
- 3 years of Mathematics
- 3 years of Natural Science (with labs)
- 2 years (minimum) of one World Language

Colleges also look favorably on enrichment courses that supplement a strong academic program. These areas provide important electives for students who wish to enhance their course of study:

- Business
- Family and Consumer Science
- Fine and Performing Arts
- Career & Technical Education

***Note: Check college catalogues for specific requirements for admission.***

## Private 4-Year Colleges

- English: 4 years
- Social Science: 3 years
- Math: 3-4 years
- Science: 3-4 years
- World Language: 3-4 years
- Academic Electives: 2 years

## Highly Selective Colleges

- English: 4 years
- Social Science: 4 years
- Math: 4 years
- Science: 4 years (*labs*)
- World Language: 4 years
- Academic Electives: 2 years





# NCAA Eligibility Requirements

Division I and Division II athletes must register with the NCAA Eligibility Center. Please visit [eligibilitycenter.org](http://eligibilitycenter.org) to create a certification account.

## DIVISION I SCHOOLS

If you enroll in a Division 1 college and wish to participate in athletics or receive an athletics scholarship, you must meet all NCAA requirements and have completed two additional core courses (16 total) as shown below:

### 16 Required Core Courses

- English: *4 years*
- Math: *3 years (Algebra 1 or higher level)*
- Natural/Physical Science: *2 years (including 1 year of lab science)*
- Social Science: *2 years*
- Plus, one extra year of English, Math or Natural/Physical Science, and four years of extra courses (from any category above, or World Language, Nondoctrinal Religion or Philosophy)

### Grade Point Average

Only core courses are used in the calculation of the grade point average. Be sure to look at your high school's list of NCAA-approved core courses on the Eligibility Center's website to make certain that courses being taken have been approved:

[www.ncaa.org/student-athlete/future/core-courses](http://www.ncaa.org/student-athlete/future/core-courses)

## DIVISION II SCHOOLS

If you enroll in a Division II college and wish to participate in athletics or receive an athletics scholarship, you must meet the following academic standards:

- Graduate from high school
- Complete the 16 core courses listed below
- Present a 2.20 grade-point average in your core courses
- Achieve an SAT or ACT score equal to GPA on Division II sliding scale

### 16 Required Core Courses

- English: *3 years*
- Math: *2 years (Algebra 1 or higher level)*
- Natural/Physical Science: *2 years (including 1 year of lab science)*
- Social Science: *2 years*
- Plus, three extra years of English, Math or Natural/Physical Science, and four years of extra courses (from any category above, or World Language, Nondoctrinal Religion or Philosophy)

## DIVISION III SCHOOLS

Contact your Division III college regarding its policies on financial aid, practice and competition.

Qualifier Index		
CORE GPA	SAT	ACT
(COMBINED SUBSCORES)		
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	60
2.700	740	61
2.675	750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840	70
2.425	850	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.299	910	76
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	81
2.125	970	82
2.100	980	83
2.075	990	84
2.050	1000	85
2.025	1010	86
2.000	1020	86

*If you have any questions about  
NCAA eligibility, please call  
319-337-1492 or 877-262-1492.*



# College Admission Checklist

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## Freshman Year

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- Get to know your counselor.
- Take the PSAT given by Homewood-Flossmoor High School.
- Register on Schoolinks with your counselor. Use Schoolinks to check college admissions requirements. Plan a college prep course schedule for all four years of high school.
- Plan ahead for courses that require prerequisites.
- Recognize that class rank and grade point average (GPA) are calculated beginning in Grade 9. These are based on final grades in all courses attempted.
- Participate in extracurricular and community activities. Colleges are looking for students who have achieved in areas beyond academics.
- Enroll in 1st period courses.
- Enroll in Summer School or Summer Academy.
- Enroll in the SAT/ACT Test workshops. This test preparation program is designed for college-bound juniors.
- Take the SAT in the spring on All-School Test Day.
- Consider taking another SAT or ACT in June. Register at [collegeboard.com](http://collegeboard.com), [ACT.org](http://ACT.org).
- Take the SAT Subject Tests in June if required by colleges. Register at [collegeboard.com](http://collegeboard.com)
- Spring and summer are the times to visit college admissions offices. Write or call ahead for an appointment. Ask about financial aid and scholarships.
- Consider attending a summer program on a college campus.
- Enroll in 1st period courses.
- Enroll in Summer School or Summer Academy.

## Sophomore Year

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- Take the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) for practice.
- Take the hardest courses in areas where you excel. Investigate Honors and Advanced Placement courses.
- Visit your counselor.
- Investigate college course requirements.
- Plan an interesting summer, possibly participating in a challenging summer-enrichment program or a community activity. Check out college-based experience programs in the Guidance Office or College Resource Room.
- Enroll in 1st period courses.
- Enroll in Summer School or Summer Academy.
- Explore career interests and Post-Secondary options using Schoolinks
- Enroll in 1st period courses.
- Using Schoolinks, continue investigating various post-secondary school options in the fall. Become familiar with college deadlines. Request applications, catalogs and financial aid information.
- Register on Parchment in order to send transcripts to colleges/scholarship opportunities.
- Retake the ACT/SAT Reasoning Test if necessary ([ACT.org](http://ACT.org), [collegeboard.com](http://collegeboard.com)).
- Take SAT Subject Tests as required; register at [collegeboard.com](http://collegeboard.com)
- See your counselor and college consultant.
- Try to arrange college visits on teacher institute days or holidays.
- Attend College Night in October. Talk with college reps.
- Narrow your choices of colleges and try to categorize them:

## Junior Year

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- Continue taking courses which will sharpen your skills for college and enhance admission prospects.
- Visit your counselor and your college consultant.
- Attend College Night in October.
- Take the PSAT/NMSQT in October. National Merit semifinalists are selected from students who take this test in the 11th Grade.
- Ask your parents to check on scholarship programs that may be offered through their employers.
- At mid-year, begin to investigate specific college possibilities:
  - 1) Meet with your counselor
  - 2) Research colleges using Schoolinks
  - 3) Sign up to talk with visiting college representatives using Schoolinks
- Write or call colleges requesting information.
- Check catalogs for specific entrance requirements (courses, tests, and dates).
- 1) A “reach” school
- 2) A school for which you are reasonably confident about meeting admission standards
- 3) A school for which you may exceed the admissions standards
- Pay close attention to application deadlines.
- Send test scores directly from testing agencies to colleges to which you are applying.
- Send mid-year grades if requested.
- Complete the Federal Financial Aid Student Application (FAFSA), which is available October 1.
- If you are accepted at more than one school, make the final decision on the college you will attend, and send your acceptance by May 1.
- Notify the other schools that you will be going elsewhere.
- Request that your final transcript is sent to the college of your choice.



# Deans' Office

Associate Principal: Craig Fantin, 708-335-5593, [cfantin@hf233.org](mailto:cfantin@hf233.org)  
Assistant Principal: Dr. Quitman Dillard, 708-335-5604, [qdillard@hf233.org](mailto:qdillard@hf233.org)

## PROGRAM RATIONALE & GOALS



### STUDENT RESPONSIBILITIES:

All students have the responsibility to:

- Obey school rules and policies.
- Respect the rights of all students so they may learn in a quiet and safe environment.
- Develop tolerance for the viewpoints and opinions of others and to recognize the right of other individuals to form different points of view.
- Utilize the learning process effectively and take maximum advantage of educational opportunities.
- Respect teachers, staff and classmates.
- Attend school daily, except when ill, and to be on time and prepared for all classes.

The Deans' Office works to create an optimal learning environment by building relationships with students, staff, and parents through supportive interventions. In order to ensure a safe and productive learning environment, the Deans' Office:

- Provides assistance and support in maintaining a positive school climate;
- Provides a safe and secure school/community environment;
- Enforces the student conduct code as described in the Parent-Student Handbook;
- Oversees all aspects of student attendance and serve as a liaison among teachers, parents, and students;
- Provides supervision on campus during the school day and at selected after-school activities.



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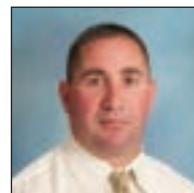
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# Multi-Tiered System of Supports (MTSS)

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Reading Department Chair: Lauren Freeman, 708-335-5009, [lfreeman@hf233.org](mailto:lfreeman@hf233.org)

## PROGRAM RATIONALE

At Homewood-Flossmoor High School we believe that all students are capable of success. Homewood-Flossmoor High School's Multi-Tiered System of Support (MTSS) is a framework designed to meet the needs of all learners so that they can experience academic, behavioral and social-emotional success. The MTSS model starts with a proactive approach to meeting students' needs by layering supports and interventions as necessary. Throughout their high school years students may experience different needs and challenges that require a range of supports and interventions. Homewood-Flossmoor High School is dedicated to identifying when those supports are needed, providing the interventions and monitoring student progress to make sure the interventions and supports are working.

## MULTI-TIERED MODEL OF READING INSTRUCTION

H-F's multi-tiered model of reading instruction is anchored in these core beliefs of students:

- All students will access and attain the core curriculum.
- Students will have intentionally designed services to develop lifelong literacy skills.
- The ability to read transforms lives.
- Research and evidence is paramount to the identification of students in need of support and the delivery of instruction.

MODEL	SUPPORT	GROUPING	LEARNER
<b>TIER 1</b> Universal Instruction / Prevention	Evidence-based disciplinary reading instruction in core curriculum and associated courses.	Whole class, plus differentiated instruction	All students
<b>TIER 2</b> Targeted Instruction	Tier 1 Disciplinary Literacy Instruction <b>PLUS</b> Evidence-based, supplemental, short-term interventions implemented with fidelity to support students in meeting essential standards of their courses. <b>Intervention Focus:</b> Accelerating the ability to read in the discipline as well as increasing reading fluency, vocabulary acquisition and comprehension.	Co-taught core content area classes: <ul style="list-style-type: none"><li>• World History</li><li>• U.S. History</li><li>• Economics</li><li>• Biology</li></ul>	Students who need targeted reading support within Tier 1 instruction.
<b>TIER 3</b> Intensive Intervention / Remediation	Tier 1 Disciplinary Literacy Instruction & Tier 2 Intervention <b>PLUS</b> Evidence-based, intensive, individualized intervention provided in an additional course. <b>Intervention Focus:</b> Accelerating reading performance through individualized instruction in reading fluency, vocabulary acquisition and comprehension.	Separate, small group intervention delivered by a Reading Specialists in Personalized Learning Time (PLT) with standards-based instruction	Students who need intensive reading intervention to meet standards and accelerate their literacy learning to increase performance in College Prep courses.



# Guidance Department

Department Chair: Jim Schmidt, 708-335-5650, jjschmidt@hf233.org



## PROGRAM RATIONALE

The Guidance & Counseling Department works collaboratively to provide a comprehensive developmental counseling program to all H-F students. The goals are:

- To assist students in successfully navigating the high school process while helping to prepare them for post-secondary options;
- To advocate for students by acting as a liaison to all academic departments, school services and the community;
- To provide academic advising, career and post-secondary guidance, and personal/social support to all students.

## PROGRAM LEARNING OBJECTIVES

*The Guidance & Counseling Department works with students in the following four domains:*

### INDIVIDUAL PLANNING

- To meet with students on an individual basis to create and monitor a four-year academic plan for high school
- To meet with students individually to explore post-secondary options
- To meet with students individually for personal and social issues

### GUIDANCE CURRICULUM

- To meet with students and parents in small and large groups on a variety of topics, including:
  - Career exploration
  - College exploration
  - Study skills
  - Learning styles
  - The college application process
  - Financial aid planning

### RESPONSIVE SERVICE

- To work with students — both individually and in small groups — in response to a variety of academic, emotional and personal/social needs, thus providing opportunities for students to develop coping skills and compensatory strategies
- The department is an integral part of H-F's Crisis Team for trauma response.

### SYSTEM SUPPORT

- To support the H-F learning community through:
- Continuing professional development
  - Serving on local, state and national committees
  - Attending conferences on issues relevant to the department
  - Articulating with colleges and universities

# GUIDANCE DEPARTMENT STAFF



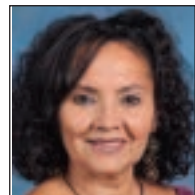
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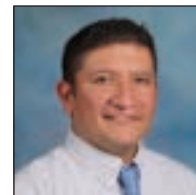
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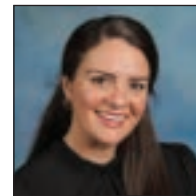
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**H-F HIGH SCHOOL**  
**CAREER &**  
**TECHNICAL**  
**EDUCATION**  
**DEPARTMENT**  
**2023-2024**





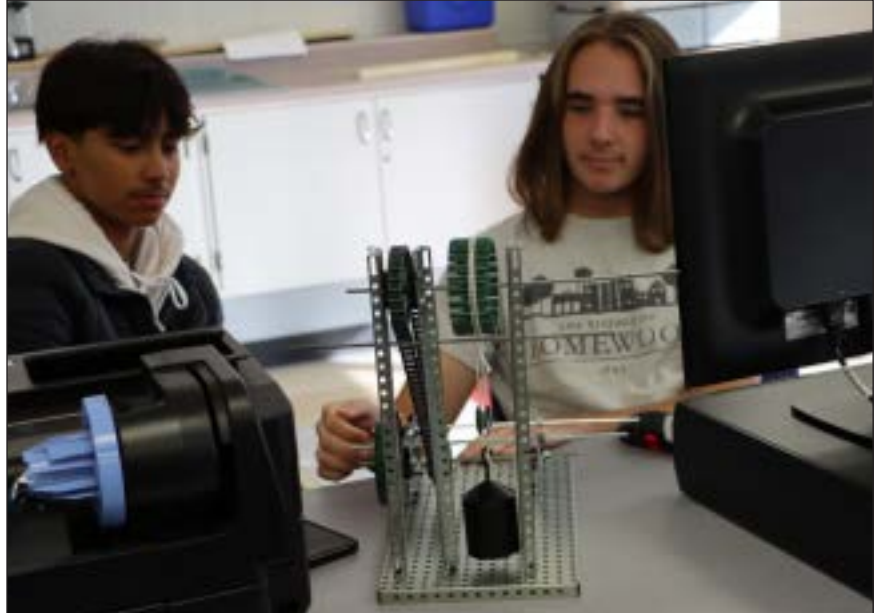
# Career & Technical Education

Chair: Benjamin May, 708-335-5660, bmay@hf233.org

## PROGRAM RATIONALE

The Career & Technical Education Department is committed to offering all students opportunities for meaningful, career-based learning experiences within the confines of a comprehensive high school setting. H-F's current Career & Technical Education course offerings reflect the economic and educational landscape of the 21st century, encompassing the study of technologies and related sciences, as well as the acquisition of practical skills, attitudes and knowledge relating to occupations in various sectors of economic and social life. As an integral part of H-F's comprehensive education program, Career & Technical Education constitutes:

- Academic subject matter taught with relevance to the real world
- Employability skills related to the workplace
- Education pathways that help students explore career interests



*As you review the Career & Technical Education course offerings, please note that our curriculum is classified in three separate disciplines: **Business & Technology Education, Industrial Technology, Engineering and Family & Consumer Sciences**. Our **Career Internship Program** provides employment opportunities and early-release options for seniors. This opportunity is the capstone course for all three of our disciplines and links the classroom with the workplace, completing the training sequence for each of our programs.*

## PROGRAM GOALS

### BUSINESS & TECHNOLOGY

#### ***Students will:***

- Expand their knowledge of essential business-related computer applications
- Become familiar with the basics of accounting, finance, marketing, and business and personal law
- Develop interpersonal skills necessary to building successful business-related careers

### INDUSTRIAL TECHNOLOGY

#### ***Students will:***

- Learn to read blueprints and use precision measurement tools
- Get training in the use of proper operation of various power machines and tools
- Gain skills necessary to work with engines, automotive chassis, suspensions, and electrical systems

### FAMILY & CONSUMER SCIENCES

#### ***Students will:***

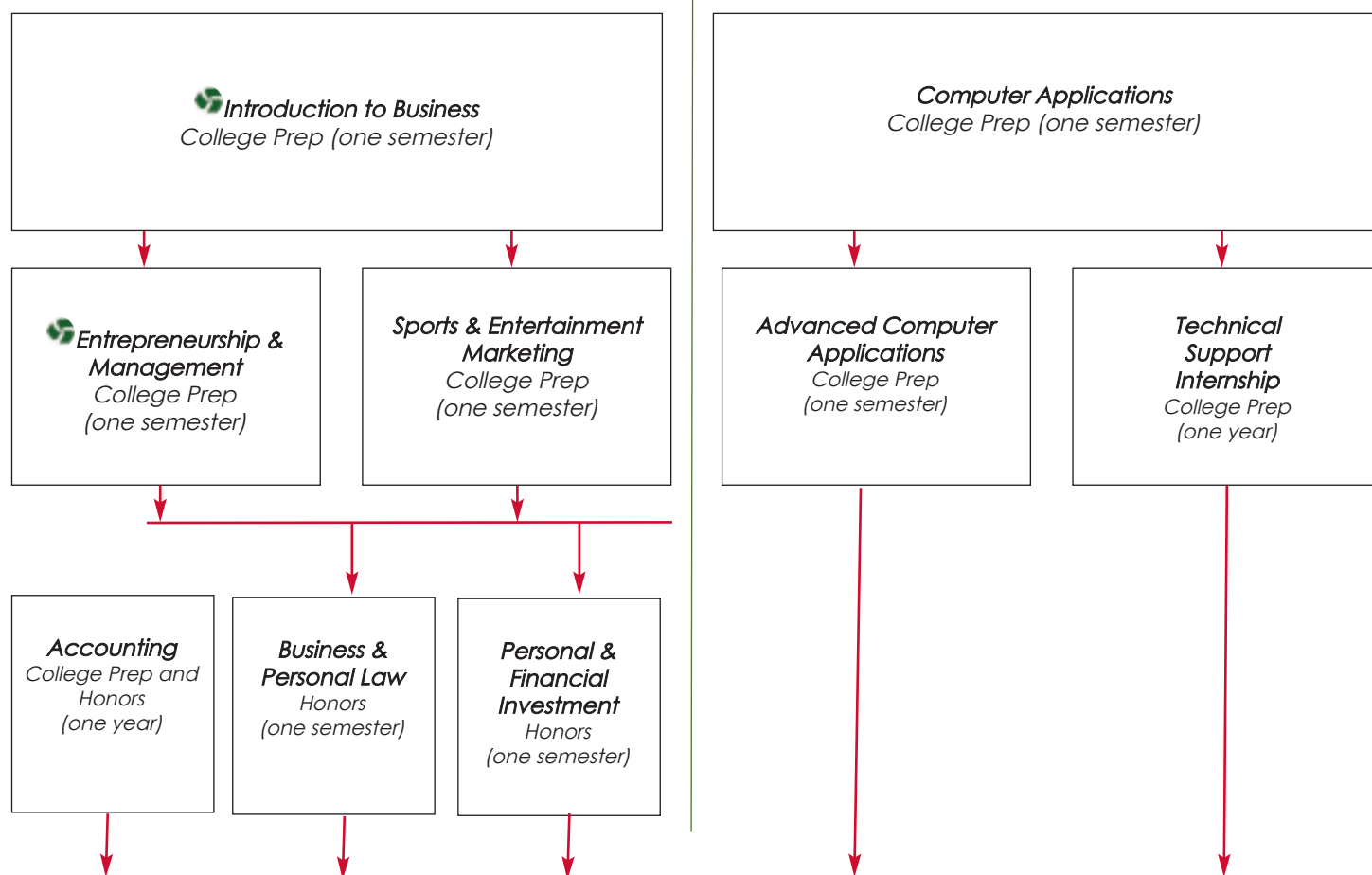
- Increase their knowledge of nutritional science and develop their culinary skills
- Learn the essentials of clothing construction and interior design
- Gain knowledge about the development of young children and apply their learning in a preschool setting

### ENGINEERING

#### ***Students will:***

- Explore the breadth of engineering career opportunities and experiences as they solve engaging and challenging real-world problems
- Dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects
- Learn important aspects of building and site design and development


## BUSINESS & TECHNOLOGY EDUCATION — Suggested course sequence



## CAREER INTERNSHIP & EMPLOYMENT

Code	Title-Level	Year	Credit	Prerequisite	Grade
5382	Introduction to Business – CP	.5	.5	No	9-12
5544	Entrepreneurship & Management – CP	.5	.5	Yes	9-12
5416	Sports & Entertainment Marketing - CP	.5	.5	No	9-12
5316	Computer Applications – CP	.5	.5	No	9-12
5325	Advanced Computer Applications – CP	.5	.5	Yes	9-12
5422	Accounting - H	1	1	No	10-12
5432	Accounting – CP	1	1	No	10-12
5534	Business & Personal Law - H	.5	.5	No	10-12
5437	Personal & Financial Investment - H	.5	.5	No	10-12
5641	Technology Support Internship - CP	1	1	No	10-12
5556	Career Internship Business Class – CP	1	1	Yes	12
5567	Career Internship Business Employment – CP	1	1	Yes	12



 — Indicates Prairie State College credit can be earned by Juniors and Seniors that have successfully completed each designated course.



### Introduction to Business #5382

If you'd like to major in business and/or someday run your own company, then this course is for you. *Introduction to Business* focuses on the varied activities of the business world and the economic system in which it operates. Many business concepts are covered including: types of business ownership, advertising, marketing, product development, the economy and different types of economic systems. Students will learn the essentials for starting a business and how the different facets of business operations work together to create a successful business. Interpersonal skills needed for success in all areas of life — including business — are developed. These include communication, leadership, problem solving and presentation skills.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Semester	.5

### Entrepreneurship & Management #5544

(Formerly Applied Business #5543)

*Prerequisite: Intro to Business*

This course provides opportunities for students to expand their knowledge in the principles of management, marketing, production, finance and distribution. In this course, students will discover the rewards and risks of starting a business. Students will have the opportunity to create their own business and develop a business plan for it. They will also have the opportunity to hear first-hand testimonies of local entrepreneurs as they establish and evolve their current business practices. This is an essential course for students interested in pursuing a business degree and starting their own business.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Semester	.5

### Sports & Entertainment Marketing #5416

This course is for students with an interest in sports, entertainment and event marketing with an emphasis placed on the following principles: endorsements; branding, licensing and naming rights; business foundations; concessions; on-site merchandising; and human relations. Students will take an in-depth look at how young adults are targeted by big marketing establishments. Learn what it takes to create and trademark a successful brand or product, as well as how to establish target markets. Project-based learning strategies include marketing simulations and teamwork.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Semester	.5

### Computer Applications #5316

Learn the basic computer skills necessary to succeed at H-F and career pathways. This course will prepare students for initial employment by developing a working knowledge of office software applications to accomplish tasks typically performed in the business world. Course content will focus upon word-processing and presentation skills using Google Applications and Microsoft Office. You will have the opportunity to take the Google Level 1 Certification and Microsoft Office Certification Exam(s). This course is an excellent one to develop skills for personal and business use and is *highly* recommended for all students.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Semester	.5

### Advanced Computer Applications #5325

*Prerequisite: Computer Applications*

This course is designed to prepare you to become a Microsoft Office specialist and to provide opportunities for you to expand upon the skills and concepts from *Computer Applications*. Learn the additional components of Google Applications and Microsoft Office Suite, including Advanced Word (special document creation), Excel (spreadsheets & formula creation), Desktop Publishing operations, and advanced presentations. The environment and structure of this class is set up for real-world simulation. Students will be working on a project-to-project basis with deadlines and basic expectations. Emphasis on quality and creativity will be continued. You will have the opportunity to take the Google Level 1 Certification and Microsoft Office Certifications Exam(s).

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Semester	.5

### Accounting #5422

This course provides the instruction of principles and concepts similar to those found in *Accounting (CP)*. However, it is much more rigorous in its expectations and grading; requiring even more dedication than does *Accounting (CP)*. *This course is ideal for students intending to pursue a college degree specifically in Accounting, but also in Business Management, Marketing or Advertising, Finance, and/or Economics*

LEVEL	OPEN TO	LENGTH	CREDIT
H	So, Jr, Sr	Year	1

### Accounting #5432

This course is devoted to acquainting students with general accounting principles. Time is devoted to analyzing and applying the effects of day-to-day business transactions of the corporate world. The aspects of generally accepted accounting practices are examined including the accounting cycle, utilizing the accounting process (i.e. determination of assets, liabilities and equity), creation and analysis of financial statements, and special applications (i.e. computer-based business simulations). During the year, we will use computerized accounting systems for data entry. This will provide the students with a more up-to-date look at what it takes to function and succeed in the exciting and challenging world of accounting.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	So, Jr, Sr	Year	1



### Business & Personal Law #5534

This course is an orientation to law in our society with an emphasis on business, consumer applications and a citizen's role in the legal system. Some of the topics covered are the history of today's legal system, sources of today's laws, definitions of particular crimes, the study of contracts, personal property laws, and a variety of other legal topics having to do with our judicial system.

LEVEL	OPEN TO	LENGTH	CREDIT
H	So, Jr, Sr	Semester	.5

**Note:** Membership in D.E.C.A. (Distributive Education Clubs of America), a club at H-F, is highly recommended for all students interested in Business. D.E.C.A. provides leadership activities, meetings, conferences, and competitions which provide many opportunities for application of instructional competencies. See Mr. O'Neill if interested.

### Personal & Financial Investment #5437

Learning to manage your personal finances, including acquiring the skills necessary to become financially secure, is an extremely valuable tool for young adults to possess. This course will give students a firm grasp of money management and various investing techniques, as well as provide the college or real world bound student alike, with an excellent foundation for success in post-high school business experiences. The process of taking researched risks and taking charge of one's financial future will be discussed in depth. Students will develop their own personal investment portfolios utilizing a combination of traditional banking investments, stocks, bonds, mutual funds and various retirement plan options. Fantasy Stock Market participation will allow students to experience real-world application of learned materials.

LEVEL	OPEN TO	LENGTH	CREDIT
H	So, Jr, Sr	Semester	.5

### Technology Support Internship #5641

*Tech Support* class prepares students to interact with users providing first-line technical support resolving general device problems. Student are trained to support end users to ensure that all calls and problems are dealt with quickly and effectively. Troubleshooting hardware, basic network concepts, supporting new technologies and repairing devices are taught in a hands-on atmosphere. Students gain an understanding of how a help desk functions and the role of customer service in today's world of technology. Class will help prepare students for one of three certifications: CompTIAA+, MOS (Microsoft Office Specialist), and PC repair Certification.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	So, Jr, Sr	Year	1

### Career Internship Business (Class) #5556

(must be taken simultaneously w/5567)

*Prerequisite:*

*One Business Class*

The Career Internship program at H-F is like no other. Throughout the academic term, students are exploring business career options while devising their educational plans at the college level. In this course, students define their business career interest by taking an interest inventory. The inventory assists students in determining their professional strengths and career ambitions. When the inventory is couplet, students match their interest to their career choice. When their career has been identified, students then search for academic institutions that support their interest and career ambitions. This course affords students the following opportunities: job shadowing, college tours, and experiences in etiquette in both casual and professional settings.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Seniors	Year	1

### Career Internship Business (Employment) #5567

(must be taken simultaneously w/5556)

The employment portion of the business career Internship program provides students with the opportunity to gain valuable work experiences at businesses within the local community. This is an opportunity for students to earn one full credit and gain knowledge of essential business workplace competencies. Networking opportunities are extended to students as they begin to build their employment portfolios. Business career advancement is the focus of this course, where students progress from entry-level placements to positions of distinction. This course must be taken in conjunction with the Business career Internship class. Each quarter, the work coordinator and the employer will evaluate the performance of the student intern. The student will receive a grade from the employer. Before the closing of the academic term, all students are required to participate in an employer appreciation luncheon.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Seniors	Year	1

## FAMILY & CONSUMER SCIENCES — Suggested course sequence



## CAREER INTERNSHIP & EMPLOYMENT

Code	Title-Level	Year	Credit	Prerequisite	Grade
5022	Culinary I – CP	.5	.5	No	9-12
5025	Culinary II - CP	.5	.5	Yes	9-12
5040	Advanced Culinary – CP	1	1	Yes	10-12
5072	Clothing Construction I – CP	.5	.5	No	9-12
5074	Clothing Construction II – CP	.5	.5	Yes	9-12
50753	Advanced Clothing Construction - CP	1	1	Yes	10-12
5153	Interior Design – CP	1	1	No	9-12
5175	Child Development Theory & Lab – CP	1	1	No	10-12
51713	<sup>LU</sup> Introduction to Education - H	1	1	No	10-12
5195	Early Childhood Education – H	1	1	Yes	11-12
5990	Special Projects Family & Consumer Sciences – H	.5	.5	Yes	11-12
5559	Career Internship Culinary Class – CP	1	1	Yes	10-12
5560	Career Internship Culinary Employment – CP	1	1	Yes	10-12

LU -Indicates Lewis University credit can be earned by Juniors and Seniors that have successfully completed this course.



**Culinary I #5022**

*Culinary I* is for students who are interested in acquiring food-preparation skills. Lab work includes preparing, serving and sampling foods. Menus are developed, prepared and served for nutritious and satisfying meals. In addition to acquiring basic skills, students also learn the importance of good nutrition. The management of time, energy and resources as they relate to food preparation are also covered. Sanitation standards and the prevention of food-borne illness are stressed.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Semester	.5

**Culinary II #5025**

*Prerequisite: Culinary I*

In *Culinary II*, students expand upon the skills gained in *Culinary I*. Laboratory work focuses in sanitation, the proper use of equipment, knife skills, preparation of food and the ability to work in a group. Classroom work focuses on nutrition, recipe comprehension, food cost, and time-management skills through demonstration and content study. The study of basic proteins, starches, meats, fish, dairy and desserts are the focus.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Semester	.5

**Advanced Culinary #5040**

*Prerequisite: Culinary II*

*Advanced Culinary* builds on the skills students obtain in their *Culinary I* and *Culinary II* classes. Major topics in the course include Global Foods and Nutrition, Baking and Pastry, Cookies, Baking Techniques, Specialty Desserts, Cake Decorating, Fondant & Buttercream Cakes and Yeast Breads. Food preparation, sanitation and management skills are incorporated into each lesson. Lab work is done in groups and allows students to work with unusual ingredients as well as advanced training in piping and baking techniques.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	So, Jr, Sr	Year	1

**Clothing Construction I #5072**

Students will learn techniques and develop skills that are used in garment construction. They will have the opportunity to learn how to use small sewing equipment, sewing machines and sergers. Students will also be trained on how to use an embroidery machine. Units will be studied related to what clothing says about the individual, color and design of the garment. Students will also learn about different fibers and fabrics, and how to select the proper fabric for their projects. Throughout the semester, students will make several projects: the first being a pillowcase; the second project is a pair of pajama pants or boxers. The third and final project will be of the student's choice, but must include certain challenges, such as buttonholes, zippers, etc.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Semester	.5

**Clothing Construction II #5074**

*Prerequisite: Clothing Construction I*

This course is designed for students who have an interest in fashion design. *Clothing II* will give a deeper emphasis on developing further skills and techniques in clothing construction. Time is spent on wardrobe planning, working with special and unique fabrics, and studying specific fitting problems. Careers in the fashion and textile industry will be expanded upon using field trips, guest speakers and visual aids.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Semester	.5

**Advanced Clothing Construction #50753**

*Prerequisite: Clothing Construction II*

In this course, students will continue along their clothing construction pathway. They will demonstrate advanced textile/ clothing construction techniques and problem solving. There will be an emphasis on applying the elements and principles of design. Students will dive into many aspects of the clothing industry, while evaluating possible career paths. This hands-on class will provide many opportunities for self-expression and creativity.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	S, Jr, Sr	Year	1

**Interior Design #5153**

*Interior Design* students will acquire knowledge of design elements and principles, color, backgrounds, fabric selection, and the selection and arrangement of furniture and accessories. Students will apply these principles in a series of projects to produce functional backgrounds for today's living. Speakers and field trips will focus on careers and resources related to interior design and housing.

LEVEL	OPEN TO	SEMESTER	.5
CP	Fr, So, Jr, Sr	Year	1

**Child Development Theory & Lab #5175**

*Child Development* encompasses the study of the maturation of children from birth to age 6. Course focuses on the physical, social, emotional and intellectual development of children. Students study the theoretical basis of child development and analyze current research in this field. Students also work with 3- and 4-year olds in a laboratory preschool. Here the students observe, supervise and conduct classes for the preschoolers. Students compile case studies of the children, charting each child's progress in the areas of physical, social, emotional and intellectual development.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	So, Jr, Sr	Year	1

**LU Introduction to Education #51703/51713**

*Introduction to Education* provides students with the opportunity to get a head start on a profession in education. Students will explore school systems, careers within the field of education, pathways to education careers, effective classroom cultures, and the basics of classroom instruction. Introduction to Education will dive deep into the positive mindsets of successful educators, reflective practices that extend beyond education, and strategies for building students' learning potential through effective assessment and data practices. Students have the potential to earn dual credit through Lewis University, potentially launching them into an educational pathway during their high school experience.

