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## D214 Academic Handbook

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<td>09531/09532</td>
<td>293</td>
</tr>
<tr>
<td>Graphic Arts Design</td>
<td>06440</td>
<td>293</td>
</tr>
<tr>
<td>Graphic Arts Technology</td>
<td>06250</td>
<td>293</td>
</tr>
<tr>
<td>Graphic Arts Technology 2</td>
<td>06260</td>
<td>293</td>
</tr>
<tr>
<td>Graphic Arts Technology 3</td>
<td>06270</td>
<td>293</td>
</tr>
<tr>
<td>Graphics Technology</td>
<td>06280</td>
<td>293</td>
</tr>
<tr>
<td>Media Technology 1</td>
<td>06950</td>
<td>293</td>
</tr>
<tr>
<td>Media Technology 2</td>
<td>06960</td>
<td>293</td>
</tr>
<tr>
<td>Media Technology 3</td>
<td>06970</td>
<td>293</td>
</tr>
<tr>
<td>Media Technology 4</td>
<td>06980</td>
<td>293</td>
</tr>
<tr>
<td>Production &amp; Editing 1</td>
<td>09540</td>
<td>295</td>
</tr>
</tbody>
</table>
Students can set up their own Career Cruising and Naviance accounts. Please see your counselor or career advisor for more information.

**Career Cruising**

Career Cruising is an Internet-based career exploration and planning tool used by students to explore career and college options and develop a career plan. Features of the program include: Assessments, Career Profiles, Multimedia Interviews and explore college and career options based on their results.

**Naviance**

Naviance is a college and career readiness platform that helps connect academic achievement to post-secondary goals. It also allows students to create a plan for their futures by helping them discover their individual strengths and learning styles and explore college and career options based on their results.

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- Naval Science 2 08461/08464 329
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- Naval Science 4 08481/08482 329

**Driver Education**

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District 214 uses the following nationally recognized terms to help guide students through the selection of coursework and to support their decision making in preparation for their post-secondary goals.

**Introduction and Definitions**

**Pathway Courses:** Recommended sequence of courses that provide students opportunities to explore and develop skills within a specified career area.

**Related Electives:** Courses that provide students additional opportunities within the specified career area or opportunities to develop skills and knowledge in a closely related career area.

**Work-based Learning Experiences:** Extended educational opportunities in which students engage in authentic and relevant work aligned with a career pathway. These experiences allow students to participate in a professional work environment and assist with career skill development and decision-making. These opportunities may provide varied levels of support, depending upon students’ individual needs.

**Career Related Activities:** Opportunities for student career exploration and/or career skill development that may include the involvement of industry partners. These opportunities are generally less formal and/or intensive than Work-based Learning Experiences in the areas of career exploration and/or career skill development.

**Certifications:** Credentials awarded to students by an independent third party verifying qualifications or competencies in a career skill area. Industry-recognized certifications are sought or accepted by employers as a recognized, preferred or required credentials for recruitment, screening, hiring, retention or advancement purposes of their employees.

**College Majors:** College majors are concentrations of educational study focused on a career area. College majors can lead to an associate, bachelor, master, or doctorate degree. In this document, a sample of majors related to each program of study is listed.

**Careers:** Careers are occupations that usually require special training or formal education. In this document, a sample of careers related to each program of study is listed.

**District 214 Career Clusters and Pathways**

The Sixteen Career Clusters

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, Audio/Video Technology and Communications
- Business Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Marketing
- Science, Engineering and Mathematics
- Transportation, Distribution and Logistics

Finding the best way for students to learn and achieve success is of utmost importance to the State of Illinois and the nation as a whole. College and career success is critical to our national and state economy and has become a national priority.

**Essential Knowledge and Skills**

The cluster level knowledge and skills set is built on a common core required for career success in the multiple occupations included in the cluster.

**Career and Technical Education (CTE)** has been central to this call for greater college completion and the credentials that CTE provides to both traditional and nontraditional student populations and has emerged as one of the most important elements in the completion agenda throughout the country.
## College and Career Pathway Endorsements

### Agriculture, Food, and Natural Resources (AFNR)
- Food Science
- Plant & Animal Systems

### Arts and Communication (A&C)
- Multimedia Communications
- Visual Arts: Graphic Arts
- Visual Arts: Studio Art
- Visual Arts: Photography
- Performance Arts: Acting & Theater
- Performance Arts: Band
- Performance Arts: Choir
- Performance Arts: Dance
- Performance Arts: Orchestra

### Finance and Business Services (FBS)
- Business Management & Administration
- Finance
- Hospitality and Tourism
- Culinary Arts
- Marketing
- Marketing

### Health Sciences and Technology (HST)
- Allied Health
- Nursing
- Pre-Medicine

### Human and Public Services (HPS)
#### Education and Training
- Early Childhood Education
- Primary Education
- Secondary Education

#### Government & Public Administration
- Government & Public Administration
- International Relations

#### Human Services
- Counseling and Mental Health Services
- Exercise, Physiology and Kinesiology
- Criminal Justice
- Emergency and Fire Management Services
- Law

### Information Technology (IT)
#### Information Technology
- Information Technology and Network Systems
- Cybersecurity

### Manufacturing, Engineering, Technology and Trades (METT)
#### Architecture and Construction
- Architecture
- Building Trades

#### Manufacturing
- Fashion
- Manufacturing

#### Science, Engineering and Mathematics
- Engineering
- Actuarial Science

#### Transportation, Distribution and Logistics
- Automotive Service
- Aviation
- Heating, Ventilation and Air Conditioning (HVAC)

### Dual Credit Courses

#### EASTERN ILLINOIS UNIVERSITY DUAL CREDIT (awards in semester hours)

<table>
<thead>
<tr>
<th>D214 Course</th>
<th>D214 Course Name</th>
<th>EIU Course</th>
<th>Hours</th>
<th>EIU Course Name</th>
<th>College/University Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>63890</td>
<td>College Speech Communication</td>
<td>CMN1310G</td>
<td>3</td>
<td>Introduction to Speech Communication</td>
<td>None</td>
</tr>
<tr>
<td>69150</td>
<td>College Production 1</td>
<td>CMN2500</td>
<td>3</td>
<td>Production I</td>
<td>None</td>
</tr>
<tr>
<td>60410</td>
<td>College Intro to Mass Communication</td>
<td>CMN2520</td>
<td>3</td>
<td>Introduction to Mass Communication</td>
<td>None</td>
</tr>
<tr>
<td>67930</td>
<td>College Macroeconomics</td>
<td>EGN2801G</td>
<td>3</td>
<td>Principles of Macroeconomics</td>
<td>None</td>
</tr>
<tr>
<td>67940</td>
<td>College Microeconomics</td>
<td>EGN2802G</td>
<td>3</td>
<td>Principles of Microeconomics</td>
<td>C or better in EGN2801G (67930)</td>
</tr>
<tr>
<td>69970</td>
<td>College Education in a Diverse Society</td>
<td>EDF2555G</td>
<td>3</td>
<td>Education in a Diverse Society: The Multilingual/Multicultural Classroom</td>
<td>None</td>
</tr>
<tr>
<td>60500</td>
<td>College Intro to Early Childhood Education</td>
<td>ELE2050</td>
<td>3</td>
<td>The Whole Child: Teaching and Learning in the Educational Environment</td>
<td>None</td>
</tr>
<tr>
<td>63290</td>
<td>College Composition</td>
<td>ENG1001G</td>
<td>3</td>
<td>College Composition I: Critical Reading &amp; Source-Based Writing</td>
<td>Minimum high school GPA of 3.0 or a minimum ACT-English score of 18 or SAT EBRW score of 430</td>
</tr>
<tr>
<td>61710</td>
<td>College Literature: Stories Matter</td>
<td>ENG1009</td>
<td>3</td>
<td>Stories Matter</td>
<td>C or better in ENG1001G</td>
</tr>
<tr>
<td>68660</td>
<td>College Advanced and Conditioning</td>
<td>KSR1600</td>
<td>1</td>
<td>Weight Training</td>
<td>None</td>
</tr>
<tr>
<td>68810</td>
<td>College Basic Care and Prevention of Athletic Injuries</td>
<td>KSR2135</td>
<td>3</td>
<td>Basic Care and Prevention of Athletic Injuries</td>
<td>None</td>
</tr>
<tr>
<td>64680</td>
<td>College Math: A Human Endeavor</td>
<td>MAT1160G</td>
<td>3</td>
<td>Mathematics: A Human Endeavor</td>
<td>Minimum high school GPA of 3.0 or a minimum SAT EBRW-English score of 430.</td>
</tr>
<tr>
<td>64400</td>
<td>College Algebra</td>
<td>MAT1271</td>
<td>3</td>
<td>College Algebra</td>
<td>Math ACT of 20, or SAT of 520 or better; ALEKS score of 46 or better</td>
</tr>
<tr>
<td>64450</td>
<td>College Statistics</td>
<td>MAT2250G</td>
<td>4</td>
<td>Elementary Statistics</td>
<td>Math ACT of 20, or SAT of 520 or better; ALEKS score of 46 or better</td>
</tr>
<tr>
<td>64981</td>
<td>College Calculus 3</td>
<td>MAT2443</td>
<td>4</td>
<td>Calculus and Analytic Geometry III</td>
<td>AP score of 4 or 5 in AP Calculus (BC)</td>
</tr>
<tr>
<td>64982</td>
<td>College Differential Equations</td>
<td>MAT3501</td>
<td>3</td>
<td>Differential Equations I</td>
<td>C or better in MAT2443 (64981)</td>
</tr>
<tr>
<td>69590</td>
<td>College Legal Research and Argument</td>
<td>PLS2553</td>
<td>3</td>
<td>Legal Research and Argument</td>
<td>None</td>
</tr>
<tr>
<td>67630</td>
<td>College World Religions</td>
<td>RLS1200G</td>
<td>3</td>
<td>Introduction to Religious Studies</td>
<td>None</td>
</tr>
<tr>
<td>69620</td>
<td>College Inquiry in Teaching</td>
<td>SED2000</td>
<td>2</td>
<td>Inquiry Into Teaching</td>
<td>None</td>
</tr>
<tr>
<td>66100</td>
<td>College Summer Theatre: Performance</td>
<td>THA2281</td>
<td>3</td>
<td>Summer Theatre: Performance</td>
<td>None</td>
</tr>
<tr>
<td>66200</td>
<td>College Summer Theatre: Tech</td>
<td>THA2282</td>
<td>3</td>
<td>Summer Theatre: Tech</td>
<td>None</td>
</tr>
</tbody>
</table>
### EASTERN ILLINOIS UNIVERSITY DUAL CREDIT (continued) (awards in semester hours)

<table>
<thead>
<tr>
<th>D214 Course</th>
<th>D214 Course Name</th>
<th>Harper Course</th>
<th>Hours</th>
<th>Harper Course Name</th>
<th>College/University Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>67381</td>
<td>College Intermediate Spanish</td>
<td>WLS2201G</td>
<td>4</td>
<td>Intermediate Spanish I</td>
<td>Must have successfully completed WLS 1102 or 1191 or two years of high Spanish language or a course articulated as equivalent to WLS 1102 or 1191</td>
</tr>
<tr>
<td>67382</td>
<td>College Intermediate Spanish</td>
<td>WLS2202G</td>
<td>4</td>
<td>Intermediate Spanish II</td>
<td>Must have successfully completed WLS 2201G or 2291G or three years of high school Spanish language or a course articulated as equivalent to WLS 2201G or 2291G</td>
</tr>
</tbody>
</table>

### HARPER DUAL CREDIT (awards in semester hours)

<table>
<thead>
<tr>
<th>D214 Course</th>
<th>D214 Course Name</th>
<th>Harper Course</th>
<th>Hours</th>
<th>Harper Course Name</th>
<th>College/University Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>68171/68172</td>
<td>College Nursing Assistant Training</td>
<td>CNA101</td>
<td>6</td>
<td>Nursing Assistant Training</td>
<td>16 year-old Junior or Senior. Must have ability to lift, move, and transfer patients. Students must have health insurance, meet all health requirements, pass a criminal background check, and have eligibility to work in the United States. All above requirements will be reviewed in the mandatory attendance Information Session at the beginning of each semester. Prerequisite: ENGL 101 with grade of C or better; or an ACT Reading score of 20 or higher, or SAT EBRW of 480 or higher, or required placement test scores.</td>
</tr>
<tr>
<td>68280 or 68340</td>
<td>College Intro to Human Anatomy/Physiology</td>
<td>BIO 130</td>
<td>4</td>
<td>Introduction to Human Anatomy and Physiology</td>
<td>None</td>
</tr>
<tr>
<td>60060</td>
<td>College Introductory Electronics</td>
<td>ELECT110</td>
<td>4</td>
<td>Introductory Electronics</td>
<td>Completion of high school Algebra I and 10th grade reading level.</td>
</tr>
<tr>
<td>6691/66912</td>
<td>PLTW Digital Electronics</td>
<td>ELECT201</td>
<td>4</td>
<td>Digital Electronics</td>
<td>ELT110 with a grade of C or better or completion of equivalent High School PLTW coursework.</td>
</tr>
<tr>
<td>60070</td>
<td>College Industrial Control Systems</td>
<td>ELECT215</td>
<td>4</td>
<td>Industrial Control Systems</td>
<td>ELT 110 with a grade of C or better, or consent of instructor</td>
</tr>
<tr>
<td>65860</td>
<td>College Fashion Merchandising</td>
<td>FAS112</td>
<td>3</td>
<td>Fashion Basics</td>
<td>None</td>
</tr>
<tr>
<td>60260</td>
<td>College Fashion Industry Career Practicum &amp; Seminar</td>
<td>FAS116</td>
<td>3</td>
<td>Fashion Industries Career Practicum</td>
<td>Concurrent employment of ten hours or more in an apparel related field.</td>
</tr>
<tr>
<td>60130</td>
<td>College Introduction to Fire Science</td>
<td>FB100</td>
<td>3</td>
<td>Fundamentals of Fire Protection</td>
<td>“B” high school grade average recommended.</td>
</tr>
<tr>
<td>60140</td>
<td>College Fire Behavior and Combustion</td>
<td>FS121</td>
<td>3</td>
<td>Fire Behavior and Combustion</td>
<td>None</td>
</tr>
</tbody>
</table>

### HARPER DUAL CREDIT (continued) (awards in semester hours)

<table>
<thead>
<tr>
<th>D214 Course</th>
<th>D214 Course Name</th>
<th>Harper Course</th>
<th>Hours</th>
<th>Harper Course Name</th>
<th>College/University Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>65711/65712</td>
<td>College Culinary Arts/ProStart 1</td>
<td>FSM101</td>
<td>4</td>
<td>Introduction to Food Preparation and Production</td>
<td>None</td>
</tr>
<tr>
<td>65711/65712</td>
<td>College Culinary Arts/ProStart 2</td>
<td>FSM109</td>
<td>4</td>
<td>Introduction to Food Preparation and Production</td>
<td>None</td>
</tr>
</tbody>
</table>

### NATIONAL LOUIS UNIVERSITY DUAL CREDIT (awards in quarter hours)

<table>
<thead>
<tr>
<th>D214 Course</th>
<th>D214 Course Name</th>
<th>NLU Course</th>
<th>Hours</th>
<th>NLU Course Name</th>
<th>College/University Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>65551/65552</td>
<td>College Accounting</td>
<td>ACC201</td>
<td>5</td>
<td>Principles of Financial Accounting</td>
<td>None</td>
</tr>
<tr>
<td>65550</td>
<td>College Financial Accounting</td>
<td>ACC201</td>
<td>5</td>
<td>Principles of Financial Accounting</td>
<td>None</td>
</tr>
<tr>
<td>65560</td>
<td>College Managerial Accounting</td>
<td>ACC202</td>
<td>5</td>
<td>Principles of Managerial Accounting</td>
<td>None</td>
</tr>
</tbody>
</table>
### NATIONAL LOUIS UNIVERSITY DUAL CREDIT (continued) (awards in quarter hours)

<table>
<thead>
<tr>
<th>D214 Course</th>
<th>D214 Course Name</th>
<th>NLU Course</th>
<th>Hours</th>
<th>NLU Course Name</th>
<th>College/University Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>65641/65642</td>
<td>College Business</td>
<td>BUS101</td>
<td>5</td>
<td>Principles of Business</td>
<td>None</td>
</tr>
<tr>
<td>60500</td>
<td>College Introduction to Early Childhood Education</td>
<td>ECE220</td>
<td>5</td>
<td>Child, Family, and Community</td>
<td>None</td>
</tr>
<tr>
<td>78350</td>
<td>College Applied Educational Psych</td>
<td>EDU200</td>
<td>5</td>
<td>Applied Educational Psychology</td>
<td>None</td>
</tr>
<tr>
<td>60700</td>
<td>College Introduction to Education</td>
<td>EDU210</td>
<td>5</td>
<td>Educational Philosophy: A Historical Account</td>
<td>None</td>
</tr>
<tr>
<td>65681/65682</td>
<td>College Entrepreneurship 1</td>
<td>ENT295</td>
<td>5</td>
<td>Introduction to Entrepreneurship</td>
<td>None</td>
</tr>
</tbody>
</table>

### TRITON DUAL CREDIT (awards in semester hours)

<table>
<thead>
<tr>
<th>D214 Course</th>
<th>D214 Course Name</th>
<th>Triton Course</th>
<th>Hours</th>
<th>Triton Course Name</th>
<th>College/University Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>66071/66072</td>
<td>College Vocational Auto</td>
<td>AUT112</td>
<td>3</td>
<td>Introduction to Automotive Technology</td>
<td>To earn dual credit must complete sequence in order.</td>
</tr>
<tr>
<td>66191</td>
<td>College Practical Architectural Construction- PAC</td>
<td>COT206</td>
<td>3</td>
<td>Carpentry: Finished Carpentry</td>
<td>None</td>
</tr>
</tbody>
</table>

### LEWIS UNIVERSITY DUAL CREDIT (awards in semester hours)

<table>
<thead>
<tr>
<th>D214 Course</th>
<th>D214 Course Name</th>
<th>Lewis Course</th>
<th>Hours</th>
<th>Lewis Course Name</th>
<th>College/University Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>66941/66942</td>
<td>PLTW - Aerospace Engineering</td>
<td>AWMT10200</td>
<td>1</td>
<td>Introduction to Aviation</td>
<td>GPA 2.5 or higher; College Ready</td>
</tr>
<tr>
<td>66850</td>
<td>College Aviation Fundamentals</td>
<td>AWMT10600</td>
<td>4</td>
<td>Aviation Fundamentals</td>
<td>GPA 2.5 or higher; College Ready</td>
</tr>
<tr>
<td>66840</td>
<td>College Aviation Physics</td>
<td>AWMT20100</td>
<td>4</td>
<td>Aviation Physics</td>
<td>Math Placement</td>
</tr>
<tr>
<td>64820</td>
<td>College Private Ground 1</td>
<td>AVTR13000</td>
<td>3</td>
<td>Private Ground 1</td>
<td>GPA 2.5 or higher; college ready</td>
</tr>
<tr>
<td>64830</td>
<td>College Private Ground 2</td>
<td>AVTR13100</td>
<td>3</td>
<td>Private Ground 2</td>
<td>AVTR 13000</td>
</tr>
</tbody>
</table>

### MORAI NE VALLEY COMMUNITY COLLEGE DUAL CREDIT (awards in semester hours)

<table>
<thead>
<tr>
<th>D214 Course</th>
<th>D214 Course Name</th>
<th>MVCC Course</th>
<th>Hours</th>
<th>MVCC Course Name</th>
<th>College/University Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>66241</td>
<td>College Cybersecurity and Mobility</td>
<td>LAN101</td>
<td>1 / 1</td>
<td>Orientation to IT Professions</td>
<td>None</td>
</tr>
<tr>
<td>66241</td>
<td>College Cybersecurity and Mobility</td>
<td>LAN103</td>
<td>1 / 1</td>
<td>Security Awareness</td>
<td>None</td>
</tr>
<tr>
<td>60402</td>
<td>IT Security Essentials - Security +</td>
<td>LAN153</td>
<td>3</td>
<td>IT Security Essentials - Security+</td>
<td>LAN-122 or consent of instructor</td>
</tr>
</tbody>
</table>

### COLLEGE OF DUPAGE (awards in quarter hours)

<table>
<thead>
<tr>
<th>D214 Course</th>
<th>D214 Course Name</th>
<th>NLU Course</th>
<th>Hours</th>
<th>NLU Course Name</th>
<th>College/University Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>68390</td>
<td>College Sustainable Urban Agriculture</td>
<td>HORT2300</td>
<td>3</td>
<td>Introduction to Sustainable Urban Agriculture</td>
<td>None</td>
</tr>
</tbody>
</table>

---

**D214 School Information**

- **High School District 214**
  - 2121 South Goebbert Road
  - Arlington Heights, IL 60005
  - 847-718-7600
  - [www.d214.org](http://www.d214.org)

- **Buffalo Grove High School**
  - 1100 West Dundee Road
  - Buffalo Grove, IL 60089
  - 847-718-4000
  - bghs.d214.org

- **Elk Grove High School**
  - 500 West Elk Grove Boulevard
  - Elk Grove Village, IL 60007
  - 847-718-4400
  - eghs.d214.org

- **John Hersey High School**
  - 1900 East Thomas Street
  - Arlington Heights, IL 60004
  - 847-718-4800
  - jhhs.d214.org

- **Newcomer Center**
  - 2121 South Goebbert Road
  - Arlington Heights, IL 60005
  - 847-718-2937
  - nc.d214.org

- **Prospect High School**
  - 801 West Kensington Road
  - Mount Prospect, IL 60056
  - 847-718-5200
  - phs.d214.org

- **Rolling Meadows High School**
  - 2901 West Central Road
  - Rolling Meadows, IL 60008
  - 847-718-5600
  - rmhs.d214.org

- **John Hersey High School**
  - 1900 East Thomas Street
  - Arlington Heights, IL 60004
  - 847-718-4800
  - jhhs.d214.org

- **The Academy at Forest View**
  - 2121 South Goebbert Road
  - Arlington Heights, IL 60005
  - 847-718-7772
  - theacademy.d214.org

---

**Post Secondary Counselors Contact Information**

- **Paul Genovese**
  - Buffalo Grove High School
  - 847-718-4067
  - paul.genovese@d214.org

- **Christopher Chakulas**
  - John Hersey High School
  - 847-718-4846
  - christopher.chakulas@d214.org

- **Diane Bourn**
  - Prospect High School
  - 847-718-5279
  - diane.bourn@d214.org

- **Kara Fisher**
  - Rolling Meadows High School
  - 847-718-5600
  - kara.fisher@d214.org

- **Joanne Amador-Zapata**
  - Wheeling High School
  - 847-718-4045
  - joanne.amador@d214.org
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Agriculture, Food and Natural Resources

- Food Science  
- Plant and Animal Systems

Career Pathways

Agriculture, Food and Natural Resources
Student Spotlight

During her freshman year at Rolling Meadows High School, Kaeleigh Wilson attended a seminar on new classes and discovered District 214’s Agriculture, Food and Natural Resources career cluster. The idea of studying agriculture hit home.

By her junior at Rolling Meadows High School, Kaeleigh was taking courses that would help her decide whether to pursue a career in environmental or agricultural engineering. So far, she’s been enjoying classes that support both fields, such as Food Science, Veterinary Science and Environmental Science.

“Environmental engineering is more about helping the planet,” she says. “With agricultural engineering, you’re basically the person who helps solve problems for farmers.”

After high school, Kaeleigh plans to continue her studies at a state university with a strong agricultural program. Even though she has grown up in the suburbs, she says she wants a career that will allow her to live in a small town or rural setting—something her pathway will support.

“‘The classes I’m taking are helping me to decide exactly what I want to do as a career.’” - Kaeleigh Wilson

Agriculture, Food and Natural Resources (AFNR)

This career cluster offers students opportunities to explore environmental areas, agriculture and food sciences, farm management, veterinary services, and agricultural engineering, and heavy equipment maintenance, among others. These pathways prepare students for postsecondary education or the workplace through core classes, mentorships, practical work experience and certifications.

Pathways

| Food Science | 25 |
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Agriculture

Food Science

Students interested in becoming agricultural and food science technicians, chemical technicians, farm and ranch managers, food science technicians or pest control workers can gain experience in this pathway through classes and hands-on work-based experiences. In addition, high school certification for Food Handler and the National Restaurant Association ProStart Certificate of Achievement are offered.
**Post Secondary**

- **Career Related Electives**
  - AP Statistics
  - AP Biology
  - AP Environmental Science
  - College Entrepreneurship (DC)
  - College Statistics (DC)

- **Career Related Activities for the Food Science pathway**
  - Athletics
  - Bass Fishing Club
  - District Career Days
  - District Career Nights
  - District Career Treks
  - Environmental Club
  - Future Farmers of America
  - Skills USA

- **Four-Year University Admission Requirements**

  - English (4 years)
  - Mathematics (4 years)
  - Social Science (3-4 years)
  - Science (2-3 years)
  - World Language (2-3 years)
  - Fine Arts (1-2 years)

  See your counselor regarding admission requirements for highly selective institutions.

---

**Food Science**

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<td>Food Science</td>
<td>College Culinary Arts/Prostart 1 (DC)</td>
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**High School District 214 Graduation Requirements**

- **English**
  - Course Descriptions Section - Page 231
  - English | English | English | English
  - 4.0 credit units

- **Mathematics**
  - Including one unit of Algebra I and one unit of Geometry.
  - Course Descriptions Section - Page 259
  - Mathematics | Mathematics | Mathematics | Mathematics
  - 3.0 credit units

- **Social Science**
  - Must include one year of U.S. History or combination of U.S. History and American Government and one semester civics.
  - Course Descriptions Section - Page 277
  - Social Science | Social Science | Social Science
  - 2.0 credit units

- **Science**
  - Course Descriptions Section - Page 269
  - Science | Science | Science
  - 2.0 credit units

- **Career and Technical Education**
  - Course Descriptions Section - Page 291
  - 1.0 credit unit

- **Fine Arts**
  - Course Descriptions Section - Page 247
  - 0.5 credit unit

- **Consumer Education**
  - Students meet the consumer education graduation requirement by passing one of the following courses or combination of courses: Personal Finance (06210) - Page 296, Economics (07830) - Page 241, Consumer Education (59940) - Page 281.
  - 0.25 credit unit

- **Physical Education**
  - A minimum of 3-5 days of daily physical education is a required course for all students in each of four years of high school. The State also requires that students during high school take a minimum of 18 weeks (one semester) of health education.*
  - Course Descriptions Section - Page 319
  - Physical Education | Health | Physical Education | Physical Education
  - Refer to page 339 in Academic Policies and Procedures section regarding substitutions for physical education.

---

*Honors, Advance Placement and Dual Credit courses are offered throughout the curriculum. Please consult with your high school counselor for the latest information regarding course offerings, scheduling and registration for all career pathways and courses.

*This represents the number of units of credit required at full implementation for the graduating class of 2012 and beyond (12 units, assuming a unit is equivalent to a year-long course). Additionally, physical education, while not a state graduation requirement is a required course for all students a minimum of 3-5 days per week in each of four years of high school (See 230 ILCS 110, 5/27-6 and 23 Ill.Adm. Code Section 1.425).
Food Science

College Majors
- Agricultural and Food Products Processing
- Agricultural Business and Management
- Agricultural Business Technology
- Agricultural/Farm Supplies Retailing and Wholesaling
- Food Science
- Food Technology and Processing

Certifications
- Food Handler
- National Restaurant Association ProStart
- Certificate of Achievement

Work-Based Learning Experiences
- Entrepreneurship
- Industry Mentorship
- Internship
- Micro Internship
- ProStart

Future Careers
- Agricultural and Food Science Technician
- Agricultural Technician
- Chemical Technician
- Farm and Ranch Manager
- Food Science Technicians or Technologist
- Pest Control Worker

Plant and Animal Systems

This pathway provides knowledge and skills for students who want to pursue careers as agricultural and food science technicians, animal breeders and trainers, farm workers, fishing and forestry workers, food science technicians, veterinarians and veterinarian technicians. It provides opportunities for mentorships, internships, microinternships and a Veterinary Assistant certification through Harper College.
### Plant and Animal Systems

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<td>High School District 214 Graduation Requirements</td>
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#### English

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#### Mathematics

<table>
<thead>
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<th>Including one unit of Algebra I and one unit of Geometry</th>
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#### Social Science

<table>
<thead>
<tr>
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#### Science

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#### Career and Technical Education

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#### Fine Arts

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<th>Course Descriptions Section - Page 247</th>
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#### Consumer Education

<table>
<thead>
<tr>
<th>Course Descriptions Section - Page 247</th>
<th>0.25 credit unit</th>
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</table>

### Post Secondary

#### Career Related Electives

- AP Biology
- AP Chemistry
- AP Economics
- AP Statistics
- Zoology

#### Career Related Activities for the Plant and Animal Systems pathway

- Athletics
  - Bass Fishing Club
  - District Career Days
  - Future Farmers of America
- Environmental Club
- Future Farmers of America
- Skills USA

#### Four-Year University Admission Requirements

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<td>Mathematics (3-4 years)</td>
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<td>Social Science (2-3 years)</td>
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<td>Science (2-3 years)</td>
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<tr>
<td>World Language (2-3 years)</td>
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<tr>
<td>Fine Arts (1-2 years)</td>
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</table>

- See your counselor regarding admission requirements for highly selective institutions.

*This represents the number of units of credit required at full implementation for the graduating class of 2012 and beyond (12 units, assuming a unit is equivalent to a year-long course). Additionally, physical education, while not a state graduation requirement is a required course for all students a minimum of 3-5 days a week in each of four years of high school (Illinois School Code §23-1437)."
Plant and Animal Systems

College Majors
- Agricultural and Domestic Animal Services
- Animal Sciences
- Botany
- Dairy Science
- Equine Science
- Environmental Science
- Livestock Management
- Poultry Science

Work-Based Learning Experiences
- Entrepreneurship
- Industry Mentorship
- Internship
- Micro Internship

Future Careers
- Agricultural and Food Science Technician
- Agricultural Technician
- Animal Breeder
- Animal Caretaker
- Animal Scientist
- Animal Trainer
- Aquacultural Animals
- Farming, Fishing and Forestry Worker
- Food Science Technician
- Veterinarian
- Veterinarian Technician

Certifications
- Veterinary Assistant
## Arts and Communication (A&C)

### Arts, Audio/Video Technology and Communications

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- Performance Arts: Dance: 65
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## Career Pathways

### Arts, Audio/Video Technology and Communications
Student Spotlight

Sheldon Adams decided early on to pursue a career in architecture. But during his freshman year at Elk Grove High School, he realized it wasn’t for him. His counselor suggested he focus on meeting some requirements for graduation, and that’s when he discovered the Choir Pathway—and his passion.

Over the rest of his high school career, Sheldon immersed himself in choir courses, learning various aspects of singing, music theory and choral leadership by starting with the fundamentals and then digging deeper. He was also involved in choir, various ensemble groups and the annual school musical for three years.

Today, Sheldon is studying Music Open Studies at the University of Illinois at Urbana-Champaign and plans to be a vocal teacher and performer. He recommends students take advantage of the Career Pathways program.

“Take the courses you’re interested in. Go past the base level [and] get into the nitty-gritty because it’s going to pay off when you’re in college. The main thing is truly investing in yourself and making each moment count.” - Sheldon Adams

Arts and Communication (A&C)

Arts, Audio/Video Technology and Communications

Students interested in designing, producing, performing, writing, journalism, entertainment, multimedia creation and visual arts can pursue pathways in this career cluster. In addition to pathway courses, the cluster offers a wide variety of work-based learning experiences, certifications, college-level coursework and extracurricular opportunities.

Pathways

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<td>Visual Arts: Studio Art</td>
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<td>Performance Arts: Choir</td>
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<tr>
<td>Visual Arts: Photography</td>
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<td>Performance Arts: Dance</td>
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<tr>
<td>Performance Arts: Acting and Theater</td>
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<td>Performance Arts: Orchestra</td>
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Multimedia Communications

Pathways

This newly designed pathway is for students who want to pursue careers as broadcast news analysts, film and video editors, public relations specialists, radio and TV announcers, reporters and correspondents, writers and camera operators. In addition to pathway courses and dual credit classes, students can gain practical experience through student newspapers, yearbook and broadcasts, as well as internships.
High School District 214 Graduation Requirements

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<th>Science</th>
<th>Career and Technical Education</th>
<th>Fine Arts</th>
<th>Consumer Education</th>
<th>Physical Education</th>
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<td>0.5</td>
<td>0.25</td>
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</table>

- **English**: English (4 years)
- **Mathematics**: Including one unit of Algebra I and one unit of Geometry (3 years)
- **Social Science**: Social Science (3 years)
- **Science**: Science (2 years)
- **Career and Technical Education**: Career and Technical Education (2 years)
- **Fine Arts**: Fine Arts (1 year)
- **Consumer Education**: Consumer Education (1 year)
- **Physical Education**: Physical Education (1 year)

*Honors, Advanced Placement and Dual Credit courses are offered throughout the curriculum. Please consult with your high school counselor for the latest information regarding course offerings, scheduling and registration for all career pathways and courses.*

**Post Secondary**

- **Career Related Electives**
  - AP Literature
  - Creative Writing
  - Acting
  - Photography
  - Media Analysis
  - Yearbook
  - AP Psychology
  - AP Economics
  - AP Statistics

- **Career Related Activities for the Multimedia Communications pathway**
  - Athletics
  - District Career Days
  - District Career Nights
  - District Career Treks
  - Poetry
  - Writer Groups
  - School Newspaper
  - Speech Team
  - Yearbook

- **Four-Year University Admission Requirements**
  - English (4 years)
  - Mathematics (4 years)
  - Social Science (3-4 years)
  - Science (2-3 years)
  - World Language (2-3 years)
  - Fine Arts (1-2 years)

*See your counselor regarding admission requirements for highly selective institutions.*

**Multimedia Communications**

- **Introduction to Multimedia Communications**
- **Advanced Multimedia Communications**
- **Multimedia Production**
- **Advanced Multimedia Production**
- **Multimedia Storytelling**
- **Advanced Multimedia Storytelling**
- **Multimedia Practicum**
- **Advanced Multimedia Practicum**
- **College Intro to Mass Communication**
- **Multimedia Academy**

A minimum of 3-5 days of daily physical education is a required course for all students in each of four years of high school. The State also requires that students during high school take a minimum of 18 weeks (one semester) of health education.*

*This represents the number of units of credit required at full implementation for the graduating class of 2012 and beyond (12 units, assuming a unit is equivalent to a year-long course). Additionally, physical education, while not a state graduation requirement is a required course for all students a minimum of 3-5 days a week in each of four years of high school (See ICS 115.5/27-6 and 23 Ill.Adm. Code Section 1-205)
Multimedia Communications

College Majors
Broadcast Journalism
Communication Studies
Speech Communication and Rhetoric
Digital Communication and Media
Multimedia
Photography
Radio and Television Broadcasting Technician
Recording Arts Technician

Certifications
Harper: Media Writing and Design
Online Communications

Work-Based Learning Experiences
Industry Mentorship
Internship
Micro Internship
Studio 214

Future Careers
Audio and Video Equipment Technician
Broadcast News Analyst
Broadcast Technician
Camera Operator
Film and Video Editor
Media and Communication Worker
Producer and Director
Public Relations Specialist
Radio and Television Announcer
Reporters and Correspondent
Sound Engineering Technician
Writer

Arts, Audio/Video Technology and Communications

Visual Arts:
Graphic Arts

Students interested in careers in the graphic arts, such as artist, photographer, computer animator, desktop publishing specialist, illustrator and web page designer, will find a wide range of opportunities in this pathway. In addition to three required courses and 13 related electives, the pathway offers 13 industry certifications through Harper College as well as mentorships, microinternships and internships.
### Visual Arts: Graphic Arts

#### High School District 214 Graduation Requirements

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<td>Graphic Art Design</td>
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<tr>
<td>College Advanced Graphic Arts</td>
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<tr>
<td>AP Studio Art</td>
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</tbody>
</table>

**English**
- Course Descriptions Section - Page 231
- 4.0 credit units

**Mathematics**
- Including one unit of Algebra I and one unit of Geometry
- Course Descriptions Section - Page 259
- 3.0 credit units

**Social Science**
- Must include one year of U.S. History or combination of U.S. History and American Government and one semester civics.
- Course Descriptions Section - Page 277
- 2.0 credit units

**Science**
- Course Descriptions Section - Page 269
- 2.0 credit units

**Career and Technical Education**
- Course Descriptions Section - Page 291
- 1.0 credit unit

**Fine Arts**
- Course Descriptions Section - Page 247
- 0.5 credit unit

**Consumer Education**
- Course Descriptions Section - Page 519
- 0.25 credit unit

**Physical Education**
- A minimum of 3-5 days of daily physical education is a required course for all students in each of four years of high school.
- The State also requires that students during high school take a minimum of 18 weeks (one semester) of health education.
- Refer to page 539 in Academic Policies and Procedures section regarding substitutions for physical education.

### Post Secondary

#### Career Related Electives
- Art 1
- College Entrepreneurship (DC)
- Computer Programming, Mobile App and Networking
- Journalism 1-8
- Photography
- Small Business Management
- Yearbook

#### Career Related Activities for the Graphic Arts pathway
- Art Club
- Art Gallery
- Graphic Arts Club
- Harper Graphic Communication Show
- District Graphic Arts Competition
- District Art Show
- Harper Art Show
- Visual Arts Day
- District Career Days
- District Career Nights
- District Career Treks

#### Four-Year University Admission Requirements
- English (4 years)
- Mathematics (4 years)
- Social Science (3-4 years)
- Science (2-3 years)
- World Language (2-3 years)
- Fine Arts (1-2 years)

See your counselor regarding admission requirements for highly selective institutions.
College Majors
- Advertising Art Direction
- Art Education
- Fine Arts
- Graphic Communication
- Graphic Design
- Publication Design
- Technical Education
- Web Design

Work-Based Learning Experiences
- Entrepreneurship
- Industry Mentorship
- Internship
- Micro Internship
- College Inquiry into Teaching
- Small Business Management

Future Careers
- Art Director
- Artist
- Photographer: Digital Still, Video, Film
- Computer Animator
- Curator and Gallery Manager
- Desktop Publishing Specialist
- Graphic Designer
- Graphics Equipment Operator
- Illustrator
- Printing Equipment Operator
- Web Page Designer

This pathway is set up for students who want to become art directors, art teachers, art therapists, commercial artists and illustrators, interior designers, photographers and designers, from fashion to jewelry and textiles. Students can explore their options through eight pathway classes, up to 13 related electives, extracurricular activities and work-based learning experiences.
### Visual Arts: Studio Art

#### Studio Art

<table>
<thead>
<tr>
<th>Year</th>
<th>Art 1</th>
<th>2-D Art Courses</th>
<th>Advanced 2-D Art</th>
<th>AP Studio Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Introduction to 3-D Art</td>
<td>3-D Art Courses</td>
<td>Advanced 3-D Art</td>
<td></td>
</tr>
<tr>
<td>10</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### High School District 214 Graduation Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Descriptions Section</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Course Descriptions Section - Page 231</td>
<td>4.0 units</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Including one unit of Algebra I and one unit of Geometry. Course Descriptions Section - Page 259</td>
<td>3.0 units</td>
</tr>
<tr>
<td>Social Science</td>
<td>Must include one year of U.S. History or combination of U.S. History and American Government and one semester civics. Course Descriptions Section - Page 277</td>
<td>2.0 units</td>
</tr>
<tr>
<td>Science</td>
<td>Course Descriptions Section - Page 269</td>
<td>2.0 units</td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td>Course Descriptions Section - Page 291</td>
<td>1.0 unit</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Course Descriptions Section - Page 247</td>
<td>0.5 unit</td>
</tr>
<tr>
<td>Consumer Education</td>
<td>Students meet the consumer education graduation requirement by passing one of the following courses or combination of courses: Personal Finance (06210) - Page 236, Economics (07730) - Page 241, Consumer Education (09940) - Page 281.</td>
<td>0.25 unit</td>
</tr>
<tr>
<td>Physical Education</td>
<td>A minimum of 3-5 days of daily physical education is a required course for all students in each of four years of high school. The State also requires that students during high school take a minimum of 18 weeks (one semester) of health education.* Course Descriptions Section - Page 319</td>
<td>12 units</td>
</tr>
</tbody>
</table>

*This represents the number of units of credit required at full implementation for the graduating class of 2012 and beyond (12 units, assuming a unit is equivalent to a year-long course). Additionally, physical education, while not a state graduation requirement is a required course for all students a minimum of 3-5 days a week in each of four years of high school (See ILCS 110,5/27-6 and 23 Ill.Adm. Code Section 1.425).

### Post Secondary

#### Career Related Electives

- College Advanced Graphic Arts (DC)
- College Entrepreneurship (DC)
- Fashion Design
- College Fashion Construction (DC)
- Graphic Arts Design
- Graphic Arts Technology
- Photography
- Small Business Management

#### Career Related Activities for the Studio Art pathway

- Art Club
- Art Gallery
- Art Unlimited
- Athletics
- District Art Show
- District Career Days
- District Career Nights
- District Career Treks
- Harper Art Show
- Theater Set Design
- Visual Arts Day

#### Four-Year University Admission Requirements

- English (4 years)
- Mathematics (4 years)
- Social Science (3-4 years)
- Science (2-3 years)
- World Language (2-3 years)
- Fine Arts (1-2 years)

See your counselor regarding admission requirements for highly selective institutions.
College Majors
Advertising
Arts Administration
Art Education
Art History
Fine Arts
Illustration
Interior Design
Visual Arts

Future Careers
Art Director
Art Teacher
Art Therapist
Commercial Artist, Illustrator and Artist
Photographer: Digital, Still, Video, Film
Curator and Gallery Manager
Fashion Designer
Fashion Illustrator
Interior Designer: Commercial
Residential Furnishings Coordinator
Jewelry Designer
Textile Designer

Work-Based Learning Experiences
Entrepreneurship
Industry Mentorship
Internship
Micro Internship
College Inquiry into Teaching
Small Business Management

Arts, Audio/Video Technology and Communications

Visual Arts: Studio Art

Arts, Audio/Video Technology and Communications

Visual Arts: Photography

Photography is set up to help students become art directors, art teachers, artists, cinematographers, commercial and industrial designers and digital, still, video and film photographers. Through pathway coursework, work-based learning experiences and a Graphic Arts Digital Photography certificate from Harper College, students will be prepared to join the workforce or continue with postsecondary training in their chosen careers.
### Visual Arts: Photography

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Photography 1</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Photography 2</td>
<td></td>
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<tr>
<td>11</td>
<td>Photography 3</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Advanced Photography Studio</td>
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</table>

#### High School District 214 Graduation Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Descriptions Section</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Page 231</td>
<td>4.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Including one unit of Algebra I and one unit of Geometry.</td>
<td>3.0</td>
</tr>
<tr>
<td>Social Science</td>
<td>Page 277</td>
<td>2.0</td>
</tr>
<tr>
<td>Science</td>
<td>Page 269</td>
<td>2.0</td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td>Page 291</td>
<td>1.0</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Page 247</td>
<td>0.5</td>
</tr>
<tr>
<td>Consumer Education</td>
<td>Page 291</td>
<td>0.25</td>
</tr>
</tbody>
</table>

#### Consumer Education

Students meet the consumer education graduation requirement by passing one of the following courses or combination of courses: Personal Finance (06210), Economics (07830) - Page 281, Consumer Education (59940) - Page 281.

#### Physical Education

A minimum of 3-5 days of daily physical education is a required course for all students in each of four years of high school. The State also requires that students during high school take a minimum of 18 weeks (one semester) of health education.

Refer to page 339 in Academic Policies and Procedures section regarding substitutions for physical education.

#### Post Secondary

- **Career Related Electives**
  - Advanced 2-D Art Studio
  - College Advanced Graphic Arts (DC)
  - College Entrepreneurship (DC)
  - Graphic Arts Technology
  - Journalism 1-8
  - Small Business Management
  - Yearbook

- **Career Related Activities for the Photography pathway**
  - Art Club
  - Art Gallery
  - Arts Unlimited
  - Athletics
  - District Art Show
  - Harper Art Show
  - Visual Arts Days
  - Visual Arts Day
  - Theater Set Design
  - District Career Days
  - District Career Nights
  - District Career Treks

- **Four-Year University Admission Requirements**
  - English (4 years)
  - Mathematics (4 years)
  - Social Science (3-4 years)
  - Science (2-3 years)
  - World Language (2-3 years)
  - Fine Arts (1-2 years)

  See your counselor regarding admission requirements for highly selective institutions.

*Honors, Advance Placement and Dual Credit courses are offered throughout the curriculum. Please consult with your high school counselor for the latest information regarding course offerings, scheduling and registration for all career pathways and courses.

*This represents the number of units of credit required at full implementation for the graduating class of 2012 and beyond (12 units, assuming a unit is equivalent to a year-long course). Additionally, physical education, while not a state graduation requirement is a required course for all students a minimum of 3-5 days a week in each of four years of high school. (See 425 ILCS 110/5/27-6 and 23 Ill.Adm. Code Section 1.425)
Visual Arts: Photography

- **College Majors**
  - Art
  - Art Education
  - Film and Photo
  - Fine Arts
  - Photography

- **Certifications**
  - Graphic Arts
  - Digital Photography

- **Work-Based Learning Experiences**
  - Entrepreneurship
  - Industry Mentorship
  - Internship
  - Micro Internship
  - Small Business Management
  - College Inquiry into Teaching

- **Future Careers**
  - Art Director
  - Art Teacher
  - Artist
  - Cinematographer
  - Commercial and Industrial Designer
  - Photographer: Digital, Still, Video, Film

Performance Arts:
Acting and Theater

This pathway offers education and skills training for students interested in theater careers, including artistic director, costume designer, lighting designer, set designer, sound engineer, stage performer and theater teacher. Opportunities include mentorships, internships and microinternships and a wide range of career-related extracurricular activities, such as musicals and the Illinois State Theater Festival.
# Course Descriptions Section - Page 2

- **Post Secondary**
  - **Career Related Electives**
    - College Entrepreneurship (DC)
    - College Fashion Construction (DC)
    - College Summer Theatre: Performance (DC)
    - College Summer Theatre: Tech (DC)
    - Dance
    - Fashion Design
    - Fine Arts Workshop
    - Vocal Music
  - **Four-Year University Admission Requirements**
    - English (4 years)
    - Mathematics (4 years)
    - Social Science (3-4 years)
    - Science (2-3 years)
    - World Language (2-3 years)
    - Fine Arts (1-2 years)

*Note: Students must complete a minimum of 3-5 days of daily physical education in each of four years of high school. The State also requires that students during high school take a minimum of 18 weeks (one semester) of health education.*

---

### Fine Arts Workshop

- **Performance Arts: Acting and Theater**
  - Acting 1/2
  - Acting 3/4
  - Advanced Theater Workshop
  - Advanced Theater Workshop

### Technical Theatre

- Technical Theater 1
- Fabrication Technology 1
- Technical Theater 2
- Fabrication Technology 2
- Advanced Theater Workshop
- Advanced Theater Workshop

### High School District 214 Graduation Requirements

- **English**
  - Course Descriptions Section - Page 231
  - 4.0 credit units

- **Mathematics**
  - Course Descriptions Section - Page 259
  - 3.0 credit units

- **Social Science**
  - Course Descriptions Section - Page 277
  - 2.0 credit units

- **Science**
  - Course Descriptions Section - Page 269
  - 2.0 credit units

- **Career and Technical Education**
  - Course Descriptions Section - Page 291
  - 1.0 credit unit

- **Fine Arts**
  - Course Descriptions Section - Page 247
  - 0.5 credit unit

- **Consumer Education**
  - Course Descriptions Section - Page 319
  - 0.25 credit unit

- **Physical Education**
  - Course Descriptions Section - Page 339
  - Refer to page 339 in Academic Policies and Procedures section regarding substitutions for physical education.