LEVEL	OPEN TO	LENGTH	CREDIT
H	So, Jr, Sr	Year	1

### Early Childhood Education (ECE) #5195

*Prerequisite: Child Development Theory & Lab with Teacher Approval*

*Early Childhood Education* is the second level course of H-F's early childhood program. This course is designed to advance students' knowledge and skills in the field of Early Childhood Education. Students will complete the coursework modules required to earn the Early Childhood Education (ECE) Level 1 credential offered through the State of Illinois. The ECE Level 1 credential is recognized by colleges, universities and licensed childcare facilities throughout the state. This course is not just for those interested in the early childhood field. The life-long skills and variety of content application allow for students to gain skills for their future. Students will continue to be an integral part of the Little Vikings Preschool through teaching, observing and communicating with the community.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Jr, Sr	Year	1

### Special Projects Family & Consumer Sciences #5990

*Prerequisite: Dept. Consent*

The *Special Projects* class provides an opportunity for a student to pursue advanced study in the area of clothing construction or culinary arts. Work in the clothing area is on an individual basis. The student selects projects that build upon their skills. Students will be provided with leadership opportunities as well as working on their own projects.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Jr, Sr	Semester	.5

### Career Internship Culinary (Class) #5559 (must be taken simultaneously w/5560)

*Prerequisite: Currently enrolled in or completion of Advanced Culinary; Employment or Instructor approval.*

Throughout the academic term, students are exploring culinary career options while devising their educational plans at the college level. In this course, students define their career interest by taking an interest inventory. The inventory assists students in determining their professional strengths and career ambitions. When the inventory is complete, students match their interest to their career choice. When their career has been identified, students then search for academic and training institutions that support their interest and career ambitions. This course affords students the following opportunities: job shadowing, college tours, and experiences in etiquette in both casual and professional settings.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	So, Jr, Sr	Year	1

### Career Internship Culinary (Employment) #5560

*(must be taken simultaneously w/5559)*

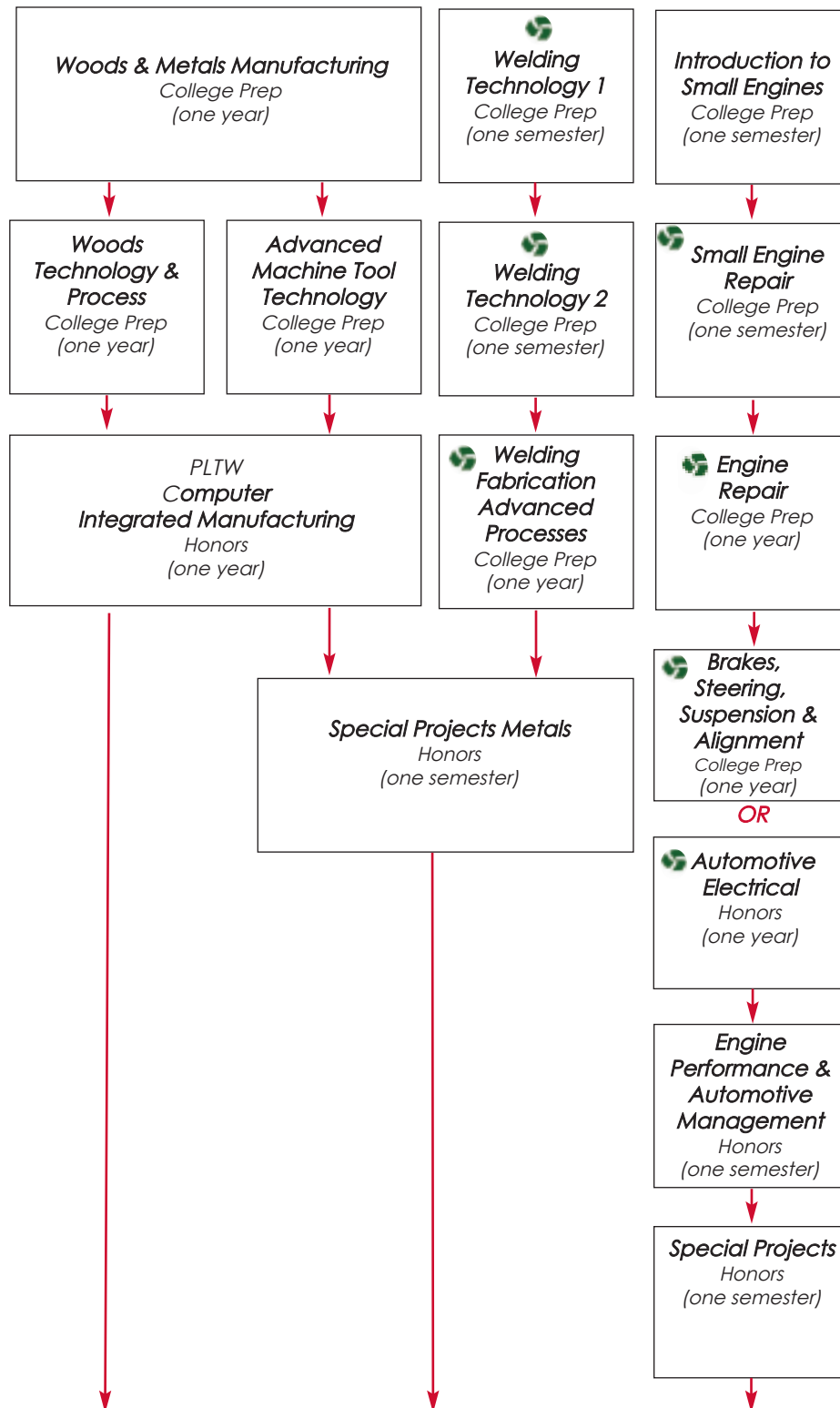
*Prerequisite: Currently enrolled in or completion of Advanced Culinary; Employment or Instructor approval.*

The employment portion of the Career Internship program provides students with the opportunity to gain valuable work experiences within the local community's food service industry. This is an opportunity for students to earn one full credit and gain knowledge of essential workplace competencies. Networking opportunities, mentoring, and coaching experiences are extended to students as they begin to build their employment portfolios. Career advancement is the focus of this course, where students progress from entry-level placements to positions of distinction. This course must be taken in conjunction with the Career Internship Culinary Class each quarter, the work coordinator and the employer will evaluate the performance of the student intern. The student will receive a grade from the employer. Before the closing of the academic term, all students are required to participate in an employer appreciation luncheon.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	So, Jr, Sr	Semester	.5

**INDUSTRIAL TECHNOLOGY** — Suggested course sequence

The levels below describe a student's developmental progression through the CTE curriculum.




**CAREER INTERNSHIP & EMPLOYMENT**



Code	Title-Level	Year	Credit	Prerequisite	Grade
5734	Woods & Metals Manufacturing – CP	1	1	No	9-12
5744	Woods Technology and Process –CP	1	1	No	9-12
5753	Advanced Machine Tool Technology – CP	1	1	Yes	10-12
5669	Computer Integrated Manufacturing (PTLW) - H	1	1	Yes	10-12
5775	Welding Technology 1– CP	.5	.5	No	9-12
5785	Welding Technology 2 – CP	.5	.5	Yes	9-12
5777	Welding Fabrication & Advanced Processes - CP	1	1	Yes	10-12
5802	Introduction to Small Engines – CP	.5	.5	No	9-12
5812	Small Engine Repair – CP	.5	.5	Yes	9-12
5823	Engine Repair – CP	1	1	Yes	10-12
5853	Brakes, Steering, Suspension & Alignment – CP	1	1	Yes	11-12
5667	Automotive Electrical – H	1	1	Yes	11-12
5668	Engine Performance & Automotive Management – H	.5	1	Yes	12
5984	Special Projects in Engineering - H	.5	.5	Yes	11-12
5985	Special Projects in Metals - H	.5	.5	Yes	11-12
5991	Special Projects in Auto - H	.5	.5	Yes	11-12
5992	Special Projects in Small Engines - H	.5	.5	Yes	11-12
5557	Career Internship Automotive (Class) – CP	1	1	Yes	12
5558	Career Internship Automotive (Employment) – CP	1	1	Yes	12

Students selecting technical courses (double period classes) must set aside two periods a day during their Junior and/or Senior year.

 — Indicates Prairie State College credit can be earned by Juniors and Seniors that have successfully completed this course.



## Woods & Metals Manufacturing #5734

This is the introductory course for our manufacturing program, which provides the student with the essential principles of the manufacturing process for both woods and metals. Topics included will be: shop safety; use of hand and portable power tools; and use of shop tools: saws, planers, lathes, and mills. Manufacturing processes, system and tools — including CNC machines — will be introduced. Students will have the opportunity to create projects that they can take home and use.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

## Woods Technology & Process #5744

*Woodworking Technology* is a full-year, comprehensive course designed to develop students' skills in woodworking as it relates to the technological world. Students use all major woodworking machinery to produce individual projects created by following detailed plans. The skills students develop include the ability to follow sequential plans of procedure, machine operations, measurement and computation, cooperative work, project design and joinery, finish techniques, safe work practice and self-direction. Following the construction of required individual projects, students produce additional projects from available project plans or from plans which they develop themselves.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	So, Jr, Sr	Year	1

## Advanced Machine Tool Technology #5753

Course content is focused on introducing students to basic technologies, equipment and machining processes that are widely used in the machine-tool and manufacturing industry. Emphasis is placed on lab and project-based activities, highlighting the processes of using hand tools and machine tools, such as the grinders, drill presses, engine lathes and vertical milling machines. Students will make useful products that they can then take

home. This course also requires a metalworking competition project to be created and kept by each student.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	So, Jr, Sr	Year	1

## Computer Integrated Manufacturing #5669

*Prerequisite: Introduction to Engineering Design (PLTW) or Woods & Metal*

This course is part of the **Project Lead the Way** sequence and also serves as a capstone course for the manufacturing sequence of classes. Students learn about safety, manufacturing processes, product design, robotics, and automation. Students develop their knowledge and skills of Computer Aided Design and Manufacturing (CAD-CAM) to produce products using a Computer Numerical Controlled (CNC) mill. Students apply the knowledge and skills gained in this course as they collaborate to design, build and program factory system models.

LEVEL	OPEN TO	LENGTH	CREDIT
H	So, Jr, Sr	Year	1

## Welding Technology 1 #5775

This is the first course in the welding technology sequence. Students will be introduced to basic welding technology, safety, equipment and welding practices. Emphasis is placed on lab activities that include: oxy-fuel welding

and cutting, arc welding, and gas metal arc welding. The flat welding position is taught. Students will utilize welding skills to make a required project(s) that they may take home and use.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Semester	.5

### Welding Technology 2 #5785

*Prerequisite: Welding Tech 1*

*Welding Technology 2* will provide the students with advanced skills in welding technology. Emphasis is placed on out-of-position welding. This type of welding will include horizontal, vertical and overhead welding positions. Skills and techniques for these positions will be taught for shield metal arc welding, gas metal arc welding and oxy-fuel welding. Students also will be introduced to Gas Tungsten Arc Welding and advanced flame cutting techniques. This course provides essential training for both college- and career-bound students.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Semester	.5

### Welding Fabrication & Advanced Processes #5777

*Prerequisite: Welding Tech 1*

This course deals with the fundamentals of welding fabrication, welding repair and advanced welding processes. Emphasis will be on structural metal materials and how they are employed to build objects. Students will work on a variety of welding projects including computer-operated plasma cutter, metal art sculpture, pipe welding and brazing. Students will gain experience with all major fabrication areas including design and development, estimating, layout, cutting, forming, fit up, tack welding and product assessment. Practical application and creative expression will allow students to develop their abilities.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	So, Jr, Sr	Year	1

### Intro to Small Engines #5802

This course familiarizes students with the use of hand tools and small engines. Units of study include engine parts, systems and the operation of the small engine. Lab orientation emphasizes safety, maintenance and organization while allowing the student to disassemble and reassemble small engines. Students learn how to communicate on a technical level. Proper techniques and procedures in using tools, gauges and precision measuring devices are followed. This course provides the entry-level skills required for more advanced study.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Semester	.5

### Small Engine Repair #5812

*Prerequisite: Intro to Small Engines*

Motorcycles, chainsaws and lawnmowers are just a few of the many types of recreational vehicles that students will work on in the course. In lab, students will have hands-on experiences in disassembly, assembly and analysis of projects. Emphasis is placed on the use of specialized and common tools and equipment used by the service industry. Information from the computer, and parts and service manuals are applied in trouble-shooting and reconditioning engines. Part- and full-time employment opportunities are discussed. Students are invited to bring in their own projects to work on after school.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Semester	.5

### Engine Repair #5823

*Prerequisite: Intro to Small Engines or Department Consent*

*Engine Repair* gives the student an opportunity to disassemble and reassemble an automotive engine. While doing this, the students learn how all the systems operate and communicate knowledgeably about them. The student is given information and lab experiences pertaining to the chassis, suspension, electrical and computerized components used on modern automobiles. Computer and DVD information systems are used in lab. This is a basic automotive-orientation course. Lab engines are supplied by the school. On occasion, students may bring in their own cars for servicing. *This is a credit course with Prairie State College.*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	So, Jr, Sr	Year	1



### Brakes, Steering, Suspension & Alignment #5853

*Prerequisite: Engine Repair or Department Consent*

This is a high-technology, advanced-skill course that will provide each student with the background necessary to pursue a career in the automotive field. This particular course is concerned primarily with the in-depth servicing of the parts and systems of the automobile: tires, wheels, cooling, brakes, steering, suspension, exhaust and alignment. Different types of drive trains and rear axle assemblies are covered including: universal joint, axle bearing, differential and service. The student learns about computerized ABS brakes, computerized wheel balancing and how computerized suspension systems operate. Computer and DVD information systems are used in the lab.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Jr, Sr	Year	1

### Automotive Electrical #5667

*Prerequisite: Engine Repair or Dept. Consent*

*Automotive Electrical* is a high-technology, advanced-skill course that will provide each student with the background necessary to pursue a career in the automotive field. This course provides hands-on experience in the specialty areas of engine tune-up, emission-control systems, chassis electrical systems, starting and charging systems, and computerized engine systems. Students will learn to diagnose problems with computerized test equipment. Industry standard computerized systems will be used in diagnosis and repair. Students will perform job estimating and billing of repairs completed in the lab. Computer and DVD information systems are used in the lab.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Jr, Sr	Year	1

### Engine Performance & Automotive Management #5668

*Prerequisite:* Dept. Consent

This course is intended for the fourth year automotive student that is seriously thinking about continuing in the automotive field after graduation. The course is designed to train students in the aspects of service management. Students assist in the areas of diagnosis and repair of vehicles, billing and inventory, set-up of computerized equipment and interpretation of technical procedures. Class runs concurrently with the *Brakes, Steering & Suspension* and *Automotive Electrical*. Enrollment is limited to six students. Class may be repeated for credit.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Seniors	Semester Double Periods	1

### Special Projects in

Engineering (5984)

Metals (5985)

Auto (5991)

Small Engines (5992)

*Prerequisite:* Dept. Consent

Each student will design and complete a major project in his/her particular area of interest. This research project must meet with the approval of the area instructor for consent to enroll in the course. Students enrolled in this course are expected to have completed the advanced-level courses in their areas and have proven competence. Special Projects students will present his/her project to department faculty during the year-end seminar.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Seniors	Semester	.5

### Career Internship Automotive (Class) #5557

*(must be taken simultaneously w/5558)*

*Prerequisite:* Automotive Employment or Dept. Consent

Throughout the academic term, students are exploring career options while devising their educational plans at the college or career level. In this course, students define their automotive career interest by taking an interest inventory. The inventory assists students in determining their professional strengths and career ambitions. When the inventory is complete, students match their interest to their career choice. When their career has been identified, students then search for academic institutions that support their interest and career ambitions. This course affords students the following opportunities: automotive specific skill experiences, job shadowing, college tours, and experiences in etiquette in both casual and professional settings.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Soph- Sr.	Year	1

### Career Internship Automotive (Employment) #5558

*(must be taken simultaneously w/5557)*

*Prerequisite:* Automotive Employment or Dept. Consent

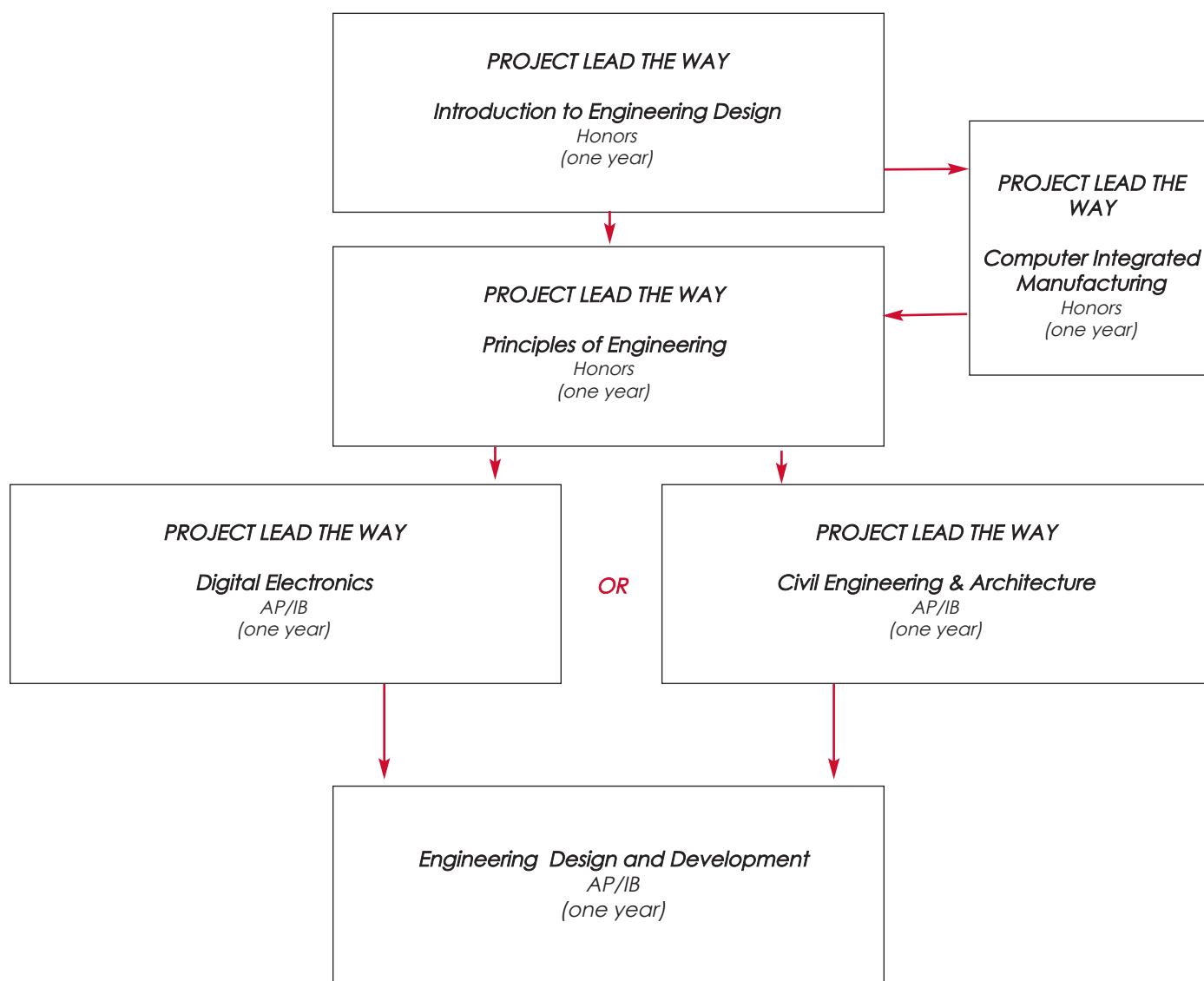
The employment portion of the automotive career internship program provides students with the opportunity to gain valuable work experiences at businesses within the local community. This is an opportunity for students to earn one full credit and gain knowledge of essential workplace competencies. Networking opportunities are extended to students as they begin to build their employment portfolios. Career advancement is the focus of this course, where students progress from entry-level placement to positions of distinction. This course must be taken in conjunction with the automotive career internship class. Each quarter, the work coordinator and the employer will evaluate the performance of the student intern. The student will receive a grade from the employer. Before the closing of the academic term, all students are required to participate in an employer appreciation luncheon.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Soph-Sr.	Year	1



**ENGINEERING** — Suggested course sequence  
**PROJECT LEAD THE WAY**

*Project Lead the Way* is a sequence of courses designed to prepare students to be successful in science, engineering and engineering technology. *Project Lead the Way* has agreements with many colleges and universities in which credits earned in this course can be transferred and counted as college credit.



# CAREER & TECHNICAL EDUCATION

Code	Title-Level	Year	Credit	Prerequisite	Grade
5681	Introduction to Engineering Design (PLTW) – H	1	1	No	9-12
5683	Principles of Engineering (PLTW) – H	1	1	Yes	10-12
5665	Digital Electronics (PLTW) – AP/IB	1	1	Yes	10-12
5666	Civil Engineering and Architecture (PLTW) – AP/IB	1	1	Yes	11-12
5670	Engineering Design and Development (PLTW) – AP/IB	1	1	Yes	12



## Introduction to Engineering Design #5681

*Prerequisite: Algebra 1 CP or H, or concurrent enrollment*

This is the first course in the *Project Lead the Way* program in which students dig deep into the engineering design process, applying math, science and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software, and use an engineering notebook to document their work. All PLTW courses emphasize developing the transferable skills of critical thinking, creative problem-solving, communication and collaboration.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Fr, So, Jr, Sr	Year	1

## Principles of Engineering #5683

*Prerequisite: Introduction to Engineering Design is recommended*

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research and design while learning strategies for design process documentation, collaboration and presentation. All PLTW courses emphasize developing the transferable skills of critical thinking, creative problem-solving, communication and collaboration.

LEVEL	OPEN TO	LENGTH	CREDIT
H	So, Jr, Sr	Year	1

## Digital Electronics #5665

*Prerequisite: Principles of Engineering*

From smartphones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices. All PLTW courses emphasize developing the transferable skills of critical thinking, creative problem-solving, communication and collaboration.

LEVEL	OPEN TO	LENGTH	CREDIT
AP/IB	So, Jr, Sr	Year	1

## Civil Engineering & Architecture #5666

*Prerequisite: Principles of Engineering*

Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3-D architectural design software. All PLTW courses emphasize developing the transferable skills of critical thinking, creative problem-solving, communication and collaboration.

LEVEL	OPEN TO	LENGTH	CREDIT
AP/IB	Jr, Sr	Year	1

## Engineering Design & Development #5670

*Prerequisites: Principles of Engineering #5683 and Civil Engineering and Architecture #5686 and/or Digital Electronics #5665*

The knowledge and skills students acquire throughout PLTW Engineering come together in *Engineering Design & Development* as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing *Engineering Design & Development* ready to take on any post-secondary program or career. All PLTW courses emphasize developing the transferable skills of critical thinking, creative problem-solving, communication and collaboration.

LEVEL	OPEN TO	LENGTH	CREDIT
AP/IB	Sr	Year	1

**H-F HIGH SCHOOL**  
**ENGLISH**  
**DEPARTMENT**  
**2023-2024**







# English

Chair: Jeanne Miller, 708-335-5575, jemiller@hf233.org

## PROGRAM RATIONALE

Throughout their four years of English studies, Homewood-Flossmoor students develop their reading, writing, oral communication, and critical thinking skills. As they study a variety of literary genres, students gain insight into the archetypal experiences of people of different cultures and eras, and they ponder critical questions of the human experience. Through researching, writing, and speaking for a variety of purposes, students further their abilities to form and support opinions in a clear, coherent manner. Thus, the English program at Homewood-Flossmoor develops students' transferable academic skills while also preparing them to be thoughtful, productive citizens of the world.



## PROGRAM GOALS

### READING & LITERATURE

#### *Students will...*

- Understand the role of prior knowledge in comprehension
- Develop a hierarchy of questions to aid comprehension
- Increase their vocabularies
- Engage in literary and rhetorical analysis

### WRITING & LANGUAGE

#### *Students will...*

- Write for a purpose
- Develop cogency and coherency of thought
- Expand their use of rhetorical strategies
- Improve their sentence structure and styling
- Employ correct grammar, punctuation, idioms, and spelling

### SPEAKING & LISTENING

#### *Students will...*

- Learn and familiarize themselves with common public speaking strategies
- Deliver informative and argumentative speeches and presentations
- Respond analytically to pieces of fiction and non-fiction through verbal communication
- Critique speeches for their use of rhetorical strategies

### RESEARCH

#### *Students will...*

- Conceptualize a topic for research
- Identify and access databases
- Reference and cite sources properly
- Construct an annotated bibliography
- Compose a Works Cited page
- Evaluate the credibility and quality of a source

# ENGLISH

**ENGLISH REQUIRED COURSE OFFERINGS** — This chart conveys the sequence of required course offerings in the English Department. All students are required to take a core course in English in their freshmen, sophomore, junior & senior years.

<b>FRESHMAN</b> <i>Required</i>	<b>SOPHOMORE</b> <i>Required</i>	<b>JUNIOR</b> <i>Required</i>	<b>SENIOR</b> <i>Required</i>
<i>English 1 Honors</i>	<i>English 2 Honors</i>	<i>IB HL Language &amp; Literature 1</i>	<i>IB HL Language &amp; Literature 2</i>
<i>or</i>	<i>or</i>	<i>or</i>	<i>or</i>
<i>English 1 College Prep</i>	<i>English 2 College Prep</i>	<i>AP Language &amp; Composition AP</i>	<i>AP Literature &amp; Composition AP</i>
		<i>or</i>	<i>or</i>
		<i>American Literature Honors / CP</i>	<i>African American Literature &amp; Composition Honors / CP</i>
			<i>or</i>
			<i>Contemporary Literature Honors / CP</i>
			<i>or</i>
			<i>Introduction to College Composition CP</i>

# E N G L I S H

Code	Title-Level	Year	Credit	Prerequisite	Grade
9350	Principles of English 1 - CP	1	1	No	9
0022	English 1 – CP	1	1	No	9
0032	English 1 – H	1	1	No	9
0610	English Language Learners 1 – CP	1	1	Yes	9
9378	Principles of English 2 - CP	1	1	Yes	10
0076	English 2 – CP	1	1	Yes	10
0086	English 2 – H	1	1	Yes	10
0611	English Language Learners 2 – CP	1	1	Yes	10
9353	Principles of American Literature & Composition – CP	1	1	Yes	11
0319	American Literature & Composition – CP	1	1	Yes	11
0262	American Literature & Composition – H	1	1	Yes	11
0213	AP English Language & Composition– AP	1	1	Yes	11
1902	IB English Language & Literature 1 (HL) - IB	1	1	Yes	11
0612	English Language Learners 3 – CP	1	1	Yes	11
0265	Contemporary Literature & Composition – CP	1	1	Yes	12
0266	Contemporary Literature & Composition – H	1	1	Yes	12
02683	African American Literature & Composition – CP	1	1	Yes	12
02693	African American Literature & Composition – H	1	1	Yes	12
0210	AP English Literature & Composition – AP	1	1	Yes	12
1903	IB English Language & Literature 2 (HL) - IB	1	1	Yes	12
0613	English Language Learners 4 – CP	1	1	Yes	12
9354	Principles of Introduction to College Composition - CP	1	1	Yes	12
0120	Introduction to College Composition - CP	1	1	Yes	12

**English 1 — Every H-F freshman is required to take a full year of English. The study of literature, composition, and related skills will be the major emphasis. On your registration sign-up sheet, you must include one of the following English 1 levels; you may also enroll in the English electives available to freshmen.**



## Principles of English 1 #9350

In this course, students learn essential language arts skills. Composition work focuses on mechanics, usage, sentence construction, parts of speech, and paragraph writing. Vocabulary development and reading comprehension are strengthened through the studies of the following genres: short story, mythology, novel, drama, non-fiction, and poetry. *Those students who enroll in English 1 (9350) should enroll in Reading (9355).*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Freshmen	Year	1

## English 1 #0022

*CP English 1* focuses on fundamental reading, writing (including grammar), and thinking skills. Students learn how to formulate insightful questions and to reason thoughtfully about characterization, plot structure, setting, common archetypes, figurative language, main ideas and themes. Writing experiences include personal narratives, inductive and deductive reasoning, comparison and contrast essays, and paraphrasing and summarizing. Experiences focus on basic literary analysis and an introduction to genre. Students become familiar with the school library online catalog and several online databases.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Freshman	Year	1

## English 1 #0032

Reading, writing, and thinking skills are honed at a more sophisticated level in *Honors English 1*. Students learn how to formulate insightful questions and to reason thoughtfully about characterization, plot structure, the significance of setting, common archetypes, figurative language, main ideas and themes, and rhetorical elements. Writing experiences include personal narratives, inductive and deductive reasoning, comparison and

contrast essays, literary analysis, paraphrasing and summarizing. Experiences focus on literary analysis and an introduction to genre. Students become familiar with the school library online catalog and several online databases.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Freshman	Year	1

## English Language Learners 1 #0610

*Prerequisite: Enrollment based on WIDA Screener and ACCESS for ELLS scores*

This course, designed for students who are English Language Learners via the state mandated screening/testing process, fulfills the 9th grade English requirement for both H-F and the state of Illinois. Students will work on developing and expanding their vocabulary, grammar, speaking, listening, reading, and writing skills through the use of thematic units. Students will read novels and short stories, while focusing on the identification of the central idea and supporting details. Learning and reinforcement of the standard English conventions are also a course focus.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Freshman	Year	1



## Principles of English 2 #9378

Students enrolled in this course continue to work with basic skills in writing and speech. Students will learn strategies for vocabulary and reading comprehension, while working with grammar and paragraph development with movement toward multi-paragraph essays. Students prepare speeches to serve different purposes and audiences. In preparing several reports and executing research, students learn how to identify, evaluate, and properly cite primary and secondary sources. Students practice analyzing these sources and paraphrasing the main ideas therein. *Those students who enroll in English 2 (9378) should enroll in Reading (9356).*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Soph	Year	1

## English 2 #0076

*Prerequisite: English 1*

*CP English 2* refines the fundamental reading, writing (including grammar), and thinking skills at the freshman level. A variety of public speaking skills and experiences are an added focus. In their reading of fiction, poetry, and non-fiction, students sharpen their ability to formulate insightful questions to aid comprehension. Defining tone and point-of-view, identifying the rhetorical elements of *logos* and *pathos*, and identifying common logical fallacies are new skills applied to written and verbal communications. Students will address rhetorical issues in preparing speeches to serve different purposes and audiences. Informative and argumentative speeches involve research, during which students learn how to locate, evaluate, and properly cite primary and secondary sources. Writing experiences include crafting poetry, analyzing literature, structuring comparison and contrast essays, and paraphrasing and summarizing. Many of these reading, writing, speaking and thinking skills anticipate the research paper to be completed in *World History*. Library orientation acquaints students with databases and evaluating websites.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Soph	Year	1

## English 2 #0086

*Prerequisite: English 1*

*Honors English 2* refines the fundamental reading, writing (including grammar), and thinking skills at the freshman level. A variety of public speaking skills and experiences are an added focus in this class. In their reading of fiction, poetry, and non-fiction, students sharpen their ability to

formulate insightful questions to aid their comprehension. Defining tone and point-of-view, identifying the rhetorical elements of *logos*, *pathos*, and *ethos* in an argument, and identifying common logical fallacies are new skills applied to both written and verbal communications. Students will address rhetorical issues in preparing speeches to serve different purposes and audiences. Informative and argumentative speeches involve research, during which students learn how to locate, evaluate, and properly cite both primary and secondary sources. Writing experiences include crafting poetry, analyzing literature, structuring comparison and contrast essays, inductive and deductive reasoning, and paraphrasing and summarizing. Many of these reading, writing, speaking and thinking skills anticipate the research paper to be completed second semester in *World History*. Library orientation first semester acquaints students with more databases and trains students in evaluating websites.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Soph	Year	1

## English Language Learners 2 #0611

*Prerequisite: Enrollment based on WIDA Screener and ACCESS for ELLS scores*

This course — designed for students who are English Language Learners via the state mandated screening/testing process — fulfills the 10th Grade English requirement for both H-F and the state of Illinois. Students will work on developing their vocabulary, grammar, speaking, listening, reading and writing skills through the use of thematic units. Students will read novels and short stories focusing on the identification of central ideas, supporting details and annotating the text. In this course, students become familiar with paragraph essay structure.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Soph	Year	1

## Principles of American Literature and Composition #9353

Students in this course receive an overview of American literature by reading and analyzing stories through the 20th Century. Special attention is given to developing composition, listening, and reading skills. Out-of-class and in-class essays are required. A research project or paper is required to earn credit.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Juniors	Year	1

## American Literature & Composition #0319

*Prerequisite: English 1 & 2*

*CP American Literature & Composition* hones the reading, writing and thinking skills introduced freshman and sophomore years. The attention to literature in the broader context of American culture calls for considerable work with theme and argumentative thinking in both reading and writing. Students are expected to take into account several rhetorical elements in the analysis of fiction and poetry, and in the case of argumentative writing, to consider *logos*, *pathos* and *ethos*.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Junior	Year	1

## American Literature & Composition #0262

*Prerequisite: English 1 & 2*

This class assumes dexterity in the reading, writing and thinking skills honed freshman and sophomore years. Attention to literature in the broader context of American culture calls for sophisticated reflection on the inquiry concerning what is peculiarly American. Students delve into the definition and development of philosophical ideas, moral propositions, historical theories, and sociological and psychological concepts explicit in the writings of essayists and implicit in writers of imaginative literature. Assignments are concomitant to these explorations.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Junior	Year	1

## AP English Language & Composition #0213

*Prerequisite: English 1 & 2*

This class focuses on reading and writing skills in analyzing and generating texts. Rhetoric, style and argument are central to the course. Texts examined will be primarily non-fiction, although students will also study rhetoric, style and argument as they apply to texts of imaginative literature. Class will feature frequent work with impromptu essays. Major take-home essays will be part of the work. In developing their composition skills, students will consider modes of discourse, such as definition, cause and effect, and compare/contrast. They will work on additional composition skills, such as sentence combining, sentence variety, syntactic manipulation and paragraph development. Students will be well prepared to take the *AP English Language & Composition* exam.

LEVEL	OPEN TO	LENGTH	CREDIT
AP	Junior	Year	1

## IB HL English Lang/Lit 1 #1902

*Prerequisite: Eng. 1H, AP Lang/Comp, H-F IB Prep Academy Enrollment*

This is the first year of the two-year HL IB Language A: Language & Literature course, a Group 1 requisite for the IB Diploma Programme. With a primary focus on deep reading and extended writing, this course is designed to develop students' college-level literacy skills. Per IB requirements, the literature studied represents a variety of time periods, geographical regions and diverse viewpoints. The class content is roughly equal parts literary study and rhetorical (non-fiction) study. Students who complete this course are prepared to take the *AP Literature & Composition* exam, as well as the *IB HL Language & Literature* exam.