---

### Career Related Activities for the Acting and Theater pathway

- Assistant Director
- Athletics
- Costume Crew
- Creative Writing
- District Improv Teams
- District
- School One-Acts (Director, Performer, or Designer)
- District Summer Musical (Tech and Performance)
- Drama Day
- Illinois High School Theater Festival
- Musical Productions
- Play Productions
- District Career Days
- District Career Nights
- District Career Treks
- Poetry
- Writer Groups
- Speech Team
- Stage Managing Productions
- Tech Building Crew
- Tech Running Crew
- Tech Workshops
- School Newspaper
- Speech Team
- Yearbook
- Variety Show (Performer, Tech, or Student Director)
- Visual Arts Day

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### Four-Year University Admission Requirements

- English (4 years)
- Mathematics (4 years)
- Social Science (3-4 years)
- Science (2-3 years)
- World Language (2-3 years)
- Fine Arts (1-2 years)

*Note: Advanced Placement and Dual Credit courses are offered throughout the curriculum. Please consult with your high school counselor for the latest information regarding course offerings, scheduling and registration for all career pathways and courses.*
Performance Arts: Acting and Theater

College Majors
- Acting
- Musical Theater
- Speech Communication
- Theater
- Theater Design
- Theater Directing
- Theater Education
- Technical Theater

Future Careers
- Artistic Director
- Arts Administrator
- Costume Designer
- Director
- Lighting Designer
- Set Designer
- Sound Engineer
- Stage Manager
- State Performer
- Tech Education
- Technician
- Theater Teacher

Work-Based Learning Experiences
- Entrepreneurship
- Industry Mentorship
- Internship
- Micro Internship
- College Inquiry into Teaching

Performance Arts: Band

The band pathway is set up to help students become composers, conductors, musicians, performers, sound designers, music instructors and performing arts educators. Pathway coursework is supported with elective classes, master classes, work-based learning experiences and a wide range of career-related activities such as District 214 honors band, jazz combo, marching and pep bands and summer music camps.
<table>
<thead>
<tr>
<th>Performance Arts: Band</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Band</strong></td>
</tr>
<tr>
<td>Concert/Symphonic Band/ Jazz Band</td>
</tr>
<tr>
<td>Concert/Symphonic Band/ Jazz Band</td>
</tr>
<tr>
<td>Concert/Symphonic Band/ Jazz Band</td>
</tr>
<tr>
<td>Concert/Symphonic Band/ Jazz Band</td>
</tr>
<tr>
<td>Harmony and Arranging 1</td>
</tr>
<tr>
<td>AP Music Theory</td>
</tr>
</tbody>
</table>

### High School District 214 Graduation Requirements

<table>
<thead>
<tr>
<th>English</th>
<th>Mathematics</th>
<th>Social Science</th>
<th>Science</th>
<th>Career and Technical Education</th>
<th>Fine Arts</th>
<th>Consumer Education</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0 units</td>
<td>3.0 units</td>
<td>2.0 units</td>
<td>2.0 units</td>
<td>1.0 unit</td>
<td>0.5 unit</td>
<td>0.25 unit</td>
<td></td>
</tr>
</tbody>
</table>

**English**
- Course Descriptions Section - Page 231

**Mathematics**
- Including one unit of Algebra I and one unit of Geometry. Course Descriptions Section - Page 259

**Social Science**
- Must include one year of U.S. History or combination of U.S. History and American Government and one semester civics. Course Descriptions Section - Page 277

**Science**
- Course Descriptions Section - Page 269

**Career and Technical Education**
- Course Descriptions Section - Page 291

**Fine Arts**
- Course Descriptions Section - Page 247

**Consumer Education**
- Course Descriptions Section - Page 319

**Physical Education**
- Refer to page 259 in Academic Policies and Procedures section regarding substitutions for physical education.

---

### Post Secondary

#### Career Related Electives
- College Entrepreneurship (DC)
- Fine Arts Workshop
- Guitar
- Music Workshop
- Orchestra/Concert Orchestra or Beginning Strings

#### Four-Year University Admission Requirements
- English (4 years)
- Mathematics (4 years)
- Social Science (3-4 years)
- Science (2-3 years)
- World Language (2-3 years)
- Fine Arts (1-2 years)

See your counselor regarding admission requirements for highly selective institutions.

#### Honors, Advance Placement and Dual Credit courses are offered throughout the curriculum. Please consult with your high school counselor for the latest information regarding course offerings, scheduling and registration for all career pathways and courses.

*This represents the number of units of credit required at full implementation for the graduating class of 2012 and beyond (12 units, assuming a unit is equivalent to a year-long course). Additionally, physical education, while not a state graduation requirement is a required course for all students a minimum of 3-5 days a week in each of four years of high school (See ILCS 110,5/27-6 and 23 Ill.Adm. Code Section 1.425).

---

### Four-Year University Admission Requirements

- English (4 years)
- Mathematics (4 years)
- Social Science (3-4 years)
- Science (2-3 years)
- World Language (2-3 years)
- Fine Arts (1-2 years)
- See your counselor regarding admission requirements for highly selective institutions.

---

High School District 214 Pathway Guide | 2022-2023
Students interested in becoming composers, conductors, musicians, performers, sound designers and music and performing arts educators can gain extensive theory and practical experience through this pathway. It offers core courses and related electives, career-related activities, work-based learning experiences and master classes.
### High School District 214 Graduation Requirements

<table>
<thead>
<tr>
<th>Category</th>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>English</td>
<td>Must include one year of U.S. History or combination of U.S. History and American Government and one semester class.</td>
<td>4.0 credit units</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Mathematics</td>
<td>Including one unit of Algebra I and one unit of Geometry.</td>
<td>3.0 credit units</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td>Social Science</td>
<td>Must include one year of U.S. History or combination of U.S. History and American Government and one semester class.</td>
<td>2.0 credit units</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Science</td>
<td></td>
<td>2.0 credit units</td>
</tr>
<tr>
<td><strong>Career &amp; Technical Education</strong></td>
<td>Career and Technical Education</td>
<td></td>
<td>1.0 credit unit</td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td>Fine Arts</td>
<td></td>
<td>0.5 credit unit</td>
</tr>
<tr>
<td><strong>Consumer Education</strong></td>
<td>Consumer Education</td>
<td>Students meet the consumer education graduation requirement by passing one of the following courses or combination of courses: Personal Finance (06210) - Page 296, Economics (07830) - Page 241, Consumer Education (09940) - Page 281.</td>
<td>0.25 credit unit</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>Physical Education</td>
<td>A minimum of 3-5 days of daily physical education is a required course for all students in each of four years of high school. The State also requires that students during high school take a minimum of 18 weeks (one semester) of health education.*</td>
<td>0.25 credit unit</td>
</tr>
</tbody>
</table>

*This represents the number of units of credit required at full implementation for the graduating class of 2012 and beyond (12 units, assuming a unit is equivalent to a year-long course).

### Post Secondary

#### Four-Year University Admission Requirements
- English (4 years)
- Mathematics (4 years)
- Social Science (3-4 years)
- Science (2-3 years)
- World Language (2-3 years)
- Fine Arts (1-2 years)

See your counselor regarding admission requirements for highly selective institutions.

#### Career Related Electives
- Acting
- College Entrepreneurship (DC)
- Fine Arts Workshop
- Guitar
- Jazz Band
- Music Workshop
- Vocal Ensemble

#### Career Related Activities for the Choir pathway
- Athletics
- Conducting, Directing and Composing
- Contests and Festivals
- District Career Days
- District Career Nights
- District Career Treks
- District Honors Orchestra
- District 214 Honors Choir
- Extracurricular Choirs
- Illinois Music Educators Association
- District State Festival Soloist
- Future Music Educators
- Jazz Band Vocalist
- Private Lessons
- Small Ensembles
- Summer Music Camps
- Tri-M, Solo and Ensemble
- Variety Show

### Additional Information
- Honors, Advanced Placement and Dual Credit courses are offered throughout the curriculum. Please consult with your high school counselor for the latest information regarding course offerings, scheduling and registration for all career pathways and courses.
- Four-Year University Admission Requirements Table includes a reference to the number of units of credit required at full implementation for the graduating class of 2012 and beyond (12 units, assuming a unit is equivalent to a year-long course).
- Additionally, physical education, while not a state graduation requirement, is a required course for all students a minimum of 3-5 days per week in each of four years of high school (see ILCS 110/5/27-6 and 23 Ill. Adm. Code Section 1.425).
### College Majors
- Conducting
- Instrumental Performance
- Jazz
- Music
- Music Composition
- Music Education
- Music Therapy
- Music Theory

### Work-Based Learning Experiences
- Entrepreneurship
- Industry Mentorship
- Internship
- Micro Internship
- College Inquiry into Teaching

### Future Careers
- Composer
- Conductor
- Musician
- Music Instructor
- Music Management
- Performer
- Performing Arts Educator
- Sound Designer

---

**Arts, Audio/Video Technology and Communications**

### Performance Arts: Choir

**Arts, Audio/Video Technology and Communications**

### Performance Arts: Dance

For students who want to become dance performers, dance educators, dance therapists, choreographers, directors, coaches and studio owners, the dance pathway offers four years of dance or Orchesis classes and a wide range of career-related activities. In addition, work-based learning experiences include mentorships, internships and microinternships as well as master classes and opportunities to work with guest choreographers.
Performance Arts: Dance

High School District 214 Graduation Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Course Descriptions Section - Page 231, 4.0 credit units</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Including one unit of Algebra I and one unit of Geometry, 3.0 credit units</td>
</tr>
<tr>
<td>Social Science</td>
<td>Course Descriptions Section - Page 277, 2.0 credit units</td>
</tr>
<tr>
<td>Science</td>
<td>Course Descriptions Section - Page 269, 2.0 credit units</td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td>Course Descriptions Section - Page 291, 1.0 credit unit</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Course Descriptions Section - Page 247, 0.5 credit unit</td>
</tr>
<tr>
<td>Consumer Education</td>
<td>Course Descriptions Section - Page 319, 0.25 credit unit</td>
</tr>
<tr>
<td>Physical Education</td>
<td>A minimum of 3-5 days of physical education is required for all students in each of four years of high school. The State also requires that students during high school take a minimum of 18 weeks (one semester) of health education.* Course Descriptions Section - Page 319. Refer to page 339 in Academic Policies and Procedures section regarding substitutions for physical education.</td>
</tr>
</tbody>
</table>

Post Secondary

- **Career Related Electives**
  - Acting
  - College Entrepreneurship (DC)
  - Fine Arts Workshop
  - Yoga

- **Career Related Activities for the Dance pathway**
  - Athletics
  - Children's Workshop
  - District Career Days
  - District Career Nights
  - District Career Treks
  - District Honors Dance Concert
  - District District
  - School Musicals
  - Illinois State Theater Festival
  - National Honor Society of Dance Arts
  - National/State HS Dance Festival
  - Orchesis
  - Production of Informal and full Length Concert
  - Show Choir
  - Student Choreography
  - Variety Show

- **Four-Year University Admission Requirements**
  - English (4 years)
  - Mathematics (4 years)
  - Social Science (3-4 years)
  - Science (2-3 years)
  - World Language (2-3 years)
  - Fine Arts (1-2 years)

*This represents the number of units of credit required at full implementation for the graduating class of 2012 and beyond (12 units, assuming a unit is equivalent to a year-long course). Additionally, physical education, while not a state graduation requirement, is a required course for all students a minimum of 3-5 days a week in each of four years of high school (See ILCS 110,5/27-6 and 23 Ill.Adm. Code Section 1.425).
College Majors
- Dance
- Dance Education

Work-Based Learning Experiences
- Entrepreneurship
- Guest Choreographers and Master Classes
- Industry Mentorship
- Internship
- Micro Internship
- College Inquiry into Teaching

Future Careers
- Arts Administrator
- Choreographer
- Company Director
- Dance Educator
- Dance Performer
- Dance Therapist
- Director and Coach
- Production Manager: Digital, Video and Stage
- Studio Owner

Performance Arts: Dance

Performance Arts: Orchestra

This pathway is designed for students interested in pursuing careers in composing, conducting, performing managing and teaching. It offers seven main pathway courses and related elective classes as well as mentorships, internships, microinternships, master classes and related extracurricular opportunities such as District 214 honors orchestra, small ensembles, pit orchestra and summer music camps.
## Post Secondary

### Career Related Electives
- **College Entrepreneurship (DC)**
- **Concert Band/Symphonic Band/Jazz Band**
- **Fine Arts Workshop**
- **Guitar**
- **Music Workshop**
- **Orchestral Winds and Percussion**

### Four-Year University Admission Requirements
- **English (4 years)**
- **Mathematics (4 years)**
- **Social Science (3-4 years)**
- **Science (2-3 years)**
- **World Language (2-3 years)**
- **Fine Arts (1-2 years)**

See your counselor regarding admission requirements for highly selective institutions.

Honors, Advanced Placement and Dual Credit courses are offered throughout the curriculum. Please consult with your high school counselor for the latest information regarding course offerings, scheduling and registration for all career pathways and courses.

This represents the number of units of credit required at full implementation for the graduating class of 2012 and beyond (12 units, assuming a unit is equivalent to a year-long course). Additionally, physical education, while not a state graduation requirement is a required course for all students a minimum of 3-5 days a week in each of four years of high school (See ILCS 110, 5/27-6 and 23 Ill.Adm. Code Section 1.425).

## High School District 214 Graduation Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>English</th>
<th>Mathematics</th>
<th>Social Science</th>
<th>Science</th>
<th>Fine Arts</th>
<th>Consumer Education</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orchestra</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Orchestra/Concert</td>
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<tr>
<td>Harmony and Arranging 1</td>
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<td>AP Music Theory</td>
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</tbody>
</table>

### Career Related Activities for the Orchestra pathway
- **Athletics**
- **Community Honors Ensembles (SYSO, CYSO,MYA etc.)**
- **Conducting, Directing and Composing Contests and Festivals**
- **District 214 Honors Band**
- **District Career Nights**
- **District Career Treks**
- **District Honors Orchestra**

### Illinois Music Educators Association (ILEA)
- **District/State/Festival Soloist**
- **Future Music Educators**

### Four-Year University Admission Requirements
- **English (4 years)**
- **Mathematics (4 years)**
- **Social Science (3-4 years)**
- **Science (3-3 years)**
- **World Language (3-3 years)**
- **Fine Arts (1-2 years)**

See your counselor regarding admission requirements for highly selective institutions.

Honors, Advanced Placement and Dual Credit courses are offered throughout the curriculum. Please consult with your high school counselor for the latest information regarding course offerings, scheduling and registration for all career pathways and courses.

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Arts, Audio/Video Technology and Communications

Performance Arts: Orchestra

- College Majors
  - Conducting
  - Instrumental Performance
  - Jazz
  - Music
  - Music Composition
  - Music Education
  - Music Therapy
  - Music Theory

- Work-Based Learning Experiences
  - Entrepreneurship
  - Industry Mentorship
  - Internship
  - Micro Internship
  - College Inquiry into Teaching

- Future Careers
  - Composer
  - Conductor
  - Musician
  - Music Instructor
  - Music Management
  - Performer
  - Performing Arts Educator
  - Sound Designer
Finance and Business Services

Business Management and Administration
- Business Management and Administration

Finance
- Finance

Hospitality and Tourism
- Culinary Arts

Marketing
- Marketing
This career cluster is designed for students who want to build and manage businesses. In addition to pathway courses and related electives, it offers college entrepreneurship, mentorships, internships and microinternships as well as 21 industry certification opportunities and related extracurricular activities. Students can also earn a free year of college credits through District 214’s 3+1 program with National Louis University.

Student Spotlight

Martin Dimitrov was interested in business when he signed up for the Business Management and Administration Pathway at Wheeling High School—and he learned far more than he anticipated.

The pathway offers students a range of college-level business courses, including College Entrepreneurship, a course teaching all aspects of building a business, from identifying and solving a problem to creating a business model and testing a product in the real world. Coaches and mentors from the community offer advice and help along the way. The program culminates in the annual Startup Showcase, with winners receiving financial awards toward their postsecondary success.

Martin not only won the Showcase, he also earned a spot—and a business deal—on the popular ABC TV show “Shark Tank” with his idea for SnapClips, Velcro bracelets that hold weights in place on a barbell.

He is now running SnapClips as founder and CEO while working toward his degree at the University of Illinois at Chicago.
## High School District 214 Graduation Requirements

### English
- Course Descriptions Section - Page 231
  - English [4.0 credit units]

### Mathematics
- Including one unit of Algebra I and one unit of Geometry.
  - Course Descriptions Section - Page 259
  - Mathematics [3.0 credit units]

### Social Science
- Course Descriptions Section - Page 277
  - Social Science [2.0 credit units]

### Science
- Course Descriptions Section - Page 269
  - Science [2.0 credit units]

### Career and Technical Education
- Course Descriptions Section - Page 291
  - Career and Technical Education [1.0 credit unit]

### Fine Arts
- Course Descriptions Section - Page 247
  - Fine Arts [0.5 credit unit]

### Consumer Education
- Course Descriptions Section - Page 319
  - Consumer Education [0.25 credit unit]

### Physical Education
- Course Descriptions Section - Page 339
  - Physical Education [3-5 days a week in each of four years of high school.]* Refer to page 339 in Academic Policies and Procedures section regarding substitutions for physical education.

### Career and Technical Electives
- Including one unit of Algebra I and one unit of Geometry.

### Post Secondary

#### Career Related Electives
- Computer Programming and Mobile App Development
- AP Computer Science Principles
- AP Computer Science-A
- AP Statistics
- Personal Finance
- Small Business Management
- World Language
- College Microeconomics
- College Macroeconomics
- AP Economics
- College Statistics

#### Career Related Activities for the Business Management and Administration pathway
- Athletics
- Community Service Club
- Debate
- Distributive Education Clubs of America (DECA)
- District Career Nights
- District Career Days
- District Career Treks
- Leadership Council
- Startup Showcase
- Student Council

#### Four-Year University Admission Requirements
- English (4 years)
- Mathematics (4 years)
- Social Science (3-4 years)
- Science (2-3 years)
- World Language (2-3 years)
- Fine Arts (1-2 years)

See your counselor regarding admission requirements for highly selective institutions.

*The Entrepreneurship Program engages students in the everyday business of creating ideas and building companies. Available in District 214’s six comprehensive high schools, it uses the expertise of local business partners with professional roots in a variety of areas, from marketing and branding to finance and business development.

These partners join District 214 teachers to deliver a relevant entrepreneurship education. Students also work in teams, as they would in a real business setting, to solve problems and develop solutions.

Startup Showcase is the culmination of the program’s year of critical thinking, collaboration and inspiration. In the competition, the top group from each school pitches their idea to a team of judges for a shot at a financial award funded by the District 214 Education Foundation. Startup Showcase already has helped launch a number of student businesses, including SnapClips, which later secured funding from three of the business professionals on the TV show "Shark Tank."

In addition, several schools have coffee carts that enable students to run businesses during the day. Students in the District’s life program at the Forest View Educational Center launched Forest Brew. It helps students in the transition program reach their highest level of independence through instruction in daily living, communication, community, self-determination and functional academics.

**Honors, Advance Placement and Dual Credit courses are offered throughout the curriculum. Please consult with your high school counselor for the latest information regarding course offerings, scheduling and registration for all career pathways and courses.**

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Business Management and Administration

- **Certifications**
  - Harper: Administrative Assistant Business
  - Software Specialist
  - Advanced Management
  - Business Analyst
  - Computers in Business
  - Conversational Spanish
  - Electronic Bookkeeping
  - Fundraising for Nonprofits
  - General Management
  - Human Resource Management
  - International Business
  - Lean Six Sigma Green Belt
  - MCSE: SQL Business Intelligence
  - Office Administrator
  - Professional Communication
  - Project Management Specialist
  - Small Business Management
  - Supervisory and Leadership
  - Supervisory Skills I
  - Supervisory Skills II

- **College Majors**
  - Accounting
  - Business Administration and Management
  - Business Management and Economics
  - Entrepreneurship and Small Business Operations
  - Human Resources Management
  - Logistics
  - Management Information Systems
  - Office Management and Supervision
  - Public Relations
  - Advertising
  - Applied Communications

- **Work-Based Learning Experiences**
  - College Entrepreneurship
  - Industry Mentorship
  - Internship
  - Micro Internship
  - College Inquiry into Teaching
  - Small Business Management

- **Future Careers**
  - Accountant and Auditor
  - Advertising Manager
  - Computer and Information System Manager
  - Financial Analyst
  - Sales Manager
  - Tax Preparer
  - Treasurers and Controller

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**Finance**

- **College Majors**
  - Accounting
  - Business Administration and Management
  - Business Management and Economics
  - Entrepreneurship and Small Business Operations
  - Human Resources Management
  - Logistics
  - Management Information Systems
  - Office Management and Supervision
  - Public Relations
  - Advertising
  - Applied Communications

- **Work-Based Learning Experiences**
  - College Entrepreneurship
  - Industry Mentorship
  - Internship
  - Micro Internship
  - College Inquiry into Teaching
  - Small Business Management

- **Future Careers**
  - Accountant and Auditor
  - Advertising Manager
  - Computer and Information System Manager
  - Financial Analyst
  - Sales Manager
  - Tax Preparer
  - Treasurers and Controller
Student Spotlight

University of Illinois student Deirdra Day is studying to be a financial consultant—a course motivated by her Career Pathway studies at Buffalo Grove High School. Deirdra was interested in business but didn’t know what aspect she wanted to pursue. Taking College Business sparked her interest in finance. And a pathway field trip to a Chicago financial services firm helped her to focus on advisory services.

Her high school work is paying off in college. Taking AP courses and dual-credit classes helped her pass out of some college courses such as accounting and provided the necessary background for other classes.

“While a class such as accounting is a hard subject, it is much easier to take this class while in high school since your course load is much lighter. In addition, my performance in the dual-credit classes allowed me to transfer into college with a 4.0 GPA, which raises my cumulative GPA.” - Deirdra Day

Finance and Business Services (FBS)

Finance

In the Finance pathway, students start to develop the critical thinking and real-world application of skills that will help them succeed in careers in the financial industry and business world. Students will have the opportunity to earn college credit as well as industry certifications prior to their postsecondary education.

University of Illinois student Deirdra Day is studying to be a financial consultant—a course motivated by her Career Pathway studies at Buffalo Grove High School.

Deirdra was interested in business but didn’t know what aspect she wanted to pursue. Taking College Business sparked her interest in finance. And a pathway field trip to a Chicago financial services firm helped her to focus on advisory services.

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This pathway provides courses and training for students who want to pursue careers in the financial industry, including actuary, budget or credit analyst, insurance appraiser or underwriter, loan officer, sales agent, treasurer and controller, teller and sales agent. Students have the opportunity to earn college credit as well as industry certifications.
### Post Secondary

#### Finance

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Business</td>
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<tr>
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<tr>
<td>College Business (DC)</td>
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<tr>
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### Career & Technical Education

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<tr>
<th>Course</th>
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<tr>
<td>Consumer Education</td>
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<tr>
<td>Computer Programming and Mobile App Development</td>
<td></td>
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<tr>
<td>AP Computer Science Principles</td>
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<td>AP Computer Science-A</td>
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<tr>
<td>AP Statistics</td>
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<tr>
<td>Small Business Management</td>
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### Social Science

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<thead>
<tr>
<th>Course</th>
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### Science

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<tr>
<th>Course</th>
<th>Credit Units</th>
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<tbody>
<tr>
<td>Science (Recommended)</td>
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### Career and Technical Education

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</table>

### Fine Arts

<table>
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<tr>
<th>Course</th>
<th>Credit Units</th>
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### Consumer Education

<table>
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<tr>
<th>Course</th>
<th>Credit Units</th>
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<tbody>
<tr>
<td>Consumer Education</td>
<td>0.5</td>
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### Physical Education

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<tr>
<th>Course</th>
<th>Credit Units</th>
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<tr>
<td>Physical Education</td>
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### Four-Year University Admission Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Units</th>
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<tbody>
<tr>
<td>English (4 years)</td>
<td></td>
</tr>
<tr>
<td>Mathematics (4 years)</td>
<td></td>
</tr>
<tr>
<td>Social Science (3-4 years)</td>
<td></td>
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<tr>
<td>Science (3-4 years)</td>
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<tr>
<td>World Language (2-3 years)</td>
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<tr>
<td>Fine Arts (1-2 years)</td>
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</table>

DECA is an international association of high school and college students studying marketing, management and entrepreneurship. The group prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management. DECA promotes four areas of lifelong learning for its members and advisers: Vocational Understanding, Civic Consciousness, Leadership Development and Social Intelligence.

DECA, with 55 chapters and over 3,000 members in Illinois, provides an opportunity for students and advisers to get involved in the business world through community service projects, leadership conferences, marketing field trips and local, state and national competitions. It offers the out-of-classroom, real-world business experience that textbooks alone can’t provide. Students work, network and compete with other business students throughout the area, state and nation.

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Finance

- **College Majors**
  - Actuarial Science
  - Banking and Financial Support Services
  - Business and Personal Financial Services
  - Marketing Operations
  - Credit Management
  - Financial Planning Services
  - Insurance
  - International Finance
  - Investments and Securities

- **Work-Based Learning Experiences**
  - College Entrepreneurship
  - Industry Mentorship
  - Internship
  - Micro Internship
  - Small Business Management

- **Future Careers**
  - Actuary
  - Budget Analyst
  - Credit Analyst
  - Financial Service
  - Insurance Appraiser
  - Insurance Underwriter
  - Loan Officer
  - Sales Agent
  - Securities and Commodities
  - Telemarketer
  - Teller
  - Treasurer

- **Certifications**
  - Harper: Electronic Bookkeeping
  - Financial Management
  - MCSE: SQL Business Intelligence

Finance and Business Services (FBS)
For students who want to work in restaurants and food services, hotels, and other hospitality-related areas, this career cluster offers a strong educational and practical foundation. In addition to pathway courses and internships, it also features student-run professional kitchens that cater school events.

Hospitality and Tourism

For students who want to work in restaurants and food services, hotels, and other hospitality-related areas, this career cluster offers a strong educational and practical foundation. In addition to pathway courses and internships, it also features student-run professional kitchens that cater school events.

Student Spotlight

Jacob Katz-Berger discovered his passion for cooking in a sixth-grade Home Economics class. Starting with his freshman year at Buffalo Grove High School, he enrolled in the Culinary Arts Pathway. By his sophomore year, he qualified for the college-level ProStart, a two-year high-school program created by the National Restaurant Association. During his senior year, he was a ProStart teaching intern.

Following high school, Jacob was accepted at the Culinary Institute of America, an intense program that included experiences such as meeting famous chefs, traveling to Spain and studying Farm to Table cuisine at the Institute’s Napa campus. Today, with his bachelor’s degree in Culinary Arts Management, Jacob is running private parties and pop-up restaurants and plans to eventually open his own restaurant.

"I loved every moment of these [high school] classes over the four years. My high school classes reinforced my desire to further my knowledge in the field of culinary arts."

- Jacob Katz-Berger

Pathway

Culinary Arts

This pathway is focused on training students for careers as bakers, chefs, food service managers and hotel managers, among other culinary roles. The pathway features ProStart, a two-year, national college-level program designed by the National Restaurant Association that offers up to 12 hours of college credit and an opportunity to earn the ProStart Certificate of Achievement. In addition, students can work with local restaurants and participate in ProStart competitions.
Culinary Arts

High School District 214 Graduation Requirements

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<tr>
<th>Course</th>
<th>Credit</th>
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<tbody>
<tr>
<td><strong>English</strong></td>
<td>4.0</td>
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<td>2.0</td>
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<tr>
<td><strong>Science</strong></td>
<td>2.0</td>
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<tr>
<td><strong>Career and Technical Education</strong></td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td>0.5</td>
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<tr>
<td><strong>Consumer Education</strong></td>
<td>0.25</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
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Post Secondary

- **Career Related Electives**
  - College Entrepreneurship (DC)
  - Food Science
  - Small Business Management

- **Career Related Activities for the Culinary Arts pathway**
  - Athletics
  - Distributive Education Clubs of America (DECA)
  - District Career Days
  - District Career Nights
  - District Career Treks
  - Family, Career and Community Leaders of America (FCCFA)
  - Speech Team
  - World Language Club

- **Four-Year University Admission Requirements**

<table>
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  See your counselor regarding admission requirements for highly selective institutions.

- ProStart

  ProStart is a two-year, national college-level program designed by the National Restaurant Association to educate high school students in the culinary field while providing them with an opportunity to earn up to 12 hours of early college credit.

  The program, offered at Buffalo Grove, Elk Grove and Rolling Meadows high schools, prepares participating students from all District schools to work in the food industry.

  Students learn to plan menus, order food, prep and cook meals, manage restaurants and handle events—often taking on real-world assignments. For example, students involved with The Bison Grill, a student-run restaurant in Buffalo Grove High School, handle an average of 20 catering jobs a year for community outreach events, school meetings and professional luncheons for state and local officials.

  Students in the program also visit restaurants and catering services and participate in internships. Upon completion of various courses within the program, students are tested for certifications, which help them when applying for postsecondary opportunities and culinary jobs.

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Career Related Activities

- for the Culinary Arts pathway:
  - Athletics
  - Distributive Education Clubs of America (DECA)
  - District Career Days
  - District Career Nights
  - District Career Treks
  - Family, Career and Community Leaders of America (FCCFA)
  - Speech Team
  - World Language Club

Career Related Electives

- College Entrepreneurship (DC)
- Food Science
- Small Business Management

Career Related Activities

- Athletics
- Distributive Education Clubs of America (DECA)
- District Career Days
- District Career Nights
- District Career Treks
- Family, Career and Community Leaders of America (FCCFA)
- Speech Team
- World Language Club

Four-Year University Admission Requirements

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Career Related Electives

- College Entrepreneurship (DC)
- Food Science
- Small Business Management

Career Related Activities for the Culinary Arts pathway

- Athletics
- Distributive Education Clubs of America (DECA)
- District Career Days
- District Career Nights
- District Career Treks
- Family, Career and Community Leaders of America (FCCFA)
- Speech Team
- World Language Club

Four-Year University Admission Requirements

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Culinary Arts

- **College Majors**
  - Baking and Pastry Arts-Baker-Pastry Chef
  - Cooking and Related Culinary Arts, General
  - Culinary Arts
  - Chef Training
  - Hotel Administration-Management
  - Restaurant-Food Services Management

- **Certifications**
  - High School: Food Handler
  - National Restaurant Association ProStart
  - Certificate of Achievement Harper: Bread and Pastry Arts
  - Conversational Spanish
  - Culinary Arts
  - Escoffier Online Culinary Arts
  - Food Service Management
  - Hotel Management

- **Work-Based Learning Experiences**
  - Entrepreneurship
  - Industry Mentorship
  - Internship
  - Micro Internship
  - ProStart
  - Small Business Management

- **Future Careers**
  - Baker
  - Chef and Head Cook
  - Food Service Manager
  - Hotel-Resort Manager
  - Waiter
  - Waitress

- **Career Pathway**
  - Marketing
Marketing is designed for students who want to plan, manage and perform marketing activities to help companies and other entities reach their organizational objectives. Through pathway courses, related electives, certificate opportunities and workplace and extracurricular activities, students will be prepared for postsecondary education and career opportunities following high school graduation.

Student Spotlight

Jessy Syed decided to pursue a career in marketing after taking marketing and business courses as part of the Marketing Pathway at Buffalo Grove High School. Through the pathway, she learned what kinds of skills she’ll need to thrive in the field—and what she needs to focus on.

In addition to the pathway’s business, entrepreneurship and accounting courses, Jessy also gained hands-on experience through several marketing internships, including one with the Rolling Meadows Chamber of Commerce.

These experiences helped her to develop an array of soft skills that marketing professionals use every day.

“When you’re in an office environment, you’re actually seeing how people with years of experience under their belt are interacting with clients, and when they are smiling and have eye contact and positive body language,” says Jessy, who is studying marketing and behavioral economics at the University of Pennsylvania.

“You’re learning a lot about what it takes to be a people person in those situations.” - Jessy Syed
Physical Education

A minimum of 3-5 days of daily physical education is a required course for all students in each of four years of high school. The state also requires that students during high school take a minimum of 18 weeks (one semester) of health education.* Course Descriptions Section - Page 281.

Refer to page 539 in Academic Policies and Procedures section regarding substitutions for physical education.

Post Secondary

Career Related Electives

AP Statistics
Computer Programming, Mobile App and Networking
Small Business Management
Sports & Entertainment Marketing

Career Related Activities for the Marketing pathway

Athletics
Distributive Education Clubs of America (DECA)
District Career Days
District Career Nights
District Career Treks
Newspaper
School Store
Yearbook

Four-Year University Admission Requirements

English (4 years)
Mathematics (4 years)
Social Science (3-4 years)
Science (2-3 years)
World Language (2-3 years)
Fine Arts (1-2 years)

See your counselor regarding admission requirements for highly selective institutions.

Career Related Electives

AP Statistics
Computer Programming, Mobile App and Networking
Small Business Management
Sports & Entertainment Marketing

Career Related Activities for the Marketing pathway

Athletics
Distributive Education Clubs of America (DECA)
District Career Days
District Career Nights
District Career Treks
Newspaper
School Store
Yearbook

Four-Year University Admission Requirements

English (4 years)
Mathematics (4 years)
Social Science (3-4 years)
Science (2-3 years)
World Language (2-3 years)
Fine Arts (1-2 years)

See your counselor regarding admission requirements for highly selective institutions.

High School District 214 Graduation Requirements

English

<table>
<thead>
<tr>
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Social Science

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Fine Arts

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Consumer Education

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</tr>
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<td>0.25 credit unit</td>
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Post Secondary

Career Related Electives

AP Statistics
Computer Programming, Mobile App and Networking
Small Business Management
Sports & Entertainment Marketing

Career Related Activities for the Marketing pathway

Athletics
Distributive Education Clubs of America (DECA)
District Career Days
District Career Nights
District Career Treks
Newspaper
School Store
Yearbook

Four-Year University Admission Requirements

English (4 years)
Mathematics (4 years)
Social Science (3-4 years)
Science (2-3 years)
World Language (2-3 years)
Fine Arts (1-2 years)

See your counselor regarding admission requirements for highly selective institutions.
Work-Based Learning Experiences
- College Entrepreneurship
- Industry Mentorship
- Internship
- Micro Internship
- Small Business Management

Future Careers
- Advertising and Promotions Manager
- Appraiser and Assessor of Real Estate
- Demonstrator and Product Promoter
- Market Research Analyst and Marketing Specialist
- Meeting-Convention and Event Planner
- Public Relation
- Real Estate Broker
- Sales and Related Worker
- Survey Researcher
- Wholesale and Retail Buyer

College Majors
- Advertising
- Fashion Merchandising
- International Marketing
- Marketing, Merchandising
- Public Relations
- Retail Operations
- Sales/Distribution

Certifications
- Harper: E-Commerce Business
- eMarketing Essentials
- Managing Social Media Platforms
- Marketing
- Marketing Research
- MCSE: SQL Business Intelligence
- Mobile Marketing
- Real Estate Staging
- Retail Merchandising
- Sales Management and Development
- Social Media for Business
- Social Media Marketing Specialist
- Video Marketing
Health Sciences and Technology (HST)

Health Sciences and Technology

Career Pathways

Health Science

- Allied Health
- Nursing
- Pre-Medicine
Allied Health 103  
Nursing 107  
Pre-Medicine 111

Student Spotlight

Lizeth Leon has wanted to be a nurse since eighth grade. So she was ready to start the Health Science Pathway as she entered her freshman year at Wheeling High School. Since then, she has expanded her knowledge with various classes, such as Introduction to Health Careers and Medical Terminology.

During her junior year, Lizeth took College Nursing Assistant Training, earning state certification as a certified nursing assistant. That led to a summer job at the Greek American Rehabilitation and Care Centre in Wheeling, where she built on her skills working with older patients. Lizeth plans to attend college when she graduates and eventually wants to work as a neonatal nurse caring for infants.

"I would totally recommend the program to other students who are looking forward to being in the medical field and are passionate about helping others." - Lizeth Leon

Health Science

This career cluster prepares students for a wide range of opportunities in the health services sector. Possible careers range from certified nursing assistants and paramedics to nurses, physicians and dentists. In addition to key pathway courses and electives, students are offered opportunities for hands-on work-based training, including internships and the district’s new apprenticeship program.

Pathway

Allied Health 103
Nursing 107
Pre-Medicine 111

Student Spotlight

Lizeth Leon has wanted to be a nurse since eighth grade. So she was ready to start the Health Science Pathway as she entered her freshman year at Wheeling High School. Since then, she has expanded her knowledge with various classes, such as Introduction to Health Careers and Medical Terminology.

During her junior year, Lizeth took College Nursing Assistant Training, earning state certification as a certified nursing assistant. That led to a summer job at the Greek American Rehabilitation and Care Centre in Wheeling, where she built on her skills working with older patients. Lizeth plans to attend college when she graduates and eventually wants to work as a neonatal nurse caring for infants.

"I would totally recommend the program to other students who are looking forward to being in the medical field and are passionate about helping others." - Lizeth Leon

Students in this pathway take four pathway courses: Introduction to Health Careers, Medical Terminology, College Nursing Assistant Training and Medical Science Academy. In addition, they can earn a State of Illinois Certified Nursing Assistant certificate from the high school and can take one of two capstone courses focused on health science – Medical Science Academy and Middle College.
Allied Health

<table>
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<td>Must include one year of U.S. History or combination of U.S. History and American Government and one semester civics.</td>
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<th>Science</th>
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</thead>
<tbody>
<tr>
<td>Course Descriptions Section - Page 269</td>
<td>2.0 credit units</td>
<td></td>
</tr>
</tbody>
</table>

| Career and Technical Education |
| Course Descriptions Section - Page 291 |
| 1.0 credit unit |

| Fine Arts |
| Course Descriptions Section - Page 247 |
| 0.5 credit unit |

| Consumer Education |
| Students meet the consumer education graduation requirement by passing one of the following courses or combination of courses: Personal Finance (06210) - Page 296, Economics (07830) - Page 241, Consumer Education (99940) - Page 281. | 0.25 credit unit |

| Physical Education | Health | Physical Education | Physical Education |
| A minimum of 3-5 days of daily physical education is a required course for all students in each four years of high school. The State also requires that students during high school take a minimum of 18 weeks (one semester) of health education.* | Refer to page 339 in Academic Policies and Procedures section regarding substitutions for physical education. |  |

---

**Post Secondary**

- **Career Related Electives**
  - AP Psychology
  - College Health Occupations Career Observation (DC)
  - College Introduction to Health Careers
  - experiential Medical Physiology and Biochemistry
  - Human Physiology

- **Career Related Activities for the Health Science pathway**
  - Athletics
  - Debate Team
  - District Career Days
  - District Career Nights
  - District Career Treks
  - Health Career Clubs
  - Student Athletic Trainers

- **Four-Year University Admission Requirements**
  - English (4 years)
  - Mathematics (4 years)
  - Social Science (3-4 years)
  - Science (2-3 years)
  - World Language (2-3 years)
  - Fine Arts (1-2 years)

*See your counselor regarding admission requirements for highly selective institutions.

---

Notes: Advance Placement and Dual Credit courses are offered throughout the curriculum. Please consult with your high school counselor for the latest information regarding course offerings, scheduling and registration for all career pathways and courses.

*This represents the number of units of credit required at full implementation for the graduating class of 2012 and beyond (12 units, assuming a unit is equivalent to a year-long course). Additionally, physical education, while not a state graduation requirement, is a required course for all students a minimum of 3-5 days a week in each of four years of high school (see ILCS 110,5/27-6 and 23 Ill.Adm. Code Section 1.425).
Health Science

College Majors
- Microcellular Biology
- Community Health and Preventive Medicine
- Dentistry
- Emergency Medical Technology
- Technician
- Health Informatics
- Medical Records
- Administration
- Medicine
- Nursing
- Pharmacy

Future Careers
- Dentist
- Dental Technician
- Dietitian and Nutritionist
- Emergency Medical Technicians and Paramedic
- Experiential Medical Physiology and Biochemistry
- Health Technologists and Technician
- Medical Records and Health Information Technician
- Nurse
- Nursing Assistant
- Occupational and Physical Therapist
- Pharmacist
- Pharmacy Technician
- Physician Assistant
- Physician-Doctor-Surgeon
- Psychiatrist

Certifications
- High School: State of Illinois Certified Nursing Assistant
- Harper: Cardiographic Technician
- Certified Nursing Assistant
- Computed Technology (CT)
- Emergency Medical Services-EMT Basic
- Health Information Technology
- Health Care Office Assistant
- Health Insurance Specialist
- Mammography
- Medical Assistant
- Paramedic
- Pharmacy Technician
- Physical Therapy Aide
- Practical Nursing
- Phlebotomy
- Therapeutic Massage

Work-Based Learning Experiences
- College Nursing Assistant Training
- Experiential Medical Physiology and Biochemistry
- Industry Mentorship
- Internship
- Micro Internship

Students in this pathway take four pathway courses: Introduction to Health Careers, Medical Terminology, College Nursing Assistant Training and Medical Science Academy. In addition, they can earn a State of Illinois Certified Nursing Assistant certificate from the high school and can take one of two capstone courses focused on health science – Medical Science Academy and Middle College.
High School District 214 Graduation Requirements

**English**
- Course Descriptions Section - Page 231
- 4.0 credit units

**Mathematics**
- Including one unit of Algebra I and one unit of Geometry.
- Course Descriptions Section - Page 259
- 3.0 credit units

**Social Science**
- Must include one year of U.S. History or combination of U.S. History and American Government and one semester civics.
- Course Descriptions Section - Page 277
- 2.0 credit units

**Science**
- Course Descriptions Section - Page 269
- 2.0 credit units

**Career and Technical Education**
- Course Descriptions Section - Page 291
- 1.0 credit unit

**Fine Arts**
- Course Descriptions Section - Page 247
- 0.5 credit unit

**Consumer Education**
- Course Descriptions Section - Page 241
- 0.25 credit unit

**Physical Education**
- Minimum of 3-5 days of physical education is a required course for all students in each of four years of high school.
- Course Descriptions Section - Page 319
- Refer to page 339 in Academic Policies and Procedures section regarding substitutions for physical education.

### Post Secondary

#### Career Related Electives
- AP Psychology
- College Health Occupations Career Observation (DC)
- College Introduction to Health Careers
- Experiential Medical Physiology and Biochemistry
- Human Physiology

#### Career Related Activities for the Health Science pathway
- Athletics
- Debate Team
- District Career Days
- District Career Nights
- District Career Tracks
- Health Career Clubs
- Student Athletic Trainers

#### Four-Year University Admission Requirements
- **English (4 years)**
- **Mathematics (4 years)**
- **Social Science (3-4 years)**
- **Science (2-3 years)**
- **World Language (2-3 years)**
- **Fine Arts (1-2 years)**

See your counselor regarding admission requirements for highly selective institutions.

### Post Secondary Options

#### Nursing
- **Exercise Physiology**
- **Human Physiology/ Medical Terminology**
- **College Nursing Assistant Training (DC)**
- **College Human Anatomy and Physiology (DC)**
- **Honors Physics (BGHS, EGHS, RMHS, WHS)**
- **D214 Youth Apprenticeship: Nursing**

#### Medical Academy and Middle College

- District 214 gives students interested in health science careers early opportunities for success through two Health Science Pathway programs.

- Through Medical Academy, seniors can observe professionals at local hospitals, participate in work-based learning experiences and explore topics such as anatomy, physiology and organic chemistry to prepare for careers in health science.

- The D214 Middle College at Harper Health Professions Program is designed for students who plan to complete a healthcare program at Harper College following high school graduation. Through Middle College, seniors take dual credit health science and general education courses on the Harper College campus full-time. The program is designed for students working to earn associate degrees in areas such as nursing, dental hygiene and surgical technology or for certificates in medical assisting, EKG technician, medical coding and more.