LEVEL	OPEN TO	LENGTH	CREDIT
IB	Junior	Year	1

## English Language Learners 3 #0612

*Prerequisite: Enrollment based on WIDA Screener and ACCESS for ELLS scores*

This course, designed for students who are English Language Learners via the state-mandated screening process, fulfills the 11th Grade English requirement for both H-F and Illinois. Students will work on developing and expanding their vocabulary, grammar, speaking, listening, reading, and writing skills through the use of thematic units. Students will read novels and short stories focusing on using contextual evidence to demonstrate understanding and making inferences and identifying relationships. In this course, students further develop their writing skills through the use of transitions and strengthening introductions, claims and conclusions.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Junior	Year	1

## Contemporary Literature & Composition #0265

*Prerequisite: English 1 & 2 and 0213 or American Literature*

This class hones the reading, writing, and thinking skills that seniors developed as underclassmen. The literature program draws upon fiction and non-fiction written by a wide range of voices among English-speaking authors (but not limited to U.S. authors), defining and dramatizing the social, political, and ethical issues of the late 20th and early 21st centuries. Students will also read selections from earlier literary periods that complement or inform the thinking or style of the contemporary literature. Students will reflect upon and dialogue with these contemporary voices in a variety of writing modes: narrative, ex-

pository, and argumentative. The first three weeks of the course will include intensive work with the personal essay required for many college applications. Students will complete a formal research paper related to the focus of the course.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Senior	Year	1

## Contemporary Literature & Composition #0266

*Prerequisite: English 1 & 2 and 0213 or American Literature*

This class hones the more sophisticated reading, writing, and thinking skills that have been developed at the honors level freshman, sophomore, and junior years. The literature program draws upon fiction and non-fiction written by a wide range of voices among English-speaking authors (but not limited to U.S. authors), defining and dramatizing the social, political, and ethical issues of the late 20th and early 21st centuries. Students will also read selections from earlier literary periods that complement or inform the thinking or style of the contemporary literature. Students will reflect upon and dialogue with these contemporary voices in a variety of writing modes: narrative, expository, and argumentative. Both the choice of texts and writing assignments will reflect the greater sophistication of skills expected of honors students. The first three weeks of the course will include intensive work with the personal essay required for many college applications. Students will complete a formal research paper related to the focus of the course.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Senior	Year	1

## African American Literature & Composition #02683

*Prerequisite: None*

This course is focused on the literature, culture and roles of African Americans in our society. Students will determine the central theme and purpose of various pieces of writing by African American authors, and research and synthesize articles of non-fiction to produce comparative studies of how varying authors address single topics. They will compose coherent and clear pieces of writing for various purposes. Students will participate in both collaborative and independent learning experiences, including an analytical oral presentation. Students can expect to meet the same learning targets in the areas of reading, writing, speaking and listening that are met in *Contemporary Literature &*

*Composition*. Students will be provided some scaffolding for written responses and will take part in both independent and in-class reading.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Senior	Year	1

## African American Literature & Composition #02693

*Prerequisite: None*

This course is focused on the literature, culture and roles of African Americans in our society. Students will determine the central theme and purpose of various pieces of writing by African American authors, and research and synthesize articles of non-fiction to produce comparative studies of how varying authors address single topics. They will compose coherent and clear pieces of writing for various purposes. Students enrolling will participate in both collaborative and independent learning experiences, including an analytical oral presentation. Students can expect to meet the same learning targets in the areas of reading, writing, speaking and listening that are met in *Contemporary Literature & Composition*. Students will hone more sophisticated writing styles and engage with the literature more independently.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Senior	Year	1

## AP English Literature & Composition #0210

*Prerequisite: English 1 & 2 and 0213 or American Literature*

Students taking *Advanced Placement English Literature & Composition* study novels, drama, and poetry from world literature. The pace of the course is rapid and presumes students have well-developed inferential reading skills and understanding of important literary devices. They also experiment with different methods of literary interpretation. In conjunction with the development of their interpretive skills, students work to improve their individual writing styles. Students write timed, in-class essays in preparation for the AP test. Longer out-of-class papers, including a formal research paper, are also required.

LEVEL	OPEN TO	LENGTH	CREDIT
AP	Senior	Year	1

## IB HL English Language & Literature 2 #1903

*Prerequisite: IB English Language & Literature 1, H-F IB Prep Academy Enrollment*

This is the second year of the two-year higher level (HL) International Baccalaureate (IB) Language A: Language and Literature course, a Group 1 requisite for the IB Diploma Programme. With a primary focus on deep reading and extended writing, this course is designed to develop students' college-level literacy skills. Per IB requirements, the literature studied in this course represents a variety of time periods, geographical regions, and diverse viewpoints. The class content is roughly equal parts literary study and rhetorical study. Students are prepared to take the *AP Literature & Composition* exam, as well as the *IB HL Language & Literature* exam.

LEVEL	OPEN TO	LENGTH	CREDIT
IB	Senior	Year	1

## English Language Learners 4 #0613

*Prerequisite: Enrollment based on WIDA Screener and ACCESS for ELLs Scores*

This course, designed for students who are English Language Learners via the state mandated screening/testing process, fulfills the 12th Grade English requirement for both H-F and Illinois. Students will work on developing and expanding their vocabulary, grammar, speaking, listening, reading, and writing skills through the use of thematic units. Students will read novels and short stories with a focus on incorporating effective reading strategies. A research unit is taught and an evidence-based essay is completed.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Senior	Year	1

## Principles of Introduction to College Composition #9354

Students will read fiction and non-fiction, focus on vocabulary, important details, and main ideas to better understand the author's intent and/or purpose of the readings. Students study the lives of famous personalities and major contemporary issues to help them gain a better understanding of the world of work and professionalism. Daily reading and writing assignments are required. A research project or paper is required to earn credit.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Seniors	Year	1

## Introduction to College Composition #0120

*Prerequisite: English 1 & 2 and American Literature*

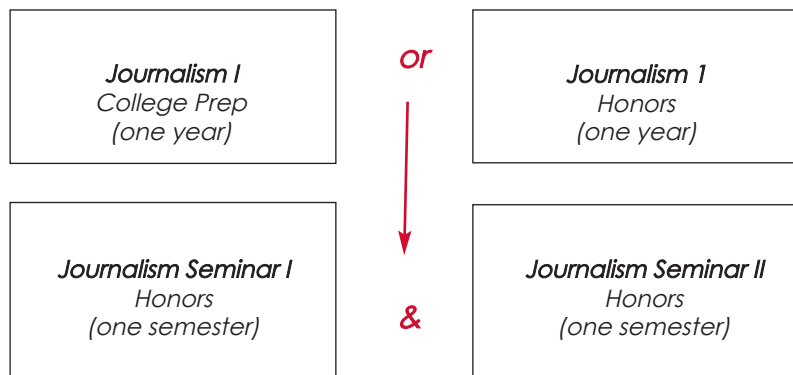
This class provides an in-depth overview of the fundamental reading and writing skills that students need to succeed in college-level courses. Students will read a variety of contemporary pieces and write several evidence-based essays, focusing on coherence and correctness. Students will learn the importance of academic languages, while strengthening their abilities to analyze evidence and build well-supported arguments. Through a partnership with Prairie State College, teachers work directly with college professors to align their lessons and assessments to reflect the skills that students need to be successful at the college level. Because of this partnership, students who pass the course with a C or better have the opportunity to bypass the entrance exam and move directly into the English 101 course at Prairie State. This class is a learning community, based on the idea that each student's presence and participation is vital. Together, we will grow as readers, writers and forward-thinkers.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Senior	Year	1

# ENGLISH

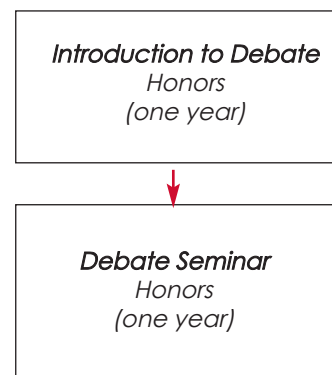
## English Elective: JOURNALISM

Suggested course sequence



## English Elective: DEBATE

Suggested course sequence



## English Elective: ASSORTED OPTIONS

Levels:

Fr  
So  
Jr  
Sr

*Creative Writing 1*  
College Prep  
(one year)

*Creative Writing 1*  
Honors  
(one year)

Levels:

So  
Jr  
Sr

*Creative Writing 2*  
College Prep  
(one year)

*Creative Writing 2*  
Honors  
(one year)

Levels:

Jr  
Sr

*African-American Literature*  
College Prep  
(semester)

*African-American Literature*  
Honors  
(semester)

*English Language Learners Peer Leaders*  
Honors  
(one year)



Code	Title-Level	Year	Credit	Prerequisite	Grade
0137	Introduction to Debate – H	1	1	No	9-12
0141	Debate Seminar – H	1	1	Yes	10-12
0203	Journalism 1 – CP	1	1	No	9-12
0574	Journalism 1 – H	1	1	No	9-12
0562	Journalism Seminar 1 – H	.5	.5	Yes	10-12
0572	Journalism Seminar 2 – H	.5	.5	Yes	10-12
0326	Creative Writing 1 - CP	1	1	No	9-12
0327	Creative Writing 1 - H	1	1	No	9-12
0325	Creative Writing 2 - CP	1	1	Yes	10-12
0331	Creative Writing 2 - H	1	1	Yes	10-12
0268	African American Literature - CP	.5	.5	Yes	10-12
0269	African American Literature - H	.5	.5	Yes	10-12
0614	English Language Learners Peer Leaders - H	1	1	Yes	10-12

In addition to required courses, students may enroll in English elective offerings or in an additional required course for elective credit. Should students enroll in an additional English course from the three areas of study at the junior and senior level, they must begin with the first course in the sequence. English elective courses are designed to assist students in developing specialized talents and areas of interest.

### Introduction to Debate #0137

This course is designed for the beginning student who wishes to gain a solid foundation in academic debating. This course will involve lecture/discussion of the skills necessary for debate and student participation in practice debates. These skills include how to analyze propositions, improve one's research techniques, evaluate evidence, attack others' arguments and defend one's own, the use of elements of logic, and work on improving one's debating style. Students are required to read a considerable amount of literature related to topics being debated and to participate in several debates during the course of each quarter.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Fr, So, Jr, Sr	Year	1

### Debate Seminar #0141

*Prerequisite: Introduction to Debate*

*Debate Seminar* is a full-year co-curricular course primarily intended for students currently involved in extracurricular Debate Team competition. Students will complete a series of independent and group-oriented research projects based largely on the current academic year's National Forensics League Policy Debate topic. Students will also participate in in-class debates and receive oral and written criticism from teachers and fellow students. Explicit instruction in debate and its relationship to rhetoric, writing, and reading will be regularly emphasized and evaluated.

LEVEL	OPEN TO	LENGTH	CREDIT
H	So, Jr, Sr	Year	1

### Journalism 1 #0203

*Journalism 1 CP*, is a year-long course divided into the study of the fundamentals of news, feature, editorial and sports writing. Students learn the process of gathering information, sorting and organizing it, and writing an accurate account of the event appropriate for the story type. Emphasis is placed on developing a clear, precise writing style. Additionally, students learn to develop creative feature articles and explore various techniques for crafting stories. Editorial writing develops a student's ability to create editorials in an ethical and responsible manner. Students also learn how to prepare a dummy (preliminary page layout) and fit headlines, by-lines and subheads, as well as learn to design newspaper pages on the computer. *Journalism 1* also provides a basic introduction to photojournalism, social media in journalism and online journalism.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

### Journalism 1 #0574

*Journalism 1*, Honors level, is a course designed for students interested in newspaper journalism and developing their skills as a writer. The course takes a look at contemporary media and explores the ethical and responsibility issues inherent in the press today. Additionally, students learn the fundamentals of news, feature, editorial, and sports writing. Copy reading, news style and editing will be stressed. Students will create numerous original stories utilizing varied structures and writing techniques. They research topics, interview primary sources and develop stories appropriate for the particular story assignment. In addition, students learn to layout and design pages. They learn to write headlines, captions and cutlines, as well

as create graphics for original page layouts. Students also learn to design page layouts on the computer. *Journalism 1* also provides a basic introduction to photojournalism, social media in journalism and online journalism.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Fr, So, Jr, Sr	Year	1

### Journalism Seminar 1 #0562

*Prerequisite: Journalism 1 and Teacher Consent*

*Journalism Seminar 1* is designed to be an in-depth application of the theory and skills mastered in the first-year journalism course. Students generate, write and edit stories necessary to produce *The Voyager*. In addition to writing articles, students will design and layout pages for each edition, as well as meet all production and editorial deadlines. Motivation, responsibility, independence and self-direction are essential characteristics for the student who enrolls in this course. Students may be required to write an in-depth, multiple source story in which they probe an issue or topic each quarter. In addition to creating the print version of *The Voyager*, students are responsible for managing content for *The Voyager* website, shooting and editing video, and selling advertisements.

LEVEL	OPEN TO	LENGTH	CREDIT
H	So, Jr, Sr	Semester	.5

### Journalism Seminar 2 #0572

*Prerequisite: Journalism 1 and Teacher Consent*

Second semester journalism seminar is a continuation of the in-depth study of newspaper writing and design. Students should be proficient in the journalistic skills learned in the first-year course and refined in the first se-



mester seminar course. The emphasis continues to be on self-direction and self-motivation, and students will be expected to take on more responsibility as they increase their use of skills. In addition to writing for *The Voyager*, students are required to write one in-depth, multiple source story in which they “probe” an issue or topic each quarter. The article is a minimum of 25 column inches and is intended to showcase a student’s best creative and journalistic talent. In addition to creating the print version of *The Voyager*, students are responsible for managing content for *The Voyager* website, shooting and editing video, and selling advertisements.

LEVEL	OPEN TO	LENGTH	CREDIT
H	So, Jr, Sr	Semester	.5

### Creative Writing 1 #0326

Students in this course will read and critique a variety of literary works and media, examining what published authors accomplish through particular language choices. Students will also compose their own creative pieces in a variety of genres, including short fiction, poetry, personal memoir, graphic novels and audio/visual documents. This course follows a workshop approach in which students generate material and receive teacher and peer feedback, then revise original work. A portfolio of student work during the year will culminate in selected pieces published in *EDDA*, H-F’s art & literary magazine, as well as other young adult publications. In addition to focused writing, students will engage in other activities that enhance creative thinking and hone critical perspectives on their world through contemplation of written, vi-

sual and auditory art. This course differs from the Honors level by the number, length and difficulty of writing assignments. *Due to the seminar nature of this course, it may be repeated for general elective credit.*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

### Creative Writing 1 #0327

Students will read and critique a variety of literary works and media, examining what published authors accomplish through particular language choices. Students will also compose their own creative pieces in a variety of genres, including short fiction, poetry, personal memoir, graphic novels and audio/visual documents. This course follows a workshop approach in which students generate material and receive teacher and peer feedback, then revise their work. A portfolio of student work during the year will culminate in selected pieces published in *EDDA*, H-F’s art & literary magazine, as well as other young adult publications. In addition to focused writing, students will engage in other activities that enhance creative thinking and hone critical perspectives on their world through contemplation of written, visual and auditory art. This course differs from the CP level by the number, length and difficulty of writing assignments. *Due to the seminar nature of this course, it may be repeated for general elective credit.*

LEVEL	OPEN TO	LENGTH	CREDIT
H	Fr, So, Jr, Sr	Year	1

### Creative Writing 2 #0325

*Prerequisite: Creative Writing 1 or Teacher Recommendation*

Students in *Creative Writing 2* will continue to expand their abilities and thinking, composing and studying pieces in a variety of genres. Following a workshop style approach, class participants will generate work and receive both teacher and peer feedback, and also execute self-reflective strategies to recognize progress made in the course. Students will learn the fundamentals associated with publishing original works and complete tasks with the intent to publish: either in *EDDA*, H-F’s art & literary magazine or other young adult publications. Students should understand that they will be composing pieces for a larger audience range than in *Creative Writing 1*, and their work will be included in a formal showcase. Students will establish critical perspectives on worldly topics through the contemplation of written, visual and auditory art.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	So, Jr, Sr	Year	1

## Creative Writing 2 #0331

*Prerequisite: Creative Writing 1 or Teacher Recommendation*

Students in *Creative Writing 2* will continue to expand their abilities and thinking, composing and studying pieces in a variety of genres. Following a workshop style approach, class participants will generate work and receive both teacher and peer feedback, and also execute self-reflective strategies to recognize progress made in the course. Students will learn the fundamentals associated with publishing original works and complete tasks with the intent to publish: either in EDDA, H-F's art & literary magazine or other young adult publications. Students should understand that they will be composing pieces for a larger audience range than in *Creative Writing 1*, and their work will be included in a formal showcase. Students will establish critical perspectives on worldly topics through the contemplation of written, visual and auditory art. This course differs from the CP level by the increased rigor of assignments.

LEVEL	OPEN TO	LENGTH	CREDIT
H	So, Jr, Sr	Year	1

## African American Literature #0268

*Prerequisite: English 1 & 2*

*African American Literature* is a semester-long course, focused on the literature, culture, and roles of African Americans in our society. Students will determine the central theme and purpose of various pieces of writing by African American authors and synthesize articles of non-fiction to produce comparative studies of how varying authors address single topics. They will compose coherent and clear pieces of writing for various purposes. Students will participate in both collaborative and independent learning experiences, including an analytical oral presentation.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	So, Jr, Sr	Semester	.5



## English Language Learners Peer Leaders #0614

*Prerequisite: Instructor/Department Consent*

Students enrolled in this course, a companion course to the ELL program, serve as peer leaders who work with small groups and individual students while the teacher works with one focused group. They assist students with their assignments in both the ELL class and other course work, when necessary. Further, ELL Peer Leaders facilitate comprehension of the material through the utilization of teaching strategies. ELL Peer Leaders build students' background knowledge before reading, aid in the completion of graphic organizers, and help review homework. This is an excellent course for students considering a career in the field of education.

LEVEL	OPEN TO	LENGTH	CREDIT
H	So, Jr, Sr	Year	1

## African American Literature #0269

*Prerequisite: English 1 & 2*

*African American Literature* is a semester-long course, focused on the literature, culture, and roles of African Americans in our society. Students will determine the central theme and purpose of various pieces of writing by African American authors, and synthesize articles of non-fiction to produce comparative studies of how varying authors address single topics. They will compose coherent and clear pieces of writing for various purposes. Students will participate in both collaborative and independent learning experiences, including an analytical oral presentation. This course differs from the CP level by the increased rigor of assignments.

LEVEL	OPEN TO	LENGTH	CREDIT
H	So, Jr, Sr	Semester	.5



# H-F HIGH SCHOOL FINE ARTS DEPARTMENT 2023-2024







# Fine Arts

Visual Art • Music & Concerts • Theatre • Broadcasting • Film

Chair: Jaclyn Wargo, 708-335-5640, jwargo@hf233.org

## PROGRAM RATIONALE

The Homewood-Flossmoor High School Fine Arts Department believes that the quality of a student's life is uniquely enriched by the development of skills and values learned in the creation and/or performance of the Fine Arts. Study of the Fine Arts encourages students to function on multiple intellectual, analytical, thoughtful and expressive levels.

## GENERAL CORE ARTS STANDARDS



### National Coalition for Core Arts Standards Core Arts Standards

#### CREATING

- Generate and conceptualize artistic ideas and work
- Organize and develop artistic ideas and work
- Refine and complete artistic work

#### PERFORMING/PRESENTING/PRODUCING

- Select, analyze, and interpret artistic work for presentation
- Develop and refine artistic techniques and work for presentation
- Convey meaning through the presentation of artistic work

#### RESPONDING

- Perceive and analyze artistic work
- Interpret intent and meaning in artistic work
- Apply criteria to evaluate artistic work

#### CONNECTING

- Synthesize and relate knowledge and personal experiences to make art
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

# FINE ARTS

## Fine Arts: VISUAL ART — Suggested course sequence

Level 1	<b>Fundamentals of Art &amp; Design</b> College Prep	<b>Yearbook*</b> College Prep (may be repeated)	<b>Interactive Web Design</b> Honors	<b>AP History of Art</b> AP	<b>Photography I</b> College Prep	<b>Graphic Design I</b> College Prep
	Level 2	<b>Drawing &amp; Painting 1</b> College Prep/ Honors	<b>Ceramics &amp; Sculpture 1</b> College Prep / Honors	<b>Yearbook*</b> College Prep/ Honors (may be repeated)	<b>Photography II</b> College Prep / Honors	<b>Graphic Design II</b> College Prep / Honors
	Level 3	<b>Drawing &amp; Painting 2</b> Honors	<b>Art Concentration*</b> Honors (may be repeated)	<b>Yearbook*</b> College Prep/ Honors (may be repeated)	<b>Digital Concentration*</b> Honors (may be repeated)	
Level 4	<b>Art Concentration* (for Painting, Drawing &amp; 3D)</b> Honors (may be repeated)	<b>AP Studio Art*</b> AP	<b>Yearbook*</b> College Prep/ Honors (may be repeated)	<b>IB SL Art</b> IB		

*\*Instructor consent is required*

Visual communication is part of daily life. A familiarity with the arts is an integral and essential communicative skill that links the human experience. A comprehensive Visual Arts experience engages the student in meaningful art criticism, aesthetics, history and production. Process, craftsmanship, exposure and connection to a world view of art-making promote a standard of quality that enhances the individual's life.

# FINE ARTS

Code	Title-Level	Year	Credit	Prerequisite	Grade
6103	Fundamentals of Art & Design – CP	1	1	No	9-12
6210	Drawing & Painting 1 – CP	1	1	Yes	10-12
6212	Drawing & Painting 1 – H	1	1	Yes	10-12
6220	Ceramics & Sculpture – CP	1	1	Yes	10-12
6222	Ceramics & Sculpture – H	1	1	Yes	10-12
6232	Drawing & Painting 2 – H	1	1	Yes	11-12
6116	Graphic Design 1 – CP	1	1	No	9-12
6118	Graphic Design 2 – CP	1	1	Yes	10-12
6122	Graphic Design 2 – H	1	1	Yes	10-12
6715	Digital Art Concentration	1	1	Yes	11-12
6201	Interactive Web Design – H	1	1	No	9-12
6042	Photography 1 – CP	1	1	No	9-12
6043	Photography 2 – CP	1	1	Yes	10-12
6045	Photography 2 – H	1	1	Yes	10-12
6073	Art Concentration – H	1	1	Yes	11-12
6074	Advanced Placement History of Art – AP	1	1	No	9-12
6081	Advanced Placement Studio Art – AP	1	1	Yes	12
6302	Yearbook – CP	1	1	Yes	9-12
6304	Yearbook – H	1	1	Yes	10-12
1961	IB Art SL - IB	1	1	Yes	12



## Fundamentals of Art & Design #6103

*Fundamentals of Art & Design* is a beginning-level art course, introducing students to the basic elements and principles of art. Technical skills are taught through the introduction of a variety of media. Students will learn to create art pieces such as realistic drawings, abstract paintings, self portraits and three-dimensional sculpture. Art history, the process of critique and the presentation of aesthetic issues are also taught. All students receive a kit of necessary supplies, issued at the beginning of the year. Students will be held financially responsible for returning these supplies.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

## Drawing & Painting 1 #6210

*Prerequisite:*

*Passing grade in Fundamentals of Art & Design*

This is a second-level course. Students are presented figure, object and spatial drawing problems, designed to expand the student's knowledge of the application of the elements and principles of design. Foundational drawing and painting techniques are introduced and developed. Technical skills learned in the *Fundamentals of Art & Design* are reinforced and expanded by material and theme development in a sequential method. Focus is on creating a quality art object and mastering basic drawing and painting skills. The influence of basic art history, critical and aesthetic issues are presented to the student. Student-created work from the class may be selected for public display. Some additional out-of-class work related to research and production is expected. It is expected that any studio time missed during the course of the week will be made up before or after school during lab time. Some additional supplies are needed at the student's expense.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	So, Jr, Sr	Year	1

## Drawing & Painting 1 #6212

*Prerequisite: Grade of "B" or higher in Fundamentals of Art & Design*

This is a second-level course. Students are presented figure, object and spatial drawing problems. These challenges are designed to expand the student's knowledge of the application of the elements and principles of design. Foundational drawing and painting techniques are introduced and developed. Technical skills learned in *Fundamentals of Art & Design* are reinforced and expanded by material and theme development in a sequential method. Focus is on creating a quality art object and mastering basic drawing and painting skills. The influence of basic art history, critical and aesthetic issues are presented to the student. Student-created work from the class may be selected for public display. Some additional out-of-class work related to research and production is expected. It is expected that any studio time missed during the course of the week will be made up before or after school during lab time. Some additional supplies are needed at the student's expense. Students will be required to complete additional research, writing and artwork, beyond that of *Drawing & Painting 1 CP* students. Students taking the honors level must have earned a B or better in *Fundamentals of Art & Design*.

LEVEL	OPEN TO	LENGTH	CREDIT
H	So, Jr, Sr	Year	1

## Ceramics & Sculpture #6220

*Prerequisite: Passing grade in Fundamentals of Art & Design*

*Ceramics & Sculpture* is an advanced, second-level course. Students learn the basic terminology of sculpture and apply it through a series of hands-on projects in order to translate compositional problems three-dimensionally. Media may include paper, wire, natural objects, plaster, ceramics, metals and jewelry. Students may also participate in a student-generated collaborative project based on the concept of public sculpture. Although the majority of the class revolves around art production, history, aesthetic issues and criticism are also visited regularly.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	So, Jr, Sr	Year	1

## Ceramics & Sculpture #6222

*Prerequisite: Grade of "B" or higher in Fundamentals of Art & Design*

*Ceramics & Sculptures* is an advanced, second-level course. Students learn the basic terminology of sculpture and apply it through a series of hands-on projects to translate compositional problems three-dimensionally. Media may include paper, wire, natural objects, plaster, ceramics, metals and jewelry. Students may also participate in a student-generated collaborative project based on the concept of public sculpture. Although the majority of the class revolves around art production, history, aesthetic issues and criticism are also visited regularly. Students will be required to complete additional research, writing, and artwork, beyond that of *Ceramics & Sculpture CP* students. Students taking the honors level must have earned a "B" or better in *Fundamentals of Art & Design*.

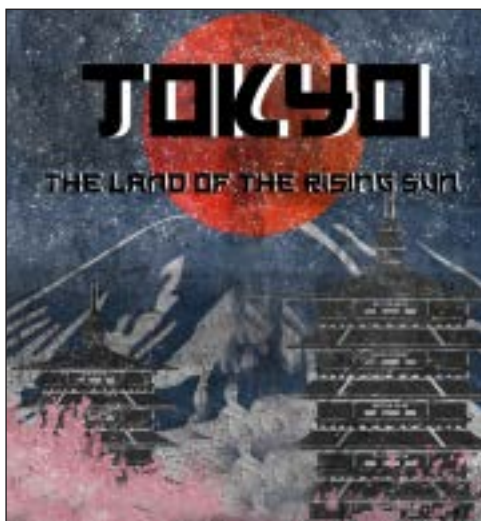
LEVEL	OPEN TO	LENGTH	CREDIT
H	So, Jr, Sr	Year	1

## Drawing & Painting 2 #6232

*Prerequisite: Passing grade in Drawing & Painting 1*

*Drawing & Painting 2* is an advanced, third-level course. Students continue the drawing/painting skills mastered in *Drawing & Painting 1*. Emphasis is placed on the use of imagination and on developing original compositions, as well as mastering technical skills. Media may include the use of watercolor, acrylic paint, pastel and oil paint. Although the majority of the class revolves around art production, history, aesthetic issues and criticism are also visited regularly.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Jr, Sr	Year	1



## Graphic Design 1 #6116

This is a beginning-level art course introducing students to basic image manipulation on the computer, including illustrations and collage. Students will create projects such as logos, posters, flyers, magazine layouts, and small animations. Software used will include Adobe Photoshop, Illustrator, InDesign and Flash. Student work from the class may be selected for public display. Some additional out of class work related to research and production is expected. Any studio time missed during the course of the week will be expected to be made up before or after school during lab time.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

## Graphic Design 2 #6118

*Prerequisite: Passing grade in Graphic Design 1*

This is a second-level course, and a continuation and expansion upon the skills and software learned in *Graphic Design I*. Students are presented with and exposed to real-life situations typical of those encountered by a professional designer. Students use the elements and principles of art, basic drawing skills, as well as simple digital photography to explore and solve problems and situations presented. Emphasis is placed on the use of imagination and on developing original concepts as well as technical skills to create professional and sophisticated works of art. Work from the class may be selected for public display. Some additional out of class work related to research and production is expected. It is expected that any studio time missed during the week will be made up before or after school during lab time.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	So, Jr, Sr	Year	1

## Graphic Design 2 #6122

*Prerequisite: Grade of "B" or higher in Graphic Design 1*

This is a second-level course, and a continuation and expansion upon the skills and software learned in *GD I*. Students are presented with and exposed to real-life situations typical of those encountered by a professional graphic designer. Students are to utilize the elements and principles of art, basic drawing skills, as well as simple digital photography to explore and solve problems and situations presented to them. Emphasis is placed on the use of imagination and on developing original concepts as well as technical skills to create professional and sophisticated works of graphic art. Student work may be selected for public display. Some additional out of class work related to research and production is expected. It is expected that any studio time missed during the week will be made up before or after school during lab time. Students will be required to complete additional research, writing and artwork beyond that of *Graphic Design II CP* students. Students taking the honors level must have earned a B or better in *GD I*.

LEVEL	OPEN TO	LENGTH	CREDIT
H	So, Jr, Sr	Year	1

## Digital Art Concentration #6715

*Prerequisite: Grade of "C" or higher in Photography 1 & 2 OR Graphic Design 1 & 2*

*Digital Art Concentration* is an advanced art course open to advanced photography or graphic design students who have successfully completed the two sequential photography or graphic design courses in the H-F visual art track. This course is designed to allow the self-directed serious graphic art or photography student the ability to explore various visual topics and media while creating a body or group of related work. Students will be required to produce a minimum of 7 quality pieces per semester. The influence of basic art history, research, critical and aesthetic issues will be presented to students on a weekly basis. Students will be required to meet all project deadlines, to participate in class critiques and to develop an electronic exit portfolio. Student work may be selected for public display. Some additional out-of-class work related to research and production is expected. Any studio time missed during the week will be expected to be made up before or after school during lab time. Some additional supplies will be needed at the student's expense. *This course may be repeated.*

LEVEL	OPEN TO	LENGTH	CREDIT
H	Jr, Sr	Year	1



## FINE ARTS



### Photography 1 #6042

*Photography 1* acquaints student with basic camera operations, darkroom procedures, processing, and printing techniques for black and white film and digital imaging. The course introduces student to the aesthetics of photographic image as an art form. The history of photography will also be explored in the course. **Note: The student is required to obtain a digital camera. Additional supplies are needed at the student's expense.**

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

### Photography 2 #6043

*Prerequisite: Passing Grade in Photo 1*  
This class expands upon the techniques and processes learned in *Photography 1*. Students use their prior knowledge of how a camera works as well as darkroom procedures. The course teaches alternative methods both in and out of the darkroom. Through the photographic print, students develop compositional skills, presentation skills, and creativity. The ongoing goal for each student is to work towards the mastery of camera and darkroom techniques. Students explore career opportunities in the field of photography. Computers and Photoshop are used to develop further the electronic imaging introduced in *Photography 1*. **Note: The student is required to obtain a digital camera. Additional supplies are needed at the student's expense.**

LEVEL	OPEN TO	LENGTH	CREDIT
CP	So, Jr, Sr	Year	1

### Photography 2 #6045

*Prerequisite: B or higher in Photo 1*  
This is an advanced, second-level course which expands upon the techniques and processes learned in *Photography 1*. Students use their prior knowledge of how a camera works, as well as darkroom procedures. The course teaches alternative methods both in and out of the darkroom. Through the photographic print, students develop compositional skills, presentational skills, and creativity. The ongoing goal for each student is to work towards the mastery of camera and darkroom techniques. Students explore career opportunities in the field of photography. Computers and Photoshop software are used to develop further the electronic imaging introduced in *Photography 1*. Student created work from the class may be selected for public display. Some additional out of class work related to research and production is expected. It is expected that any studio time missed during the course of the week will be made up before or after school during lab time, which is available only on a limited basis. For this reason, absences greatly hinder success in this class. Students will be required to complete additional research, writing, and artwork, beyond that of *Photography 2 CP* students. Students taking the honors level must have earned a B or better in *Photography 1*. **Note: The student is required to obtain a digital camera. Additional supplies are needed at the student's expense.**

LEVEL	OPEN TO	LENGTH	CREDIT
H	So, Jr, Sr	Year	1

### Art Concentration #6073

*Prerequisite: Instructor Consent*  
*Art Concentration* is course designed to allow the self-directed serious art student the ability to explore various visual topics and media while creating a body or grouping of thematically related work. Students will be required to produce a minimum of five quality pieces per semester. The influence of basic art history, research, and critical aesthetic issues will be presented to students on a weekly basis. Assessment will be based on four sections: student work, a process portfolio, self-evaluation, and a student curatorial rationale. To find success, students will be required to meet all project deadlines, participate in class critiques, and develop an electronic exit portfolio. Some additional out-of-class work related to research and production is expected. Any studio time missed during the course of the week will be expected to be made up in before- or after-school lab time. This course may be repeated.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Jr, Sr	Year	1



## Interactive Web Design #6201

Students will develop websites, social media content, virtual reality and augmented reality experiences, while discovering the growing need for digital marketing, and the interactive design development industry. Interactive web design introduces students to the basics of interactive art and design through learning various design programs including Adobe Dreamweaver, Adobe Photoshop, Adobe Illustrator, Adobe Dimension, Adobe Spark, Adobe Aero and Unity. Studying the process of popular social media sites, commercial sites and other modern web pages helps students discover the full potential of interactive design in future career paths. This course ties together the fundamentals of art and design and strategies used by professional designers to create successful pages and experiences. As technology advances, having a personal website can be beneficial for the application process to colleges and careers. Virtual reality and augmented are becoming more and more popular in this industry as equipment becomes more affordable. Students will learn how to design and build their own virtual and augmented scenes that they will get to test out on our state-of-the-art gaming computer and Oculus headsets and iPad pro devices. This course will expose students to many potential career options.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Fr, So, Jr, Sr	Year	1

## Advanced Placement History of Art #6074

The *AP Art History* program enables highly motivated students to do college-level work while still in high school. This course is designed to prepare students for the *AP History of Art* exam. In the course, students examine major forms of artistic expression from a variety of cultures beginning with the prehistoric era and continuing to the present. Course activities include viewing of artwork, lecture, independent research, on-site visits of artwork and critical analysis of the topics studied. This course requires a high level of commitment by the student and can result in up to six college credit hours for those who perform successfully on the *AP History of Art* exam. No prior experience in the history of art or studio art is necessary for those students who take the course. Students who have done well in other courses in the humanities, such as history and literature, or in any of the studio arts are especially encouraged to enroll.