- Students can earn up to 30 college credit hours during their senior year, whether they are interested in preparing for an associate degree program or pursuing an industry certificate.
Health Science

Nursing

College Majors
- Microcellular Biology
- Community Health and Preventive Medicine
- Dentistry
- Emergency Medical Technology
- Technician
- Health Informatics
- Medical Records
- Administration
- Medicine
- Nursing
- Pharmacy

Future Careers
- Dentist
- Dental Technician
- Dietitian and Nutritionist
- Emergency Medical Technicians and Paramedics
- Experiential Medical Physiology and Biochemistry
- Health Technologists and Technician
- Medical Records and Health Information Technician
- Nurse
- Nursing Assistant
- Occupational and Physical Therapist
- Pharmacist
- Pharmacy Technician
- Physician Assistant
- Physician-Doctor-Surgeon
- Psychiatrist

Future Careers

Work-Based Learning Experiences
- College Nursing Assistant Training
- Experiential Medical Physiology and Biochemistry
- Industry Mentorship
- Internship
- Micro Internship

Certifications
- High School: State of Illinois Certified Nursing Assistant
- Harper: Cardiographic Technician
- Certified Nursing Assistant
- Computed Technology (CT)
- Emergency Medical Services-EMT Basic
- Health Information Technology
- Health Care Office Assistant
- Health Insurance Specialist
- Mammography
- Medical Assistant
- Paramedic
- Pharmacy Technician
- Physical Therapy Aide
- Practical Nursing
- Phlebotomy
- Therapeutic Massage

Pre-Medicine

Students in this pathway take four pathway courses: Introduction to Health Careers, Medical Terminology, College Nursing Assistant Training and Medical Science Academy. In addition, they can earn a State of Illinois Certified Nursing Assistant certificate from the high school and can take one of two capstone courses focused on health science – Medical Science Academy and Middle College.
### Pre-Medicine

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<tr>
<td><strong>Physical Education</strong></td>
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</table>

**Post Secondary**

- **Career Related Electives**
  - AP Psychology
  - College Health Occupations Career Observation (DC)
  - College Introduction to Health Careers
  - Experiential Medical Physiology and Biochemistry
  - Human Physiology

- **Career Related Activities for the Health Science pathway**
  - Athletics
  - Debate Team
  - District Career Days
  - District Career Nights
  - District Career Treks
  - Health Career Clubs
  - Student Athletic Trainers

- **Four-Year University Admission Requirements**
  - English (4 years)
  - Mathematics (4 years)
  - Social Science (3-4 years)
  - Science (2-3 years)
  - World Language (2-3 years)
  - Fine Arts (1-2 years)

  *See your counselor regarding admission requirements for highly selective institutions.*

- Notes: Advance Placement and Dual Credit courses are offered throughout the curriculum. Please consult with your high school counselor for the latest information regarding course offerings, scheduling and registration for all career pathways and courses.

*This represents the number of units of credit required at full implementation for the graduating class of 2012 and beyond (12 units, assuming a unit is equivalent to a year-long course). Additionally, physical education, while not a state graduation requirement, is a required course for all students a minimum of 3-5 days a week in each of four years of high school (see ILCS 110,5/27-6 and 23 Ill.Adm. Code Section 1.425).
**Pre-Medicine**

### College Majors
- Microcellular Biology
- Community Health and Preventive Medicine
- Dentistry
- Emergency Medical Technology
- Medical Records
- Administration
- Medicine
- Nursing
- Pharmacy

### Work-Based Learning Experiences
- College Nursing Assistant Training
- Experiential Medical Physiology and Biochemistry
- Internship
- Micro Internship

### Future Careers
- Dentist
- Dental Technician
- Dietitian and Nutritionist
- Emergency Medical Technicians and Paramedic
- Experiential Medical Physiology and Biochemistry
- Health Technologists and Technician
- Medical Records and Health Information Technician
- Nurse
- Nursing Assistant
- Occupational and Physical Therapist
- Pharmacist
- Pharmacy Technician
- Physician Assistant
- Physician-Doctor-Surgeon
- Psychiatrist

### Certifications
- High School: State of Illinois Certified Nursing Assistant
- Harper: Cardiographic Technician
- Certified Nursing Assistant
- Computed Technology (CT)
- Emergency Medical Services-EMT Basic
- Health Information Technology
- Health Care Office Assistant
- Health Insurance Specialist
- Mammography
- Medical Assistant
- Paramedic
- Pharmacy Technician
- Physical Therapy Aide
- Practical Nursing
- Phlebotomy
- Therapeutic Massage

District 214’s Health Sciences Career Pathway offers students opportunities to explore various health careers, earn early college credit, participate in internships and obtain multiple certifications – including CPR, First Aid and Illinois Certified Nursing Assistant licensure – while still in high school.

#### MEDICAL SCIENCE ACADEMY
This is an advanced course open to highly motivated District 214 seniors who are seriously interested in a career in medicine and ready for college-level coursework. As part of this class, students can:
- Take dual credit courses – College Human Anatomy and College Human Physiology – at Harper College
- Complete independent research related to medicine and health
- Job shadow
- Participate in a health-related internship

The course requires a 150-minute daily commitment, including travel to internship sites, and is taught at District 214’s Forest View Educational Center.

#### MIDDLE COLLEGE
This yearlong program at Harper College is designed for seniors preparing to enter allied health professions (i.e. dental hygienists, medical technologists or speech language pathologists). Students in the program can earn up to 30 college credit hours through dual credit health science and general education courses.

Students in this program are on the Harper campus full-time during their senior year. They can earn credit toward associate degrees in areas such as nursing, dental hygiene surgical technology and toward certificates in medical assisting, EKG technician, medical coding and more.
(HPS)

Human and Public Services

Education and Training
- Early Childhood Education 119
- Primary Education 123
- Secondary Education 127

Government and Public Administration
- International Relations 133
- Government and Public Administration 137

Human Services
- Counseling and Mental Health Services 143
- Exercise, Physiology and Kinesiology 147

Law, Public Safety, Corrections and Security
- Criminal Justice 153
- Emergency and Fire Management Services 157
- Law 161
Pathways in this cluster prepare students for education careers at the early childhood, primary and postsecondary education levels. In addition to pathway courses and electives, each pathway offers early college credit and a wide range of hands-on learning experiences through work-based training and extracurricular activities.

### Education and Training

**Human and Public Services (HPS)**

#### Education and Training

Pathways in this cluster prepare students for education careers at the early childhood, primary, and postsecondary education levels. In addition to pathway courses and electives, each pathway offers early college credit and a wide range of hands-on learning experiences through work-based training and extracurricular activities.

### Pathways

- **Early Childhood Education**
- **Primary Education**
- **Secondary Education**

### Student Spotlight

Marilyn Gutierrez always wanted to become a teacher but wasn’t sure it was the right fit for her. Thanks to the Teaching/Training Pathway and its Educator Prep program, the Rolling Meadows High School graduate is now studying early childhood education at National Louis University.

In high school, Marilyn took introductory and college-level education courses to earn dual credits and a $4,600 annual scholarship to National Louis. That, along with student teaching experience, gave her a solid foundation when she entered college.

“Because National Louis is a partner with District 214, my education is much more affordable than I could have ever dreamed,” says Marilyn, who is the first in her family to go to college.

As part of the Educator Prep program, Marilyn will have opportunities for student teaching positions in District 214 and participating local elementary schools. She will also have the chance to interview for open teaching positions in those schools after graduation.

This pathway is set up for students interested in working with young children as an elementary school teacher, kindergarten teacher, preschool teacher, librarian, special education teacher or teacher assistant. It offers five main pathway courses, early college credit and related elective classes as well as practical experience, three high school certificates and 10 Harper College certificates.
Early Childhood Education

Post Secondary

Career Related Electives
- AP Psychology
- College Entrepreneurship (DC)
- College Introduction to Education (DC)
- Small Business Management
- College Inquiry into Teaching
- World Language
- College Education Academy (DC)

Career Related Activities for the Early Childhood Education pathway
- Athletics
- District Career Days
- District Career Nights
- District Career Treks
- Educators Rising
- Principal’s Advisory Council
- Scholastic Bowl
- Service Learning
- Student Athletic Trainer
- Student Council
- Student Tutor

Four-Year University Admission Requirements
- English (4 years)
- Mathematics (4 years)
- Social Science (3-4 years)
- Science (2-3 years)
- World Language (2-3 years)
- Fine Arts (1-2 years)

See your counselor regarding admission requirements for highly selective institutions.

High School District 214 Graduation Requirements

English
- Course Descriptions Section - Page 231
- 4.0 credit units

Mathematics
- Including one unit of Algebra I and one unit of Geometry.
- Course Descriptions Section - Page 259
- 3.0 credit units

Social Science
- Including one unit of U.S. History or a combination of U.S. History and Government and one semester civic.
- Course Descriptions Section - Page 277
- 2.0 credit units

Science
- Course Descriptions Section - Page 269
- 2.0 credit units

Career and Technical Education
- Course Descriptions Section - Page 291
- 1.0 credit unit

Fine Arts
- Course Descriptions Section - Page 247
- 0.5 credit unit

Consumer Education
- Course Descriptions Section - Page 281
- 0.25 credit unit

Physical Education
- Course Descriptions Section - Page 319

Foundations of Learning and Development
- Introduction to Teaching Methods

Practicum in Early Childhood Education
- Practicum in Early Childhood Education 2
- Practicum in Early Childhood Education 3
- Practicum in Early Childhood Education 4

College Introduction to Early Childhood Education (DC)
- College Education Academy (DC)

Physical Education | Health | Physical Education | Physical Education
A minimum of 3-5 days of daily physical education is a required course for all students in each of four years of high school. The State also requires that students during high school take a minimum of 18 weeks (one semester) of health education.

Refer to page 339 in Academic Policies and Procedures section regarding substitutions for physical education.

Refer to page 327 in Academic Policies and Procedures section regarding prerequisites for music and art electives.

As part of the Education Pathway and work-based learning experience, three District 214 high schools offer morning and afternoon preschool programs: Rolling Meadows, Hersey and Buffalo Grove.

In the program, high school students learn to teach math, language, science and music skills to preschool children using hands-on discovery techniques.

Students prepare daily lessons focusing on the preparatory skills that preschool children need to be successful in kindergarten. All lesson plans are required to meet the state’s early childhood learning standards. Students also complete weekly observations to gain a better sense of the preschool children’s developmental and educational needs.

Honors, Advanced Placement and Dual Credit courses are offered throughout the curriculum. Please consult with your high school counselor for the latest information regarding course offerings, scheduling and registration for all courses.

*This represents the number of units of credit required at full implementation for the graduating class of 2012 and beyond (12 units, assuming a unit is equivalent to a year-long course). Additionally, physical education, while not a state graduation requirement, is a required course for all students in each of four years of high school (see EYS 110, 5/27-6 and 23 Ill.Adm. Code Section 1.425).
Early Childhood Education

College Majors
- Early Childhood Education
- Multicultural
- ESL Education
- Special Education
- Sport and Fitness Management

Certifications
- Harper: American Heart Association-CPR
- American Heart Association-First Aid
- Gateway Level 1
- Conversational Spanish
- Early Childhood Education: Administrator Certificate
- Early Childhood Education: Assistant Teacher
- Early Childhood Education: Before and After School Care
- Early Childhood Education: Family Child Care
- Early Childhood Education: Infant/Toddler
- Early Childhood Education: Special Education Paraprofessional Educator
- Substitute Teacher

Work-Based Learning Experiences
- Education Academy
- Entrepreneurship
- Industry Mentorship
- Internship
- Micro Internship
- Introduction to Teaching Methods
- Small Business Management
- College Inquiry into Teaching

Future Careers
- Coach
- Education Administrator
- Elementary School Teacher
- Kindergarten Teacher
- Librarian
- Multicultural
- ESL Teacher
- Preschool Teacher
- Special Education Teacher
- Teacher Assistant

For students who want to work with elementary and junior high students as a coach, administrator, teacher, school counselor, vocational education teacher or teacher assistant, this pathway offers five main courses along with a variety of career-related activities, early college credit and work-based learning experiences. In addition, students can earn up to five high school certificates and four Harper College certificates.
## Post Secondary

### Career Related Electives
- AP Psychology
- World Language

### Career Related Activities for the Primary Education pathway
- Athletics
- District Career Days
- District Career Nights
- District Career Tracks
- Educators Rising
- Principals Advisory Council
- Scholastic Bowl
- Service Learning
- Student Athletic Trainer
- Student Council
- Student Tutor

### Four-Year University Admission Requirements
- English (4 years)
- Mathematics (4 years)
- Social Science (3-4 years)
- Science (2-3 years)
- World Language (2-3 years)
- Fine Arts (1-2 years)

*See your counselor regarding admission requirements for highly selective institutions.*

---

### High School District 214 Graduation Requirements

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>Course Descriptions Section - Page 231</td>
<td>4.0 units</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Course Descriptions Section - Page 259</td>
<td>3.0 units</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td>Course Descriptions Section - Page 277</td>
<td>2.0 units</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Course Descriptions Section - Page 269</td>
<td>2.0 units</td>
</tr>
<tr>
<td><strong>Career and Technical Education</strong></td>
<td>Course Descriptions Section - Page 291</td>
<td>1.0 units</td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td>Course Descriptions Section - Page 247</td>
<td>0.5 units</td>
</tr>
<tr>
<td><strong>Consumer Education</strong></td>
<td>Course Descriptions Section - Page 288</td>
<td>0.25 units</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>Course Descriptions Section - Page 319</td>
<td></td>
</tr>
</tbody>
</table>

---

### Notes
- AP Psychology and Dual Credit courses are offered throughout the curriculum. Please consult with your high school counselor for the latest information regarding course offerings, scheduling and registration for all career pathways and courses.
- **This represents the number of units of credit required at full implementation for the graduating class of 2012 and beyond (12 units, assuming a unit is equivalent to a year-long course).**
- Additionally, physical education, while not a state graduation requirement, is a required course for all students. A minimum of 3-5 days a week in each of four years of high school (see 620 ILE 105,507-8 and 23 BIAH. Code Section 1.425).
Primary Education

College Majors
- Library Science
- Multicultural
- ESL Education
- Primary Education
- School Administration
- School Counseling
- Special Education
- Sports and Fitness

Work-Based Learning Experiences
- Education Academy
- Industry Mentorship
- Internship
- Internship
- Micro Internship
- College Inquiry into Teaching

Future Careers
- Coach
- Education Administrator
- Elementary-Junior High Teacher
- Librarian
- Multicultural-ESL Teacher
- School Counselor
- Special Education Teacher
- Teacher Assistant
- Vocational Education Teacher

Secondary Education

This pathway is designed to train students to become high school teachers, multicultural/ESL teachers, special education teachers, vocational education teachers, librarians, coaches and school counselors. Through pathway coursework and work-based learning experiences, students will be prepared to join the workforce after graduation or to continue with postsecondary training.
<table>
<thead>
<tr>
<th>Course Pathway</th>
<th>Elective</th>
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<tbody>
<tr>
<td><strong>Secondary Education</strong></td>
<td></td>
</tr>
<tr>
<td>Foundations of Learning and Development</td>
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</tr>
<tr>
<td>Introduction to Teaching Methods</td>
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<td><strong>High School District 214 Graduation Requirements</strong></td>
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</tr>
<tr>
<td>English</td>
<td>4.0 units</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3.0 units</td>
</tr>
<tr>
<td>Social Science</td>
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</tr>
<tr>
<td>Science</td>
<td>2.0 units</td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td>1.0 unit</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>0.5 unit</td>
</tr>
<tr>
<td>Consumer Education</td>
<td>0.25 unit</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>Health</td>
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</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
</tbody>
</table>

### Post Secondary

#### Career Related Electives
- AP and other coursework related to area of specialization
- AP Psychology
- World Language

#### Career Related Activities for the Secondary Education pathway
- Athletics
- District Career Days
- District Career Nights
- District Career Treks
- Educators Rising
- Principal’s Advisory Council
- Scholastic Bowl
- Service Learning
- Student Athletic Trainer
- Student Council
- Student Tutor

#### Four-Year University Admission Requirements
- English (4 years)
- Mathematics (4 years)
- Social Science (3-4 years)
- Science (2-3 years)
- World Language (2-3 years)
- Fine Arts (1-2 years)

See your counselor regarding admission requirements for highly selective institutions.

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Post Secondary Education

**Education Academy**

Education Academy, the capstone course of the Education pathway, is open to seniors interested in a career in education, who have previously completed Education pathway coursework. The capstone experience aims to provide students interested in education opportunities to explore, learn and observe various topics in the field. Topics can include human development, school learning, assessment, multicultural education, and teaching methods.

Education Academy consists of two semesters of dual credit coursework. Students are able to earn college credit from Eastern Illinois University during a semester of College Education in a Diverse Society, and credit from National Louis University during a semester of College Applied Educational Psychology.

Outside of the classroom, students are able to gain a larger perspective of the real-life educational opportunities available to them through the embedded work-based learning component of the capstone. Students are partnered with teachers in the elementary and middle school districts in the surrounding community, observing them in the classroom environment. Observation provides an opportunity for students to see first-hand what a professional educator.

---

**Post Secondary Education**

**Secondary Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Units</th>
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<tbody>
<tr>
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<tr>
<td>Mathematics</td>
<td>3.0</td>
</tr>
<tr>
<td>Social Science</td>
<td>2.0</td>
</tr>
<tr>
<td>Science</td>
<td>2.0</td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td>1.0</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>0.5</td>
</tr>
<tr>
<td>Consumer Education</td>
<td>0.25</td>
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<tr>
<td>Physical Education</td>
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</tr>
<tr>
<td>Health</td>
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<tr>
<td>Physical Education</td>
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<tr>
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</table>

*This represents the number of units of credit required at full implementation for the graduating class of 2022 and beyond (12 units, assuming a unit is equivalent to a year-long course). Additionally, physical education, while not a state graduation requirement, is a required course for all students in each of four years of high school (See 23 ILCS 110,5/27-6 and 23 Ill Admin. Code Section 1.425).*

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**Education and Training**

**Career & Technical Education**

**Post Secondary Education**

**Secondary Education**

[Image of the page content]

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**Education and Training**

**Secondary Education**

[Image of the page content]
Secondary Education

- **College Majors**
  - Library Science
  - Multicultural
  - WSL Education
  - School Administration
  - School Counseling
  - Secondary Education
  - Sport and Fitness Management
  - Teaching Content Area

- **Certifications**
  - High School: AAFCS-Education Fundamentals
  - American Heart Association: CPR
  - American Heart Association: First Aid
  - Gateway Level 1
  - Harper Conversational Spanish
  - Library Assistant
  - Paraprofessional

- **Work-Based Learning Experiences**
  - Education Academy
  - Industry Mentorship
  - Internship
  - Micro Internship
  - College Inquiry into Teaching
  - Introduction to Teaching Methods

- **Future Careers**
  - Coach
  - Education Administrator
  - High School-Secondary Teacher
  - Librarian
  - Multicultural
  - ESY Teacher
  - School Counselor
  - Teaching Content Area

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Human and Public Services (HPS)

Career Pathways

Government and Public Administration
Government and Public Administration

This career cluster prepares students who want to pursue careers in local, state or federal government for roles in national security, foreign service, planning, revenue and taxation, and regulations. These pathways include opportunities for work-based learning experiences and early college credit.

### Pathways

- International Relations 133
- Government and Public Administration 137

### Student Spotlight

Daniel Salgado-Alvarez discovered his interest in politics during his sophomore year when he got involved in Estudiantes Unidos, a leadership program for Elk Grove High School students. Working with younger kids living in an unincorporated area, he realized they lacked access to resources such as a public library—and that inspired him to explore the practical impact of politics.

He switched from the Engineering Pathway to the Governance and Public Management and Administration Pathway during his junior year, taking a variety of law and AP classes. This led to his involvement with a Congressional Hispanic Caucus Institute summer program, learning about different jobs that support members of Congress.

Daniel, who plans to major in political science in college, says Career Pathways helped him realize his passion for politics rather than engineering.

“It can be a way to see if [you're] interested in government or interested in healthcare. My advice would be to find something you’re really into and just go for it 100 percent.” - Daniel Salgado-Alvarez
### International Relations

<table>
<thead>
<tr>
<th></th>
<th>AP Psychology</th>
<th>AP European History</th>
<th>AP Government</th>
<th>Middle Eastern Politics (GEIS)</th>
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<tbody>
<tr>
<td>High School District 214 Graduation Requirements</td>
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<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
<td>4.0 units</td>
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<tr>
<td>Mathematics</td>
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<td>3.0 units</td>
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</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td>2.0 units</td>
<td></td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td></td>
<td></td>
<td>1.0 units</td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td></td>
<td></td>
<td>0.5 units</td>
<td></td>
</tr>
<tr>
<td>Consumer Education</td>
<td></td>
<td></td>
<td>0.25 units</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Career Related Electives
- AP Economics - Micro & Macro
- American Law
- College Macroeconomics
- College Microeconomics
- Constitutional Law
- Criminal and Civil Law
- College Legal Research and Argument (DC)
- Advanced Legal Concepts

### Career Related Activities for the International Relations pathway
- Athletics
- Debate Team
- District Career Days
- District Career Nights
- District Career Treks
- Leadership Council
- Naval Science (NROTC)
- Speech Team
- Student Council
- Student Tutor

### Four-Year University Admission Requirements
- English (4 years)
- Mathematics (4 years)
- Social Science (3-4 years)
- Science (2-3 years)
- World Language (2-3 years)
- Fine Arts (1-2 years)

- See your counselor regarding admission requirements for highly selective institutions.

---

District 214 offers world language programs in French, German, Spanish, Italian, Japanese, Mandarin Chinese and American Sign Language. Students enrolled in world language programs have the opportunity to earn the Seal of Biliteracy, the state of Illinois’ recognition for proficiency in English and one or more foreign languages. Students can receive the seal in languages taught in District 214 as well as for languages learned in classes outside the District. In addition to appearing on diplomas and transcripts, the seal provides students with an opportunity to earn early college credit.

All public community colleges and universities in the state of Illinois have established criteria on how early college credit is awarded. Information regarding this is available in the guidelines for each college and university.

Honors, Advance Placement and Dual Credit courses are offered throughout the curriculum. Please consult with your high school counselor for the latest information regarding course offerings, scheduling and registration for all career pathways and courses. This represents the number of units of credit required at full implementation for the graduating class of 2012 and beyond (12 units, assuming a unit is equivalent to a year-long course). Additionally, physical education, while not a state graduation requirement, is a required course for all students a minimum of 3-5 days per week in each of four years of high school (see ILCS 110/5/27-6 and 23A 4/3.0.0.0. Code Section 1.425).

Students meet the consumer education graduation requirement by passing one of the following courses or combination of courses: Personal Finance (06210) - Page 296, Economics (57830) - Page 284, Consumer Education (99940) - Page 281.

Refer to page 539 in Academic Policies and Procedures section regarding substitutions for physical education.

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**High School District 214 Pathway Guide | 2022-2023**

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### Physical Education
- A minimum of 3-5 days of physical education is a required course for all students in each of four years of high school.
- The State also requires that students during high school take a minimum of 18 weeks (one semester) of health education.
- Refer to page 339 in Academic Policies and Procedures section regarding substitutions for physical education.
This pathway is set up for students interested in postsecondary education or careers as chief executives, emergency management directors, administrative services managers, legislators, political scientists, postal directors, reporters or social and community service managers. It offers three pathway courses and six related electives as well as career-related and work-based learning experiences.
### Post Secondary

#### Career Related Electives
- AP Human Geography
- AP Psychology
- AP Economics - Micro & Macro
- AP World History
- AP Statistics
- College Business (DC)
- College Macroeconomics (DC)
- College Microeconomics (DC)
- College Statistics (DC)
- Naval Science (NROTC)
- World Language

#### Career Related Activities for the Government and Public Administration pathway
- Athletics
- Debate Team
- District Career Days
- District Career Nights
- District Career Treks
- Leadership Council
- Naval Science (NROTC)
- Speech Team
- Student Council
- Student Tutor

#### Four-Year University Admission Requirements
- English (4 years)
- Mathematics (4 years)
- Social Science (3-4 years)
- Science (2-3 years)
- World Language (2-3 years)
- Fine Arts (1-2 years)

Students present their findings at the end of the semester.