LEVEL	OPEN TO	LENGTH	CREDIT
AP	Fr, So, Jr, Sr	Year	1



## Advanced Placement Studio Art #6081

*Prerequisite: 2 or 3 sequential art courses, Consent & Portfolio Presentation*

The *AP Studio Art* program enables highly motivated students to do college-level work in studio art while still in high school. *AP Studio Art* is not based on a written examination: if you participate in the program, you are required to submit a portfolio of work for evaluation at the end of the school year, which may earn you college credit. Advanced Placement work does involve significantly more time and commitment than most high school courses; therefore, the program is intended for students seriously committed to studying art. Work out of class is assigned each night. Students will need to supply additional materials for their concentration at their own expense.

LEVEL	OPEN TO	LENGTH	CREDIT
AP	Seniors	Year	1

## Yearbook #6302

*Prerequisite: "C" or higher in English, Instructor Consent*

Students learn aspects of yearbook design and production by creating H-F's yearbook, *Odin*. These aspects include, but are not limited, to publication design, photojournalism, journalistic writing, organizational skills and teamwork. Students are responsible for the creation and production of several two-page layouts. Assignments include: collecting and taking photographs; conducting interviews; writing captions and stories; organizing information into well-designed layouts; meeting deadlines; and editing the pages for errors and misinformation. The class goal is to yield high-quality yearbook pages. Students learn skills that range from using computer software programs, such as Adobe Photoshop, to using digital cameras. Leadership opportunities are available. *This course may be repeated.*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

## Yearbook #6304

*Prerequisite: "B" or higher in English, 1 Year of Yearbook with "B" or higher, Instructor Consent*

Students learn aspects of yearbook design and production by creating H-F's yearbook, *Odin*. These aspects include, but are not limited to, publication design, photojournalism, journalistic writing, organizational skills and teamwork. Students are responsible for the creation and production of several two-page layouts. Page layout assignments include: collecting and taking photographs; conducting interviews; writing captions and stories; organizing information into well-designed page layouts; meeting deadlines, and editing the pages for errors and misinformation. The class goal is to yield high-quality yearbook pages. Students learn skills that range from cohesive publication layout to using computer software programs, such as Adobe Photoshop and digital cameras. Editor positions are available through an application and interview process. *This course may be repeated.*

LEVEL	OPEN TO	LENGTH	CREDIT
H	Jr, Sr	Year	1

## IB Art SL #1961

*Prerequisite:*

*H-F IB Prep Academy enrollment*

Visual arts continually open up new possibilities and challenge traditional boundaries. This is evident both in the way we make art and in the way we understand what artists from around the world do. Theory and practice in visual arts are dynamic and ever-changing, and connect many areas of study and human experience through individual and collaborative production and interpretation. The IB Diploma Programme visual arts course enables students to engage in both practical exploration and artistic production, and in independent contextual, visual and critical investigation. The course is designed to enable students to study visual arts in higher education and also welcomes those students who seek life enrichment through visual arts. Through a variety of teaching approaches, all students are encouraged to develop their creative and critical abilities and to enhance their knowledge, appreciation and enjoyment of visual arts.

LEVEL	OPEN TO	LENGTH	CREDIT
IB	Seniors	Year	1

# Fine Arts: MUSIC — Course Overview

## Fine Arts: CHORAL

**Treble Choir**  
College Prep  
(9-12)  
6382

**Concert Choir**  
CP / Honors  
(9-12)  
6392 / 6394

**Viking Choir**  
Honors  
(10-12 - by audition)  
6412

### Extracurricular Ensembles

**Barber Shop Ensemble**  
(by audition)

**Viking Ensemble**  
(by audition & contract)

**Beauty Shop Ensemble**  
(by audition)

## Fine Arts: ORCHESTRA

**Chamber Orchestra**  
College Prep  
(9-12)  
6442

**Sinfonia Orchestra**  
Honors  
(9-12 - by audition)  
6446

**Viking Orchestra**  
Honors  
(10-12 - by audition)  
6452

### Extracurricular Ensembles

**Symphonic Strings**  
(by audition & contract)

**Pit Ensemble**  
(by audition)

## Fine Arts: BAND

**Concert Band: Brass**  
College Prep  
(9-12) 6333

**Concert Band: Woodwinds**  
College Prep  
(9-12) 6334

**Concert Band: Percussion**  
College Prep  
(9-12) 6344

**Wind Ensemble: Brass & Woodwinds**  
CP / Honors  
(10-12 - by audition)  
6343

**Wind Ensemble: Percussion**  
Honors  
(9-12 - by audition)  
6341

**Symphonic Band: Brass & Woodwinds**  
Honors  
(10-12 - by audition)  
6352

**Symphonic Band: Percussion**  
Honors  
(10-12 - by audition)  
6353

### Co-Curricular & Extracurricular Ensembles

**Pep Band**  
(required for Band students during basketball season)

**Marching Vikings**  
(required for Band students during football season)

**Pit Ensemble**  
(by audition)

## Fine Arts: GUITAR

**Guitar Ensemble**  
College Prep  
(9-12)  
6320

**Viking Guitar**  
Honors  
(9-12 - by audition)  
6322

### IB & AP Offerings

**IB SL Music**  
IB  
(12)  
1960

**AP Music Theory**  
AP  
(10-12)  
6512

### Other

**Industry of Music**  
College Prep  
(9-12)  
6324  
may be repeated



# FINE ARTS

Code	Title-Level	Year	Credit	Prerequisite	Grade
6320	Guitar Ensemble – CP	1	1	No	9-12
6322	Viking Guitar Ensemble - H	1	1	Yes	9-12
6324	The Industry of Music – CP	1	1	No	9-12
6334	Concert Band: Woodwind – CP	1	1	Yes	9-12
6333	Concert Band: Brass – CP	1	1	Yes	9-12
6344	Concert Band: Percussion – CP	1	1	Yes	9-12
6341	Wind Ensemble: Percussion – H	1	1	Yes	9-12
6343	Wind Ensemble – H	1	1	Yes	9-12
6352	Symphonic Band – H	1	1	Yes	10-12
6353	Symphonic Band: Percussion – H	1	1	Yes	10-12
6382	Treble Choir – CP	1	1	No	9-12
6392	Concert Choir – CP	1	1	Yes	9-12
6394	Concert Choir – H	1	1	Yes	10-12
6412	Viking Choir – H	1	1	Yes	10-12
6442	Chamber Orchestra – CP	1	1	Yes	9-12
6446	Sinfonia Orchestra – H	1	1	Yes	9-12
6452	Viking Orchestra – H	1	1	Yes	10-12
6512	AP Music Theory and Composition – AP	1	1	Yes	10-12
1960	IB Music SL - IB	1	1	Yes	12

Music expresses feelings in ways unique to music among all of the arts and between all other forms of knowing. Aestheticians say that music is analogous with life - the feelings it expresses are those of life experiences. We believe that students engaged in studying, listening to and making music have unique and essential opportunities for enriching their lives through the development of skills and values used in creating, performing and listening to music.

Music is a performing art. A performance before an audience provides a very tangible goal for rehearsal instruction. The challenge and discipline of creating and refining music is more keenly felt when the culmination is a public performance. Not only is the performance a means of both individual and group evaluation, it is also a maturing educational experience for each performer. Students at the Freshman level may share enrollment in two music courses if the schedule allows. However, due to the heavy performance nature of the upper-level music classes, students will not be able to be concurrently enrolled in any two music courses.

## Guitar Ensemble #6320

*Guitar Ensemble* is a lab class for students of all levels of playing ability who are interested in developing skills on the guitar. Students learn the fundamentals of classical guitar playing, including technical development, aural skills, music and tablature reading and rudimentary theory. These fundamentals may be applied to additional musical styles, including rock, jazz, blues, and folk. Instruction emphasizes beginning guitar technique, with opportunities to challenge those students having higher skill levels. Opportunity is given for students to perform in small ensembles and as soloists. Performances each semester outside of class time are a required part of the class, and attendance at these performances is required. An acoustic guitar is required for class and home practice. Students not having access to an acoustic guitar will have the option of renting an instrument. In the event of over-enrollment, upper-class students without any prior H-F music class enrollment will be given preference.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

## Viking Guitar Ensemble #6322

*Prerequisite:* Audition w/Director & Dept. Consent

*Viking Guitar Ensemble* continues the objectives of *Guitar Ensemble* by further developing students' musicianship, both individually and in a group. Work includes training in both technical skills and overall musicianship. Musical literature for the class will emphasize music from the Renaissance, Romantic and Baroque periods, and Classical, Jazz Idioms and Modern Guitar styles. The ensemble will perform at concerts each year, including String Orchestra Concerts, Winter Concert, Spring Concert and Guitar Showcase. These performances — while outside of school hours — are considered course requirements and participation is expected. Students will also have the opportunity to perform in small ensembles, as soloists, as members of the pit orchestra, Jazz Ensemble, and as a representative of the school in district and state activities. String students must audition; incoming freshmen and upper class string players not auditioning will be placed in *Guitar Ensemble*. Upon completion, students may then audition for *Viking Guitar Ensemble*.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Fr, So, Jr, Sr	Year	1

## The Industry of Music #6324

*Prerequisite:* Interest in Music/Music Business; instrumental or music experience preferred but not required

*Industry of Music* is a project-based class that focuses on the recorded music industry. Students learn how to use digital audio workstations (DAWs), sound boards, audio interfaces, microphones, monitors, and other studio equipment. With this knowledge, students take different roles such as musicians, artist & relations, creative services, promotion, and student-led labels produce content that one would find in the professional world. Cover songs, original songs, social media, radio, live events, and more are created/managed by students. Students also study copyright law, royalties, licensing, distribution, and more music business fundamentals. Students are preferred to have a musical background and a strong interest in learning about recorded sound. Students will have a stronger understanding of what it takes to be successful in the industry of music. *This course may be repeated.*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1





### Concert Band: Woodwind #6334

*Prerequisite: Instrumental training on woodwind instrument*

*Woodwind* is an instrumental ensemble for musicians who have had previous band experience and are interested in further developing their technical and musical ability on a woodwind instrument. Emphasis is placed on woodwind fundamentals for chamber and large ensemble music performance, including tonal concepts, technical skills, aural skills, rehearsal skills and rudimentary music theory. In addition to several formal concerts, members are required to perform as part of the Marching Band, school/community performances and sectional rehearsals. Attendance at these functions when scheduled outside of school hours is a course requirement. Members of the Woodwind Choir combine with musicians from the Brass Choir and Percussion Ensemble to form the Concert Band for large ensemble performances. Members of the Concert Band combine with the Chamber Orchestra string players to form the Concert Orchestra. Members of the Woodwind Choir have the opportunity to participate in a variety of district, state, and college sponsored music festivals, concerts and workshops. Freshmen/transfer woodwind players not auditioning for the director will be placed in this course. Upon completion of the course, students may audition for *Wind Ensemble* or *Symphonic Band*.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

### Concert Band: Brass #6333

*Prerequisite: Instrumental training on brass instrument*

*Brass* is an instrumental ensemble for musicians who have had previous band experience and are interested in further developing their ability on a brass instrument. Emphasis is placed on brass instrument fundamentals for chamber and large ensemble music performance, including tonal concepts, technical skills, aural skills, rehearsal skills and rudimentary music theory. In addition to several formal concerts, members are required to perform as part of the Marching Band, various school/community performances and sectional rehearsals. Attendance at these functions when scheduled outside of school hours is a course requirement. Members of *Brass* combine with musicians from the *Woodwind* and *Percussion* to form the Concert Band for large ensemble performances and combine with the Chamber Orchestra string players to form the Concert Orchestra. Members of *Brass* have the opportunity to participate in a variety of district, state, and college-sponsored music festivals, concerts and workshops. All freshman/transfer brass players not auditioning for the director will be placed in this course. Upon completion of the course, students may audition for *Wind Ensemble* or *Symphonic Band*.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

### Concert Band: Percussion #6344

*Prerequisite: Instrumental training on percussion instruments*

*Percussion* is an instrumental ensemble for students with previous band experience and are interested in further developing their technical and musical ability in the percussive arts. Emphasis is placed on the fundamentals of comprehensive percussion performance (snare drum, timpani, keyboards & drum set), including tonal concepts, technical skills, aural skills, rehearsal skills and rudimentary music theory. In addition to several formal concerts, members are required to perform as part of the Marching Band, various school/community performances and sectional rehearsals. Attendance at these functions when scheduled outside of school hours is a course requirement. Members of *Concert Band Percussion* combine with musicians from the *Woodwind* and *Brass Ensemble* to form *Concert Band*. Members of the *Concert Band Percussion* and *Strings* combine with *Winds* to form the *Chamber Orchestra*. In addition, members of *Percussion Ensemble* have the opportunity to participate in a variety of co-curricular music ensembles and activities. All levels of percussion ensemble can meet simultaneously. By audition, members are divided into *Concert Band (CP)*, *Wind Ensemble (Honors)*, and *Symphonic Band (Honors)*. All freshman/transfer percussionists not auditioning for the director will be placed in *Concert Band: Percussion (CP)*. Upon completion of the course, students may audition for *Wind Ensemble* or *Symphonic Band (Honors)*.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

## Wind Ensemble #6343

### Wind Ensemble: Percussion #6341

*Prerequisite: Audition w/Director*

*Wind Ensemble* continues the objectives of *Woodwind* and *Brass Band* (Concert Band), by further developing the student's technical, musical and ensemble skills. Selection of woodwind, brass, and percussion players is by audition only. *Wind Ensemble* is an Honors level course. Emphasis is on training musicians to meet advanced standards of excellence in performing wind band literature. In addition to several formal concerts, members are required to perform as part of the Viking Marching Band, various school/community performances and sectional rehearsals. Attendance at these functions when scheduled outside of school hours is a course requirement. Members of *Wind Ensemble* combine with the *Sinfonia Orchestra* string players to form the *Philharmonic Orchestra*. In addition, members of *Wind Ensemble* have the opportunity to participate in a variety of district, state, and college sponsored music festivals, concerts and workshops. Band students must audition to be placed in *Wind Ensemble*; entering freshmen and upper class players not auditioning for the music director will be placed in *Woodwind Choir* and *Brass Choir* (Concert Band). Upon completion of the course, students may audition for *Symphonic Band*.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Fr, So, Jr, Sr	Year	1



## Symphonic Band #6352

### Symphonic Band: Percussion #6353

*Prerequisite: Audition w/Director & Dept. Consent*

*Symphonic Band* is an honors level instrumental ensemble, which concentrates on the analysis and performance of the highest quality musical repertoire for winds and percussion. This is the top-rated band class in the school. Admission is by audition only. To be eligible to audition for *Symphonic Band*, a student must fulfill the following: 1) a minimum of one year in an H-F band class; or 2) transfer from another high school where the student was in the top-rated band class or was scheduled for the top-rated band class. Instruction includes advanced perceptual, aural and technical skills for woodwind, brass and percussion instrumentalists; music theory; historical concepts; research; and conducting. The pace is rapid, and the degree of difficulty is greater for *Symphonic Band* than for other band classes. *Symphonic Band* performs concerts, and members are required to perform as part of the Marching Band, various school/community performances and sectional rehearsals. In addition to formal concerts, *Symphonic Band* makes recordings, TV appearances, and upon occasion performs with international clinicians and stars. Attendance at these functions when scheduled outside of school hours is a course requirement. Members of *Symphonic Band* combine with the Viking Orchestra string players to form the H-F Symphony Orchestra. In addition, members of *Symphonic Band* have the opportunity to participate in a variety of district, state- and college-sponsored honors-level music festivals, concerts and workshops.

LEVEL	OPEN TO	LENGTH	CREDIT
H	So, Jr, Sr	Year	1

## Treble Choir #6382

*Prerequisite: None*

*Treble Choir* is a non-varsity, introductory level choral ensemble open to all sopranos and altos with no previous experience in a high school choral group. Students in this course will learn fundamentals of vocal production, ensemble singing, music literacy and performance skills. At least three performances are presented each year featuring a variety of musical styles. Performances, while outside of class hours, are considered a part of course requirements and attendance is expected. Two-, three- and four-part music is performed from memory at concerts. Educational emphasis is placed on vocal development, musicianship, musicality and self-direction.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

## Concert Choir #6392

*Prerequisite: None*

*Concert Choir* is designed to meet the needs of the developing choir student, and is open to students with no previous experience in a high school group. Students in this course will learn the fundamentals of vocal production, ensemble singing, music literacy and performance skills. At least three performances are presented each year featuring a variety of music styles and vocal techniques. Educational emphasis is placed on vocal development, musicianship, musicality and self-direction. Performances, while outside of class hours, are considered a part of course requirements and attendance is expected.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

## Concert Choir #6394

*Prerequisite: One year in an H-F music ensemble / Department consent*

Students in their second year in the choral program may enroll in Concert Choir at the honors level. For second-year singers, emphasis is on training students to meet advanced standards of excellence in singing choral literature. Honors-level singers are held to a more advanced standard of musicianship, and may be provided leadership opportunities within the ensemble. Second-year choir students are expected to prepare ensemble performances for Solo/Ensemble Festivals, showing a high degree of independent musical judgment and sensitivity. Performances, while outside of class hours, are considered a part of course requirements, and attendance is expected.

LEVEL	OPEN TO	LENGTH	CREDIT
H	So, Jr, Sr	Year	1

## Viking Choir #6412

*Viking Choir* is H-F's varsity-level vocal ensemble for the most experienced choir members. The group studies and performs appropriate choral literature in many styles, while working to further develop music skills, vocal technique, music reading skills, knowledge of music theory, and performance skills. Additional depth and challenge is emphasized in each of these areas. *Viking Choir* performs publicly throughout the community and competes as a vocal ensemble at the IHSA Music Contests. Performances, while outside of class hours, are considered a part of the course curriculum and attendance is expected. The pace of rehearsals are rapid and the degree of difficulty is greater for *Viking Choir* than for other choral groups.

LEVEL	OPEN TO	LENGTH	CREDIT
H	So, Jr, Sr	Year	1





### Chamber Orchestra #6442

*Prerequisite:*

*Previous training on string instrument*

Students in *Chamber Orchestra* develop individual and ensemble musicianship skills. A continued study of historical and theoretical concepts applies. The orchestra performs several times per year and often plays combined concerts with members from the H-F Band program. All performances outside school hours are considered part of the course requirement. Opportunities are available for students to perform in small ensembles or as members of the pit orchestra.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

### Sinfonia Orchestra #6446

*Prerequisite:* Audition w/Director

*/Department consent*

*Sinfonia Orchestra* continues the objectives of *Chamber Orchestra* by expanding students' individual and ensemble musicianship skills. Classwork includes training in both technical skills and overall musicianship. *Sinfonia Orchestra* combines at times for performances with the Chamber and Viking Orchestras, and combines with musicians in *Wind Ensemble* to form the Philharmonic Orchestra. Musical literature studied emphasizes music from the Baroque, Classical and Jazz idioms. *Sinfonia Orchestra* performs several concerts each year, including string orchestra concerts and full orchestra concerts. All of these performances, while outside of the school hours, are considered part of the course requirements and attendance is expected. Students have the opportunity to perform in small ensembles, as soloists, as members of the musical pit orchestra, and as a representative of the school in district and state activities. String students must audition to be placed in *Sinfonia Orchestra*: entering freshmen and upper class string players not auditioning for the music director will be placed in *Chamber Orchestra*. Upon completion of this course, students may audition for Viking Orchestra.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Fr, So, Jr, Sr	Year	1

### Viking Orchestra #6452

*Prerequisite:* Audition w/Director

*/Department consent*

*Viking Orchestra* is the most advanced orchestral ensemble offered at H-F. Students develop their technical skills as well as the tools necessary for musical leadership. A continued study of advanced historical and theoretical concepts applies. College-

level repertoire is studied at a rigorous and fast pace. The orchestra performs several times per year and often plays combined concerts with members from the H-F Band program. All performances outside of school hours are considered part of the course requirement. Opportunities are available for students to perform in small ensembles or as members of the pit orchestra. Members of the extra-curricular group, Symphonic Strings, are selected from this particular ensemble.

LEVEL	OPEN TO	LENGTH	CREDIT
H	So, Jr, Sr	Year	1

### AP Music Theory & Composition #6512

*Prerequisite:* Some musical experience

This course is designed for students with prior experience in choral, instrumental, guitar or piano music. This course is designed to prepare students for the administration of the *Advanced Placement Music Theory* exam. Beginning with a review of the fundamentals of music theory, the course then includes units on the construction and function of scales and chords, major and minor modes, the application of rhythms, the creation of melodic lines, use of cadences, and the essentials of part writing in both instrumental and choral music. Course activities include computer-assisted projects in arranging and original composition, as well as computer and class tutorials in ear training and sight-singing. This course also offers a foundation for those seriously considering further musical pursuits at the college or semi-professional level.

LEVEL	OPEN TO	LENGTH	CREDIT
AP	So, Jr, Sr	Year	1

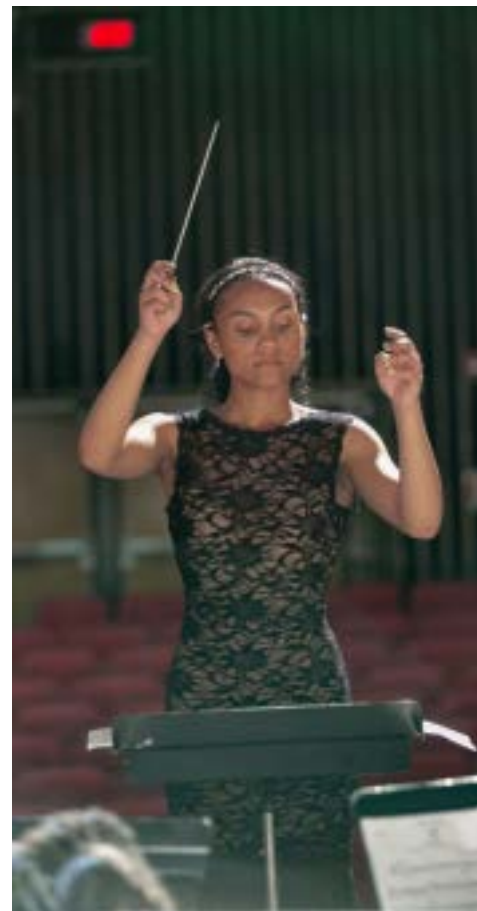
### IB Music SL #1960

*Prerequisite:*

*Enrollment in H-F IB Prep Academy*

The IB Diploma Programme standard level music course seeks to develop students' knowledge and potential as musicians, both personally and collaboratively. IB Diploma Programme music students are required to study musical perception and actively listen to a wide range of music from different parts of the world, musical cultures and time periods. The class will focus on the development of creative skills through exploration, control and development of musical elements. Students develop aural perception and understanding of music by learning about musical elements, including form and structure, notations, musical terminology and context. Through the course of study, students become aware of how musicians work and communicate. The course also seeks to encourage students to enjoy life-long engagement with music; explore and value the diversity of the arts across time, place and cultures; express ideas with confidence and competence; develop perceptual and analytical skills, compositional, arrangement, and improvisational skills; and develop their knowledge and potential as musicians.

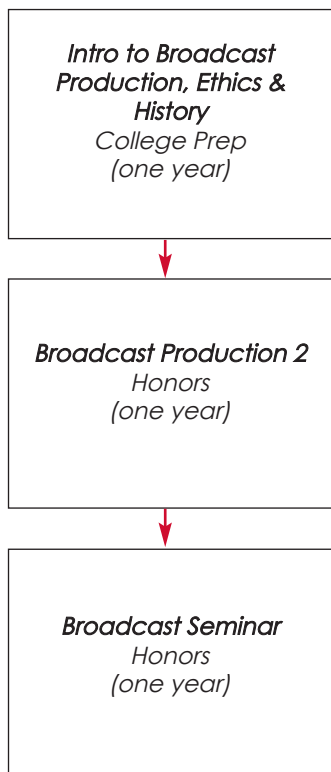
LEVEL	OPEN TO	LENGTH	CREDIT
IB	Seniors	Year	1



# FINE ARTS

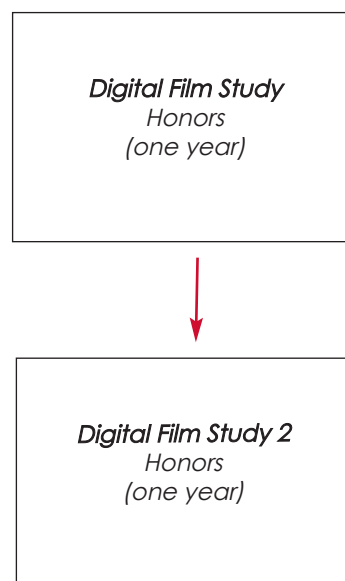
## Fine Arts: BROADCASTING

Suggested course sequence



## Fine Arts: FILM

Suggested course sequence



Code	Title-Level	Year	Credit	Prerequisite	Grade
0130	Intro to Broadcast Production, Ethics and History – CP	1	1	No	9-12
0126	Broadcast Production 2 – H	1	1	Yes	10-12
0128	Broadcast Seminar – H	1	1	Yes	11-12
0932	Digital Film Study – H	1	1	No	9-12
6722	Digital Film Study 2 – H	1	1	Yes	10-12





## FINE ARTS



### Broadcast Production, Ethics & History #0130

This course is for those who are interested in an overview of telecommunications, as well as those who plan to study broadcasting in depth. The course begins with the development and (self-governmental) regulation of broadcasting. Students learn about the history of mass media, legal rules and regulations, programming trends and station formats, media ethics, and advertising. The second semester of the course is designed to familiarize students with broadcast production, including storytelling techniques, crew operation, equipment operation, script preparation, producing, directing, and basic production. Laboratory practice in radio and TV is provided. This course emphasizes the development of radio and TV production skills, including programs for both radio and TV. Students are expected to work after school producing several newscasts throughout the year. Students also gain practical experience in actual new writing and editing skills during class and after school at our radio station, WHFH, and TV facility, VTV. *Satisfactory completion of the first semester of coursework is strongly recommended before attempting the second semester.*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

### Broadcast Production 2 #0126

*Prerequisite: 0130 and Teacher Consent*

*Broadcast Production 2* is an advanced course dealing strictly with the production elements of radio and television. Students enrolled in this course will spend one semester in radio production and the other in television production. In radio, each student is responsible for creating a 30-minute radio documentary that airs live on the school's radio station. The project centers around documentary-style writing, research, interviewing and producing a live radio event. Smaller radio projects will also be completed during this semester. In the television semester, students will learn the advanced techniques of directing, shooting and editing in a series of video projects, including commercials, news and feature stories, and a short film. The semester culminates with the production of a full-length music video that is directed and edited by the students. Students in *Production 2* participate in after school newscasts and have numerous out-of-class activities that require lab time after school hours. Students must pass each semester's master project in order to be eligible to move on in the program.

LEVEL	OPEN TO	LENGTH	CREDIT
H	So, Jr, Sr	Year	1

### Broadcast Seminar #0128

*Prerequisite: 0130, 0126, & Teacher Consent*

Students must apply to be part of this class and undergo an interview process in which the student applies for a certain role on the staff. Each *Broadcast Seminar* student is appointed a staff position on either the VTV or WHFH Radio staff. Students are expected to function as a member of the station's operating staff and are responsible for directing their own workload and for assisting in the evaluation for their efforts. The class requires considerable after-school work which includes being part of a live sports crew, filming events, and other duties. Students must be self-sufficient in time management as well as self direction and motivation. Students enrolled in this course are expected to have a thorough understanding of broadcast regulation and operating practices.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Jr, Sr	Year	1

### Digital Film Study #0932

Students will study vocabulary, technique and history to give them the tools to understand and evaluate films. Essay writing focuses on the analysis of existing films. Students complement their understanding of film with hands-on experiences in the production of several films, including scripting, organizing crews, scheduling locations, procuring talent, coordinating schedules with equipment availability, directing talent, lighting, moving props, instructing technical crew and editing. Students will have the opportunity to use equipment of the industry, take on a variety of roles (director, actor and editor), and create several professional short films that include audio and visual effects.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Fr, So, Jr, Sr	Year	1

### Digital Film Study 2 #6722

*Prerequisite: Digital Film Study #0932 and Teacher Consent.*

Building on the skills developed in *Digital Film Studies*, *Digital Film Studies 2* allows the class to work as one production crew. The year will be spent serving in different roles of a film crew. Students will write scripts, create storyboards, scout locations, serve as Director of Photography, and be editors of student created films. Through the year, each student will have the opportunity to create an episode of a film series as well as to create a short film of their own. This course will also offer students an in-depth analysis of the history of film theory and criticism. This class will prepare students to work as leaders in the media concentration of the MVP Academy. Beginning with early debates about the cinema (in the light of wider debates about the significance of an emerging mass culture), we will survey cognitive, formal, and ideology-focused theories of film in order to better comprehend the nature of the medium and its relationship to the other arts, society and spectatorship.

LEVEL	OPEN TO	LENGTH	CREDIT
H	So, Jr, Sr	Year	1

Fine Arts: THEATRE — Suggested course sequence



*Introduction to Theatre*  
*College Prep (one year)*



*Advanced Acting & Play Production*  
*Honors (one year)*



*Scriptwriting & Directing Lab*  
*Honors (one year)*



*Devised Theatre &  
Ensemble Playbuilding*  
*Honors (one year)*

# FINE ARTS

Code	Title-Level	Year	Credit	Prerequisite	Grade
0165	Introduction to Theatre – CP	1	1	No	9-12
0196	Advanced Acting and Play Production – H	1	1	Yes	10-12
01743	Scriptwriting and Directing Lab – H	1	1	Yes	11-12
01673	Devised Theatre & Ensemble Playbuilding –H	1	1	Yes	12

## Introduction to Theatre #0165

*Introduction to Theatre* explores the elements of drama through improvisation, theatre games, and introductory theatre vocabulary. In this course, students develop the means to express themselves creatively while building self-confidence, performance skills, and technical theatre knowledge. Beginning with group and individual exercises, students receive a fundamental understanding of dramatic principles. Students will develop skills in acting and scene analysis, and emphasis is placed on the theatre practitioner's role in a cooperative ensemble.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

## Advanced Acting & Play Production #0196

*Prerequisite: Intro to Theatre*

*Advanced Acting & Performance* will build on the background established in *Introduction to Theatre*, focusing on creating honest, believable characters and situations. Actors will work with scripts of varying lengths to expand their abilities to understand and bring to life scenes from a variety of dramatic literature. In this course, students develop the means to express themselves creatively while building self-confidence, acting skills, and analytical skills. Performances require understanding of aesthetic, physical, and vocal principles. Major assignments require memorization skills. Students in this course discover the interpretive and performance skills necessary to coordinate a group performance including the adaptation of literature for performance. Within the class performances, each member of the class participates in the theatre art process, including auditions, memorization techniques, blocking, production concept, script analysis, interpretation and performance. This course culminates in a required production outside of school hours.

LEVEL	OPEN TO	LENGTH	CREDIT
H	So, Jr, Sr	Year	1

## Scriptwriting & Directing Lab #01743

*Prerequisite: Level 1 and Level 2 Theatre classes*

Through the study and analysis of major dramatic writing, students discover the “thinking” process involved in scriptwriting and the great ideas and emotions revealed in significant dramatic authors. Students will study Historical, Contemporary American, and World Drama of both theatre and film. Compositional skills emphasize writing of the ten-minute play, and formal analysis. Students will study several methodologies for script analysis and discuss play conceptualization and director vision for a production. Students will learn how to plan for and rehearse a production. Students also will study the effectiveness of an ensemble and other leadership activities and roles. The culminating project of the course will be to direct a short play written by classmates.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Jr, Sr	Year	1

## Devised Theatre & Ensemble Playbuilding #01673

*Prerequisite: Level 1, 2, and 3 Theatre classes*

This course introduces students to Devised Theatre and Ensemble Playbuilding - a form of theatre where the script derives from collaborative, researched, improvisatory work by a group of people. Each person in the group serves as playwright, director and performer. Students will be introduced to moment work based on the work of the Tectonic Theatre company, as well as other devised theatre techniques. Students will then participate in a collaborative writing and performing process during which they will create a performance piece reflecting on a theme chosen by the group. The course will culminate in an evening performance for parents and community. Students will develop an awareness of the history of devised theatre and current artists: the who, how, and where, as well as create original non-script-based performance pieces from a variety of sources in response to a theme or prompt. By the course conclusion, students will be able to work outside and beyond conventional narrative structure, naturalistic staging, and traditional rehearsal processes.

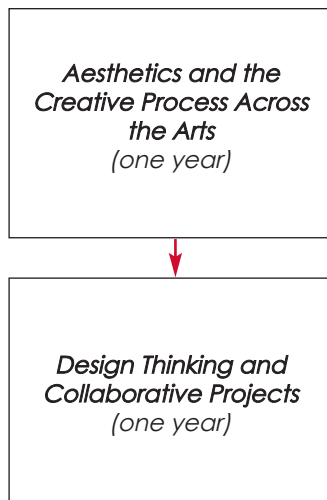
LEVEL	OPEN TO	LENGTH	CREDIT
H	Senior	Year	1





## Fine Arts: MVP ACADEMY

### Course sequence



Code	Title-Level	Year	Credit	Prerequisite	Grade
6701	Aesthetics and the Creative Process Across the Arts - H	1	1	Yes	11
6708	Design Thinking and Collaborative Projects – H	1	1	Yes	12

### Aesthetics and the Creative Process Across the Arts #6701

*Prerequisite: Acceptance into the MVP Academy*

What makes something art? What accounts for “good taste”? How do creative people develop ideas? Can creativity be learned? These are all essential questions that will be discussed and investigated throughout this course. Students will explore the fundamentals of the aesthetic experience through observation, discussion, and analysis of the arts: Visual Art, Music, Theatre and Media. Topics include the creative process, structure, cultural application and diversity, the role of the artist in society, popular movements and trends (both historical and contemporary), and arts integration. Upon completion of this course, students will acquire a critical perspective on the relationship between the arts and society and broaden their personal criteria for understanding and appreciating art and the role as an artist in a changing society.



### Design Thinking & Collaborative Projects #6708

*Prerequisite: Must be a current member of the MVP Academy and have taken Aesthetics and the Creative Process Across the Arts along with the previous courses in the concentration*

The world and its challenges demand a new breed of professional: those who are trained to drive innovation, no matter the situation, industry, or problem. *Design Thinking* is a process pioneered at the Stanford d.school, and taught all over the world. This process draws on methods from art, engineering and design to help foster empathic, human-centered, creative solutions to any problem or challenge. After learning design thinking students will collaborate across arts disciplines on two major creative projects as we study the importance of community arts as well as art for social change. This capstone course will pre-

pare MVP artists for creative and collaborative thinking and project planning across all fields.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Juniors	Year	1

LEVEL	OPEN TO	LENGTH	CREDIT
H	Seniors	Year	1



**H-F HIGH SCHOOL**  
**MATHEMATICS**  
**DEPARTMENT**  
**2023-2024**





# Mathematics

Chair: Robert White, 708-335-5710, robert.white@hf233.org

## PROGRAM RATIONALE



The Mathematics Department of Homewood-Flossmoor High School strongly believes that all students should have the opportunity to learn mathematical concepts and skills necessary to prepare them for any post-secondary experience. It is our expectation that students will reach their highest level of mathematics by utilizing critical-thinking skills, engaging in exploration and discovery activities, and solving complex problems. To accomplish this, teachers will implement various learning strategies and techniques, employ technology, and evaluate student progress using multiple forms of assessment.

## PROGRAM GOALS

### PROGRAM GOALS

#### **Students will...**

- Increase their ability to visualize, describe, and analyze situations in mathematical terms
- Utilize a variety of learning strategies
- Employ technology to increase their ability to solve mathematical challenges
- Demonstrate their learning through multiple forms of assessment

### STANDARDS FOR MATHEMATICAL PRACTICE

#### **Students will...**

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning



**MATHEMATICS — Course sequence**

*Core Courses*

***Algebra I***

*Honors  
College Prep  
Double Block*

***Geometry***

*Honors  
College Prep  
Double Block*

***Algebra II /  
Trigonometry***

*Honors  
College Prep  
Double Block*

***Pre-Calculus***

*AP  
Honors  
College Prep*

***Calculus***

*Honors  
IB SL Math  
AP-AB  
IB HL Math 1 BC  
AP-BC*

*Electives*

***Introduction to  
Computer  
Science***

*Honors*

***AP Computer  
Science  
Principles***

*AP*

***AP Computer  
Science Using  
JAVA***

*AP*

***Advanced  
Computer  
Science***

*Honors*

***AP Pre-Calculus***

*AP*

***AP Statistics***

*AP*

***Math  
Senior Leaders***

*Honors*

***Quantitative  
Literacy***

*CP*

*NOTE: Based on class performance, sequences may be altered.*

# M A T H E M A T I C S

Code	Title-Level	Year	Credit	Prerequisite	Grade
9361	Principles of Algebra 1 - CP	1	1	No	9-10
3201	Algebra I Double Block - CP	1	2	Yes	9
3210	Algebra 1 – CP	1	1	Yes	9 – 12
3300	Algebra 1 – H	1	1	Yes	9
9362	Principles of Geometry - CP	1	1	Yes	10-11
3220	Geometry – CP	1	1	Yes	9 – 12
3225	Geometry Double Block – CP	1	2	Yes	10 – 11
3310	Geometry – H	1	1	Yes	9 – 10
9363	Principles of Algebra II	1	1	Yes	11-12
3230	Algebra II/Trigonometry Double Block - CP	1	2	Yes	11 – 12
3231	Algebra II/Trigonometry – CP	1	1	Yes	9 – 12
3321	Algebra II/Trigonometry – H	1	1	Yes	9 – 11
3235	Principles of Pre-Calculus – CP	1	1	Yes	11 – 12
3241	Pre-Calculus – CP	1	1	Yes	9 – 12
3331	Pre-Calculus - H	1	1	Yes	9 - 12
3338	AP Pre-Calculus – AP	1	1	Yes	9 – 12
3334	AP Statistics – AP	1	1	Yes	10 – 12
3355	Calculus – H	1	1	Yes	11 - 12
3336	AP Calculus AB – AP	1	1	Yes	10 – 12
3341	AP Calculus BC – AP	1	1	Yes	10 – 12
1935	IB SL Math - IB	2	2	Yes	11 – 12
1932	IB HL Math 1 Calculus BC – IB	1	1	Yes	11
1933	IB HL Math 2 – IB	1	1	Yes	12
3391	Introduction to Computer Science – H	1	1	Yes	9 – 12
3545	AP Computer Science Principles	1	1	Yes	9 - 12
3499	AP Computer Science Using JAVA – AP	1	1	Yes	9 – 12
3500	Advanced Computer Science – H	1	1	Yes	10 – 12
3328	Quantitative Literacy - CP	1	1	Yes	12
3997	Math Sr. Leaders - H	1	1	Yes	12

## NOTES:

1. The study of mathematics is cumulative. Therefore, success in mathematics depends on commitment to regular and consistent study.
2. Credit must be earned in both semesters of a full-year course before taking the next course in the series.
3. Due to increased use of technology in mathematics, all students must have a graphing calculator. A TI-84, TI-84+, or TI-84+CE is required.
4. Only after careful consideration by the student, parent, teacher and counselor, should a change be made to a different level. Also, once a student has enrolled in a particular level, there is no guarantee that the student will be able to change levels at a later date.
5. The minimum requirement for graduation is successful completion of *Algebra 1*, *Geometry*, and *Algebra 2/Trigonometry*.
6. Prerequisites can be met with department chair consent in some cases.
7. Honors math at H-F is rigorous and fast-paced. Students at this level should be highly motivated, be able to work independently, and complete all assignments on time.
8. Students must be enrolled in a mathematics class through their junior year.

## Principles of Algebra 1 #9361

This course focuses on fundamental properties of real numbers. Polynomials, rational algebraic expressions, linear equations, quadratic equations, exponents, inequalities, functions, and equations are studied. These types are related to real world applications. *A graphing calculator is required.*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So	Year	1

## Algebra 1 Double Block #3201

### *Prerequisite: Recommendation*

Class follows the same curriculum as *Algebra I CP* with two periods of instruction, and focuses on the fundamental properties of real numbers, linear equations and inequalities, functions and graphs (linear, absolute value, exponential, quadratic), linear regression, systems of linear equations, exponents, operations with polynomials, quadratic equations, and radical expressions and equations. Elementary probability and statistics are introduced. The course concentrates on developing skills in note-making, text reading and using graphing calculators. *A graphing calculator is required: TI-84, TI-84+, or TI-84+CE.*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Freshmen	Year	2 (Algebra I and Math Elective)



# M A T H E M A T I C S



## Algebra I #3210

*Prerequisite: Recommendation*

The course focuses on the fundamental properties of real numbers, linear equations and inequalities, functions and graphs (linear, absolute value, exponential and quadratic), linear regression, systems of linear equations, exponents, operations with polynomials, quadratic equations, and radical expressions and equations. Elementary probability and statistics are also introduced. The course concentrates on developing skills in note-making, reading of the text, and using the graphing calculator. *A graphing calculator is required: TI-84, TI-84+, or TI-84+CE.*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Freshmen	Year	1

## Algebra I #3300

*Prerequisite: Recommendation*

*Algebra I Honors* is extremely rigorous and fast-paced. Students will study, in depth, intermediate algebra and should have a strong algebra background. This course covers all the topics covered in *Algebra 1 CP*, but in greater depth. Additional topics consist of rational expressions and equations. *A graphing calculator is required: TI-84, TI-84+, or TI-84+CE.*

LEVEL	OPEN TO	LENGTH	CREDIT
H	Freshmen	Year	1

## Principles of Geometry #9362

This course focuses on fundamental concepts of Euclidean geometry. Special attention is given to the concepts of congruence, similarity, area, volume, perpendicularity, parallelism, coordinate geometry, properties of lines, angles, triangles, quadrilaterals and circles. *A graphing calculator is required.*

LEVEL	OPEN TO	LENGTH	CREDIT
AC	So, Jr	Year	1

## Geometry Double Block #3225

*Prerequisite: 2 semesters of Algebra 1 CP*

This class follows the same curriculum as *Geometry CP*. Students receive two periods of instruction. The course focuses on fundamental concepts of Euclidean geometry and the development of an axiomatic system using deductive reasoning. Special attention is given to the concepts of congruence, similarity, area, volume, perpendicularity, parallelism, and coordinate geometry. Properties of lines, angles, triangles, quadrilaterals, circles and right triangle trigonometry are also studied. The course concentrates on continuing the development of skills in note-making, text reading and using graphing calculators. *A graphing calculator is required: TI-84, TI-84+, or TI-84+CE.*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	So, Jr	Year	2(Geometry and Math Elective)

## Geometry #3220

*Prerequisite: 2 semesters of Algebra 1 CP*

This course focuses on fundamental concepts of Euclidean geometry and the development of an axiomatic system using deductive reasoning. Special attentions is given to the concepts of congruence, similarity, area, volume, perpendicularity, parallelism, and coordinate geometry. Properties of lines, angles, triangles, quadrilaterals, circles and right triangle trigonometry are also studied. The course concentrates on continuing the development of skills in note-making, reading of the text, and using the graphing calculator. *A graphing calculator is required: TI-84, TI-84+, or TI-84+CE.*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

## Geometry #3310

*Prerequisite: 2 semesters of Algebra 1 H or Teacher Recommendation*

This course is extremely rigorous and fast-paced. Students should have a very strong algebra background. Also, students should be highly motivated and be able to work independently. This course covers all the topics of *Geometry CP*, but in greater depth. More em-

phasis is placed upon precision in language, proofs by direct and indirect methods and algebraic techniques. Additional topics include three-dimensional geometry and three-dimensional coordinate systems. *A graphing calculator is required: TI-84, TI-84+, or TI-84+CE.*

LEVEL	OPEN TO	LENGTH	CREDIT
H	Fr, So	Year	1

## Principles of Algebra II #9363

This course expands the material studied in *Algebra I* and *Geometry*, emphasizing real world applications and associated graphical analysis. Topics studied include operations on real numbers, variables, solving and graphing equations, polynomials, functions, systems of equations, rational expressions, quadratic equations and elementary probability and statistics. *A graphing calculator is required.*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Jr, Sr	Year	1

## Algebra II/Trigonometry Double Block #3230

*Prerequisite: 2 semesters of Geometry CP*

This class follows the same curriculum as *Algebra II/Trigonometry CP*. Students receive two periods of instruction. This course expands the material studied in *Algebra 1 CP* and *Geometry CP*, emphasizing real world applications and associated graphical analysis. Topics studied include operations on real numbers and variables, solving equations, graphing, polynomials, functions, complex numbers, matrices, systems of equations, rational expressions, exponential and logarithmic functions, probability and statistics, and trigonometry. *A graphing calculator is required: TI-84, TI-84+, or TI-84+CE.*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Jr, Sr	Year	2

## Algebra II/Trigonometry #3231

*Prerequisite: 2 semesters of Geometry CP*

This course expands the material studied in *Algebra 1 CP* and *Geometry CP*, emphasizing real world applications and associated graphical analysis. Topics studied include operations on real numbers and variables, solving equations, graphing, polynomials, functions, complex numbers, matrices, systems of equations, rational expressions, exponential and logarithmic functions, probability and statistics, and trigonometry. *A graphing calculator is required: TI-84, TI-84+, or TI-84+CE.*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

# M A T H E M A T I C S

## Algebra II/Trigonometry #3321

*Prerequisite: 2 semesters of Geometry H or Teacher Recommendation*

This course is extremely rigorous and fast-paced. Students should have a very strong algebra and geometry background. Also, students should be highly motivated and be able to work independently. This course covers all the topics of *Algebra II/Trigonometry CP*, but in greater depth. Additional topics include trigonometry, rational functions, theory of equations, counting techniques and probability. *A graphing calculator is required: TI-84, TI-84+, or TI-84+CE.*

LEVEL	OPEN TO	LENGTH	CREDIT
H	Fr, So, Jr	Year	1

## Principles of Pre-Calculus #3235

*Prerequisite: 2 semesters of Algebra II/ Trig CP*

This course is designed for students who would like to strengthen their *Algebra II/Trigonometry* knowledge base before enrolling in a college course. Topics include functions (linear, quadratic, absolute value, square root, and cubic) and their graphs, trigonometric functions, polynomial functions, rational functions, mathematical inductions, arithmetic sequences and series, and geometric sequences and series. *A graphing calculator is required: TI-84, TI-84+, or TI-84+CE.*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Jr, Sr	Year	1

## Pre-Calculus #3241

*Prerequisite: 2 semesters of Algebra II/ Trig CP*

This course is intended for students who have a strong algebra and trigonometry background. Topics include trigonometric functions and their inverses, trigonometric identities, graphs of trigonometric functions, polar coordinates, polynomial functions, rational functions, combinations and permutation, theory of equations, arithmetic and geometric progressions, mathematical induction and parametric equations. This course prepares students to take *AP Calculus AB* or a college calculus course. *A graphing calculator is required: TI-84, TI-84+, or TI-84+CE.*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	So, Jr, Sr	Year	1

## Pre-Calculus #3331

*Prerequisite: 2 semesters of Algebra II/ Trig H, Teacher Recommendation*

This course is extremely rigorous and fast-paced. Students should have a very strong algebra and trigonometry background. Also, students should be highly motivated and be able to work independently. Topics include: vectors, functions, exponential and logarithmic functions, trigonometry, analytic geometry, polar coordinates, mathematical induction, sequences and series, parametric equations, probability, limits and derivatives. This course prepares students to take *AP Calculus BC*. A graphing calculator is required: TI-84, TI-84+, or TI-84+CE.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Fr, So, Jr, Sr	Year	1

## AP Pre-Calculus #3338

*Prerequisite: 2 semesters of Algebra II/ Trig H, Teacher Recommendation*

This course is rigorous and fast paced and students are expected to work independently. AP Precalculus provides students with a college level math experience and prepares students for Calculus. AP Precalculus begins to unify the concepts of geometry, algebra, and trigonometry. Topics include polynomial and rational functions, exponential and logarithmic functions, trigonometric and polar functions, functions involving parameters, vectors, and matrices, and if time permits probability and limits. This course prepares student to take *AP Calculus BC*. *A graphing calculator is required: TI-84, TI-84+, or TI-84+CE.*

LEVEL	OPEN TO	LENGTH	CREDIT
AP	Fr, So, Jr, Sr	Year	1

## AP Statistics #3334

*Prerequisite: Algebra II/Trig CP with an A/B or concurrent enrollment in Algebra II/Trig H*

This course is equivalent to a three-semester hour college statistics course. Students will analyze and summarize data both graphically and numerically. They learn how to collect data, make conjectures, and present findings using statistical methods. The class will closely follow the syllabus suggested by the College Board. Students are encouraged to take the *AP Statistics* exam. *A graphing calculator is required: TI-84, TI-84+, or TI-84+CE.*

LEVEL	OPEN TO	LENGTH	CREDIT
AP	Fr, So, Jr, Sr	Year	1

## Calculus #3355

*Prerequisite: Precalculus*

*Calculus* unifies the geometry, algebra, and trigonometry of earlier courses and offers a general preparation for further studies in mathematics. This course is intended for students who wish to continue their study of mathematics but are not prepared for *AP Calculus AB*. This course is the study of limits and the applications to derivatives and integrals. Linear, polynomial, logarithmic and exponential functions will be reviewed.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Jr, Sr	Year	1

## AP Calculus AB #3336

*Prerequisite: 2 semesters of Pre-Calculus and Teacher Recommendation*

*Calculus* unifies the geometry, algebra and trigonometry of earlier courses, offers a general prep for further study of mathematics, and is a powerful and flexible instrument for obtaining useful solutions to a variety of problems in science, technology and business. This course is a study of limits and the applications to derivatives and integrals. Emphasis is placed on symbolic, numerical, and graphical approaches to theory and problem solving. This course is at the same level of rigor as *AP Calculus BC*, but covers only two-thirds of the content. Students will be prepared for the AB level AP exam. *A graphing calculator is required: TI-84, TI-84+, or TI-84+CE.*

LEVEL	OPEN TO	LENGTH	CREDIT
AP	Soph, J, Sr	Year	1

## IB SL Math #1935

*Prerequisite: H-F IB Prep Academy enrollment, Pre-Calculus H, Teacher Recommendation*

This is a one-year course that caters to students who are equipped with the skills needed to apply simple mathematical techniques correctly. These students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration. This course satisfies the Group 5 component of the IB Diploma Programme. Students will be prepared for the AB-level AP exam, as well as the IB SL Math exam. *A graphing calculator is required: TI-84, TI-84+, or TI-84+CE.*

LEVEL	OPEN TO	LENGTH	CREDIT
IB	J, Sr	2 Years	2

# M A T H E M A T I C S

## AP Calculus BC #3341

*Prerequisite: 2 semesters of Pre-Calculus H and Teacher Recommendation*

*Calculus* unifies the geometry, algebra and trigonometry of earlier courses, offers a general prep for further study of mathematics, and is a powerful and flexible instrument for obtaining useful solutions to a variety of problems in science, technology and business. This course is a study of limits and the applications to derivatives and integrals. Emphasis is placed on symbolic, numerical and graphical approaches to theory and problem solving. Students will be prepared for the BC-level AP exam. *A graphing calculator is required: TI-84, TI-84+, or TI-84+CE.*

LEVEL	OPEN TO	LENGTH	CREDIT
AP	So, Jr, Sr	Year	1

## IB HL Math 1 Calculus BC #1932

*Prerequisite: H-F IB Prep Academy enrollment, Pre-Calculus H, and Teacher Recommendation*

This is a first-year class of the two-year higher level International Baccalaureate Mathematics course, a Group 5 Mathematics and Computer Science requisite for the IB Diploma Programme. *IB Math 1: Calculus BC* focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way by means of a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve problems set in a variety of meaningful contexts. Students will be prepared for the junior year BC-level AP exam and the senior year *IB Math HL* exam. *A graphing calculator is required: TI-84, TI-84+, or TI-84+CE.*

LEVEL	OPEN TO	LENGTH	CREDIT
IB	So, Jr	2 Year	2

## Introduction to Computer Science #3391

*Prerequisite: Algebra 1*

Students learn how to create their own computer programs. Through the use of cutting-edge programming environments and languages, students discover what goes into making a piece of computer software. A portion of the class will be spent on computer game development. Topics include programming basics, coding constructs and graphics.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Fr, So, Jr, Sr	Year	1

## IB HL Math 2 Advanced Math Topics #1933

*Prerequisite: H-F IB Prep Academy enrollment, IB Math 1, and Teacher Recommendation*

This is the second-year class of the two-year higher level International Baccalaureate Mathematics course, a Group 5 Mathematics and Computer Science requisite for the IB Diploma Programme. *IB Math 2: Advanced Math Topics* focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way by means of a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve problems set in a variety of meaningful contexts. Students will be prepared for the senior year *IB Math HL* exam. *A graphing calculator is required: TI-84, TI-84+, or TI-84+CE.*

LEVEL	OPEN TO	LENGTH	CREDIT
IB	Seniors	Year	1

## AP Computer Science Principles #3545

*Prerequisite: Algebra 1*

This course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students will be encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impact to their community, society and the world.

LEVEL	OPEN TO	LENGTH	CREDIT
AP	Fr, So, Jr, Sr	Year	1

## AP Computer Science Using JAVA #3499

*Prerequisite: Geometry, Intro to Comp. Science or consent of instructor*

This course is comparable to a first semester course in a university computer science department. The JAVA language is the vehicle for implementing computer-based solutions to problems. Topics include: introduction to JAVA Applets and Applications; introduction

to objects and data types; text files; control structures; GUIs; looping; recursion; 1- and 2-dimensional arrays; sorting and searching algorithms; designing classes; interfaces and polymorphism; inheritance; the Grid World Case Study; and a post-AP exam topic on linked lists. Students enrolled in this course are prepared to take the *AP Computer Science "A"* exam.

LEVEL	OPEN TO	LENGTH	CREDIT
AP	Fr, So, Jr, Sr	Year	1

## Advanced Computer Science #3500

*Prerequisite: AP Computer Science*

*Advanced Computer Science* is a course designed for students who have completed *AP Computer Science* and would like to continue programming. Major areas of studies will include: Java Applets; linked lists; binary search trees; stacks; queues; has tables; priority queues; sets and maps; and Gridworld.

LEVEL	OPEN TO	LENGTH	CREDIT
H	So, Jr, Sr	Year	1

## Quantitative Literacy #3328

*Prerequisite: Passing grade in Algebra 2 with 1 or less college readiness indicators for math*  
This course is designed for seniors intending to pursue a non-math and non-science major at the college level. College Readiness indicators are as follows:

- B or better in *Algebra 2*
- C or better in a course higher than *Algebra 2*
- GPA  $\geq 3.0$
- SAT Math  $\geq 530$  or ACT Math  $\geq 22$
- Community college placement test in college level math
- PARCC math score 4 or 5
- Teacher recommendation

Seniors who meet two or more of these indicators are advised to take *Pre-Calculus*. Seniors who meet 1 or 0 of these indicators are advised to take *Quantitative Literacy*. This course will integrate numeracy, proportional reasoning, algebraic reasoning and functions. Students will develop conceptual and procedural tools that support the use of key mathematical concepts in a variety of contexts. Any student who passes both semesters with a C or better will be exempt from taking a community college placement exam. These students earn placement in a 100 level math course at the Illinois community college of their choice. *A graphing calculator is required: TI-84, TI-84+, or TI-84+CE.*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Sr	Year	1



**H-F HIGH SCHOOL**  
**PHYSICAL**  
**EDUCATION,**  
**HEALTH &**  
**DRIVER**  
**EDUCATION**  
**DEPARTMENT**  
**2023-2024**







# PE, Health & Driver Education

Chair: Adam Vogel, 708-335-5340, adam.vogel@hf233.org

## PROGRAM RATIONALE

### Physical Education & Health

Effective human productivity depends upon optimum physical well-being and healthy living. With the belief in the fundamental worth and dignity of individuals and recognition of diversity of backgrounds, abilities, interests, and aspirations, students have the opportunity to develop lifelong healthy habits.

### Driver Education

Students cultivate a healthy attitude of defensive driving, and learn to responsibly and cooperatively use of the highway transportation system.

## PROGRAM GOALS

### Physical Education

The PE Program at H-F provides learning experiences designed to fulfill developmental and behavioral needs of each student. The program emphasizes skill development, knowledge of activities, fitness, and sportsmanship. Additionally, it fosters positive attitudes through a variety of instructional activities, including: sports skills, dance, team-building exercises, recreational games, leisure activities, strength training, personal fitness assessment, individual program development, and an appreciation of total-body fitness.

### Health Education

The goal of the Health Education program is to promote the knowledge and skills essential to the development of the optimum level of emotional, mental, social, and physical health in an expanding global society.

### Driver Education

The Driver Education program at H-F aims to provide students with the information necessary to develop a thorough understanding of the safe and efficient operation of motor vehicles.

## PROGRAM LEARNING OBJECTIVES

### PHYSICAL EDUCATION

#### *Students will...*

- Understand how to develop a strong, healthy body
- Develop good health habits
- Develop athletic and fitness skills for use as teens and in adult life
- Understand the social values inherent in competitive activities
- Identify the need to maintain an active lifestyle and develop a wholesome attitude towards their physical selves
- Participate in leisure time activities that will allow them to benefit from the social growth these activities provide
- Understand fitness assessments and how to develop an individual fitness plan for maintenance or improvement of personal fitness

### HEALTH

#### *Students will...*

- Understand body systems and factors that influence growth and development
- Promote and enhance health and well-being through the use of effective communication and decision-making skills
- Analyze how stress can affect physical, mental, emotional, and social health and evaluate strategies to reduce stress
- Identify warning signs of various emotional and physical disorders that should prompt individuals to seek professional help
- Evaluate the benefits of a drug-free, alcohol-free, and tobacco-free lifestyle
- Develop strategies for preventing, identifying, and treating communicable diseases including STIs
- Analyze how environmental conditions can affect health

### DRIVER EDUCATION

#### *Students will...*

- Evaluate traffic scenes in order to make safe and effective decisions while driving
- Understand the risks and consequences involved with operating a vehicle while under the influence of alcohol or drugs
- Know and apply the Illinois Rules of the Road
- Know how to adapt to a variety of driving conditions
- Understand the financial and practical aspects of owning a vehicle
- Know the basic techniques of operating a vehicle
- Explain how overall attitude can affect safe driving

Physical Education, Health & Driver Education Courses

FRESHMAN

SOPHOMORE

JUNIOR / SENIOR

**Health**

College Prep  
(one semester)

**Driver/Safety  
Education**

College Prep  
(one semester)

**Physical  
Education**

College Prep  
(one semester)

**Physical  
Education**

College Prep  
(one semester)

**Physical  
Education**

College Prep  
(one semester)

**Physical  
Education**

College Prep  
(one semester)

**Health/Strength  
& Performance**

College Prep, Honors  
(Full Year)

**Strength/Perfor-  
mance**

College Prep, Honors  
(Full Year)

*Health Elective*

**Introduction to  
Sports Medicine**

Honors  
(one year)  
(elective)

*One Semester Classes  
(select 2 each year)*

**Personal Fitness**  
College Prep  
(one semester)

**Outdoor  
Education Skills**  
College Prep  
(one semester)

**Individual  
& Lifetime  
Activities**  
College Prep  
(one semester)

**Team Games &  
Sports**  
College Prep  
(one semester)

**Beginning  
Dance**  
College Prep  
(one semester)

**H-F HIIT**  
College Prep  
(one semester)

**Strength &  
Performance**  
College Prep  
Honors

*Consent Required*

**Dance  
Choreography &  
Performance**  
College Prep  
(one year)

**Pre AP Dance**  
AP  
(one year)  
Juniors, Seniors

**Leaders in  
Training**  
Honors (one year)  
Juniors

**Senior Leaders**  
Honors  
(one year)  
Seniors

**Unified P.E.**  
College Prep  
(one year)

**Lifesaving**  
College Prep  
(one semester)  
Juniors

**Lifeguards**  
Honors  
(one semester)  
Seniors

Code	Title-Level	Year	Credit	Prerequisite	Consent Needed	Grade
7401/02	Freshman Physical Education – CP	.5	.5	No		9
9368	Principles of Health - CP	.5	.5	No		9
7595	Health – CP	.5	.5	No		9-10
7231/32	Freshman Health/Strength & Performance - CP, H	1	1	No		9
7301/02	Sophomore Physical Education – CP, H	.5	.5	Yes		10
7233/34	Sophomore Strength & Performance - CP, H	1	1	No		10
7305/06	Driver/Safety Education – CP	.5	.5	Yes		10-12
7205/06	Outdoor Education Skills – CP	.5	.5	Yes		11-12
7210/11	Team Games and Sports – CP	.5	.5	Yes		11-12
7176	Beginning Dance – CP	.5	.5	Yes		11-12
7170	Dance Choreography & Performance – CP	1	1	Yes	Yes	11-12
7178	Pre AP Dance - H	1	1	Yes	Yes	11-12
7227/28	Individual & Lifetime Activities – CP	.5	.5	Yes		11-12
7240/41	Personal Fitness – CP	.5	.5	Yes		11-12
7575/76	H-F HIIT - CP	.5	.5	Yes		11-12
7220/21	Strength & Performance - CP	.5	.5	Yes	Yes	11-12
7218/19	Strength & Performance Program Development - H	.5	.5	Yes	Yes	11-12
7610	Unified Physical Education	1	1	Yes	Yes	11-12
7250/51	Leaders in Training – H	1	1	Yes	Yes	11
7260/61	Senior Leaders – H	1	1	Yes	Yes	12
7597	Introduction to Sports Medicine – H	1	1	No		11-12
7600/01	Adapted Physical Education	.5	.5	Yes		9-12
7160	Lifesaving – CP	.5	.5	Yes	Yes	11-12
7181	Lifeguards - H	.5	.5	Yes	Yes	11-12

NOTES: H-F Uniform required for all P.E. classes.

All freshmen typically will take one semester of PE and one semester of Health.

All sophomores typically will take one semester of PE and one semester of Driver/Safety Education.

All juniors and seniors typically will take two semesters of PE each year.

## Freshman Physical Education #7401 / #7402

This class is open to all 9th Grade students and may include one semester of *Health*. The student becomes acquainted with the total program through short exposures to individual and team activities and is introduced to the health related fitness components. Students will participate in Tennis, Swimming, Softball, Basketball, Weight Training, Line Dance and Field Games.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr	Semester	.5

## Principles of Health #9368

Students in this course concentrate on knowledge and information concerning the relationship of health to oneself, family and community. Students in this course will engage in guided analysis and structured discussion involving health issues.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Freshmen	Semester	.5

## Health #7595

This course provides the student with opportunities to acquire knowledge and information concerning the relationship of health to oneself, family and community. *Health* is concerned with the ways and means of influencing positive changes in health-related behaviors enabling the student to act in ways which will provide optimum health. Students at this level should have reading and comprehension skills appropriate to their grade level.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So	Semester	.5

## Freshmen Health/Strength & Performance #7231/7232

This class is open to all 9th Grade students. The goal of the Health Education Program is to promote the knowledge and skills essential to the development of the optimum level of emotional, mental, social and physical health in an expanding global society. Students will engage in strength training, speed, agility, and flexibility using free weights and/or body weight. Students utilize goal setting and wellness questionnaires. The objectives of the

class are to implement techniques to mitigate injuries and enhance sports performance.

LEVEL	OPEN TO	LENGTH	CREDIT
CP, H	Fr	Year	1

## Sophomore Physical Education #7301/7302

*Prerequisite: Freshman PE*

*Sophomore Physical Education* is open to all 10th Grade students and will include a semester of *Driver/Safety Education*. The student gains knowledge and understanding of specific activities and develops skills in those areas. Students will be taught how to establish and monitor their target heart rate. They will also be assessed on their knowledge and use of the Polar Heart Rate Monitors. First-semester students will participate in Touch Football, Badminton, Basketball, Ice Skating, Pickleball and Water Games. Second semester students will participate in Ice Skating, Team Handball, Weight Training and Fitness, Softball, Volleyball and Soccer.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	So	Semester	.5



## Sophomore Strength & Performance #7233/7234

Sophomore Strength & Performance is open to all 10th grade students and will include a semester of Driver/Safety Education. Students will gain knowledge and understanding of additional specific activities and skills in those areas. They will also be assessed on their knowledge and use with Heart Rate Monitors. Students will engage in strength training, speed, agility, and flexibility using free weights and/or body weight. Students utilize goal setting and wellness questionnaires. The objectives of the class are to implement techniques to mitigate injuries and enhance sports performance.

LEVEL	OPEN TO	LENGTH	CREDIT
CP, H	So	Year	1

## SUMMER BEHIND THE WHEEL AND DRIVER EDUCATION

PRE-REGISTRATION BEGINS MARCH 15.

REGISTRATION WILL TAKE PLACE ON

APRIL 25.

SEE SUMMER SCHOOL

PAMPHLET FOR FULL DETAILS.

## Driver/Safety Education #7305/06

*Prerequisites: 15 years of age; Passed 8 high school courses during the 2 previous semesters*  
This course is designed to include an emphasis on the development of knowledge, attitudes, habits and skills necessary for the safe operation of motor vehicles, including motorcycles. The course shall include additional instruction on public safety, vehicle dynamics, railroad safety and basic CPR techniques. Students will be enrolled by birth dates with a pre-established cut off date based upon older students receiving first semester classes and younger students receiving second semester classes. [In addition, a small portion of the students will have an opportunity to concurrently receive behind-the-wheel instruction. Students are selected for driving by a lottery-type system.] There is a fee for the behind-the-wheel phase of the program. BTW is not a required class at H-F, but is required to obtain a driver's license before the age of 18. Students not chosen in the lottery may sign-up to take Behind-the-Wheel in Summer School or at a private driving school.