*This represents the number of units of credit required at full implementation for the graduating class of 2012 and beyond (32 units, assuming a unit is equivalent to a year-long course). Additionally, physical education, while not a state graduation requirement, is a required course for all students in each of four years of high school. Students also present their findings at the end of the semester.*

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### High School District 214 Graduation Requirements

#### Government and Public Administration

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Law</td>
<td>4.0</td>
</tr>
<tr>
<td>Constitutional Law/Criminal &amp; Civil Law</td>
<td>3.0</td>
</tr>
<tr>
<td>AP Government</td>
<td>2.0</td>
</tr>
<tr>
<td>College Legal Research and Argument (DC)</td>
<td>2.0</td>
</tr>
<tr>
<td>Advanced Legal Concepts</td>
<td></td>
</tr>
</tbody>
</table>

#### English

| Course Descriptions Section - Page 231     |         |
| English                                     | 4.0     |

#### Mathematics

| Course Descriptions Section - Page 259     |         |
| Including one unit of Algebra I and one unit of Geometry | 3.0     |

#### Social Science

| Course Descriptions Section - Page 277     |         |
| Social Science                              | 2.0     |

#### Science

| Course Descriptions Section - Page 269     |         |
| Science                                    | 2.0     |

#### Career and Technical Education

| Course Descriptions Section - Page 291     |         |
| Fine Arts                                  | 1.0     |

#### Consumer Education

| Course Descriptions Section - Page 319     |         |
| Physical Education                         | 0.25    |
| Health                                     |         |
| Physical Education                         |         |
| Physical Education                         |         |

### Consumer Education

Students meet the consumer education graduation requirement by passing one of the following courses or combination of courses: Personal Finance (06210) - Page 296, Economics (07830) - Page 281, Consumer Education (59940) - Page 281.

### Physical Education

A minimum of 3-5 days a week in each of four years of high school. The State also requires that students during high school take a minimum of 18 weeks (one semester) of health education. Refer to page 339 in Academic Policies and Procedures section regarding substitutions for physical education.

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### Additional Information

Post Secondary, Advanced Placement and Dual Credit courses are offered throughout the curriculum. Please consult with your high school counselor for the latest information regarding course offerings, scheduling and registration for all career pathways and courses.

See your counselor regarding admission requirements for highly selective institutions.

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### The LEAP Program

The LEAP Program (Learning, Experience, Apprenticeships, Pathways) helps District 214 students who are residents of Mount Prospect gain vital skills and hands-on experiences in various industries throughout the community and serves to further develop the career talent pipeline in the Mount Prospect area.

As part of the LEAP Program, the District and Mount Prospect also have a local government initiative, which gives students an inside look at how municipal government effectively serves the residents of Mount Prospect.

Students spend four days each semester working within the various departments at Village Hall. Through their experiences, they develop a 30-hour project to solve a local community, business or government need. Students present their findings at the end of the semester.
Government and Public Administration

- **College Majors**
  - American Government and Politics/City/Urban
  - Community and Regional Planning
  - Political Communication
  - Political Science and Government
  - Public Administration
  - Public Policy Analysis
  - Urban Studies/Affairs

- **Certifications**
  - Harper: Conversational Spanish
  - Building Codes and Enforcement
  - Emergency and Disaster Management
  - Public Relations
  - Public Relations for the Web

- **Work-Based Learning Experiences**
  - Industry Mentorship/Internship
  - Micro Internship

- **Future Careers**
  - Administrative Services Manager
  - Chief Executive
  - Emergency Management Director
  - General and Operations Manager
  - Legislator
  - Political Scientist
  - Postmaster and Mail Superintendent
  - Public Relations Specialists
  - Reporters and Correspondent
  - Social and Community Service Manager

Human Services
Pathways in this career cluster prepare students for careers in counseling and mental health services, family and community services and personal care and consumer services. Students will receive education and practical work experience that will allow them to begin their careers after high school graduation or to continue their studies through postsecondary education.

Human Services

Pathways

Counseling and Mental Health Services
Exercize, Physiology and Kinesiology

This pathway introduces students to careers in counseling and mental health services through pathway courses in human growth and child development, sociology, AP psychology and sociology of service learning. Examples of possible careers include art or music therapist, child and family social worker, clinical psychologist, mental health counselor and substance abuse and behavioral disorder counselor.
Human Services

Counseling and Mental Health Services

## Post Secondary

### Career Related Electives
- Small Business Management
- Education Academy

### Career Related Activities for the Counseling and Mental Health Services pathway
- Athletics
  - District Career Days
  - District Career Nights
  - District Career Treks
- Family Career and Community Leaders of America (FCCLA)
- Peer Mentor
- Service Learning
- Student Council
- Student Tutor

### Four-Year University Admission Requirements
- English (4 years)
- Mathematics (4 years)
- Social Science (3-4 years)
- Science (2-3 years)
- World Language (2-3 years)
- Fine Arts (1-2 years)

See your counselor regarding admission requirements for highly selective institutions.

## High School District 214 Graduation Requirements

### English
- **Course Descriptions Section - Page 231**
- **Course Descriptions Section - Page 231**
- **Course Descriptions Section - Page 231**
- **Course Descriptions Section - Page 231**

### Mathematics
- **Course Descriptions Section - Page 259**

### Social Science
- **Course Descriptions Section - Page 277**

### Science
- **Course Descriptions Section - Page 269**

### Career and Technical Education
- **Course Descriptions Section - Page 291**

### Fine Arts
- **Course Descriptions Section - Page 247**

### Consumer Education
- **Course Descriptions Section - Page 291**

### Physical Education
- **Course Descriptions Section - Page 291**

**Post Secondary**

**Career Related Electives**
- Small Business Management
- Education Academy

**Career Related Activities for the Counseling and Mental Health Services pathway**
- Athletics
  - District Career Days
  - District Career Nights
  - District Career Treks
- Family Career and Community Leaders of America (FCCLA)
- Peer Mentor
- Service Learning
- Student Council
- Student Tutor

**Four-Year University Admission Requirements**
- English (4 years)
- Mathematics (4 years)
- Social Science (3-4 years)
- Science (2-3 years)
- World Language (2-3 years)
- Fine Arts (1-2 years)

See your counselor regarding admission requirements for highly selective institutions.

**Post Secondary**

**Career Related Electives**
- Small Business Management
- Education Academy

**Career Related Activities for the Counseling and Mental Health Services pathway**
- Athletics
  - District Career Days
  - District Career Nights
  - District Career Treks
- Family Career and Community Leaders of America (FCCLA)
- Peer Mentor
- Service Learning
- Student Council
- Student Tutor

**Four-Year University Admission Requirements**
- English (4 years)
- Mathematics (4 years)
- Social Science (3-4 years)
- Science (2-3 years)
- World Language (2-3 years)
- Fine Arts (1-2 years)

See your counselor regarding admission requirements for highly selective institutions.
Counseling and Mental Health Services

**College Majors**
- Community Health Services
- Family Counseling
- Mental and Social Health Services
- Psychology
- Social Work
- Substance Abuse and Addiction Counseling

**Work-Based Learning Experiences**
- Industry Mentorship
- Internship
- Micro Internship
- Small Business Management

**Future Careers**
- Art Therapist
- Child and Family Social Worker
- Clinical, Counseling and School Psychologist
- Mental Health Counselor
- Music Therapist
- Substance Abuse and Behavioral Disorder Counselor

**Certifications**
- Harper: Activity Director

---

**Exercise, Physiology and Kinesiology**

For students interested in careers as fitness instructors or program directors, sports program directors, personal trainers or strength and conditioning coaches, this pathway offers a high school certification in personal training. In addition to hands-on experiences that include working as a student trainer and workplace internships, students can earn a certificate in therapeutic massage.
# Exercise, Physiology and Kinesiology

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credit Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise Physiology (BGHS &amp; PHS)</td>
<td>4.0 units</td>
</tr>
<tr>
<td>Introduction to Healthcare Field 2/College Medical Terminology</td>
<td>3.0 units</td>
</tr>
<tr>
<td>Human Physiology/College Medical Terminology (BGHS)</td>
<td>2.0 units</td>
</tr>
<tr>
<td>Personal Trainer Certification</td>
<td>1.0 unit</td>
</tr>
<tr>
<td>College Basic Care and Prevention of Athletic Injuries (BGHS)</td>
<td>0.5 unit</td>
</tr>
<tr>
<td>College Advanced Strength and Conditioning</td>
<td>0.25 unit</td>
</tr>
</tbody>
</table>

## Post Secondary

### Career Related Electives
- AP Psychology
- AP Biology
- AP Chemistry
- Human Physiology
- Small Business Management

### Career Related Activities for the Exercise Physiology and Kinesiology pathway
- Athletics
- District Career Days
- District Career Treks
- Student Trainer

### Four-Year University Admission Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirements</th>
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</thead>
<tbody>
<tr>
<td>English</td>
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</tr>
<tr>
<td>Mathematics</td>
<td>4 years</td>
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<tr>
<td>Social Science</td>
<td>3-4 years</td>
</tr>
<tr>
<td>Science</td>
<td>2-3 years</td>
</tr>
<tr>
<td>World Language</td>
<td>2-3 years</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1-2 years</td>
</tr>
</tbody>
</table>

*See your counselor regarding admission requirements for highly selective institutions.*

---

**Notes:** Advance Placement and Dual Credit courses are offered throughout the curriculum. Please consult with your high school counselor for the latest information regarding course offerings, scheduling and registration for all career pathways and courses.

*This represents the number of units of credit required at full implementation for the graduating class of 2012 and beyond (12 units, assuming a unit is equivalent to a year-long course). Additionally, physical education, while not a state graduation requirement is a required course for all students a minimum of 3-5 days a week in each of four years of high school (See ILCS 110,5/27-6 and 23 Ill.Adm. Code Section 1.425).
Human Services

Exercise, Physiology and Kinesiology

- College Majors
  - Coaching Education
  - Exercise Science
  - Health Fitness Specialist
  - Kinesiology

- Certification
  - High School: Personal Training
  - Harper: Therapeutic Massage

- Work-Based Learning Experiences
  - Industry Mentorship
  - Internship
  - Micro Internship
  - Small Business Management
  - Student Trainer

- Future Careers
  - Fitness Instructor
  - Fitness Program Director
  - Personal Trainer
  - Sports Program Director
  - Strength and Conditioning Coach

Career Pathways

Law, Public Safety, Corrections and Security

www.d214.org

High School District 214 Pathway Guide | 2022-2023
Law, Public Safety, Corrections and Security

Pathways in this cluster prepare students for careers or continuing education in law enforcement and corrections, emergency and fire management, and legal services. In addition to pathway courses and related electives, the cluster offers certifications, mentorships, internships, microinternships and Mock Trial experience, with students working with practicing attorneys to prepare for trial competitions.

An elective in eighth grade, Career Connections, led Aryana Thompson to the Legal Services Pathway in her freshman year at John Hersey High School. Setting her sights on becoming an attorney, she hasn’t looked back.

Aryana started with an American Law class, which led to AP Government, Constitutional Law and Criminal/Civil Law, among other courses. In addition, she actively pursued internships with a large law firm, a small firm and the Cook County Clerk’s Office. She also took enrichment programs through John Marshall Law School, the Summer Legal Institute and the Constitutional Rights Foundation of Chicago.

Aryana Thompson

“The pathway] really prepared me for my future. I feel like I already know where I want to go. It gives me more direction now. Knowing I’m already interested in law will set me up so I can prepare for the LSAT and look for law schools while I’m in college.” - Aryana Thompson
## Criminal Justice

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Law</td>
<td>1.0</td>
</tr>
<tr>
<td>Constitutional Law/ Civil Law</td>
<td>1.0</td>
</tr>
<tr>
<td>AP Psychology</td>
<td>0.5</td>
</tr>
<tr>
<td>Introduction to Criminal Justice (CC)</td>
<td>0.5</td>
</tr>
<tr>
<td>Introduction to Corrections (CC)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

### Career Related Electives
- Sociology
- Naval Science (NJROTC)
- College Legal Research and Argument (DC)
- Advanced Legal Concepts
- Sociology of Service Learning

### Career Related Activities for the Criminal Justice pathway
- Athletics
  - Debate Team
  - District Career Days
  - District Career Nights
  - District Career Treks
  - Service Learning
  - Speech Team
  - Student Council

### Four-Year University Admission Requirements
- English (4 years)
- Mathematics (4 years)
- Social Science (3-4 years)
- Science (2-3 years)
- World Language (2-3 years)
- Fine Arts (1-2 years)

See your counselor regarding admission requirements for highly selective institutions.

Notes:
- Advanced Placement and Dual Credit courses are offered throughout the curriculum. Please consult with your high school counselor for the latest information regarding course offerings, scheduling and registration for all career pathways and courses.
- This represents the number of units of credit required at full implementation for the graduating class of 2012 and beyond (12 units, assuming a unit is equivalent to a year-long course). Additionally, physical education, while not a state graduation requirement, is a required course for all students; a minimum of 3-5 days a week in each of four years of high school (see ILCS 110,5/27-6 and 23 Ill.Adm. Code Section 1.425).
College Majors
- Corrections and Criminal Justice
- Court Reporter
- Forensic Science and Technology
- Paralegal

Certifications
- Harper: Emergency and Disaster Management
- Forensic Science Technician
- Law Enforcement and Justice Administration Degree
- Private Security
- Public Safety Dispatcher

Work-Based Learning Experiences
- Industry Mentorship
- Internship
- Micro Internship

Future Careers
- Arbitrator, Mediator and Conciliator
- Child, Family and School Social Worker
- Correctional Officer
- Court Reporter
- Paralegal
- Legal Assistant
- Forensic Science Technician
- Hearing Officer
- Immigration and Customs Inspector
- Police Officer
- Detective
- Private Security
- Sheriffs and Deputy Sheriff

Students interested in becoming firefighters, fire inspectors and investigators, paramedics and other emergency management roles can gain hands-on experience through this pathway, which provides industry mentorships, internships and microinternships. In addition, four certificates are offered through Harper College.
### Emergency and Fire Management Services

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
<th>Credit Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Introduction to Healthcare Field 1 (WHS, EGHS, JHHS, RMHS)</td>
<td>0.5</td>
</tr>
<tr>
<td>10</td>
<td>College Medical Terminology</td>
<td>4.0</td>
</tr>
<tr>
<td>11</td>
<td>AP Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>12</td>
<td>College Introduction to Fire Science (DC), College Fire Behavior and Combustion (DC)</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>Middle College Healthcare at Harper College - Emergency Medical Services</td>
<td>0.5</td>
</tr>
</tbody>
</table>

#### High School District 214 Graduation Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Course Descriptions Section - Page 231</td>
<td>4.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Including one unit of Algebra I and one unit of Geometry Course Descriptions Section - Page 259</td>
<td>3.0</td>
</tr>
<tr>
<td>Social Science</td>
<td>Social Science Course Descriptions Section - Page 277</td>
<td>2.0</td>
</tr>
<tr>
<td>Science</td>
<td>Course Descriptions Section - Page 269</td>
<td>2.0</td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td>Course Descriptions Section - Page 291</td>
<td>1.0</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Course Descriptions Section - Page 247</td>
<td>0.5</td>
</tr>
<tr>
<td>Consumer Education</td>
<td>Course Descriptions Section - Page 248</td>
<td>0.25</td>
</tr>
</tbody>
</table>

#### Career Related Electives
- College Human Anatomy and Physiology (DC)
- Human Physiology
- Naval Science (NJROTC)
- Sociology of Service Learning
- College Speech

#### Career Related Activities for the Emergency and Fire Management Service pathway
- Athletics
- District Career Days
- District Career Nights
- District Career Treks
- Service Learning

#### Four-Year University Admission Requirements
- English (4 years)
- Mathematics (4 years)
- Social Science (3-4 years)
- Science (2-3 years)
- World Language (2-3 years)
- Fine Arts (1-2 years)

### Post Secondary

- Honors, Advanced Placement, and Dual Credit courses are offered throughout the curriculum. Please consult with your high school counselor for the latest information regarding course offerings, scheduling, and registration for all career pathways and courses.

- This represents the number of units of credit required at full implementation for the graduating class of 2012 and beyond (12 units, assuming a unit is equivalent to a year-long course). Additionally, physical education, while not a state graduation requirement, is a required course for all students a minimum of 3-5 days a week in each of four years of high school (see ILCS 110,5/27-6 and 23 Ill.Adm. Code Section 1.425).

- See your counselor regarding admission requirements for highly selective institutions.

- High School District 214 Pathway Guide  |  2022-2023

- See www.d214.org for more information.
Emergency and Fire Management Services

- **College Majors**
  - Fire Protection and Safety Technician
  - Fire Science
  - Fire Fighting
  - Fire Services Administration

- **Work-Based Learning Experiences**
  - Industry Mentorship
  - Internship/Micro Internship

- **Future Careers**
  - Correctional Officer
  - Emergency Management
  - Fire Inspector
  - Fire Investigator
  - Firefighter
  - First Line Supervisors of Fire Fighting and Prevention Worker
  - Forest Fire Inspector
  - Firefighter
  - Paramedic

- **Certifications**
  - Harper: Emergency and Disaster Management
  - Public Safety Dispatcher
  - Emergency Medical Services: EMT Basic
  - Paramedic

Legal Services is set up to help students become court reporters, hearing officers, judges, judicial law clerks, lawyers and paralegals. Through pathway coursework, work-based learning experiences and a Paralegal Studies certificate offering, students will be prepared to join the workforce upon graduation or to continue with post-secondary training in their chosen careers.
Refer to page 33 in Academic Policies and Procedures section regarding substitutions for physical education.

The State also requires that students during high school take a minimum of 18 weeks (one semester) of health education.*

A minimum of 3-5 days of daily physical education is a required course for all students in each of four years of high school.

Students meet the consumer education graduation requirement by passing one of the following courses or combination:

- Personal Finance (06210) - Page 296
- Economics (07830) - Page 281
- Consumer Education (59940) - Page 281

Must include one year of U.S. History or combination of U.S. History and American Government and one semester civics.

**Post Secondary**

**Career Related Electives**
- AP Economics - Micro & Macro
- AP US Government and Politics
- AP Psychology
- College Macroeconomics
- College Microeconomics
- College Middle Eastern Politics (DC)
- Sociology of Service Learning
- Sociology
- World Language

**Career Related Activities for the Law pathway**
- Athletics
  - District Career Days
  - District Career Nights
  - District Career Treks
- Service Learning
- Speech Team
- Student Council

**Four-Year University Admission Requirements**
- English (4 years)
- Mathematics (4 years)
- Social Science (3-4 years)
- Science (2-3 years)
- World Language (2-3 years)
- Fine Arts (1-2 years)

**District 214’s Law and Equity Pathway**

District 214’s Law and Equity Pathway launched in 2017 to educate students about the operation of America’s legal system. Through the pathway, students interested in law or related legal professions—from police officers and FBI agents to crime scene investigators and forensic science technicians—learn the introductory skills they need for success.

For example, the Advanced Legal Concepts and Issues course exposes students to civil law, criminal law and the appeals process. The course is taught by District 214 teachers, two of whom hold Juris Doctor degrees. One semester of this full-year course offers dual credit through Eastern Illinois University. Most of the students who take this course are seniors, although the class is open to juniors as well.

As part of the pathway’s courses, teachers regularly host area experts, inviting judges, attorneys, police officers and others to talk with students about their day-to-day experiences. Students also are able to take real-world internships and, in many cases, work with practicing attorneys on Mock Trial teams. Mock Trial prepares students for simulated trials in competitions such as the Northwest Suburban Bar Association’s Annual Mock Trial Invitational.

To help prepare students, District 214 has converted classrooms at Buffalo Grove, Elk Grove, John Hersey and Wheeling high schools into simulated courtrooms to familiarize students with a courtroom setting while also giving them opportunities to practice trial law in a courtroom. The Elk Grove courthouse has been underwritten in part by a generous donor.
Law

- College Majors
  - Political Science
  - Economics
  - History
  - English
  - Philosophy
  - Business
  - Paralegal Studies
  - Court Reporter Certificate

- Work-Based Learning Experiences
  - Industry Mentorship
  - Internship
  - Micro Internship
  - Mock Trial

- Future Careers
  - Arbitrator
  - Court Reporter
  - Hearing Officer
  - Judge
  - Judicial Law Clerk
  - Lawyer
  - Legal Assistant
  - Paralegal

- Certifications
  - Harper: Paralegal Studies

Law, Public Safety, Corrections and Security
(IT) Information Technology

Information Technology

- Information Technology and Network Systems
  - 169
- Cybersecurity
  - 173

Career Pathways

Information Technology
Information Technology

Students interested in careers in IT, such as design, development, hardware, software, cybersecurity and systems integration services will gain knowledge and practical experience in this career cluster. Each pathway offers a combination of required courses, related electives, early college credit and activities such as WildStang FIRST Robotics and Robot Rumble. Students can also participate in IT internships or cybersecurity youth apprenticeships to continue building their skills.

### Pathways

| Information Technology and Network Systems | 169 |
| Cybersecurity | 173 |

### Information Technology

This pathway is open to students interested in careers as computer and information research scientists and system managers, computer network architects and support specialists, computer programmers, computer systems analyst, use support specialists and systems or database administrators. In addition to pathway courses and electives that earn college credits, the pathway offers four high school certifications and 12 Harper College certifications.

### Student Spotlight

Bob Voss wants to work in information technology one day so he signed up for the Network Systems/Information Support Services Pathway at Rolling Meadows High School. The pathway offers a wide variety of high school and certificate programs in addition to college-level IT courses.

Bob also gained valuable experience by being chosen for District 214’s first Youth Apprenticeship program in cybersecurity during his junior year. Apprentices get practical, hands-on experience in the workplace as well as a federal certification as a cybersecurity technician and certifications and 20 college credits through coursework at Moraine Valley Community College.

For Bob, the pathway and apprenticeship program provided a solid foundation for college and the future.

“I would like to do something like a cybersecurity officer. I’d like to be in a position where I could [supervise] either a district or a company, or a job in the government working with the NSA.”

- Bob Voss
### Information Technology and Network Systems

<table>
<thead>
<tr>
<th>High School District 214 Graduation Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>4.0 credit units</td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Course Descriptions Section - Page 231</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>3.0 credit units</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Including one unit of Algebra I and one unit of Geometry.</td>
<td></td>
</tr>
<tr>
<td>Course Descriptions Section - Page 259</td>
<td></td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td>2.0 credit units</td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
</tr>
<tr>
<td>Must include one year of U.S. History or combination of U.S. History and American Government and one semester civics.</td>
<td></td>
</tr>
<tr>
<td>Course Descriptions Section - Page 277</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>2.0 credit units</td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Course Descriptions Section - Page 269</td>
<td></td>
</tr>
<tr>
<td><strong>Career and Technical Education</strong></td>
<td>1.0 credit unit</td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td></td>
</tr>
<tr>
<td>Course Descriptions Section - Page 291</td>
<td></td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td>0.5 credit unit</td>
</tr>
<tr>
<td>Fine Arts</td>
<td></td>
</tr>
<tr>
<td>Course Descriptions Section - Page 247</td>
<td></td>
</tr>
<tr>
<td><strong>Consumer Education</strong></td>
<td>0.25 credit unit</td>
</tr>
<tr>
<td>Consumer Education</td>
<td></td>
</tr>
<tr>
<td>Students must meet the consumer education graduation requirement by passing one of the following courses or combination of courses: Personal Finance (2E210) - Page 234, Economics (ECON112) - Page 281, Consumer Education (10914) - Page 288.</td>
<td></td>
</tr>
<tr>
<td>Course Descriptions Section - Page 319</td>
<td></td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>A minimum of 3-5 days of daily physical education is a required course for all students in each of four years of high school. The State also requires that students during high school take a minimum of 18 weeks (one semester) of health education.</td>
<td></td>
</tr>
<tr>
<td>Course Descriptions Section - Page 331</td>
<td></td>
</tr>
<tr>
<td>Refer to page 339 in Academic Policies and Procedures section regarding substitutions for physical education.</td>
<td></td>
</tr>
</tbody>
</table>

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### Post Secondary

#### Career Related Electives
- AP Calculus
- AP Computer Science Principles
- AP Physics
- AP Statistics
- Robotics

#### Career Related Activities for the Information Technology and Network Systems pathway
- Athletics
  - Computer Clubs
  - District Career Days
  - District Career Nights
  - District Career Treks
  - Math Team
  - Robot Rumble
  - Theater Tech Crew
  - Wildstang FIRST Robotics

#### Four-Year University Admission Requirements
- English (4 years)
- Mathematics (4 years)
- Social Science (3-4 years)
- Science (3-4 years)
- World Language (2-3 years)
- Fine Arts (1-2 years)

See your counselor regarding admission requirements for highly selective institutions.