LEVEL	LENGTH	CREDIT
CP	Semester	.5

## Outdoor Education Skills #7205/06

*Prerequisite: Sophomore PE*

*Outdoor Education* provides challenges for students interested in a different type of physical education experience. Students will learn a variety of outdoor skills necessary to enjoy and be successful and safe in various outdoor activities. Students will have the opportunity to visit forest preserves and a state park to apply all of the skills they have learned in a culminating experience each quarter. This class is open to all juniors and seniors and **may only be taken one semester during those years.** Students will be safety checked in the deep end of the pool in their use of life jackets prior to canoeing and kayaking. Each semester students will participate in Camping & Fitness, Archery, and Orienteering & Survival. Students will be involved in CPR, Wilderness First Aid, Canoeing, Kayaking, Fishing and Fitness.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Jr, Sr	Semester	.5

## Team Games & Sports Skills #7210/11

*Prerequisite: Sophomore PE*

*Team Games & Sports Skills* provide an opportunity for students to participate in a variety of games within a team setting. Students will improve their individual skills specific to each activity and will be presented with new strategies that will enhance their game and tournament play. This class is open to all juniors and seniors and may be repeated during those years. First semester students will participate in Touch Football, Ultimate Frisbee, Soccer, Volleyball, Basketball and Floor Hockey. Second semester students will participate in Basketball, Team Handball, Floor Hockey, Softball, Lacrosse and Ultimate Frisbee.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Jr, Sr	Semester	.5



## Individual & Lifetime Activities #7227/28

*Prerequisite: Sophomore PE*

*Individual & Lifetime Activities* is open to all juniors and seniors who enjoy the challenge of improving their fitness levels while participating in enjoyable activities. Teambuilding activities included in this course help to build the confidence one needs to succeed in today's world. First semester students will participate in Tennis, Social Dance, Backyard Games, Figure Skating, Fencing and Self Defense. Second semester students will participate in Bowling, Badminton, Archery and Golf.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Jr, Sr	Semester	.5

## Personal Fitness #7240/7241

*Prerequisite: Sophomore PE*

*Personal Fitness* activities provide juniors and seniors with the opportunity to participate in activities such as nutrition, stretching, toning, meditation and cardiovascular activities. This course may be repeated during junior and senior years. Each semester students will participate in Yoga, Step Aerobics, Pilates, Kickboxing, Weight Training, Nutrition, Assessment and Program Development.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Jr, Sr	Semester	.5

## H-F H.I.I.T #7575/7576

*Prerequisite: Sophomore PE*

*High Intensity Interval Training (HF HIIT)* is a combination of muscular endurance, muscular strength, cardiovascular exercise and functional fitness done in both outdoor and indoor settings. The class will include a 10-minute warm up, a full-body cardio workout — including alternating intervals of short bursts of work with a low-intensity recovery — then a 10-minute cool down at the conclusion of the workout. A combination of weight training, TRX training, traditional team sports games and team-building activities will also be included. Modifications will be given to ensure that exercises fit each student's fitness level.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Jr, Sr	Semester	.5



## Strength & Performance #7220/7221

*Prerequisites: Sophomore PE*

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 functional fitness will be practiced to enhance the student's power and agility. In addition, movements and exercises will be designed to resist injury. To enhance the practical learning experience; concepts such as anatomy, physiology, biomechanics of exercise, nutrition, healthy habits, leadership and facility safety will be applied in this course. Through strength training and fitness conditioning, students will understand how the merits of proper exercise can improve their quality of life.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Jr, Sr	Semester	.5

## Strength & Performance Program Development #7218/7219

*Prerequisites: Sophomore PE*

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 functional fitness will be practiced to enhance the student's power and agility. In addition, movements and exercises will be designed to resist injury. To enhance the practical

learning experience; concepts such as anatomy, physiology, biomechanics of exercise, nutrition, healthy habits, leadership and facility safety will be applied in this course. Through strength training and fitness conditioning, students will understand how the merits of proper exercise can improve their quality of life. Additionally, students will create a portfolio of programs, including reflective analysis of each.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Jr, Sr	Semester	.5

## Beginning Dance #7176

*Prerequisite: Sophomore PE*

*Beginning Dance* is a beginning-level class that will take students through the history and performance of various dance styles. The class offers beginning-level instruction and technique in Ballet, Jazz and Modern Dance. Other styles will include, but are not limited to, Contemporary, Latin, Hip Hop and cultural dances from around the world. Through fitness exercises and lectures, students will learn how to properly take care of their bodies. Students will be evaluated mainly on their comprehension and demonstration of the various elements within the studied styles.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Jr, Sr	Year	.5

## Dance Choreography & Performance #7170

*Prerequisite: Sophomore PE, Department Consent, Feb. 1-4 at 3 p.m.*

This class will delve deeper into the techniques of different dance genres including — but not limited to — Ballet, Jazz, Modern and Hip Hop. Students will refine dance elements of each style as they expand their skill base to include advanced level turns, jumps, leaps and acrobatic tricks. Choreography and stage performance will be main focal points of second semester. Students will learn choreography components, as well as how to apply theatrical elements to fully compose dance pieces that will be presented in the form of a recital at the end of the year. Students will also gain insight into how fitness and healthy lifestyle choices relate to dance and a dancer's ability to perform.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Jr, Sr	Year	1

## Pre AP Dance #7178

*Pre-AP Dance* emphasizes the process of producing creative work, in addition to highlighting the culminating finished products or performances. Students observe, investigate, and discuss a limited number of anchor works and relate these examples to their own creative work. Students engage in structured conversations with peers to share ideas, respond to and offer advice on works in progress, critique final works, and discuss next steps. Students generate and consider a range of options for both technical and expressive content of their work and in reflecting on final works.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Jr, Sr	Year	1

## Leaders-In-Training #7250/7251

*Prerequisite: Department Consent, Completed and Signed Student Leader Application Form*  
*Leaders-in-Training* provides an opportunity for students to develop their individual leadership skills, and will challenge them to excel above and beyond the expectations of the regular physical education program. Requirements within the course include ability to swim and ice skate, major papers with oral presentations, observations and written critiques. Enrollment is limited and on a first-come, first-served basis for those meeting consent requirements. Students sign up for both numbers to be enrolled for the year. Students in this course must maintain a C or higher grade for the quarter and a B average for the semester.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Jr	Year	1





### Senior Leaders #7260/7261

*Prerequisite: Leaders-in-Training, Department Consent. Must have attained a B average or higher in Leaders-in-Training*

Senior Leaders provides the opportunity for students to incorporate and practice skills learned in *Leaders-In-Training* by actively assisting Physical Education teachers in class. Requirements: ability to assist in the pool, ability to ice skate and assist on the ice, demonstration of skills, small group and individual assistance, skill analysis, officiating, organizational skills, care and set-up of equipment, and student observations with written critiques. Students sign up for both course numbers to be enrolled for the year. Students in this course must maintain a B average each quarter.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Sr	Year	1

### Health #7597

#### Introduction to Sports Medicine

This is an elective course designed to provide an academically rigorous curriculum to students interested in sports medicine, athletic training, physical therapy, exercise science or any other allied health profession. The course will require intensive reading and writing to examine various kinesiological, anatomical, physiological and biomechanical factors that greatly impact human performance. Each student will also be exposed to the recognition, evaluation, treatment and rehabilitation of athletic injuries.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Jr, Sr	Year	1

### Lifesaving #7160

*Prerequisite: Swim evaluation will be on the first day of class.*

1. Must be at least 15 years old.
2. Swim 300 yards continuously using the breaststroke or front crawl. (rhythmic breathing)
3. Tread water for 2 minutes using only the legs.
4. Complete a timed event within 1 minute, 40 seconds. Starting in the water, swim 20 yards. Surface dive to a depth of 7 to 10 feet to retrieve a 10-pound object. Return to the surface and swim 20 yards on the back to return to the starting point. Exit the water without using a ladder or steps.

This class is a precursor to Lifeguard Certification and meets the American Red Cross Lifesaving Certification, CPR Certification and Standard First-Aid Certification. *Must pass pre-test as well as all skills tests to become a Certified Lifeguard.*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Jr, Sr	Semester	.5

### Lifeguards #7181

*Prerequisite: Current Lifeguard Certification and Department Consent: Mr. Olson*

Students in this course will serve as the lifeguards for all swim classes. In addition to lifeguarding, assisting in small group instruction, and completing a final project, students will engage in additional swimming outside of class and build a portfolio of reflective aquatic situational analysis in relation to the course's major topics.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Cert. Jr, Sr	Semester	.5

### Adapted Physical Education #7600/7601

*Prerequisite: Physician's Recommendation*

The course is open to those students who require adaptations or modifications in their Physical Education program. Physical Education activity pertinent to each individual's needs is planned and followed. Students may join regular Physical Education classes as needs and activities dictate. This is also based upon space availability. The program is composed of diversified activities, games and sports suited to the interest and capabilities of the participant. Assignment to *Adapted P.E.* nullifies any athletic sports/teams participation. Students sign up for both numbers to be enrolled for the year.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Semester	.5

### Unified Physical Education #7610

*Prerequisites: SE Students: IEP Team decision on the appropriateness of this course for the student Peer Leaders: Sophomore PE; Student Leader application*

Students with and without disabilities 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.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Jr, Sr	Year	1

# H-F HIGH SCHOOL READING DEPARTMENT 2023-2024







# Reading

Chair: Lauren Freeman, 708-335-5009, lfreeman@hf233.org



## PROGRAM RATIONALE

### READING INTERVENTION

Students have a variety of strengths and needs in reading; thus targeted reading intervention is beneficial. The goal of reading intervention is to give students the skills, strategies, and knowledge to read fluently and understand a variety of texts for various purposes. Reading is a skilled and strategic process in which learning to decode and read words accurately and rapidly is fundamental. Reading entails processing the information provided in text through active engagement and a connection to prior knowledge.

#### **Fundamental components of reading instruction:**

- Phonological awareness, letter sound correspondence, alphabetic principle
- Word identification, decoding, word study
- Fluency
- Vocabulary acquisition
- Comprehension

**Program Goals:** As they expand their reading comprehension and information-processing skills, vocabularies, and fluency, students receiving reading intervention will transfer such skills across the content areas, improving their academic performance, develop life-long literacy skills, and be college and career ready.

### PERSONALIZED LEARNING TIME (PLT)

Students struggle at different times, for different reasons. PLT offers targeted academic intervention to support high levels of learning across the content areas. Students gain access to a variety of H-F resources available to them throughout the school day while engaging in content specific work.

**Program Goals:** Students will improve academic performance, develop a sense of cognitive self-awareness, hone executive functioning skills, and receive reading and academic intervention on an individualized basis.

## R E A D I N G

Code	Title-Level	Year	Credit	Prerequisite	Grade
9201	Personalized Learning Time (PLT)	1	1	Recommendation	9
9205	Personalized Learning Time Leadership - H	1	1	Recommendation	11 - 12
9061	Intervention for Success (IFS)	1	1	Recommendation	9
9062	Intervention for Success (IFS)	1	1	Recommendation	10
9224	Intervention for Success Leadership - H	1	1	Recommendation	11 - 12

### Personalized Learning Time (PLT) #9201

PLT is a Tier 3 intervention, designed to provide students with increased levels of support for their current course schedule while also receiving additional support and instruction to increase skills through small- or whole-group instruction in executive functioning, reading, writing and math. Students in this course will also have access to peer leaders.

LEVEL	OPEN TO	LENGTH	CREDIT
AC	Fr	Year	1

### Personalized Learning Time Leadership #9205

*Prerequisite: Consent of Department Chair*  
Students enrolled in this course — a companion course to *Personalized Learning Time* — serve as peer leaders to work with small groups and individual students in class each day, assisting students with their work in the core subject areas of English, math, science and social science. Peer leaders collaborate with *Personalized Learning Time* teachers to plan and implement whole-class activities and lessons. This is an excellent course for students considering a career in education.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Jr, Sr	Year	1

### Intervention for Success (IFS) #9061 & #9062

IFS is designed for students who are struggling academically and social-emotionally and would benefit from direct instruction in executive functioning strategies, time to complete work for the courses in which they are enrolled, and one-on-one support from the reading specialist. This course carries a .5 unweighted PASS credit for successful completion of each semester. *This course may be repeated.*

LEVEL	OPEN TO	LENGTH	CREDIT
N/A	All	Semester	.5

### Intervention for Success Leadership #9224

*Prerequisite: Consent of Department Chair*  
Students enrolled in *Intervention for Success Leadership* serve as peer leaders for students enrolled in the support class *Intervention for Success (IFS)*. The peer leaders work with individuals and small groups to assist with work in the core subject areas of English, math, science and social science. Peer leaders collaborate with *IFS* teachers to plan and implement whole-class activities and lessons. This is an excellent course for students considering a career in education.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Jr, Sr	Year	1

# H-F Library

## PROGRAM RATIONALE

The Homewood-Flossmoor Community High School Library supports the mission and the instructional program of the school while ensuring that students and faculty are effective users of ideas and information. The library assists in preparing students to acquire the knowledge and skills needed to function as 21st century learners and provides a positive learning environment in which all students can become independent, lifelong learners. The library also promotes literacy and reading for enjoyment by providing a variety of materials and programs. Learn more about the library and its latest events and news at: <https://hflibraryblog.wordpress.com/>



# H-F HIGH SCHOOL SCIENCE DEPARTMENT 2023-2024







# Science

Chair: Kim Smith, 708-335-5590, ksmith@hf233.org

## PROGRAM RATIONALE

The science curriculum at H-F is designed to facilitate the transformation of all students into life-long problem solvers.

**Program Goal:** Through experimentation, inquiry, critical thinking, and team-work, all students are provided with the experiences necessary to become responsible decision-makers within our increasingly technological world.

**Course Goals:** The individual courses offered in the study of science are designed so that all students are provided opportunities to:

- Gather and analyze data in an effective, accurate and safe manner
- Gain the knowledge base needed to be scientifically literate
- Develop problem-solving and critical-thinking skills
- Develop work habits and skills needed to be a useful member of a problem-solving team



## PROGRAM LEARNING OBJECTIVES BY CORE COURSES

### BIOLOGY

#### *Students will...*

- Know and apply concepts that explain how living things function, adapt and change
- Describe the structures and organization of cells and tissues that underlie basic life functions, including nutrition, respiration, cellular transport, biosynthesis and reproduction
- Explain how genetic combinations produce visible effects and variations among physical features and cellular functions of organisms
- Explain changes within cells and organisms in response to stimuli and changing environmental conditions (e.g., homeostasis, dormancy)
- Know and apply concepts that describe how living things interact with each other and with their environment

### CHEMISTRY

#### *Students will...*

- Know and apply concepts that describe properties of matter and energy and the interactions between them
- Explain interactions of energy with matter including changes of state and conservation of mass and energy
- Use kinetic theory, wave theory, quantum theory, and the laws of thermodynamics to explain energy transformations
- Analyze solutions and reactions in natural and man-made energy systems
- Model and describe the chemical and physical characteristics of matter (e.g., atoms, molecules, elements, compounds, mixtures)
- Analyze and explain the atomic structure of matter
- Describe different types of bonds and name the chemicals they form

### PHYSICS

#### *Students will...*

- Know and apply concepts that describe force and motion and the principles that explain them
- Explain and demonstrate how forces affect motion (e.g., action/reaction, equilibrium conditions, free-falling objects)
- Explain and predict motions in inertial and accelerated frames of reference
- Analyze factors that influence the relative motions of an object (e.g., friction, wind shear, cross currents, potential differences)
- Describe the effects of electromagnetic forces and wave interaction



# SCIENCE — Course sequence

## Required Courses

### Biology

Honors  
College Prep

### Chemistry

Honors  
College Prep

### Physics

AP Physics 1  
AP Physics 2  
Honors  
College Prep  
IB Physics 1 HL  
IB Physics 2 HL

## Electives

AP Biology  
AP

College  
Engineering  
AP/IB  
Dual Credit

Microbiology  
Honors

AP Chemistry  
AP

Forensic  
Science  
Honors

Geology &  
Astronomy  
Honors

Zoology &  
Botany  
Honors  
College Prep

AP Physics 1  
AP

AP Physics 2  
AP

AP Physics C  
AP

AP  
Environmental  
Science  
AP



# S C I E N C E

Code	Title-Level	Year	Credit	Prerequisite	Grade
9357	Principles of Biology - CP	1	1	No	9
4122	Biology – CP	1	1	No	9
4152	Biology – H	1	1	No	9
9358	Principles of Chemistry - CP	1	1	Yes	10
4222	Chemistry – CP	1	1	Yes	9-10
4232	Chemistry – H	1	1	Yes	9-10
9359	Principles of Physics – CP	1	1	Yes	11
4322	Physics – CP	1	1	Yes	10-12
4332	Physics – H	1	1	Yes	10-12
4183	Zoology and Botany (ZooBot) - CP	1	1	Yes	11-12
4187	Zoology & Botany (ZooBot) - H	1	1	Yes	11-12
4312	Geology and Astronomy – H	1	1	Yes	10-12
4172	Microbiology – H	1	1	Yes	10-12
4365	College Engineering	1	1	Yes	11-12
4701	Forensic Science – H	1	1	Yes	11-12
4501	Advanced Placement Biology – AP	1	1	Yes	10-12
4511	Advanced Placement Chemistry – AP	1	1	Yes	10-12
4527	Advanced Placement Physics 1 – AP	1	1	Yes	10-12
4528	Advanced Placement Physics 2 - AP	1	1	Yes	11-12
4526	Advanced Placement Physics C – AP	1	1	Yes	10-12
4531	Advanced Placement Environmental Science – AP	1	1	Yes	10-12
1940	IB HL Physics 1 – IB	1	1	Yes	11
1941	IB HL Physics 2 – IB	1	1	Yes	12

## DEPARTMENT GOALS:

- To be appropriately prepared for standardized tests such as the ACT, SAT and PSAT, students should complete *Biology*, *Chemistry* and *Physics* with a minimum grade of "C" in each semester.
- Students are required to take 3 units of science in order to fulfill graduation requirements. This must be met by earning credit in *Biology*, *Chemistry* and *Physics*.
- Students must meet both semesters of math and science prerequisites to ensure that students have the appropriate background for a course. In some cases, prerequisites can be met with department chair consent.

## Principles of Biology #9357

This course offers an inquiry based approach to discovering biological themes. Topics investigated will include cell structure, cellular processes, DNA, reproduction, genetics, biotechnology, evolution, animal systems and ecology. Instructional methods include laboratory investigations, lectures, group activities, computer simulation, the internet and textbook reading. Student evaluation is based on unit examinations, quizzes, daily work, lab reports, and individual and group projects.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Freshmen	Year	1

## Biology #4122

*College Prep Biology* offers an active learning approach to discovering biological themes. Topics investigated will include cell structure, cellular processes, DNA, genetics, biotechnology, evolution, animal systems, ecology, and photosynthesis. Instructional methods include textbook readings, lectures, laboratory investigations, computer simulations, individual and group projects. Student evaluation is based on unit examinations, quizzes, daily work, lab reports, and individual and group projects.

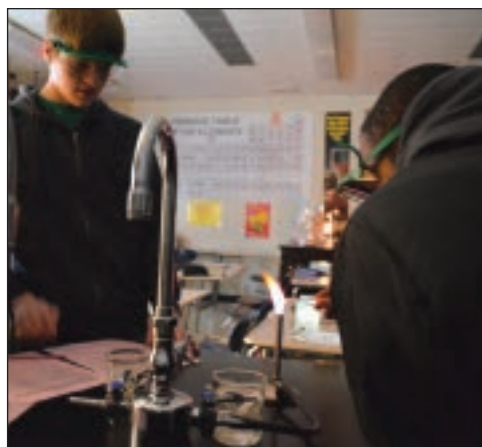
LEVEL	OPEN TO	LENGTH	CREDIT
CP	Freshman	Year	1



## Biology #4152

*Honors Biology* offers an active learning approach to discovering biological themes. Topics investigated will include cell structure, cellular processes, DNA, genetics, biotechnology, evolution, animal systems, and ecology. A variety of instructional methods are used. Student evaluation is based on unit examinations, daily work, lab reports and projects. Students are expected to do a significant amount of independent reading each night. The time requirements of this course are significantly higher than at other levels.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Freshman	Year	1



### Principles of Chemistry #9358

This course in *Chemistry* is inquiry-based. Mathematic skills are necessary to understand chemistry. In addition, students should be able to construct and interpret graphs. Topics learned include: measurement, nature, characteristics of matter, atomic structure, the Periodic Table of the Elements, chemical bonding, chemical reactions, nomenclature, acid/base chemistry, organic chemistry and dietary chemistry. Instructional methods include direct instruction, readings from the textbook and other sources, investigations, individual and group activities, discussion and computer-assisted activities. Student evaluation is based on tests, quizzes, lab participation, daily work, and special projects. *A graphing calculator is required.*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Soph	Year	1

### Chemistry #4222

*Prerequisite: Algebra 1*

*College Prep Chemistry* is an inquiry-based course. Since mathematics is an integral part of the course, students should be able to solve first-degree equations and be able to construct and interpret graphs. Topics developed will include measurement, the nature and characteristics of matter, atomic structure, the Periodic Table, chemical bonding, nomenclature, chemical reactions, chemical quantities and stoichiometry, states of matter and thermodynamics, gas laws, acid / base chemistry and organic chemistry. Instructional methods include lectures, readings from the textbook and other sources, laboratory demonstrations and investigations, individual and group activities, discussion, and computer-assisted activities. Student evaluation is based on tests, quizzes, lab reports, class work, homework and other special projects.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Soph	Year	1

### Chemistry #4232

*Prerequisite: C or better in Algebra 1H or A in Algebra 1CP*

*Honors Chemistry* is recommended for students with an interest in careers such as science, engineering, or medicine. Students will investigate concepts in greater depth and at a faster pace than the students in the CP level. Students must have more advanced mathematical skills to be successful. Topics include energy changes, atomic structure, the Periodic Table, stoichiometry, chemical bonding, equilibrium, acids and bases, gas laws, and thermodynamics. Instructional strategies include lectures, demonstrations, laboratory work, readings, and computer work. Student evaluation is based on tests, quizzes, laboratory reports, class work, homework, and projects. The time requirement of this course is significantly higher than in other levels.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Soph	Year	1

### Principles of Physics #9359

This inquiry-based Physics course is designed to develop problem solving skills necessary to become life-long learners. This will be accomplished by providing learning situations that require students to think and solve problems. Topics include the study of motion, vectors, work and energy, mechanics, circuits, and electricity. Instructional methods include direct instruction, readings from the textbook, and other sources, individual and group activities, discussions, and computer-assisted activities. Student evaluation is based on tests, quizzes, daily work, and special projects. *A graphing calculator is required.*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Jr, Sr	Year	1

### Physics #4322

*Prerequisite: Algebra CP, Geometry CP, & concurrent enrollment in Algebra 2/Trig*

*College Prep Physics* is designed to provide students with the skills necessary to become life-long problem solvers as well as succeed in further science courses at the collegiate level. This will be accomplished through the study of the classical physics concepts of motion, energy, momentum, waves, light, electricity, magnetism and modern physics. The principles and concepts are studied using graphical, algebraic, geometric and trigonometric methods of analysis, as well as laboratory experiments and demonstrations. Information will be presented using a variety of techniques in-

cluding: class discussion, lecture, problem-solving activities, laboratory experiments, research projects and audio-visual presentations. The emphasis on this course is on using *Physics* concepts for problem solving – both mathematical and real world problems.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	So, Jr, Sr	Year	1

### Physics #4332

*Prerequisite: Credit or concurrent enrollment in 3321 Algebra 2/Trig H or 3331 Pre-Calculus. Students must remain enrolled in these courses to be enrolled in Physics #4332.*

This course is designed for the self-motivated student that is looking for a challenging science course, and who will pursue further study of *Physics*, other sciences, medicine, or engineering. The student in this class has a complete grasp of algebra and can use geometry and trigonometry with little review. This course is a study of the traditional subject matter of classical physics: motion, energy, sound, wave motion, optics, electricity and magnetism. The emphasis in this course is on the mathematical and theoretical development of physical principles. Problem-solving and critical thinking are essential parts of this course. The principles and concepts are studied using graphical, algebraic, geometric and trigonometric methods of analysis, as well as laboratory experiments and demonstrations. This course is presented at a level comparable to many first-year introductory college courses and uses a college textbook. The rigor of this course is significantly higher than in other levels.

LEVEL	OPEN TO	LENGTH	CREDIT
H	So, Jr, Sr	Year	1

### Zoology & Botany (ZooBot) #4183

*Prerequisite: 2 Science credits*

*Zoology and Botany* offers students an intensive study of the interrelationships, behaviors, and adaptations that allow for the biological success of animals and plants. The course encompasses an integrative approach to the study of innate animal behaviors and plant biology from organismal to community levels. Connections are made between animals and plants and their natural environment through classroom and fieldwork experiences. Effects of human influence and disturbance on the success of animal and plant species are analyzed. Students will become familiar with aspects of animal and plant care and maintenance, as well as behavioral research methods.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	So, Jr, Sr	Year	1



## SCIENCE



### Zoology & Botany (ZooBot) #4187

*Prerequisite: Biology & Chemistry*

This course offers students an intensive study of the interrelationship, behaviors, and adaptation that allow for the biological success of animals and plants. The course requires independent reading, portfolio creation, lab activity reports, and field work experiences. The course encompasses an integrated approach to the study of innate animal behaviors and plant biology from organism to community levels. Connections are made between animals, plants, people, and their natural environment through lab investigations and field work experiences. Students will become very familiar with aspects of animal and plant physiology, care, and maintenance, as well as behavioral research methodologies.

LEVEL	OPEN TO	LENGTH	CREDIT
H	So, Jr, Sr	Year	1

### Geology & Astronomy #4312

*Prerequisite: Biology completion & concurrent enrollment in Chemistry or completion of Chemistry*

The fall geology portion of this course is concerned with the chemical and physical changes of the earth, considers the history, origin and characteristics of landforms, surficial and internal geological processes. The major premise of this study is to have students understand the constant physical changes the earth undergoes. The spring astronomy portion includes the study of the relationships of earth as a body in space, the scientific laws that govern the universe, our solar system and its origin, the structure and evolution of stars, the past and future of the universe, life in the universe, extraordinary celestial bodies, and earth's atmosphere and meteorology. Activities include lectures, demonstrations, lab work, and written projects.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Soph, Jr, Sr	Year	1

### Microbiology #4172

*Prerequisite: Biology & Chemistry*

This course allows students to experience a life-like laboratory experience. It is an introduction to the study of microscopic organisms, biogeochemical recycling, and microbial environmental factors. Historic and clinical lab techniques are used to classify and identify microbes. Students learn practical application of this knowledge to assess the danger of food poisoning and disease. The second semester involves the basics of epidemiology, virology and immunology in the study of disease transmission, prevention and the social response to epidemics. This course is laboratory and writing intensive. Evaluation is based on written exams, a lab notebook, lab participation and responsibility, article reviews, and research projects. Students interested in careers in the medical profession or other biological fields will find this course beneficial.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Soph, Jr, Sr	Year	1

### College Engineering #4365

*Prerequisite: CP or Honors Physics or AP Physics 1*

*College Engineering* is a unique and vigorous hands-on course with the goal of preparing students for the college engineering experience. A student will develop a strong skill set in understanding and applying the engineering design process, various problem-solving strategies, technical communication, teamwork and computer-based modeling. A student will be presented with a given problem based on a real-life situation, design a solution that incorporates both scientific and engineering principles, along with the construction of a corresponding project. This is a dual credit course. Upon successful completion (C or better), 3 semester hours of college credit will be awarded by the Illinois Institute of Technology. Course is equivalent to *ENGR 111 - Introduction to Engineering and Design*. This credit can be transferred to other post-secondary schools under individual institutional guidelines. Course may also apply to many non-engineering programs as a free, technical or elective.

LEVEL	OPEN TO	LENGTH	CREDIT
AP/IB	Jr, Sr	Year	1

### Forensic Science #4701

*Prerequisite: Biology, Chemistry & Physics*

Course offers extensive lab experience that integrates the concepts learned in biology, chemistry and physics to strengthen individual skills in scientific reasoning and observation. Using inquiry-based settings; students learn basic scientific and mathematical methods and models required in forensic science. Representative skills are the determination of the force and motion of a vehicular crash, or the logical sequence of events through blood-splatter analysis. Course also includes examination of physical evidence, correct crime scene protection and investigation, forensic entomology and forensic anthropology.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Jr, Sr	Year	1

### AP Biology #4501

*Prerequisite: Biology H and Chemistry*

This course is taught at the college level and designed to prepare students to take the Advanced Placement examination and score high enough to earn college credit in those colleges that recognize the examination. College-level textbooks are used. The course will follow the College Board's syllabus: chemistry of life cells, cellular energetics, heredity, molecular genetics, and evolutionary biology, diversity of organisms, structure and function of plants and animals, and ecology. Since the College Board AP exam includes four essay questions, this course will require essay practice. This class is not intended for IB Physics students as it covers many of the same concepts as IB Physics 1.

LEVEL	OPEN TO	LENGTH	CREDIT
AP	So, Jr, Sr	Year	1

### AP Chemistry #4511

*Prerequisite: Chemistry H, A in Algebra H*

This is a college-level course designed to prepare students to take the Advanced Placement examination and score high enough to earn college credit in those colleges that recognize the examination. College-level textbooks are used. The course covers such topics as kinetics, equilibrium, thermo chemistry, gases, acids, and bases. Laboratory work is included. Success in College Board *AP Chemistry* is contingent upon a significant background in mathematics.

LEVEL	OPEN TO	LENGTH	CREDIT
AP	So, Jr, Sr	Year	1

## AP Physics 1 #4527

*Prerequisite:* Credit or concurrent enrollment in #3321 Algebra 2/Trig H or #3331 Pre-Calculus. Students must remain enrolled in these courses to be enrolled in Physics #4527

*Advanced Placement Physics 1* is a college-level course designed for students taking the College Board *AP Physics 1* examination. This is an algebra-based physics course that covers a wide range of topics including Newtonian mechanics, work, energy, power, mechanical waves, sound, and an introduction to electric circuits. Laboratory work is included in this course and a university-level textbook is used. This class is not intended for IB Physics students as it covers many of the same concepts a IB Physics 1

LEVEL	OPEN TO	LENGTH	CREDIT
AP	Jr, Sr	Year	1

## AP Physics 2 #4528

*Prerequisite:* AP Physics 1 or Physics H

*Advanced Placement Physics 2* builds on the experience of *AP Physics 1* and is a college-level course designed for students taking the College Board *AP Physics 2* exam. This is an algebra-based course that covers a wide range of topics including fluid mechanics, thermodynamics, electricity and magnetism, optics, and atomic and nuclear physics. Lab work is included and a university-level book is used.

LEVEL	OPEN TO	LENGTH	CREDIT
AP	Jr, Sr	Year	1

## AP Physics C #4526

*Prerequisite:* CP or Honors Physics and Honors Algebra 2/Trig or Pre-Calculus H concurrent

*Advanced Placement Physics C* is a college-level course designed for students taking the College Board *AP C* exam. This is a calculus-based course that emphasizes the development of advanced physics concepts in mechanics, electricity, and magnetism and their applications in solving advanced physics problems. Students who plan to major in physics, astronomy, mathematics, or any type of engineering are strongly encouraged to take this course. Lab work is included and a university-level book is used.

LEVEL	OPEN TO	LENGTH	CREDIT
AP	So, Jr, Sr	Year	1



## AP Environmental Science #4531

*Prerequisite:* Successful completion of Honors Biology or consent of the Instructor

*AP Environmental Science* is an accelerated, college-level course designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, to evaluate the risks associated with these problems, and to examine alternative solutions for resolving and/or preventing environmental problems. There is an extensive field research component to teach students the skills and processes of experimental design, instrumentation, and data collection methods used in environmental science. Students can take the College Board AP exam. Scoring on this test may enable the student to receive college credit for the course.

LEVEL	OPEN TO	LENGTH	CREDIT
AP	So, Jr, Sr	Year	1

## IB Physics 1 HL #1940

*Prerequisite:* Biology H and Chemistry H, and H-F IB Prep Academy enrollment

*HL Physics 1* is the first course in a two-year sequence which allows students to experience the challenges which are normally felt at the undergraduate level. The course introduces the students to scientific methods and techniques which are needed for scientific investigations. Students are encouraged to understand the relationship between the various scientific disciplines and carry out an interdisciplinary project. Being a subject of universal application, students are encouraged to collaborate with students of other IB-schools nationally or internationally through the use of email and internet. Students

should appreciate the extent to which the subject is applicable in various cultures and regions. Practical investigations are an integral part of the curriculum. Student assessment is conducted both externally through written examination and internally by means of practical investigations and an interdisciplinary project.

LEVEL	OPEN TO	LENGTH	CREDIT
IB	Junior	Year	1

## IB Physics 2 HL #1941

*Prerequisite:* IB HL Physics 1, and H-F IB Prep Academy enrollment

*HL Physics 2* is the second course in a two-year sequence which allows students to experience the challenges which are normally felt at the undergraduate level. Students continue to apply scientific methods and techniques which are needed for scientific investigations. Students are encouraged to understand the relationship between the various scientific disciplines and complete an interdisciplinary project. Being a subject of universal application, students are encouraged to collaborate with students of other IB-schools nationally or internationally through the use of email and internet. Students should appreciate the extent to which the subject is applicable in various cultures and regions. Practical investigations are an integral part of the curriculum. Student assessment is conducted both externally through written examination and internally by means of practical investigations and an interdisciplinary project.

LEVEL	OPEN TO	LENGTH	CREDIT
IB	Senior	Year	1

**H-F HIGH SCHOOL**  
**SOCIAL**  
**SCIENCE**  
**DEPARTMENT**  
**2023-2024**







# Social Science

Chair: Nick Anello, 708-335-5655, nanello@hf233.org

## PROGRAM RATIONALE

Courses in the Social Sciences are critical to the balanced development of high school students. History, economics, psychology, sociology, geography, and political science each provide a unique window to a deeper understanding of oneself and the world. Through these studies, students prepare themselves more fully to become educated and active citizens in a democratic society. Social Science courses also sharpen skills necessary for success in school and in life. As students study the challenging content of Social Science courses, students develop their ability to think, read, write, and speak in more effective and complex ways.

## PROGRAM GOALS

*The Social Science Department offers a rich variety of required courses and electives that open windows of understanding to human behavior. As a result of participation in these courses, students will...*

- Deepen self-understanding and empathy
- Acquire knowledge that will strengthen their ability to make good decisions for themselves
- Strengthen their reading skills, particularly their ability to identify main ideas and supporting evidence while learning to evaluate sources
- Expand their writing skills, particularly their ability to create a thesis, organize ideas, and support arguments with evidence
- Develop their ability to think critically about human beliefs, behaviors, and institutions
- Hone their speaking skills so that they are able to articulate and defend their views clearly and civilly while maintaining an openness to listen to others
- Advance their research skills

## PROGRAM LEARNING OBJECTIVES BY CORE COURSES

### WORLD HISTORY

#### *Students will...*

- Understand forces, events, and people who have shaped the world we live in today
- Develop the analytical reading, writing, thinking, and speaking skills necessary for an educated citizenry and for historians
- Understand the history of countries and cultures around the world to more fully appreciate the human experience
- Understand the significance of interaction among civilizations throughout history
- Develop historical empathy
- Develop geographic literacy
- Understand the belief structures from various religions from ancient to more modern times

### U.S. HISTORY

#### *Students will...*

- Understand the narrative of U.S. History and how studying history helps explain the world we live in today
- Understand that the U.S. has always been a diverse society and that the struggle for equal rights was and continues to be central to the American story
- Gain a wider perspective on what it has meant and what it means to be an American and a human being
- Develop critical-thinking skills necessary for historians and for citizens in a democracy
- Develop proficiency in reading for primary and secondary sources and for identifying points of view
- Improve the ability to create a thesis and support the thesis with evidence from primary and secondary sources
- Develop historical empathy
- Develop geographic literacy

### ECONOMICS

#### *Students will...*

- Interpret how the price system determines the production and consumption of goods and services and the allocation of resources
- Make well-informed choices as an educated consumer in our market economy
- Describe the vital role the government plays in the interaction of the international sector, businesses, and households
- Apply economic reasoning to their daily lives as citizens
- Utilize analytical tools as a responsible participant in the political process in order to anticipate effects of major economic policy changes
- Gain knowledge of financial literacy topics and skills in order to become more financially informed adults

### GOVERNMENT

#### *Students will...*

- Understand the basis and foundation of the U.S. Constitution
- Be able to describe the various branches of government and the role they play in the checks and balance system of the U.S. government
- Differentiate between civil rights and civil liberties and understand the rights and liberties granted to people under the constitution and important Supreme Court cases
- Describe the benefits of participating in various levels of government

SOCIAL SCIENCE COURSE OFFERINGS

*Required Courses*

**World History**

AP  
Honors  
College Prep



**U.S. History**

AP  
Honors  
College Prep



**Economics**

AP  
Honors  
College Prep

The following required course may be taken concurrently with U.S History or Economics.

**Government & Politics**

AP  
Honors  
College Prep

*Electives*

**AP Human Geography**

AP  
Grades 9 & 10

**AP Foundations**

AP  
One Semester  
Grades 9-12

**Psychology**

AP  
Grades 11 & 12

**Psychology**

CP/H  
One Semester  
Grades 11 & 12

**Sociology**

CP/H  
One Semester  
Grades 11 & 12

**African American History**

CP/H  
One Semester  
Grades 11 & 12

**International Relations**

CP/H  
One Semester  
Grades 11 & 12

**Introduction to Law**

CP/H  
One Semester  
Grades 11 & 12

**AP European History**

AP  
Grades 11 & 12

**Theory of Knowledge**

IB  
Grades 11 & 12

**Psychology**

IB 1  
Grade 11

**Psychology**

IB 2  
Grade 12

**AP Research**

AP  
Grades 11 & 12

**AP Seminar**

AP  
Grades 11 & 12

**AP African American Studies**

AP  
Grades 11 & 12

# S O C I A L   S C I E N C E

Code	Title-Level	Year	Credit	Prerequisite	Grade
1124	Advanced Placement Human Geography – AP	1	1	No	9-10
9365	Principles of World History - CP	1	1	No	10
1223/33	World History – CP& H	1	1	No	9-10
1232	Advanced Placement World History: Modern – AP	1	1	No	9-10
1244	Advanced Placement European History – AP	1	1	Yes	11-12
1302/12	Sociology – CP & H	.5	.5	No	11-12
1322/23	Psychology – CP & H	.5	.5	No	11-12
1918	IB Psychology HL 1 - IB	1	1	Yes	11
1919	IB Psychology HL 2 - IB	1	1	Yes	12
1347	Advanced Placement U.S. Government & Politics - AP	.5	.5	Yes	11-12
9386	Principles of U.S. Government & Politics - CP	1	1	Yes	11-12
1346	U.S. Government & Politics - CP	.5	.5	Yes	11-12
1364	U.S. Government & Politics (Virtual) - CP S1 Only	.5	.5	Yes	11-12
1362	U.S. Government & Politics - H	.5	.5	Yes	11-12
1365	U.S. Government & Politics (Virtual) - H S1 Only	.5	.5	Yes	11-12
1446	Advanced Placement Psychology – AP	1	1	No	11-12
1471/72	Introduction to Law – CP & H	.5	.5	No	11-12
9366	Principles of United States History - CP	1	1	Yes	11
1522	United States History – CP	1	1	Yes	10-11
1532	United States History – H	1	1	Yes	10-11
1541	Advanced Placement U.S. History – AP	1	1	Yes	10-11
1621	AP African American Studies - AP	1	1	Yes	11-12
1526/36	International Relations - CP & H	.5	.5	Yes	11-12
1622/32	African American History – CP & H	.5	.5	No	11-12
9367	Principles of Economics - CP	1	1	Yes	12
1722/32	Economics – CP&H	1	1	Yes	11-12
1732	Economics – H	1	1	Yes	12
1741	Advanced Placement Economics – AP	1	1	Yes	12
1917	IB Economics SL – IB	1	1	Yes	11
1914	Theory of Knowledge 1 – IB	1	1	Yes	11
1915	Theory of Knowledge 2 - IB	1	1	Yes	12
1424	AP Foundations	.5	.5	Yes	10-12
0209	AP Seminar - AP	1	1	Yes	11-12
0311	AP Research - AP	1	1	Yes	11-12

## AP Human Geography #1124

*AP Human Geography* introduces high school students to college-level introductory human geography or cultural geography. The content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena, such as globalization, colonialism and human-environment relationships on places, regions, cultural landscapes and patterns of interaction. This course prepares students for the *AP Human Geography* exam.

LEVEL	OPEN TO	LENGTH	CREDIT
AP	Fr, So	Year	1

## Principles of World History #9365

This course is a survey of world history from the beginning of civilization in Africa, Asia and Europe through the Cold War of the late 20th century. The course helps students form connections between diverse areas of the world, using the themes of trade, migration and centers of world power. The course concentrates on developing skills in reading, listening, note-taking, geography and writing. Students are required to complete a research paper.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Soph	Year	1

## World History #1223/33

This course helps students form an understanding of connections among diverse areas of the world, focusing on political, social, economic and cultural themes. The course concentrates on developing skills in reading, listening, note-taking and geography. The course also emphasizes the development of historical thinking, as in understanding, evaluating and creating historical arguments. Students work with primary and secondary historical sources, analyze the multi-causation of historical events, and study conflicting interpretations of historical trends.

LEVEL	OPEN TO	LENGTH	CREDIT
CP, H	Fr, So	Year	1



## SOCIAL SCIENCE



### AP World History: Modern #1232

In *AP World History: Modern*, students investigate significant events, individuals, developments and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different time and places: humans and the environment; cultural development and interactions; governance; economic systems; social interactions and organization; and technology and innovation. This course prepares students for the *AP World History: Modern* exam.

LEVEL	OPEN TO	LENGTH	CREDIT
AP	Fr, So	Year	1

### AP European History #1244

*Prerequisite: World History*

*AP European History* is designed for juniors and seniors who have enjoyed their experience in a previous history course, such as *World History* or *U.S. History*, and are eager for a more focused investigation of the development of Western civilization. This course is intended to prepare students for the *AP European History* exam in May. Study begins with a brief survey of Western development in ancient and medieval times, but the majority of the content concerns European history since 1450. Students who enroll are expected to display strong reading and writing skills and be willing to engage in lively discussions about the past. This course is an elective and does not fulfill the *World History* requirement.

LEVEL	OPEN TO	LENGTH	CREDIT
AP	Jr, Sr	Year	1

### Sociology #1302/12

This course introduces students to sociological theories and terminology necessary to explain and analyze human social behavior. Students learn how to think with a sociological perspective through discovery, questioning, and analysis of social issues. Culture, social interaction, deviant behavior, social inequality, gender and race are among the topics studied. Students will apply their knowledge through papers, projects, journals and research. Students will analyze sociology through movies, television and print media. Students enrolled at the Honors level are required to complete additional projects.

LEVEL	OPEN TO	LENGTH	CREDIT
CP & H	Jr, Sr	Semester	.5

### Psychology #1322

*Psychology* is the study of behavior, mental processes and the variables that influence them. This class prepares students to study psychology at the college level. Reading and writing assignments are required. Topics include early development, cognition, personality theory, learning, the brain, sensory processes, perceptual abilities, social psychology, abnormal behavior and careers in psychology.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Jr, Sr	Semester	.5

### Psychology #1323

*Psychology* is the study of behavior, mental processes and the variables that influence them. This class prepares students to study psychology at the college level and beyond. In-depth reading and writing assignments are required including academic studies. Topics include early development, cognition, personality theory, learning, the brain, and sensory processes, social psychology, abnormal behavior, the scientific method, the history of *Psychology*, consciousness, stress, anxiety and careers in *Psychology*.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Jr, Sr	Semester	.5

### AP Psychology #1446

This course is equivalent to *Intro to Psychology* courses at most colleges. It is designed to prepare students for the *AP Psychology* examination. Topics include research methodology and statistics, brain anatomy and function, sensory processes, perceptual abilities, consciousness, learning, development, motivation, emotion, personality theory, testing, abnormal behavior and its treatment, and social psychology.

LEVEL	OPEN TO	LENGTH	CREDIT
AP	Jr, Sr	Year	1

### AP U.S. Government & Politics #1347

*Prerequisite: Concurrent enrollment in U.S. and Economics.*

This course is designed to be the equivalent of a college survey. It offers students the opportunity to examine deeply the Constitution, civil liberties, civil rights, political ideologies, political parties, interest groups, news media, political campaigns, Congress, the presidency, federal courts and federal bureaucracy. Students will come to understand how the American political system operates today and how that system has changed over time. Research assignments require students to identify and explain examples from the news media of concepts that have been studied.

LEVEL	OPEN TO	LENGTH	CREDIT
AP	So, Jr, Sr	Year	1

### Principles of U.S. Government & Politics #9386

*Civics* is a required course for the Class of 2020 and beyond. Students will become familiar with the various institutions, groups, beliefs and ideas that constitute the U.S. political environment. Throughout the course, students will examine our institutions of government, those who run those institutions, the role of citizens in a democratic society, the public policies made by governmental institutions, and the influence of the electorate on those policies.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Jr, Sr	Semester	.5

## U.S. Government & Politics #1351/1346/62

*Prerequisite:* Concurrent enrollment in *US or Economics*. Civics is a required course for graduation for the Class of 2020 and beyond and covers several aspects of government and politics. Emphasis is placed on the Constitution, civil rights and civil liberties. Students will explore the interaction between state and national government in addition to examining the structure and duties of the three branches of government. The roles of political parties, interest groups in addition to campaigns, elections and voter behavior will also be considered. Students are also required to complete a service learning component. Throughout the course, we will focus on how people play an active role in government while investigating current and controversial issues through primary and secondary sources. Honors level involves course readings of greater complexity than the CP or AC levels.

LEVEL	OPEN TO	LENGTH	CREDIT
CP/H	Jr, Sr	Semester	.5

## U.S. Government & Politics (Virtual) #1364/65

*Prerequisite:* Concurrent enrollment in *US or Economics*. Civics is a required course for graduation for the Class of 2020 and beyond and examines various institutions, groups, beliefs and ideas that constitute the U.S. political environment. Students will examine and evaluate our institutions of government, those who run those institutions, the role of citizens in a democratic society, the public policies made by governmental institutions and the influences of the electorate on those policies. A virtual option allows students to maintain their specific course enrollment goals while meeting all state requirements. *Enrollment will be based on both prerequisite completion and a Guidance Dept. conversation about the appropriateness of placement because this option places a greater responsibility on the student. To successfully participate online, a student must be well organized, self-motivated, and possess a high degree of time-management skills in order to keep up with the pace of the course. A student characteristics/qualities document will be given to students to guide their decision about possible enrollment in the virtual option.* Honors level involves course readings of greater complexity than the CP option. The course also involves a service learning project and paper.

LEVEL	OPEN TO	LENGTH	CREDIT
CP/H	Jr, Sr	Semester	.5

## Introduction to Law #1471/72

This course is designed as an introduction to law and the American judicial system. Topics include the court system, human rights, criminal law, consumer law, family law, and individual rights and civil liberties. The course deals with practical legal problems and applications through in-class discussions and analysis. Preparation and participation in a mock trial require students to demonstrate their knowledge of law and oral advocacy skills. Students taking this course at the Honors level will be required to conduct research beyond the textbook, encounter more complex reading assignments and demonstrate understanding of legal problems through additional written work.

LEVEL	OPEN TO	LENGTH	CREDIT
CP & H	Jr, Sr	Semester	.5

## Principles of U.S. History #9366

This course is a chronological study of the history of the United States. It includes study of the US and IL Constitutions. Learning activities include in-class reading, writing, question-and-answer sessions, simulations, and work based on audio-visual materials. The course develops skills in reading, writing, speaking and listening. Students are required to complete a research paper.

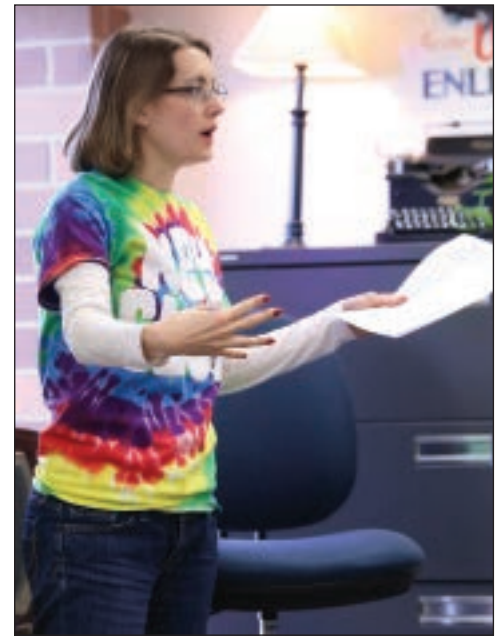
LEVEL	OPEN TO	LENGTH	CREDIT
CP	Juniors	Year	1

## U.S. History #1522

*Prerequisite:* World History

This course is a chronological survey of United States history. Reading and writing assignments emphasize comprehension of main themes, trends and concepts, and analysis of some primary sources necessary for an understanding of the American historical experience. The course emphasizes the development of reading, writing, analytical, and research skills necessary for understanding historical materials. Students will encounter a variety of learning activities and materials, including maps, films, historical documents and library sources.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	So, Jr	Year	1



## U.S. History #1532

*Prerequisite:* World History

This course is a chronological survey of United States history. In addition to the text, reading assignments in challenging supplementary books are required. Students are expected to read and write above grade level. Written assignments require mastery of both primary and secondary sources. The course emphasizes the development of reading, writing, analytical, and research skills necessary for understanding historical materials. Students will encounter a variety of learning activities and materials, including maps, films, historical documents and library sources.

LEVEL	OPEN TO	LENGTH	CREDIT
H	So, Jr	Year	1

## AP U.S. History #1541

*Prerequisite:* World History

This course is intended to be the equivalent of a college survey course. Writing assignments require mastery of diverse primary and secondary sources related to issues of historical interpretation. The course is also designed to prepare students for the *Advanced Placement U.S. History* examination. Students will write papers in which they form an interpretation of an historical issue and organize evidence from various sources to substantiate their point of view. Students are required to complete a research paper. Students will be expected to display strong reading and composition skills. *This course fulfills the U.S. History requirement.*

LEVEL	OPEN TO	LENGTH	CREDIT
AP	So, Jr	Year	1

## AP African American Studies #1621

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary movement. This course foregrounds a study of the diversity of Black communities within the broader context of Africa and the African Diaspora.

LEVEL	OPEN TO	LENGTH	CREDIT
AP	Jr, Sr	Year	1

## International Relations #1526/36

*Prerequisite: World History or AP European History & U.S. History or concurrent enrollment in U.S. History*

This course focuses on international issues since the end of World War II. Students analyze major global themes — such as conflict, the environment, immigration and trade — and evaluate the role of the United States in world affairs. In examining American foreign policy, students will evaluate different perspectives on what constitutes “the national interest.” Students will use a textbook but will also consider other sources of information, such as news articles and perspective pieces. Students at the honors level should expect additional and more complex readings, as well as additional written work.

LEVEL	OPEN TO	LENGTH	CREDIT
CP & H	Jr, Sr	Semester	.5

## African-American History #1622/1632

This course provides a broad historical survey of the African-American experience in the United States. The course begins with an introduction to the history and culture of West Africa before 1600 and continues from the colonial period of American history through the civil rights movement and issues concerning race today. Students taking this course for Honors credit are required to read more complex primary and secondary sources and complete additional projects that demand complex analysis of various aspects of the African-American experience.

LEVEL	OPEN TO	LENGTH	CREDIT
CP & H	Jr, Sr	Semester	.5

## Principles of Economics #9367

This course concentrates on the areas of: 1) *microeconomics*, covering scarcity, price determination, and the organization and operation of business; 2) *consumer economics*, including housing, buying a car, insurance, savings and investing, credit, budgeting, consumer protections legislation, and federal, state, and local taxes; and 3) *macroeconomics*, covering government taxing and spending, business cycles, fiscal policy, monetary policy, inflation, unemployment, economic growth and international trade. Emphasis at this level is placed on individual instruction and application of practical economic skills needed to become an effective consumer.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Seniors	Year	1

## Economics #1722/32

*Prerequisite: U.S. History*

The three areas of concentration in the course are: 1) *Microeconomics*, covering scarcity, how prices and wages are determined, and the organization and operation of business; 2) *Consumer economics*, including housing, buying a car, insurance, savings and investing, credit budgeting, consumer protection legislation, purchasing, and federal, state, and local taxes; and 3) *Macroeconomics*, covering government taxing and spending, business cycles, fiscal policy, monetary policy, inflation, unemployment, economic growth, globalization and international trade. The course helps students master the application of practical skills in consumer economics, comprehend economic theories and analyze economic problems. The student will be expected to demonstrate: 1) mathematical skills, including the ability to add, subtract, multiply, divide and calculate percentages; and 2) the ability to read and use simplified statistical and graphical information.

LEVEL	OPEN TO	LENGTH	CREDIT
CP/H	Jr, Sr	Year	1

## AP Economics #1741

*Prerequisite: U.S. History*

This course is designed to be the equivalent of a college survey and prepares students for both the *AP Microeconomics* and *AP Macroeconomics* exams. The course will, therefore, operate at a more rigorous level than the Honors-level class. The course is divided into three distinct parts: microeconomics, macroeconomics and consumer economics. Emphasis is placed on strong critical-thinking skills through the understanding, appli-

cation and analysis of fundamental economic concepts. *This course fulfills the Economics requirement.*

LEVEL	OPEN TO	LENGTH	CREDIT
AP	Jr, Sr	Year	1

## IB Economics SL #1917

*Prerequisite: AP World History, AP U.S. History, enrollment in H-F IB Prep Academy*  
*IB Economics SL* is Group 3 Individuals and Societies requisite for the IB Diploma Programme. Through their study of microeconomics macroeconomics, international and development economics, students will utilize quantitative and qualitative scientific methodologies to understand the universal realities of scarcity and resource allocation. Throughout the course, students will apply economic theories to real-world issues, consider national and global concerns, and reflect on the ethical dimensions of economic decisions. Students who complete this course will be prepared to take the *AP Macroeconomics* exam, as well as the *IB SL Economics* assessment.

LEVEL	OPEN TO	LENGTH	CREDIT
IB	Juniors	Year	1

## IB Psychology HL 1 #1918

*Prerequisite: Concurrent enrollment in IB Diploma Program courses*

This course, comparable to the content and rigor of *AP Psychology*, will give current IB juniors an additional Group 3 course to choose from, or provide students with an alternative to taking a Group 6 course, and still be on track to earn the IB Diploma.

LEVEL	OPEN TO	LENGTH	CREDIT
IB	Juniors	Year	1

## IB Psychology HL 2 #1919

*Prerequisite: AP Psychology or IB Psychology HL Year 1*

This course is an advanced course in Psychology that specifically focuses students on preparing them for the IB exams, as well as provides students with an even more in-depth look into psychology and theory. Students will use the knowledge they gained from their Year 1 course in order to dive deeper into applying their knowledge and deeper discussions.

LEVEL	OPEN TO	LENGTH	CREDIT
IB	Seniors	Year	1



## Theory of Knowledge 1 #1914

*Prerequisite: Enrollment in H-F IB Prep Academy*

This is the first-year class of the two-year IB Diploma Programme keystone course. Located at the center of the IB Diploma Programme Hexagon, *TOK* encourages critical thinking about knowledge across the content areas to help student make sense of both new learning and prior knowledge. *TOK* addresses the strengths and limitations of each Area of Knowledge (AOK), provides an understanding of how each knowledge system developed, and investigates the Ways of Knowing (WOK) that predominate the various knowledge areas. Through their studies, students consider such questions as: “What counts as knowledge?” “How does it grow?” “What are its limits?” and “Who owns knowledge?” As they seek to develop understanding of such questions, students inquire, reflect, critique and analyze knowledge through the ages, from Greek philosophers to modern pop culture. Through this course, students receive oversight of the Creativity, Action & Service requirements and Extended Essay, which are both IB Diploma Programme requirements.

LEVEL	OPEN TO	LENGTH	CREDIT
IB	Juniors	Year	1

## Theory of Knowledge 2 #1915

*Prerequisite: Theory of Knowledge 1, enrollment in H-F IB program*

This is the second-year class of the two-year IB Diploma Programme keystone course. Located at the center of the IB Diploma Programme Hexagon, *TOK* encourages critical thinking about knowledge across the content areas to help students make sense of both new learning and prior knowledge. The focus of the second year will be on the investigation of the Areas of Knowledge relating to History, Ethics, Religious Knowledge Systems and Indigenous Knowledge Systems. While investigating these areas of knowledge, development of the Knowledge Framework will occur as it relates to the scope and application, concepts and language, methodology, historical development and links to personal knowledge of each Area of Knowledge. Also, significant class time will be dedicated to the *TOK* Essay, an essay on one of six prescribed titles that is assessed externally. Students will receive oversight of their Creativity, Action & Service requirements, and Extended Essay, which are both IB Diploma Programme requirements.

LEVEL	OPEN TO	LENGTH	CREDIT
IB	Seniors	Year	1

## AP Foundations #1424

*Prerequisite: Concurrent Enrollment in one or more of the following AP courses: U.S. Government & Politics, U.S. History, World History, Language & Composition*

*AP Foundations* seeks to provide regular support to students taking either a Social Science or English AP course for the first time. The class will include a range of instruction inclusive of both general study strategies and skills directly related to the AP curriculum. Students will create their own study materials based on effectively researched methods, receive direct instruction on writing for the specific purposes, and acquire close reading strategies. *Please note: students enrolled in AP Foundations agree to take this course as Pass/Fail.*

LEVEL	OPEN TO	LENGTH	CREDIT
N/A	Fr, So, Jr, Sr	Semester	.5

## AP Seminar 0209

*Prerequisite: English 1 Honors*

*AP Seminar* is the first course in the sequence of the AP Capstone program. Students will gather and analyze information from various sources to develop credible, evidence-based arguments. Students will be assessed by various means: team projects and presentations, individual research-based essays and presentations, and a College Board created end-of-course exam. Students enrolled in *AP Seminar* are prepared for *AP Research*, the second course in the Capstone sequence. *AP Seminar* students will focus heavily on research, analysis, and synthesis, and demonstrate an understanding of these skills while critically reading and studying various forms of literacy. Students who earn scores of 3 or higher in *AP Seminar* and *AP Research* and on four additional AP exams of their choosing earn the AP Capstone Diploma. Students who earn scores of 3 or higher in both *AP Seminar* and *AP Research*, but not on four additional AP exams, receive the AP Seminar and Research Certificate.

LEVEL	OPEN TO	LENGTH	CREDIT
AP	So, Jr, Sr	Year	1

## AP Research 0311

*Prerequisite: AP Seminar*

*AP Research* is the second part of the two course AP Capstone program sequence. It allows students to explore an academic topic, problem, issue, or idea of individual interest. Students design and complete a year long investigation to address a research question. Students further the skills acquired in *AP Seminar* and continue on with research methodology, employing ethical research practices, and analyzing and synthesizing information. The course culminates in an academic paper that is accompanied by a presentation with oral defense. Students who earn a 3 or higher in *AP Seminar* and *AP Research* and on four additional AP exams earn the AP Capstone Diploma. Students who earn scores of 3 or higher in both *AP Seminar* and *AP Research* but not on four additional AP exams, receive the AP Seminar and Research Certificate.

LEVEL	OPEN TO	LENGTH	CREDIT
AP	Jr, Sr	Year	1



# H-F HIGH SCHOOL SPECIAL EDUCATION DEPARTMENT

2023-2024





# Special Education

Director: Angela Taylor, Ed.D., 708-335-5690, ataylor@hf233.org

Department Chair: David Dore, 708-335-6997 david.dore@hf233.org

Homewood-Flossmoor High School offers special education services to meet the varied needs of its students. The degree of contact by department staff may range from minimal service on a consultation basis to a full instructional program. The students entering at the freshman level who have previously been determined to be eligible under the Individuals With Disabilities Act will be scheduled at their 8th Grade annual review conference before entering high school. Students currently at H-F are encouraged to attend their annual review conferences and be active participants in the process. Students' classes are determined for the following year through the IEP process or staff recommendations. Programming and courses offered with the Special Education Department include both academic and elective classes designed to address the specific goals and objectives of students with disabilities. An IEP (Individual Education Program) is required for enrollment in any special education course.

## PROGRAM RATIONALE

Courses in the Special Education Department are for students who are eligible for Special Education and/or special education services under IDEA.

## PROGRAM GOALS

Programming and courses offered within the Special Education Department include academic classes designed to address the specific goals and objectives of students with disabilities.

Homewood-Flossmoor High School offers Special Education services to meet the varied needs of its students. The degree of contact by department staff may range from minimal service on a consultation basis to a full instructional program.

The Special Education program works to...

- Implement the mandates of NCLB and IDEA
- Analyze testing data to target areas of curriculum strengths and weaknesses
- Develop and implement an articulated curriculum
- Parallel the general education curriculum and graduation requirements; the IEP team will address any exceptions.

The Special Education Department supports the general education curriculum through our various programs:

### LIFE SKILLS

The goal of this program is for students to become as independent as possible in the areas of academics, communication, social skills, self-reliance, and vocational skills. The courses in this program meet District 233 Homewood-Flossmoor Board of Education requirements for graduation and are aligned with Common Core Standards.

### CROSS CATEGORICAL

The goal of this program is to assist students in becoming academically independent by learning strategies in the areas of organizational skills, time management, and note taking. Classes reflect academic core instruction but take into account the students' need for accommodations and modifications that reflect their IEP needs. The courses meet District 233 Homewood-Flossmoor Board of Education requirements for graduation and are aligned with Common Core Standards.

### ANCHOR PROGRAM

This program is designed for students who have emotional challenges. It is the goal of this program to teach self-worth, resiliency, and coping strategies within an academic framework of instruction. The courses meet District 233 Homewood-Flossmoor Board of Education requirements for graduation and are aligned with the Common Core and Social Emotional Standards.

### VAST: Vocational Achievement for Successful Transition

This program meets the needs of students that range in age from 18 until the day before their 22nd birthday. All students would have met their graduation requirements and are in need of transitional services. Students will have classes that reflect a life-skills based instruction that will assist with post-high school transitional needs in the areas of communication, technology, budgeting, transportation and social awareness.

## LIFE SKILLS PROGRAMS

*These courses are designed for students who require instruction to function independently. It is the goal for students to be productive family members, citizens, workers, and to enjoy fulfilling personal lives. The courses in this program meet District 233 Homewood-Flossmoor Community High School Board of Education's requirements for graduation and are aligned with the Common Core Standards.*

Applications of English 1 #9250;  
Applications of English 2 #9251  
Applications of English 3 #9252;  
Applications of English 4 #9253

The essentials of reading and writing required for effective "life skills" are emphasized in these courses. Instruction will include functional vocabulary and phrases, as well as universal expressions needed for independent living.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

Applications of Reading 1 #9254  
Applications of Reading 2 #9255

These courses emphasize fundamental skills, including basic sight vocabulary, vocabulary building and comprehension skills needed for life-long functioning.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So	Year	1

Applications Biology\* #9256

The focus of this course is based upon pragmatic knowledge necessary to develop awareness and a general understanding of biology. Students will apply acquired skills to demonstrate an understanding of the scientific method, jobs and safety in a *Biology* lab. It will also focus on ecology and the human body.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

Applications of Physical Science\* #9257

This course is a hands-on approach to *Physical Science*. The course will include units on chemistry and physics. First semester labs are designed to teach chemistry through the scientific method. Second semester labs are designed to teach physics through hands on projects including simple machines, electricity, speed, motion and acceleration. Classroom discussion and selected reading will supplement hands on classroom activities.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

Applications of Earth Science\* #9258

This course focuses on the understanding of the physical world and how it relates to students' lives. The core content of this course includes the following areas: meteorology, astronomy, geology and oceanography.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1
<b>* Graduation requirements are fulfilled in the area of Science through successful completion of the following courses: Biology, Physical Science and Earth Science.</b>			

Pre-Algebra Applications \*\* #9259

This course focuses on basic math skills for everyday living. The emphasis will be on number recognition, rote counting, awareness of basic mathematical terms, identification of number values, and equations. Content will also include an introduction to money and time. All math courses in the Life Skills program are student centered. The concepts that are taught are based upon student need and ongoing evaluation.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

Algebra Applications \*\* #9260

The content of this course will include simple equations, inequalities, coordinate graphing, formulas, area, perimeter and statistical graphs. All math courses in the Life Skills program are student centered. The concepts that are taught are based upon student need and ongoing evaluation.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

Geometric Applications\*\* #9261

This course is designed to give students a basic understanding of geometry and how it will apply to their lives. Throughout the year, students will work on mastery of the following concepts: graphing, measurement and an understanding of basic geometric shapes. All math courses in the Life Skills program are student centered and student directed. The concepts that are taught are based upon student need and ongoing evaluation.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	So, Jr, Sr	Year	1
<b>** Graduation requirements are fulfilled in the area of Mathematics through successful completion of the following courses: Pre-Algebra Applications, Algebra Applications and Geometric Applications.</b>			

Applications of World History #9263

This course includes a study of past and present world cultures and the ways in which they have shaped our own culture.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	So, Jr, Sr	Year	1

Applications of U.S. History #9264

This course is designed to help students understand the nature and experience the growth of our nation. It is also designed to realize the importance of the democratic process in resolving individual and sectional differences. This course encourages students to take pride in our American heritage, to be aware of our rights and responsibilities, and to become more informed, active citizens. U.S. and Illinois Constitution tests are given.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	So, Jr, Sr	Year	1

Applications of Economics #9265

This course is designed to help prepare students to manage their total resources in order to develop a satisfying lifestyle within the framework of personal and group values. Instruction focuses on decision-making skills that will maximize students' personal satisfaction and needs. The areas to be emphasized include consumer budgeting, credit, comparative shopping skills and consumer protection.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	So, Jr, Sr	Year	1



### Applications of U.S. Government & Politics #9274

Civics is a required course for graduation for the Class of 2020 and beyond. This course is designed to give students a basic understanding of Civics and how it relates to their lives. Students will examine our government, the people who run its institutions, and the role of the individual in society.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Jr, Sr	Semester	.5

### Applications of Health #9266

This course covers a wide area of topics including communication, social skills, self-help skills, critical thinking, cause and effect behaviors, awareness of surroundings, nutrition and self-care.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Freshmen	Semester	.5

### Pedestrian Transportation Education #9267

This course is designed to include an emphasis on the use of public transportation including the use of buses and trains. It also includes instruction on public safety and railroad safety, first-aid instruction and basic CPR techniques. This class is an alternative to Driver/Safety Education. Students will not be able to obtain a license based upon completion of this course.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So	Semester	.5

### Vocational Skills Development #9268

This course is designed to help students identify areas of vocational interests through hands-on experience at training sites both on and off campus. Work tasks may range from clerical to custodial when possible. Work tasks are targeted to student or classroom interests. Emphasis will be upon developing and strengthening positive work attitudes, self-esteem, personal interactions, and job acquisition skills, while providing students with a work experience opportunity under the supervision of school staff.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Jr, Sr	Year	1

### Applied Living Skills #9269

This course is designed to give students within the Life Skills program instruction on how to live as independent as possible. It will give students the groundwork for life after school as well as a base of knowledge for those entering the VAST program. The course runs in conjunction with Vocational Skills Development in order for students to have adequate time to visit various service organizations and have job experiences in the community. Students will learn how to access SSI, ORS, recreation, medical care, and various other service agencies. In addition, students will create a working portfolio of resources they can use after exiting the high school/VAST program.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

### Applied Vocational Skills #9270

This is a coop job related skills class. The student acquires job acquisition and maintenance skills. It can be taken with a community work experience course.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Seniors	Year	1

### Manufacturing and Sales #9271

This course will offer students an opportunity to begin to understand the basic conceptual nature of the world of business with specific emphasis on manufacturing, marketing, sales, distribution, and promotion. The class will select what to manufacture from a menu of production items. Students will experience various aspects of manufacturing and sales including planning, production, ordering components, assembly, packaging, shipping and/or sales.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

### VAST Program #9272 Vocational Achievement for Successful Transition

The VAST Program promotes student independence, decision-making, self-advocacy, vocational competencies, and development of life skills by providing a life/work experience for students 18 years old to the day before their 22nd birthday, in both school and community based job sites. Instructional activities focus on enabling students to adjust to situations that they may encounter in their post secondary life experience. Guest speakers and field trips enhance instructional units by providing real life settings for practical application of skills. In addition, students develop entrepreneurship projects throughout the school year to develop independent lead-

ership skills. These projects can change depending on the needs of the program. Students are recommended for the VAST program through the IEP process.