---

Cybersecurity, which offers a growing number of careers across a variety of industries, is an expanding area of study for District 214. To help students be prepared as possible in this area, the District partners with Moraine Valley Community College to offer strategic college credits in cybersecurity.

The college partners with District 214 on two courses: Orientation to IT Professions and Security Awareness. Students can earn college credit in both courses. Additionally, District 214 has worked with Moraine Valley to offer a capstone apprenticeship program to students who complete the college’s coursework for the Network Security Specialist Certificate as well as on-the-job training as apprentices employed by District 214’s Technology Department.

Moraine Valley is home to the Center for Systems Security and Information Assurance, making it a valuable partner for District 214. To help students be prepared as possible in this area, the District partners with Moraine Valley Community College to offer strategic college credits in cybersecurity.

The college partners with District 214 on two courses: Orientation to IT Professions and Security Awareness. Students can earn college credit in both courses. Additionally, District 214 has worked with Moraine Valley to offer a capstone apprenticeship program to students who complete the college’s coursework for the Network Security Specialist Certificate as well as on-the-job training as apprentices employed by District 214’s Technology Department.

Moraine Valley is home to the Center for Systems Security and Information Assurance, making it a valuable partner for District 214. To help students be prepared as possible in this area, the District partners with Moraine Valley Community College to offer strategic college credits in cybersecurity.
Information Technology and Network Systems

- College Majors
  - Computer Engineering
  - Computer Information Systems
  - Computer Science
  - Information Technology
  - System Administration
  - Web Page-Multimedia

- Work-Based Learning Experiences
  - Apprenticeship
  - Industry Mentorship
  - Internship
  - Micro Internship
  - Wildstang FIRST Robotics

- Future Careers
  - Computer and Information Research
  - Scientist and System Manager
  - Computer Network Architect and Support Specialist
  - Computer Programmer
  - Computer Systems Analyst
  - Computer User Support Specialist
  - Network and Computer Systems or Database Administrator

- Certifications
  - High School: CompTIA-IT Fundamentals
  - CompTIA A+
  - CompTIA Network+
  - CompTIA Security+
  - Harper: Cisco CCNA Network Specialist
  - CISCO CCNA Security Specialist
  - Computer and Network Support Technician
  - Computer Support Technician
  - Database Management
  - MCSA Data Platform:SQI Server 2012 Database
  - MCSA: Windows Server 2012
  - Oracle Database Administrator
  - Network Administration
  - Network Support Technician
  - Networking Fundamentals

Students who are planning careers in programming and software development, such as system manager, computer hardware engineer, computer operator and programmer, security analyst and software developer, will acquire advanced skills as well as college credits in this pathway. It also offers 12 Harper College certificates, practical work-based experience and an opportunity for apprenticeships in the district’s new youth apprenticeship program.
High School District 214 Graduation Requirements

**English**
- English | English | English | English
- Course Descriptions Section - Page 231

**Mathematics**
- Mathematics | Mathematics | Mathematics | Mathematics
- Including one unit of Algebra I and one unit of Geometry.
- Course Descriptions Section - Page 259

**Social Science**
- Social Science | Social Science | Social Science
- Must include one year of U.S. History or combination of U.S. History and American Government and one semester civics.
- Course Descriptions Section - Page 277

**Science**
- Science | Science | Science
- Course Descriptions Section - Page 269

**Career and Technical Education**
- Course Descriptions Section - Page 291

**Fine Arts**
- Course Descriptions Section - Page 247

**Consumer Education**
- Student must meet the consumer education graduation requirement by passing one of the following courses or combination of courses: Personal Finance (06210) - Page 239, Economics (07830) - Page 281, Consumer Education (59940) - Page 281.

**Physical Education**
- A minimum of 3-5 days of daily physical education is a required course for all students in each of four years of high school. The State also requires that students during high school take a minimum of 18 weeks (one semester) of health education.*
- Course Descriptions Section - Page 281

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*Honors, Advanced Placement and Dual Credit courses are offered throughout the curriculum. Please consult with your high school counselor for the latest information regarding course offerings, scheduling and registration for all career pathways and courses.

**Post Secondary**

**Career Related Electives**
- AP Statistics
- College Statistics (DC)
- College Entrepreneurship (DC)
- Graphic Arts Design
- Robotics

**Career Related Activities for the Cybersecurity pathway**
- Athletics
- Computers Club
- District Career Days
- District Career Nights
- District Career Treks
- Math Team
- Robot Rumble
- Theatre Tech Crew
- WildStang FIRST Robotics

**Four-Year University Admission Requirements**
- English (4 years)
- Mathematics (4 years)
- Social Science (3-4 years)
- Science (2-3 years)
- World Language (2-3 years)
- Fine Arts (1-2 years)

*See your counselor regarding admission requirements for highly selective institutions.

District 214 set up the Youth Apprenticeship program to establish student apprenticeships with local employers. It is one of the first apprenticeship programs in the country to be created and managed by a school district rather than bringing in external organizations to run the program, according to Jobs for the Future, a leading workforce research organization.

Apprentices are selected for the program in their junior year of high school. They get 20 to 30 hours a month of paid job training during the second semester in addition to college coursework and mentoring. During the summer, they work up to 28 hours a week to expand their skills. At the end of the program, students receive either a federally registered apprenticeship certification or a youth apprenticeship certification in addition to up to a year of college credits.

During the program's pilot year, the District opted to use its own facilities for job placements in cybersecurity, HVAC (heating, ventilation, air conditioning) and automotive services to streamline the process.

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During the program's pilot year, the District opted to use its own facilities for job placements in cybersecurity, HVAC (heating, ventilation, air conditioning) and automotive services to streamline the process.
Cybersecurity

College Majors
- Artificial Intelligence and Robotics
- Computer Information Systems
- Computer Engineering
- Computer Programming
- Computer Science
- Information Technology
- System Administration
- Web Page-Multimedia

Certifications
- Harper: Accessible Web Design and Compliance
- Interactive Website Design
- iPhone Applications Development
- Java Programmer
- MCSD Data Platform: SQL Server 2012 Database
- Oracle Database Administrator
- MCSD: Web Applications
- Microsoft Specialist: Visual Studio
- Web Maintenance and Design
- Software Development
- Web Development
- Web Visual

Work-Based Learning Experiences
- Apprenticeship
- Entrepreneurship
- Industry Mentorship
- Internship
- Micro Internship
- Wildstang FIRST Robotics

Future Careers
- Computer and Information Research Scientist and System Manager
- Computer Hardware Engineer
- Computer Network Architects and Support Specialist
- Computer Operator and Programmer
- Computer Science or Engineering Teacher
- Computer Systems or Information Security Analyst
- Computer User Support Specialist
- Multimedia Artist and Animator
- Network and Computer System or Database Administrator
- Software Developer: Applications or System Software
Manufacturing, Engineering, Technology and Trades (METT)

Architecture and Construction
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- Building Trades 185

Manufacturing
- Fashion 191
- Manufacturing 195

Science, Engineering and Mathematics
- Engineering 201
- Actuarial Science 205

Transportation, Distribution and Logistics
- Automotive Service 211
- Aviation 215
- Heating, Ventilation and Air Conditioning (HVAC) 219

Career Pathways
Architecture and Construction
This course has helped me discover my future by confirming that interior design is something I want to do. It’s helped me grow more excited … and gain more experience as a designer so I can see what my day-to-day life would be like as a designer.”

- Crystal Jones

Architecture

Manufacturing, Engineering, Technology and Trades (METT)

Pathways in Architecture and Construction are designed to prepare students for careers in architecture and the building trades, such as construction, engineering, HVAC, carpentry and plumbing. This career cluster offers multiple certifications in addition to hands-on experience through the District’s Practical Architectural Construction (PAC) program.

Pathways

| Architecture | 181 |
| Building Trades | 185 |

Student Spotlight

Interested in interior design, Crystal Jones took the Architecture Pathway as a student at Wheeling High School. Her classes included Project Lead the Way courses in Industrial Engineering Design, Civil Engineering and Architecture, and Principles of Engineering Design.

During her senior year, District 214 introduced Design214, giving students the opportunity to design actual commercial and residential spaces. As a member of a team that created floor plans for Lewis University’s potential new space at Chicago Executive Airport, Crystal learned how to use industry tools and software. She also dealt with real-world areas such as budgets, residential variances and easements, and permitting processes.

This pathway is set up to help students become architects, civil engineering technicians, interior designers and landscape architects. Through Project Lead the Way (PLTW) pathway coursework, work-based learning experiences and Harper College certificate offerings in AutoCAD Designer and Revit Architectural Designer, students will be prepared to join the workforce after graduation or to continue with postsecondary training in their chosen fields.
## Architecture

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>PLTW Introduction to Engineering Design</td>
</tr>
<tr>
<td>10</td>
<td>PLTW Civil Engineering and Architecture</td>
</tr>
<tr>
<td>11</td>
<td>PLTW Principles of Engineering Design</td>
</tr>
<tr>
<td>12</td>
<td>Design 214: Architectural Design (application required)</td>
</tr>
</tbody>
</table>

### High School District 214 Graduation Requirements

<table>
<thead>
<tr>
<th>Category</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>English, English, English, English</td>
</tr>
<tr>
<td></td>
<td>4.0 credit units</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Mathematics, Mathematics, Mathematics (Recommended)</td>
</tr>
<tr>
<td></td>
<td>Including one unit of Algebra I and one unit of Geometry</td>
</tr>
<tr>
<td></td>
<td>3.0 credit units</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td>Social Science, Social Science, Social Science (Recommended)</td>
</tr>
<tr>
<td></td>
<td>Must include one year of U.S. History or combination of U.S. History and American Government and one semester civics.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Science, Science, Science (Recommended)</td>
</tr>
<tr>
<td></td>
<td>2.0 credit units</td>
</tr>
<tr>
<td><strong>Career &amp; Technical Education</strong></td>
<td>Career and Technical Education</td>
</tr>
<tr>
<td></td>
<td>1.0 credit unit</td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td>Fine Arts</td>
</tr>
<tr>
<td></td>
<td>0.5 credit unit</td>
</tr>
<tr>
<td><strong>Consumer Education</strong></td>
<td>Consumer Education</td>
</tr>
<tr>
<td></td>
<td>0.25 credit unit</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>Physical Education</td>
</tr>
<tr>
<td></td>
<td>1211109 Graduation Requirements</td>
</tr>
</tbody>
</table>

### Post Secondary

- **Career Related Electives**
  - Art I
  - College Entrepreneurship (DC)
  - Graphic Art Design
  - AP Physics C

- **Career Related Activities for the Architecture pathway**
  - Athletics
  - Architectural Showcase
  - District Career Days
  - District Career Nights
  - District Career Treks
  - Robot Rumble
  - Skills USA
  - Wriststang FIRST Robotics

- **Four-Year University Admission Requirements**
  - English (4 years)
  - Mathematics (4 years)
  - Social Science (3-4 years)
  - Science (2-3 years)
  - World Language (2-3 years)
  - Fine Arts (1-2 years)

  - See your counselor regarding admission requirements for highly selective institutions.

- **Honors, Advanced Placement and Dual Credit courses**
  - Honors, Advanced Placement and Dual Credit courses are offered throughout the curriculum. Please consult with your high school counselor for the latest information regarding course offerings, scheduling, and registration for all career pathways and courses.

- **Physical Education**
  - A minimum of 3-5 days of daily physical education is a required course for all students in each of four years of high school.
  - The State also requires that students during high school take a minimum of 18 weeks (one semester) of health education.
  - Refer to page 339 in Academic Policies and Procedures section regarding substitutions for physical education.

- **Additional Requirement**
  - The Design214 course gives students interested in building-related careers the opportunity to design a home or building and possibly see their plans come to life.

  - The goal of the course is to teach students how residential and commercial buildings are planned and constructed. Students learn how to deal with real-world factors when designing these spaces—budgets, residential variances and easements, exterior landscapes and the permitting process.

  - They also design and draw their own site plans, including floor plans, elevations and kitchen layouts. As part of the course, students are introduced to computer-aided drafting and how it relates to the field of architecture.

  - The majority of students in Design214 have taken at least one engineering course and want to pursue careers in construction, interior design, architecture or real estate.

  - The class is taught after school during the second semester at the District office in Arlington Heights.

- **Four-Year University Admission Requirements**
  - English (4 years)
  - Mathematics (4 years)
  - Social Science (3-4 years)
  - Science (2-3 years)
  - World Language (2-3 years)
  - Fine Arts (1-2 years)

- **Honors, Advanced Placement and Dual Credit courses**
  - Honors, Advanced Placement and Dual Credit courses are offered throughout the curriculum. Please consult with your high school counselor for the latest information regarding course offerings, scheduling, and registration for all career pathways and courses.

- **Physical Education**
  - A minimum of 3-5 days of daily physical education is a required course for all students in each of four years of high school.
  - The State also requires that students during high school take a minimum of 18 weeks (one semester) of health education.

  - Refer to page 339 in Academic Policies and Procedures section regarding substitutions for physical education.
College Majors

Architectural Drafting
Architectural Engineering
Architecture/CAD/CADD
Drafting Technician
Civil Drafting and Civil Engineering
Drafting/Design Engineering Technicians
Electrical
Electronics CAD/CADD
Environmental Design
Architecture
Mechanical Drafting CAD/CADD

Certifications

AutoCAD Designer
Revit Architectural Designer

Work-Based Learning Experiences

Entrepreneurship
Industry Mentorship
Internship
Micro Internship

Future Careers

Architects
Civil Draftsman
Civil Engineering Technician
Electrical and Electronics Draftsman
Engineering Technician
Interior Designer
Landscape Architect
Mechanical Draftsman
Operations Research Analyst

Buildings Trades

Students interested in becoming electricians, plumbers, carpenters, HVACR (heating, ventilation, air conditioning and refrigeration) technicians, construction engineering technicians, civil engineering technicians or building/construction finishers, managers and inspectors can gain hands-on experience through this pathway. Students can take part in industry mentorships, internships, microinternships and practical architectural construction experience.
**Building Trades**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Aided Design for Architecture, Engineering and Construction</td>
<td>0.5</td>
</tr>
<tr>
<td>Advanced Computer Aided Design for Architecture, Engineering and Construction</td>
<td>0.5</td>
</tr>
<tr>
<td>Geometry In Construction</td>
<td>0.5</td>
</tr>
<tr>
<td>PLTW Intro to Engineering Design</td>
<td>0.5</td>
</tr>
<tr>
<td>College Practical Architectural Construction (DC) (application required)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

**High School District 214 Graduation Requirements**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3.0</td>
</tr>
<tr>
<td>Social Science</td>
<td>2.0</td>
</tr>
<tr>
<td>Science</td>
<td>2.0</td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td>1.0</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>0.5</td>
</tr>
<tr>
<td>Consumer Education</td>
<td>0.25</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
</tbody>
</table>

- **English**: Four years
- **Mathematics**: Four years
- **Social Science**: Three to four years
- **Science**: Two to three years
- **World Language**: Two to three years
- **Fine Arts**: One to two years
- **Physical Education**: A minimum of 3-5 days of daily physical education is required for all students in each of four years of high school. The state also requires that students during high school take a minimum of 18 weeks (one semester) of health education.

**Post Secondary**

- **Career Related Electives**
  - College Entrepreneurship (DC)
  - Introduction to Business
  - Small Business Management

- **Career Related Activities for the Building Trades pathway**
  - Athletics
  - Architectural Showcase
  - District Career Days
  - District Career Nights
  - District Career Treks
  - Robot Rumble
  - Skills USA
  - Wildstang FIRST Robotics

- **Four-Year University Admission Requirements**
  - English (4 years)
  - Mathematics (4 years)
  - Social Science (3-4 years)
  - Science (2-3 years)
  - World Language (2-3 years)
  - Fine Arts (1-2 years)
  - See your counselor regarding admission requirements for highly selective institutions.

- **Honors, Advanced Placement and Dual Credit courses are offered throughout the curriculum. Please consult with your high school counselor for the latest information regarding course offerings, scheduling and registration for all career pathways and courses.**

- **Lawn and Landscape Design**
- **Nature of the Environment**
- **Practical Architectural Construction (PAC) program**
  - Launched in 1985 as a home construction program that gives students the opportunity to work together to build one single-family home every two years.
  - The program, a dual credit program with Triton College, offers hands-on experience in all areas of construction, from laying foundations to finishing structures. Under the supervision of program instructors, students get experience in such areas as demolition, flooring, cabinets, tile work, plumbing and electric. The program uses local subcontractors to handle concrete, heating and other more advanced areas.

- **When the home is finished, it is sold and the proceeds go toward the purchase of a new house for the next project. Single family houses built through this unique program are located in Arlington Heights, Buffalo Grove, Mount Prospect, Prospect Heights, Rolling Meadows and Wheeling.**

- **Students enrolled in PAC can also participate in SkillsUSA, a statewide competition for students involved in the trades.**
Building Trades

- **College Majors**
  - Building
  - Construction Management
  - Construction Engineering Technology
  - Energy Management and Systems Technology
  - Heating, Air Conditioning and Refrigeration Technology

- **Certifications**
  - Commercial Maintenance
  - Supervisory Maintenance

- **Work-Based Learning Experiences**
  - Apprenticeship
  - Entrepreneurship
  - Industry Mentorship
  - Internship
  - Micro Internship
  - Practical Architectural Construction
  - Small Business Management

- **Future Careers**
  - Architectural Engineering Technician
  - Building/Construction Finishing, Management and Inspection
  - Civil Engineering Technology Technician
  - Drafting CAD/CADD
  - Electrician
  - Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technician
  - Carpenter
  - Plumber
Oscar Gonzalez didn’t know what manufacturing could offer until he took a course at Elk Grove High School. Soon he was engaged in the Manufacturing Pathway, learning how to work with high-tech tools and complex industrial equipment, such as lathes and mills through Project Lead the Way and college-level courses.

The pathway also gave him the opportunity to meet with area manufacturing professionals through industry site visits and to compete with other students in the national Skills USA competition. Among the industry certificates he earned was an industry-level safety certification from a national organization verifying his qualifications in the field.

By the time he graduated, Oscar was committed to pursuing manufacturing in college, combining his advanced math skills and with his desire to work with his hands.

Manufacturing

The Manufacturing career cluster teaches students how to plan, manage and process materials into intermediate or final products through production planning and control, maintenance and manufacturing/process engineering. It offers a variety of certification opportunities as well as advanced courses where students can earn college credits.

**Pathways**

<table>
<thead>
<tr>
<th>Fashion</th>
<th>191</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manufacturing</td>
<td>195</td>
</tr>
</tbody>
</table>

**Fashion**

This pathway is open to students interested in becoming costume designers, fabric and apparel patternmakers, fashion designers, pattern designers, textile knitting and weaving machine operators and textile, apparel and furnishings workers. It offers courses in fashion design and fashion construction and provides students the opportunity to earn industry-level certifications in Advanced Patternmaking, Apparel Construction and Textiles.

**Student Spotlight**

Oscar Gonzalez didn’t know what manufacturing could offer until he took a course at Elk Grove High School. Soon he was engaged in the Manufacturing Pathway, learning how to work with high-tech tools and complex industrial equipment, such as lathes and mills through Project Lead the Way and college-level courses. The pathway also gave him the opportunity to meet with area manufacturing professionals through industry site visits and to compete with other students in the national Skills USA competition. Among the industry certificates he earned was an industry-level safety certification from a national organization verifying his qualifications in the field.

By the time he graduated, Oscar was committed to pursuing manufacturing in college, combining his advanced math skills and with his desire to work with his hands.

"I ... gained so much knowledge about what the industry looks like, I am always learning something new." - Oscar Gonzalez
### High School District 214 Graduation Requirements

<table>
<thead>
<tr>
<th>English</th>
<th>Mathematics</th>
<th>Social Science</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0 units</td>
<td>3.0 units</td>
<td>2.0 units</td>
<td>2.0 units</td>
</tr>
</tbody>
</table>

**English**
- 4.0 units of English
  - Course Descriptions Section - Page 231

**Mathematics**
- 3.0 units of Mathematics
  - Including one unit of Algebra I and one unit of Geometry
  - Course Descriptions Section - Page 259

**Social Science**
- 2.0 units of Social Science
  - Course Descriptions Section - Page 277

**Science**
- 2.0 units of Science
  - Course Descriptions Section - Page 269

**Career and Technical Education**
- 1.0 unit of Career and Technical Education
  - Course Descriptions Section - Page 291

**Fine Arts**
- 0.5 unit of Fine Arts
  - Course Descriptions Section - Page 247

**Consumer Education**
- 0.25 unit of Consumer Education
  - Course Descriptions Section - Page 247

**Physical Education**
- A minimum of 3-5 days of physical education is a required course for all students in each of four years of high school.

---

### Fashion Construction Pathway

The Fashion Construction Pathway provides students with the opportunity to learn how to construct clothing and accessory items that involve basic to more advanced sewing skills, such as skirts, button-down shirts, dresses, jackets, swimsuit, jeans, tote bags and more.

In College Fashion Construction, students participate in the Harper College Little Black Dress Competition to gain real-world experience. Advanced students compete in the Harper Challenge Competition, with winning garments featured in the annual Harper Fashion Show.

Students who complete two of the courses can participate of the District’s fashion internship program.

All of the program’s courses except for Fashion Design are dual credit. They are offered at Buffalo Grove High School and Rolling Meadows High School. Students who are enrolled at other schools in District 214 will travel to one of these schools to take these courses during the school day at no expense to the students.

---

### Post Secondary

#### Career Related Electives
- College Entrepreneurship (DC)
- Small Business Management
- Graphic Arts
- Photography
- Art 1

#### Career Related Activities
- Athletics
- Family, Career and Community Leaders of America (FCCLA)
- District Career Days
- District Career Nights
- District Career Treks
- Theater Tech Crew

#### Four-Year University Admission Requirements
- English (4 years)
- Mathematics (4 years)
- Social Science (3-4 years)
- Science (2-3 years)
- World Language (2-3 years)
- Fine Arts (1-2 years)

See your counselor regarding admission requirements for highly selective institutions.
Fashion

- **College Majors**
  - Apparel Technology
  - Textile Studies
  - Fashion Design
  - Fashion Studies
  - Fashion Merchandising

- **Certifications**
  - Harper: Advanced Pattern Making

- **Work-Based Learning Experiences**
  - Entrepreneurship, Industry Mentorship
  - Internship
  - Micro Internship
  - Small Business Management

- **Future Careers**
  - Costume Designer
  - Fabric and Apparel Patternmaker
  - Fashion Designer
  - Textile Knitting and Weaving Machine Setter, Operator and Tender
  - Textile, Apparel and Furnishings Worker

Manufacturing

For students seeking careers in the manufacturing sector, this pathway offers four main pathway courses as well as eight high school certifications and nine Harper College certifications. This pathway is designed for students interested in becoming machinists, woodworkers, machine tool operators, tool and die makers, chemical equipment operators, and technicians in a variety of fields.
### Post Secondary

#### Career Related Electives
- Robotics
- PLTW Principles of Engineering

#### Career Related Activities for the Manufacturing pathway
- Athletics
- District Career Days
- District Career Nights
- District Career T Bars
- High Mileage Vehicle Club
- Robot Rumble
- Skills USA
- Theater Tech Crew
- Winstead FIRST Robotics

#### Four-Year University Admission Requirements
- **English (4 years)**
- **Mathematics (4 years)**
- **Social Science (3-4 years)**
- **Science (2-3 years)**
- **World Language (2-3 years)**
- **Fine Arts (1-2 years)**
- See your counselor regarding admission requirements for highly selective institutions.