LEVEL	LENGTH	CREDIT
CP	Year	0

### Special Education Peer Leaders #9950

Students enrolled in *Special Education Peer Leaders* will work with small groups and individuals in class each day. These students will assist students with their work in the core subject areas of English, Math, Science and Social Sciences. Additionally, peer leaders will collaborate with Special Education teachers to plan and implement whole class activities and lessons. This is an excellent course for students considering a career in the field of education.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Jr, Sr	Year	1

## CROSS CATEGORICAL PROGRAM

*These courses are designed to create opportunities for students who require instruction in compensatory skills to gain access to the general education curriculum. These courses meet District 233 Homewood-Flossmoor Community High School Board of Education's requirements for graduation and are aligned with the Common Core Standards.*

### Reading Improvement I #9355

*Reading Improvement 1* is a program designed for students who want to improve all aspects of their reading performance. It integrates materials and skills from all high school subjects. The students receive individualized instruction and progress through the program at their own rate. Students will use resources for instruction such as computer technology, newspapers, individualized materials and audiovisual materials. *Students are required to enroll in this reading course as per H-F Board Policy Procedure 6721-C. Those students who enroll in Reading (9355) should also enroll in English 1 (9350).*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Freshmen	Year	1



**Reading Improvement II #9356**

*Reading Improvement II* is designed for sophomores to improve their reading comprehension. High interest materials are utilized to improve reading rate and fluency. Large group, small group and individualized instruction are used to accompany an integrated studies approach. Students will use resources such as computer technology, newspapers, individualized materials and audiovisual materials.. *Students are required to enroll in this reading course as per H-F Board Policy Procedure 6721-C. Those students who enroll in Reading (9356) should also enroll in English 2 (9378).*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Soph	Year	1

**Reading Improvement Seminar #9399**

*Reading Improvement Seminar* is designed for juniors and seniors requiring improvement of reading through the IEP process. Students will boost their reading rate, fluency, and comprehension of both narrative and non-narrative texts from a variety of content areas. Students take this course during both 11th and 12th Grade. *Students are required to enroll in this reading course per H-F Board Policy Procedure 6721-C.*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Jr, Sr	Year	1

**Principles of Pre-Algebra #9360**

This course consists of a review of computational skills and general arithmetic language, and introduces selected topics from algebra and geometry including: solving simple equations and inequalities, coordinate graphing, formulas, area, perimeter and statistical graphs. *A graphing calculator is required.*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Freshmen	Year	1

**Principles of Consumer Math #9364**

This course is intended to teach students applications of mathematics which occur in day to day living. Students will learn personal money management, wise credit, rational purchases of goods and services, income taxes and use of banking services. *A graphing calculator is required.*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Jr, Sr	Year	1

**Principles of Computer Applications #9369**

This course is designed to help students learn and increase touch keyboarding skills for the alpha-numeric keyboard on computers. Correct keyboarding fingering response, techniques and proofreading are stressed. Microsoft Word, PowerPoint and Publisher software programs are taught, their uses, features, and shortcuts as well as basic computer terminology will be emphasized.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Semester	.5

**Principles of Foods #9370**

This course includes preparing, serving and sampling a variety of foods. Menus are developed, prepared and served for easy, nutritious, and satisfying meals. In addition to acquiring basic food preparation skills, students learn the importance of good nutrition in food choices. The management of time, energy, finances, and resources related to food preparation are also covered. Sanitation standards and the prevention of food borne illness are also stressed.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Semester	.5

**Principles of Art 1 #9371**

This course is designed to create an atmosphere where visual problem-solving and creative thinking can be developed. *Art I* introduces fundamental techniques for basic elements and principles of drawing, painting, and three-dimensional crafts. Technical skills are incorporated into projects using a variety of mediums.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

**Principles of Art 2 #9372**

This course is designed to develop visual problem-solving skills and creative thinking. Students are encouraged to unlock their creative potential by developing artistic techniques and personal expression into visual art. Technical skills are taught in a variety of experiences using various materials. Art history and culture are taught to highlight lessons and projects.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

**Principles of Music Appreciation #9373**

This course will introduce students to a variety of activities focused on developing their understanding and appreciation of music's many styles within our culture. Students will listen and observe musicians and other musical performances via recordings, video presentations, and whenever possible, live performances within the school and the community. Students will have the opportunity to sing and develop their vocal abilities through activities using music from various periods in history as well as more contemporary works. Basic guitar and piano skills are taught. This course is not designed for students who wish to study theory and composition.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Semester	.5

**Study Lab #9374**

This course is designed to give direct, specialized instruction and academic support to students who receive Special Education services. This course provides students with executive functioning strategies and assistance with homework, projects and related assignments as individuals or in groups. Students will benefit from this course in order to learn self-monitoring, planning and prioritization, and task-initiation skills. This course may be repeated. This course is pass/fail.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

**Study Skills #9375**

This class provides instruction in the areas of academic, personal, and social skills. Students will identify and implement their learning styles and learn about multiple intelligences. Students will learn strategies to improve their core curricular course work. This course emphasizes the development of study habits, critical thinking, goal setting, time management, note-taking, and personal awareness. Regular parental/guardian contact will be encouraged. This course is pass/fail.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Freshmen	Year	1

**Study Skills #9376**

The *Study Skills* curriculum provides a comprehensive experience in test taking strategies with an emphasis placed upon individual needs and goals. This course is designed to develop the fundamental skills of reading, writing, math, science reasoning, test taking skills and study skills. This course will guide students through experiences which promote critical thinking, intellectual curiosity, independent thought, creative expression and aesthetic appreciation. This course is pass/fail.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	So, Jr, Sr	Year	1

**ANCHOR PROGRAM**

*This program is designed for students who have behavioral and/or emotional deficits. Student goals are focused on successful management of their emotions and behavior so the student can reintegrate back into the mainstream. These courses are designed to create opportunities for students to maintain access to the general education curriculum. These courses meet District 233 HF Community High School Board of Education's requirements for graduation and are aligned with the Common Core Standards.*

**English 1 #9450**

Students will learn essential language arts skills. Composition work focuses on mechanics, usage, sentence construction, parts of speech, and paragraph writing. Vocabulary development and reading comprehension are strengthened through the study of the following genres: short stories, novel, drama, non-fiction, and poetry. *Those students who enroll in English 1 (9450) should enroll in Reading (9455).*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Freshmen	Year	1

**English 2 #9472**

Students will continue to work with basic skills in writing and speech. Students will learn strategies for vocabulary and reading comprehension, while working with grammar, and usage skills, sentence structure, paragraph definition, and paragraph development with movement toward multi-paragraph essays. Students prepare speeches to serve different purposes and audiences. In preparing speeches and executing research, students learn how to identify, evaluate, and properly cite primary and secondary sources. Students practice analyzing these sources and paraphrasing the main ideas therein. *Those students who enroll in English 2 (9472) should enroll in Reading (9456).*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Soph	Year	1

**American Literature and Composition #9453**

Students will receive an overview of American literature by reading and analyzing works in chronological sequence through the 20th century. Special attention is given to developing composition, listening and reading skills. Out-of-class and in-class essays are required. A research project or paper is required to earn credit in the course.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Juniors	Year	1

**Introduction to College Composition #9454**

Students will read fiction and non-fiction, focus on vocabulary, important details, and main ideas in order to better understand the author's intent and/or purpose. Students study the lives of famous personalities and major contemporary issues to help them gain a better understanding of work and professionalism. Daily reading and writing assignments are required. A research paper is required to earn credit in the course.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Seniors	Year	1

**Reading Improvement I #9455**

*Reading Improvement I* is a year-long reading program designed for students to improve all aspects of their reading performance. It integrates materials and skills from all high school subjects. The students receive individualized instruction and progress through the program at their own rate. Students will use resources for instruction such as computer technology, newspapers, individualized materials and audiovisual materials. *Students are required to enroll in this reading course as per H-F Board Policy Procedure 6721-C. Those students who enroll in Reading (9455) should also enroll in English 1 (9450).*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Freshmen	Year	1

**Reading Improvement II #9456**

*Reading Improvement II* is a year-long course designed for sophomores to improve their reading comprehension. High interest materials are utilized to improve reading rate and fluency. Large group, small group and individualized instruction is used to accompany an integrated studies approach. Students will use resources for instruction such as computer technology, newspapers, individualized materials and audiovisual materials. *Students are required to enroll in this reading course as per H-F Board Policy Procedure 6721-C. Those students who enroll in Reading (9456) should also enroll in English 2 (9478).*

LEVEL	OPEN TO	LENGTH	CREDIT
AC	Soph	Year	1

**Biology #9457**

This course offers an inquiry based approach to discovering biological themes. Topics investigated will include cell structure, cellular processes, DNA, reproduction, genetics, biotechnology, evolution, animal systems, and ecology. Instructional methods include laboratory investigations, lectures, group activities, computer simulation, the Internet, and textbook reading. Student evaluation is based on unit examinations, quizzes, daily work, and individual and group projects.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Freshmen	Year	1

**Chemistry #9458**

*Chemistry* is an inquiry-based course. Basic math skills are necessary to understand chemistry. In addition, students should be able to construct and interpret graphs. Topics developed include measurement, the nature and characteristics of matter, atomic structure, the Periodic Table, chemical bonding, nomenclature, chemical reactions, acid/base chemistry, organic chemistry and dietary chemistry. Instructional methods include direct instruction, readings from the textbook and other sources, laboratory demonstrations and investigations, individual and group activities, discussion and computer-assisted activities. Student evaluation is based in tests, quizzes, lab participation, daily work, and special projects. *A graphing calculator is required.*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Soph	Year	1

**Physics #9459**

This inquiry-based course in *Physics* is designed to develop problem solving skills necessary to become a life-long learner. This will be accomplished by providing learning situations that require students to think and solve problems. Topics include the study of motion, vectors, work and energy, mechanics, circuits, and electricity. Instructional methods include direct instruction, readings from the textbook and other sources, laboratory demonstrations and investigations, individual and group activities, discussion and computer-assisted activities. Student evaluation is based on tests, quizzes, daily work, and special projects. *A graphing calculator is required.*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Juniors	Year	1

**Pre-Algebra #9460**

This course consists of a review of computational skills and general arithmetic language and introduces selected topics from algebra and geometry including: solving simple equations, inequalities, coordinate graphing, formulas, area, perimeter and statistical graphs. *A graphing calculator is required.*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Freshmen	Year	1

**Algebra 1 #9461**

This course focuses on fundamental properties of real numbers. Polynomials, rational algebraic expressions, linear equations, quadratic equations, exponents, inequalities, functions, radical expressions and equations, and exponents are studied and related to real world applications. *A graphing calculator is required.*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So	Year	1

**Geometry #9462**

This course focuses on fundamental concepts of Euclidean geometry and the development of an axiomatic system using deductive reasoning. Special attention is given to the concepts of congruence, similarity, area, volume, perpendicularity, parallelism, coordinate geometry, properties of lines, angles, triangles, quadrilaterals and circles. *A graphing calculator is required.*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	So, Jr	Year	1

**Algebra 2 #9463**

This course expands the material studied in *Algebra I* and *Geometry*, emphasizing real world applications and associated graphical analysis. Topics studied include operations on real numbers and variables, equations solving, graphing, polynomials, functions, systems of equations, rational expressions, and elementary probability and statistics. *A graphing calculator is required.*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Jr, Sr	Year	1

**Consumer Math #9464**

This course is intended to teach students applications of mathematics which occur in day to day living, personal money management, wise credit, rational purchases of goods and services, income taxes and use of banking services. *A graphing calculator is required.*

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Jr, Sr	Year	1

**World Geography #9473**

This course blends the elements of both physical and human geography. Students will explore the physical characteristics of each region of the world, including physical features and climate. Many aspects of culture will also be studied, including language, religion, customs and problems.

LEVEL	OPEN TO	LENGTH	CREDIT
AC	Fr, So, Jr, Sr	Year	1

**World History #9465**

This course is a survey of world history from the beginning of civilization in Africa, Asia, and Europe through the Cold War of the late 20th Century. The course helps students form connections between diverse areas of the world, using the themes of trade, migration, and centers of world power. The course concentrates on developing skills in reading, listening, note-taking, geography, and writing. Students are required to complete a research paper.

LEVEL	OPEN TO	LENGTH	CREDIT
AC	Soph	Year	1

**U.S. History #9466**

This course is a chronological study of the history of the United States. It includes study of the U.S. and IL Constitutions. Learning activities include in-class reading, writing, question-and-answer sessions, simulations, and work based on audio-visual materials. The course develops skills in reading, writing, speaking and listening. Students are required to complete a research paper.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Juniors	Year	1



# SPECIAL EDUCATION

## Economics #9467

This course concentrates on the areas of: 1) *microeconomics*, covering scarcity, price determination, and the organization and operation of business, 2) *consumer economics*, including housing, buying a car, insurance, savings and investing, credit, budgeting, consumer protections legislation, and federal, state, and local taxes, and 3) *macroeconomics*, covering government taxing and spending, business cycles, fiscal policy, monetary policy, inflation, unemployment, economic growth, and international trade. Emphasis at this level is placed on individual instruction and application of practical economic skills needed to become an effective consumer.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Seniors	Year	1

## Health #9468

Students in this course concentrate on knowledge and information concerning the relationship of health to oneself, family, and community. Students in this course will engage in guided analysis and structured discussion involving health issues.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Freshmen	Semester	.5

## Physical Education #9469

This course offers a highly structured environment. Students are provided with activities that will improve their levels of performance, strength building, self-confidence and poise. Skill improvement and fitness for life are the primary components of this course.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

## Computer Applications #9470

This course is designed to help students learn and increase existing touch keyboarding skills for the alpha-numeric keyboard on computers. Correct keyboarding fingering response, techniques and proofreading are stressed. The Microsoft Word software program will be studied with emphasis on its uses, features, and shortcuts, as well as basic computer terminology will be emphasized. Students learn to format reports, term papers, memos and letters.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Semester	.5

## Life Skills #9471

This course is tailored for the needs of students in a functionally based program. A wide range of topics is covered, including communications, social skills, self-help skills, critical thinking, cause and effect behaviors, and awareness of surroundings, nutrition, and self-care information. Students are expected to communicate and participate on a level commensurate with their ability.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

## U.S. Government & Politics #9483

Civics is a required course for the Class of 2020 and beyond. Students will become familiar with the various institutions, groups, beliefs and ideas that constitute the U.S. political environment. Throughout the course, students will examine our institutions of government, those who run those institutions, the role of citizens in a democratic society, the public policies made by governmental institutions, and the influence of the electorate on those policies.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Jr, Sr	Semester	.5

## Study Skills #9176

The *Study Skills* curriculum provides a comprehensive experience in test taking strategies with an emphasis placed upon individual needs and goals. This course is designed to develop the fundamental skills of reading, writing, math, science reasoning, test taking skills and study skills. This *Study Skills* course will guide students through experiences which promote critical thinking, intellectual curiosity, independent thought, creative expression and aesthetic appreciation.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

**H-F HIGH SCHOOL**  
**WORLD**  
**LANGUAGE**  
**DEPARTMENT**  
**2023-2024**





# World Language

Chair: Jonathan Miller, 708-335-5360, [jomiller@hf233.org](mailto:jomiller@hf233.org)

## PROGRAM RATIONALE



The philosophy of the World Language Department at H-F is based upon the premise that communication and cultural competence are essential to function in a global society. Our courses develop communication in the target language, challenge students to think critically, and cultivate an understanding and appreciation of world cultures, to not only prepare students to be successful in their future endeavors, but also to become life-long learners.

## PROGRAM GOALS

H-F's World Language curriculum is aligned to The American Council on the Teaching of Foreign Languages' (ACTFL) World Readiness Standards. Students in our program will be able to:

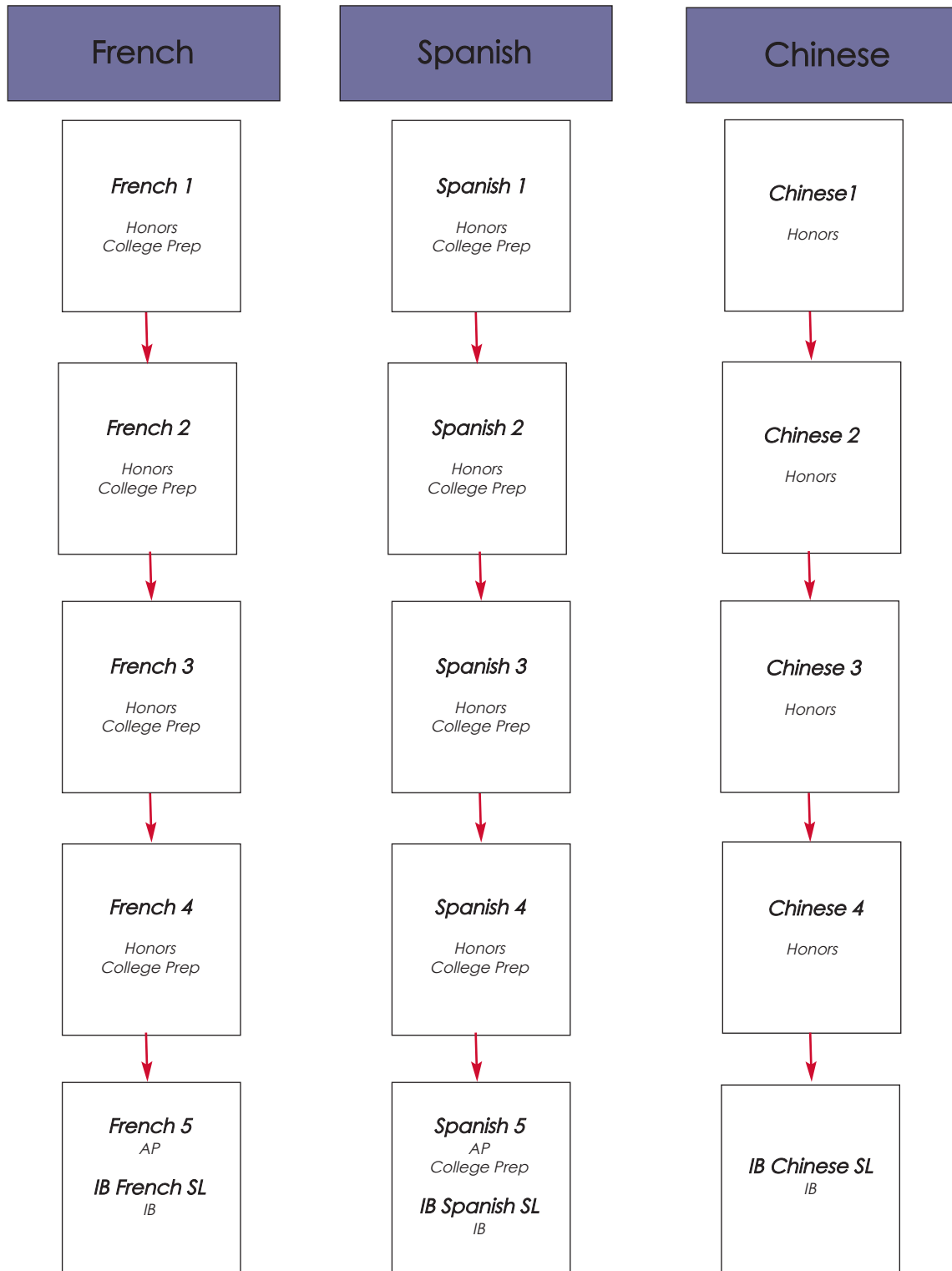
- Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
- Interact with cultural competence and understanding.
- Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.
- Develop insight into the nature of language and culture in order to interact with cultural competence.
- Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

-- ACTFL World Readiness Standards for Learning Languages, 2014





WORLD LANGUAGE — Course sequence



# WORLD LANGUAGE

Code	Title-Level	Year	Credit	Prerequisite	Grade
2202	French 1 – CP	1	1	No	9-12
2212	French 1 – H	1	1	No	9-12
2222	French 2 – CP	1	1	Yes	9-12
2232	French 2 – H	1	1	Yes	9-12
2242	French 3 – CP	1	1	Yes	10-12
2252	French 3 – H	1	1	Yes	10-12
2262	French 4 – CP	1	1	Yes	11-12
2272	French 4 – H	1	1	Yes	11-12
2281	Advanced Placement French 5 – AP	1	1	Yes	12
1921	IB French SL - IB	1	1	Yes	12
2702	Spanish 1 – CP	1	1	No	9-12
2712	Spanish 1 – H	1	1	No	9-12
2722	Spanish 2 – CP	1	1	Yes	9-12
2732	Spanish 2 – H	1	1	Yes	9-12
2742	Spanish 3 – CP	1	1	Yes	10-12
2752	Spanish 3 – H	1	1	Yes	10-12
2762	Spanish 4 – CP	1	1	Yes	11-12
2772	Spanish 4 – H	1	1	Yes	11-12
2780	Spanish 5 – CP	1	1	Yes	11-12
2781	Advanced Placement Spanish 5 – AP	1	1	Yes	12
1920	IB Spanish SL - IB	1	1	Yes	11-12
2866	Chinese 1 - H	1	1	No	9-12
2867	Chinese 2 - H	1	1	Yes	9-12
2868	Chinese 3 - H	1	1	Yes	10-12
2875	Chinese 4 - H	1	1	Yes	11-12
1922	IB Chinese SL - IB	1	1	Yes	12

## French 1 #2202

This course approaches the study of French through four skills: listening, speaking, reading and writing. Content includes dialogues, supplementary vocabulary, pronunciation and grammar exercises, with the culture of French-speaking countries being central to all activities. Students are expected to comprehend and produce French within the range of vocabulary and grammar covered during the year. The cumulative nature of studying French requires daily preparation and consistent study, which are both essential to success in this course.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

## French 1 #2212

This course is similar to *French 1 CP*, but processes at a faster pace and requires students to do supplementary reading. Students who elect *French 1 Honors* will be expected to display above-average ability in language skills or have previously studied a world language.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Fr, So, Jr, Sr	Year	1

## French 2 #2222

*Prerequisite: French 1 CP/H*

*French 2 CP* reviews and reinforces all four language skills developed in *French 1 CP*. Additional vocabulary and more advanced grammar are presented. This course contains several culture units, many of which are presented exclusively in French.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

## French 2 #2232

*Prerequisite: French 1 CP/H or consent of instructor*

The subject matter is basically the same as that of *French 2 CP*, but material is covered at a faster rate of speed. The lessons include dialogues, speaking, listening, reading and writing exercises. Students are also expected to express themselves in French with more ease in speaking and writing. By the third quarter, most of the interaction in the classroom is in French.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Fr, So, Jr, Sr	Year	1



## French 3 #2242

*Prerequisite: French 2 CP/H*

The skills of speaking, understanding, reading, and writing continue to be emphasized; however, there is greater stress on free expression, both oral and written because the vocabulary, grammatical forms, and syntax are less controlled than formerly. Students broaden their cultural awareness and study of various francophone countries through narratives and units of study in French. An introduction to French art and literature is an important component of the course.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	So, Jr, Sr	Year	1

**French 3 #2252**

*Prerequisite: French 2 CP/H or consent of instructor*

Text and materials are basically the same as those in *French 3 CP*. The skills of speaking and writing are further developed. Students are expected to answer questions, and give oral and written reports without using a teacher-provided model. Answers become more intuitive than mechanical, and reflect the ability to synthesize previously learned grammatical and cultural concepts. Grammar is covered more quickly, allowing time for the introduction of more advanced structures. A majority of the classwork takes place in French. An introduction to French art and literature is an important component of the course.

LEVEL	OPEN TO	LENGTH	CREDIT
H	So, Jr, Sr	Year	1

**French 4 #2262**

*Prerequisite: French 3 CP/H or consent of instructor*

*French 4 CP* continues the development of the four basic linguistic skills: listening, speaking, reading, and writing. Students are required to give oral reports and demonstrations in French on topics of their interest. The course includes a review and continued study of grammar, vocabulary and geography of francophone countries. A major component of 4th quarter is a substantial written and oral project in French

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Jr, Sr	Year	1

**French 4 #2272**

*Prerequisite: French 3 CP/H or consent of instructor*

Students should have well-established skills in listening, speaking, reading, and writing. Materials for reading, writing and discussion in the target language are based upon geography, education, cuisine, music, art, history, social structure, and films of the francophone world. Activities in this course are often structured to parallel those in the *AP French Language* exam. Shortly after the beginning of the year all interaction in this class will be in French.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Jr, Sr	Year	1

**AP French 5 #2281**

*Prerequisite: French 4 CP/H or consent of instructor*

The course is conducted entirely in French. Students should come to this course with a solid command of vocabulary and structures presented in *French 1, 2 & 3*. Students are exposed to a wide variety of authentic readings, listening passages, dialogues, narrations and interviews. Projects include several oral and written presentations in French on topics such as careers, current events, French films, etc. The major goal of all these activities is to prepare students to take the *AP French Language & Culture* exam.

LEVEL	OPEN TO	LENGTH	CREDIT
AP	Seniors	Year	1

**IB French Language B SL #1921**

*Prerequisite: French 4 H, H-F IB Prep Academy enrollment*

*French Language B* is a language acquisition course developed at the Standard Level for students with some background in the target language. While acquiring a language, students will explore the culture(s) connected to it with a focus on language acquisition and intercultural understanding. The *Language B* syllabus approaches the learning of language through meaning. Students build the necessary skills to reach the assessment objectives of the *Language B* course through expansion of their receptive, productive, and interactive skills. Topics such as communication and media, global issues, and social relationships will be explored.

LEVEL	OPEN TO	LENGTH	CREDIT
IB	Seniors	Year	1

**Spanish 1 #2702**

This course is intended to develop the language skills of listening, speaking, reading, and writing. At the completion of this course, students are expected to comprehend and produce Spanish within the range of vocabulary and grammar covered during the year; to speak with reasonable control of the sounds of Spanish; and to put into writing with appropriate accuracy the sentences and ideas that the student is able to express orally. Students will become familiar with the various aspects of Hispanic cultures.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

**Spanish 1 #2712**

The sequential core material for this class is the same as the college prep level. The pace is accelerated to allow for supplementary reading and conversational work. This material is added to challenge the capabilities of the more able students.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Fr, So, Jr, Sr	Year	1



# WORLD LANGUAGE

## Spanish 2 #2722

*Prerequisite: Spanish 1 CP/H or consent of instructor*

*Spanish 2* reviews and strongly reinforces listening and speaking skills learned in *Spanish 1*. A continued emphasis is placed on the development of the four skills of listening, speaking, reading and writing within cultural contexts. More formal grammar is presented and is practiced through both oral and written communication. In addition, emphasis is on development of sequential composition skills.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Fr, So, Jr, Sr	Year	1

## Spanish 2 #2732

*Prerequisite: Spanish 1 CP/H or consent of instructor*

The sequential core material for this class is the same as the college prep level. The pace is accelerated to allow for additional readings, and more emphasis is placed on oral participation in Spanish by the students. Students are encouraged and expected to speak Spanish in classroom situations, and there is continued development of composition skills.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Fr, So, Jr, Sr	Year	1

## Spanish 3 #2742

*Prerequisite: Spanish 2 CP/H or consent of instructor*

In *Spanish 3*, listening and speaking skills are emphasized while the student maintains and develops his or her reading and writing skills, including the study and use of more advanced grammar and additional vocabulary. The reading material includes short stories from the text. Basic grammatical and structural knowledge should be sound when beginning this level in order to advance linguistic skills, although a grammar review is part of the course. The writing assignments and class discussions are guided and structured. Projects and oral presentations are also an integral part of the course. The aim of the course is not only to develop skills, but also to learn the cultural aspects of the language.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	So, Jr, Sr	Year	1

## Spanish 3 #2752

*Prerequisite: Spanish 2 CP/H or consent of instructor*

The sequential core material for this class is the same as the college prep level. The pace is accelerated to allow for the following additions: Students are expected to write more often and do individual projects that integrate listening, reading, writing, and speaking. Additional reading selections from authentic literature are presented. Much of the class will be conducted in Spanish and students are expected to speak Spanish in most class situations.

LEVEL	OPEN TO	LENGTH	CREDIT
H	So, Jr, Sr	Year	1

## Spanish 4 #2762

*Prerequisite: Spanish 3 CP/H or consent of instructor*

At the fourth year level, the listening, speaking, reading and writing skills are further developed through the continuous reading of excerpts of Hispanic pieces, along with a study of the main cultural and political events of the historical period to which they belong. In this course, discussions and writing assignments are often based on readings; however, topics initiated by students and dealing with contemporary issues are freely discussed. The course places emphasis on oral communication.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Jr, Sr	Year	1

## Spanish 4 #2772

*Prerequisite: Spanish 3 CP/H or consent of instructor*

This course is designed for the student who wants to become proficient in the Spanish language. *Spanish 4 Honors* will be conducted primarily in Spanish and provides a strong focus on linguistic accuracy and fluency. The first semester presents mainly a review of all grammatical concepts presented from *Spanish 1* to *Spanish 3*, while new vocabulary is presented with each chapter. Discussions, writing assignments and vocabulary acquisition are derived from authentic language resources such as literature, listening excerpts and film.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Jr, Sr	Year	1

## Spanish 5 #2780

*Prerequisite: Spanish 4 CP/H or consent of instructor*

The focus of this course is communication and cultural awareness. Spanish will be used to learn, communicate, and enter other cultures through the use of film, the Internet, and authentic readings centered around thematically based units of interest. Students will give oral presentations and participate in discussions and debates, all in the target language. Grammar will be reviewed periodically to strengthen the students' basic skills, which will prepare them for college placement exams.

LEVEL	OPEN TO	LENGTH	CREDIT
CP	Seniors	Year	1



**AP Spanish 5 #2781**

*Prerequisite: Spanish 4 H or consent of instructor*

Students should come to this course with a solid command of vocabulary and structures presented in *Spanish 1, 2, 3 & 4*. Students are exposed to a wide variety of authentic readings, literature and culturally appropriate listening exercises. Projects include oral presentations based on cultural topics and essay writing. Students participate in debates/discussions on various contemporary social issues, all in the target language. Students are encouraged to practice their language skills outside of the classroom, through sources such as music, television, movies, and the Internet. The class will be conducted primarily in Spanish, as the major goal of all these activities is to prepare students to take the *AP Spanish Language & Culture* exam.

LEVEL	OPEN TO	LENGTH	CREDIT
AP	Seniors	Year	1

**IB Spanish Language B SL #1920**

*Prerequisite: Spanish 4 H, H-F IB Prep Academy enrollment*

*Spanish Language B* is a language acquisition course developed at the Standard Level for students with some background in the target language. While acquiring a language, students will explore the culture(s) connected to it with a focus on language acquisition and intercultural understanding. The *Language B* syllabus approaches the learning of language through meaning. Students build the necessary skills to reach the assessment objectives of the *Language B* course through the expansion of their reception, productive and interactive skills. Topics such as communication and media, global issues and social relationships will be explored.

LEVEL	OPEN TO	LENGTH	CREDIT
IB	Seniors	Year	1

**Chinese 1 #2866**

*Chinese 1* is an introduction to the Chinese language and culture. The four language skills of listening, speaking, reading and writing are developed. Students will participate actively and cooperatively in classroom activities, engage in guided conversations, and write utilizing familiar vocabulary and structures. Cultural information about daily life and social customs is integrated into the curriculum throughout the year, and students will also begin to learn about the geography of China. Students will be evaluated primarily on their knowledge of the Chinese language and culture and on their ability to understand and communicate in Chinese.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Fr, So, Jr, Sr	Year	1

**Chinese 2 #2867**

*Prerequisite: Chinese 1*

*Chinese 2* students continue to develop their competence in the four language skills of listening, speaking, reading and writing. Familiar contexts and authentic materials assist the students in acquiring the language as they expand their Chinese vocabularies, use more sentence structures, and develop a wider understanding of Chinese culture. Students are expected to employ Chinese more in classroom activities and feel more at ease with the language when working independently, as well as when participating in the classroom language learning community. Performance-based assessments will provide students with the opportunity to use Chinese in real-life situations.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Fr, So, Jr, Sr	Year	1

**Chinese 3 #2868**

*Prerequisite: Chinese 1 & 2 or consent from instructor*

*Chinese 3* expands proficiency in the four language skills of listening, speaking, reading and writing. Through the study of thematic units, students continue to develop their abilities and cultural understanding in Chinese. Students will interpret authentic texts and complete performance tasks that mimic real-life situations in a structured environment at more advanced proficiency levels. Students are expected to use Chinese in the majority of classroom activities, begin to write using connected sentences and paragraphs, and work independently outside the classroom. The objectives of this course are to learn the cultural aspects of the language and develop linguistic competency.

LEVEL	OPEN TO	LENGTH	CREDIT
H	So, Jr, Sr	Year	1

**Chinese 4 #2875**

*Prerequisite: Chinese 3 or consent from instructor*

*Chinese 4* is an advanced language course that increases student proficiency. Students develop their language skills and cultural competence through the study of thematic units that are aligned to the World Readiness Standards. Students are expected to use Chinese as the primary language in the classroom, as this course focuses on functional language skills in the three modes of communication. Language skills are assessed using a variety of performance tasks and proficiency based assessments. Students will read full-length articles and write at the paragraph length on a variety of topics. Further, students will interpret authentic videos, podcasts, and other media and participate in conversations on a variety of topics.

LEVEL	OPEN TO	LENGTH	CREDIT
H	Jr, Sr	Year	1

**IB Chinese Language B SL #1922**

*Prerequisite: Chinese 4 H, H-F IB Prep Academy enrollment*

*Chinese Language B* is a language acquisition course developed at the Standard Level for students with some background in the target language. While acquiring a language, students will explore the culture(s) connected to it with a focus on language acquisition and intercultural understanding. The *Language B* syllabus approaches the learning of language through meaning. Students build the necessary skills to reach the assessment objectives of the *Language B* course through the expansion of their reception, productive, and interactive skills. Topics such as communication and media, global issues, and social relationships will be explored.

LEVEL	OPEN TO	LENGTH	CREDIT
IB	Seniors	Year	1