District 214’s Manufacturing Pathway provides students with state-of-the-art opportunities to earn early college credit and career credentials and complete real-world internships while in high school. In-school manufacturing laboratories, furnished with equipment donated or underwritten by partnering manufacturers, are supported by a curriculum designed in part by manufacturers that know what’s needed in the industry.

For example, Buffalo Grove High School’s Manufacturing Laboratory is getting a $1 million, thanks to an alumnus donor, which will make it one of the most innovative labs in the state. At Wheeling High School, students in manufacturing courses have been able to work directly with NASA, building brackets and handles that will be used on the International Space Station. The pieces will help astronauts move in zero gravity. Wheeling was one of 15 high schools in the country and the only one in Illinois to participate.

The Northwest suburbs are home to many manufacturing companies, and a skills gap remains: Companies need well-trained employees from high school are career ready, and complete real-world internships while in high school. District 214’s manufacturing curriculum ensures that students who graduate high school are career ready, educating the next generation of manufacturers with the skills for success.

### High School District 214 Graduation Requirements

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Course Description</th>
<th>Core Units</th>
<th>Recommended Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics</strong></td>
<td>Pre-Calculus (Recommended)</td>
<td>3.0 units</td>
<td>4.0 units</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Biology</td>
<td>2.0 units</td>
<td>3.0 units</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td>Economics</td>
<td>2.0 units</td>
<td>3.0 units</td>
</tr>
<tr>
<td><strong>Career and Technical Education</strong></td>
<td>Engineering Design</td>
<td>1.0 unit</td>
<td>1.0 unit</td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td>Art</td>
<td>0.5 unit</td>
<td>0.5 unit</td>
</tr>
<tr>
<td><strong>Consumer Education</strong></td>
<td>Health</td>
<td>0.25 unit</td>
<td>0.25 unit</td>
</tr>
</tbody>
</table>

### Manufacturing

**PLTW Introduction to Engineering Design**

**PLTW - Computer Integrated Manufacturing**

**College Advanced Machine Technology (DC)**

**College Advanced CNC Manufacturing (DC)**

### Course Descriptions Section - Page 291

- **Consumer Education**
- **Fine Arts**
- **Health**
- **Social Science**
- **Mathematics**
- **Science**
- **English**
- **Career and Technical Education**

Refer to page 339 in Academic Policies and Procedures section regarding substitutions for physical education.
Manufacturing

College Majors
- Electronic Equipment Installation
- Industrial Production Technologies
- Machine Tool Technologies
- Nuclear Power Technologies
- Sheet Metal Technology
- Tool and Die Technology
- Welding Technology
- Woodworking

Certifications
- NIMS: Measurement, Material and Safety
- TMA: Related Junior Theory
- NIMS: Level 1 CNC Lathe Operator
- NIMS: Level 1 Certification - Mill Operation
- MSSC: Safety Certification
- MSSC: Quality Control
- HAAS: Basic Mill Operator
- HAAS: Basic Lathe Operator
- American Welding Society: Safety in Welding
- Manufacturing Basic
- Computer Numerical Control (CNC) Operator I
- Computer Numerical Control (CNC) Operator II
- Manufacturing Production
- Advanced Welding
- Basic Pipe Welding
- Basic Welding
- Welding Fabrication

Work-Based Learning Experiences
- Apprenticeship
- Industry Mentorship
- Internship
- Micro Internship
- Wildstang FIRST Robotics

Future Careers
- Chemical Equipment Operator
- Civil Engineering Technician
- Computer-Controlled Machine Tool Operator
- Construction and Related Worker
- Electrical Engineering Technician
- Engineering Technician, Except Drafter
- Installation, Maintenance and Repair Worker
- Industrial Engineering Technician
- Machinist
- Mechanical Engineering Technician
- Occupational Health and Safety Specialist
- Tool and Die Maker
- Welding, Soldering and Brazing Machine Setter, Operators and Tender
- Woodworker

Future Careers
- Chemical Equipment Operator
- Civil Engineering Technician
- Computer-Controlled Machine Tool Operator
- Construction and Related Worker
- Electrical Engineering Technician
- Engineering Technician, Except Drafter
- Installation, Maintenance and Repair Worker
- Industrial Engineering Technician
- Machinist
- Mechanical Engineering Technician
- Occupational Health and Safety Specialist
- Tool and Die Maker
- Welding, Soldering and Brazing Machine Setter, Operators and Tender
- Woodworker

Science, Engineering, and Mathematics

Career Pathways

Manufacturing, Engineering, Technology and Trades (METT)
The STEM career cluster is set up for students interested in science, technology, engineering and mathematics. Each pathway is designed to help students progress toward scientific and social science career areas, such as engineering, biology and statistics. Students can earn college credits, certifications and a strong foundation for postsecondary studies.

Manufacturing, Engineering, Technology and Trades (METT)

Science, Engineering and Mathematics

The STEM career cluster is set up for students interested in science, technology, engineering and mathematics. Each pathway is designed to help students progress toward scientific and social science career areas, such as engineering, biology and statistics. Students can earn college credits, certifications and a strong foundation for postsecondary studies.

<table>
<thead>
<tr>
<th>Pathways</th>
<th>Engineering</th>
<th>Actuarial Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>201</td>
<td>205</td>
</tr>
</tbody>
</table>

Student Spotlight

Maram Safi was interested in engineering as a child but her decision to pursue a career in the industry came while at Elk Grove High School, where she was exposed to different types of engineering through District 214’s Career Pathways program.

As part of the Engineering Pathway, Maram took four years of engineering and manufacturing courses. She also earned several industry-level certifications while in high school certifying she knew how to use different equipment and machines.

Today, Maram is studying electrical engineering at the University of Illinois at Urbana-Champaign. The transition to college, she says, was smooth because of the real-world experiences the District provides in and out of the classroom.

“I think everything in high school—all the classes I’ve taken and the connections I’ve made—has prepared me. I’m excited for the future.” - Maram Safi

Engineering

The engineering pathway is built on eight core courses, including seven in Project Lead the Way (PLTW), a program that offers as many as 15 college credits. This pathway also offers 10 industry certifications through Harper College as it prepares students for careers in aerospace, agriculture, biomedical, civil, electrical, industrial, mechanical and nuclear engineering.
# Engineering

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>PLTW Introduction to Engineering Design</td>
</tr>
<tr>
<td></td>
<td>PLTW - Civil Engineering and Architecture</td>
</tr>
<tr>
<td></td>
<td>PLTW - Computer Integrated Manufacturing</td>
</tr>
<tr>
<td></td>
<td>PLTW - Digital Electronics (DC)</td>
</tr>
<tr>
<td>10</td>
<td>PLTW - Principles of Engineering</td>
</tr>
<tr>
<td>11</td>
<td>AP Physics C</td>
</tr>
<tr>
<td>12</td>
<td>AP Mathematics (Recommended)</td>
</tr>
</tbody>
</table>

## High School District 214 Graduation Requirements

### English
- **Course Descriptions Section - Page 231**
- 4.0 credit units

### Mathematics
- **Course Descriptions Section - Page 295**
- 3.0 credit units

### Social Science
- **Course Descriptions Section - Page 277**
- 2.0 credit units

### Science
- **Course Descriptions Section - Page 269**
- 2.0 credit units

### Career and Technical Education
- **Course Descriptions Section - Page 291**
- 1.0 credit unit

### Fine Arts
- **Course Descriptions Section - Page 247**
- 0.5 credit unit

### Consumer Education
- **Course Descriptions Section - Page 319**
- 0.25 credit unit

### Physical Education
- **Physical Education**
- **Health**
- **Physical Education**
- **Physical Education**

A minimum of 3-5 days of daily physical education is a required course for all students in each of four years of high school. The State also requires that students during high school take a minimum of 18 weeks (one semester) of health education.*

Refer to page 339 in Academic Policies and Procedures section regarding substitutions for physical education.

---

## Post Secondary

### Career Related Electives
- College Advanced Technology (DO)
- AP Biology
- AP Chemistry
- AP Environmental Science
- AP Statistics
- Computer Programming, Mobile App and Networking
- AP Computer Science Principles
- Fabrication Technology 1 + 2
- Robotics
- PLTW - Engineering Design and Development
- AP Economics

### Career Related Activities for the Engineering pathway
- Athletics
- Computer Club
- District Career Days
- District Career Nights
- District Career Treks
- High Mileage Vehicle Club
- Math Team
- Robot Rumble
- Science Olympiad
- Wildstang FIRST Robotics

### Four-Year University Admission Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 years</td>
</tr>
<tr>
<td>Social Science</td>
<td>3-4 years</td>
</tr>
<tr>
<td>Science</td>
<td>2-3 years</td>
</tr>
<tr>
<td>World Language</td>
<td>2-3 years</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1-2 years</td>
</tr>
</tbody>
</table>

Honors, Advanced Placement and Dual Credit courses are offered throughout the curriculum. Please consult with your high school counselor for the latest information regarding course offerings, scheduling, and registration for all course pathways and courses.

*This represents the number of units of credit required at full implementation for the graduating class of 2012 and beyond (12 units, assuming a unit is equivalent to a year-long course). Additionally, physical education, while not a state graduation requirement is a required course for all students a minimum of 3-5 days per week in each of four years of high school (see 110 ILCS 5/27-6 and 23 Ill.Adm. Code Section 1-420).

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Project Lead the Way (PLTW) is an eight-semester sequence of courses over four years, which covers the foundational concepts and skills in hands-on practical applications of real engineering concepts. Its mission is to promote the long-term success of a growing and more diverse group of students studying engineering and engineering technology—fields that are experiencing critical shortages.

The program, when combined with traditional high school mathematics and science courses, introduces students to the scope, rigor, and discipline of engineering prior to entering a postsecondary institution. Students can take one or all of the program's courses during their highschool careers.

PLTW, an eight-semester sequence of courses over four years, covers the foundations of engineering with hands-on practical applications of real engineering concepts. Its mission is to promote the long-term success of a growing and more diverse group of students studying engineering and engineering technology—fields that are experiencing critical shortages.

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The program, when combined with traditional high school mathematics and science courses, introduces students to the scope, rigor, and discipline of engineering prior to entering a postsecondary institution. Students can take one or all of the program's courses during their highschool careers.
College Majors
- Aerospace Engineering
- Agricultural Engineer
- Biomedical Engineering
- Chemical Engineer
- Civil Engineer
- Electrical Engineer
- Engineering Technician
- Industrial Engineer
- Mechanical Engineer
- Nuclear Engineer

Certifications
- Harper: Alternative Electrical Energy
- AutoCAD Designer
- Electrical Maintenance
- Electronics
- Industrial Electronics Maintenance
- Lean Six Sigma Green Belt
- Mechatronics
- Project Management Specialist
- Radio Frequency ID (RFID) Electronics
- Revit Architectural Designer

Work-Based Learning Experiences
- Apprenticeship
- High Mileage Vehicle & Robot Rumble
- Industry Mentorship
- Internship
- Micro Internship
- WildStang FIRST Robotics

Future Careers
- Aerospace Engineer
- Agricultural Engineer
- Biomedical Engineer
- CAD Engineer
- Chemical Engineer
- Civil Engineer
- Draftsman
- Electrical Engineer
- Engineering Technician
- Industrial Engineer
- Mechanical Engineer
- Nuclear Engineer

Science, Engineering and Mathematics

Actuarial Science

Students who want to become mathematicians, applied mathematicians, statisticians and survey researchers will get a strong foundation in five core courses: algebra, geometry, precalculus, AP calculus and AP statistics. In addition, nine related electives are offered along with experiences and career-related extracurricular activities such as Math Team, Science Olympiad and WildStang FIRST Robotics.
### Actuarial Science

**High School District 214 Graduation Requirements**

<table>
<thead>
<tr>
<th>Course Category</th>
<th>Course Options</th>
<th>Credits</th>
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<tr>
<td><strong>English</strong></td>
<td>English</td>
<td>4.0</td>
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<td>Course Descriptions Section - Page 231</td>
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<tr>
<td><strong>Mathematics</strong></td>
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<td>Including one unit of Algebra I and one unit of Geometry</td>
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<td></td>
<td>Course Descriptions Section - Page 259</td>
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<tr>
<td><strong>Social Science</strong></td>
<td>Social Science</td>
<td>2.0</td>
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<td>Must include one year of U.S. History or combination of U.S. History and American Government</td>
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<td></td>
<td>and one semester civics</td>
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<td></td>
<td>Course Descriptions Section - Page 277</td>
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<td>Course Descriptions Section - Page 291</td>
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<td><strong>Fine Arts</strong></td>
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<td></td>
<td>Course Descriptions Section - Page 247</td>
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<tr>
<td><strong>Consumer Education</strong></td>
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<tr>
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<td>Students meet the consumer education graduation requirement by passing one of</td>
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<td></td>
<td>the following courses or combination of courses</td>
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<td>Personal Finance (04210) - Page 296, Economics (07830) - Page 281, Consumer</td>
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<td>Education (09940) - Page 281</td>
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<td>Refer to page 339 in Academic Policies and Procedures section regarding</td>
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<td></td>
<td>substitutions for physical education.</td>
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### Post Secondary

**Career Related Electives**
- AP Biology
- AP Chemistry
- Computer Programming
- Mobile App and Networking
- AP Computer Science Principles
- AP Computer Science-A
- AP Economics
- AP Environmental Science
- AP Physics C
- PLTW Introduction to Engineering Design
- PLTW Principles of Engineering
- Introduction to Business

**Career Related Activities for the Actuarial Science pathway**
- Athletics
- Computer Clubs
- District Career Days
- District Career Nights
- District Career Treks
- Math Team
- Science Olympiad, Wildstang FIRST Robotics

**Four-Year University Admission Requirements**
- English (4 years)
- Mathematics (4 years)
- Social Science (3-4 years)
- Science (2-3 years)
- World Language (2-3 years)
- Fine Arts (1-2 years)

See your counselor regarding admission requirements for highly selective institutions.

District 214 is dedicated to preparing students for college and careers while minimizing student debt, with 85 percent of the class of 2019 earning early college credit.

### Honors, Advance Placement and Dual Credit

Dual Credit and AP Access

District 214 is committed to offering students a variety of opportunities to earn early college credits while they are in high school. Through the District’s early college credit efforts, students can choose from more than 100 early college credit courses, positioning them for success.

Early college credits allow students to simultaneously earn high school and college credit. Students can take early college credit courses on District 214 campuses, although occasionally they may need to attend these classes at an area community college.

Today's economic realities make attaining postsecondary credentials while in high school more important than ever. District 214 is dedicated to preparing students for college and careers while minimizing student debt, with 85 percent of the class of 2019 earning early college credit.

This represents the number of units of credit required at full implementation for the graduating class of 2012 and beyond (12 units, assuming a unit is equivalent to a year-long course). Additionally, physical education, while not a state graduation requirement is a required course for all students a minimum of 3-5 days a week in each of four years of high school (See 625 ILCS 110/5/27-6 and 23 Ill.Adm. Code Section 1.425).
Science, Engineering and Mathematics

Actuarial Science

- College Majors
  - Algebra and Number Theory
  - Applied Mathematics
  - Computational Mathematics
  - Mathematics
  - Mathematics and Computer Science
  - Statistics and Probability

- Work-Based Learning Experiences
  - Industry Mentorship
  - Internship
  - Micro Internship

- Future Careers
  - Applied Mathematician
  - Mathematician
  - Statistician
  - Survey Researcher

Manufacturing, Engineering, Technology and Trades (METT)

Career Pathways

Transportation, Distribution and Logistics
While Cassandra Thiel’s grandfather owned an auto body shop, she didn’t have much experience with cars. As a junior at John Hersey High School, Cassandra decided to take a class on basic automotive maintenance skills.

Discovering a passion for working on cars, Cassandra signed up for the Automotive Service Pathway. She gained experience through automotive and diagnostic classes as well as an apprenticeship at the Napleton Auto Group. As a senior, she was one of five students selected for the Blueprint Bosch Vocational Scholarship, a $3,000 award toward college-level career certificates.

Cassandra is now studying automotive technology at the College of Lake County, with plans to one day work at an auto shop or dealership.

"It’s the hands-on portion of it that I love. It was something I didn’t think I was going to [like] but … I find that it’s something I can do for the rest of my life." - Cassandra Thiel

Transportation, Distribution and Logistics

The pathways in this career cluster are designed to prepare students for working in transportation, mobile equipment, facility management and infrastructure planning. Through hands-on experience and college certificate programs, students will be prepared for jobs upon high school graduation or for further education.

Student Spotlight

While Cassandra Thiel’s grandfather owned an auto body shop, she didn’t have much experience with cars. As a junior at John Hersey High School, Cassandra decided to take a class on basic automotive maintenance skills.

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"It’s the hands-on portion of it that I love. It was something I didn’t think I was going to [like] but … I find that it’s something I can do for the rest of my life." - Cassandra Thiel

Automotive Service

The automotive service pathway provides students with extensive education in automotive systems, diagnostic testing and repairs, engine performance and electrical systems. Through high school- and college-level coursework and related electives, students have access to career-related activities, a paid youth apprenticeship and work-based learning experiences. The pathway also offers 11 high school certificates and five industry certificates through Harper and Triton College.
## Post Secondary

### Career Related Electives
- College Advanced Machine Technology (DC)
- College Automotive Engine Performance and Electrical Systems (DC)
- PLTW - Digital Electronics (DC)
- PLTW Introduction to Engineering Design
- Power On-Site Training
- Fabrication Technology 1 + 2

### Career Related Activities for the Automotive Service pathway
- Athletics
- Auto Club
- District Career Days
- District Career Nights
- District Career Treks
- High Mileage Vehicle Club
- Robotics Club
- Skills USA
- Team Manager

### Four-Year University Admission Requirements
- English (4 years)
- Mathematics (4 years)
- Social Science (3-4 years)
- Science (2-3 years)
- World Language (2-3 years)
- Fine Arts (1-2 years)

See your counselor regarding admission requirements for highly selective institutions.

### Work-Based Learning Experience: Apprenticeship (application required)
- Power-on-Site Training

### Four-Year University Admission Requirements

### District 214 offers automotive service classes not only for students planning to pursue a career in this area but also for those who want to learn the basics every automotive consumer should know.

The Automotive Service Pathway starts with the Automotive Systems Course. This class is designed to introduce future automotive consumers to automotive systems, preventative maintenance and what to expect while owning and driving a vehicle. They also get hands-on experience working on cars.

Students who want to pursue a career in this area then take Diagnostic Testing and Repair. College-level courses are offered in the third and fourth years of the pathway, with opportunities to earn college credits and numerous industry certifications.

The District also works with students to set up apprenticeships to give them get real-life experience working with master technicians at local auto shops and dealerships.

### District 214 Graduation Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3.0</td>
</tr>
<tr>
<td>Social Science</td>
<td>2.0</td>
</tr>
<tr>
<td>Science</td>
<td>2.0</td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td>1.0</td>
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<tr>
<td>Fine Arts</td>
<td>0.5</td>
</tr>
<tr>
<td>Consumer Education</td>
<td>0.25</td>
</tr>
</tbody>
</table>

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District 214 Pathway Guide  | 2022-2023
www.d214.org

**District 214**
Transportation, Distribution and Logistics

Automotive Service

- College Majors
  - Autobody
  - Collision and Repair Technicians
  - Automotive Mechanics Technology
  - Technician
  - Diesel Mechanics Technology

- Work-Based Learning Experiences
  - Apprenticeship
  - Industry Mentorship
  - Internship
  - Micro Internship
  - Power-On-Site Training

- Certifications
  - Snap-On
  - NC3 Digital Multi-Meter Certification
  - AllData: Certified Automotive Information Specialist
  - ASE Student Certification-G1: Maintenance and Light Repair
  - ASE Student Certification-A1: Engine Repair
  - ASE Student Certification-A2: Automatic Transmission/Transaxle
  - ASE Student Certification-A3: Manual Drivetrain and Axles
  - ASE Student Certification-A4: Suspension and Steering
  - ASE Student Certification-A5: Brakes
  - ASE Student Certification-A6: Electrical/Electronic Systems
  - ASE Student Certification-A7: Heating and Air Conditioning
  - ASE Student Certification-A8: Engine Performance

- Future Careers
  - Aircraft Maintenance Technician
  - Autobody
  - Collision and Related Repairs
  - Automotive Service Technician and Mechanic
  - Automotive Specialty Technician
  - Bus and Truck Mechanics and Diesel Engine Specialist
  - Engine and Other Machine Assembler
  - Installation, Maintenance and Repair Worker

Aviation

This pathway prepares students for postsecondary education and careers in aerospace engineering, aircraft maintenance, airfield operations, air traffic control and avionics. Five pathway courses are offered, including college-level courses in Aviation Fundamentals and Aviation Physics I, as well as three related electives and work-based learning experiences.
Aviation Academy is a unique program developed by District 214 to meet the strong demand for highly qualified aviation professionals and numerous regional opportunities for careers in the aviation industry. The program, which is held at Chicago Executive Airport in Wheeling, recruits District students interested in pursuing a career in aviation and ensures they are highly qualified for aviation positions.

As part of their participation in District 214’s Aviation Pathway, students receive a sequence of aviation-specific courses, dual credit opportunities and external internship experiences. The District partners with Lewis University to offer dual credit courses that allow students to earn both high school and college credit and begin their pathway to certification and a future career in the aviation industry.

Students can achieve certifications in 12 to 18 months and earn an average starting salary of $60,000.

Aviation

Post Secondary

- Career Related Electives
  - Fabrication Technology 1 & 2
  - PLTW Digital Electronics (DC)
  - AP Physics C

- Career Related Activities for the Aviation pathway
  - Athletics
  - Auto Club
  - District Career Days
  - District Career Nights
  - District Career Treks
  - High Mileage Vehicle Club
  - Robotics Club
  - Skills USA
  - Team Manager

- Four-Year University Admission Requirements
  - English (4 years)
  - Mathematics (4 years)
  - Social Science (3-4 years)
  - Science (2-3 years)
  - World Language (2-3 years)
  - Fine Arts (1-2 years)

  See your counselor regarding admission requirements for highly selective institutions.

Honors, Advance Placement and Dual Credit courses are offered throughout the curriculum. Please consult with your high school counselor for the latest information regarding course offerings, scheduling and registration for all career pathways and courses.

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Aviation

College Majors
- Aeronautical Engineering
- Air Traffic Control Management
- Aviation Administration
- Aviation and Aerospace Technology
- Aviation Flight Management
- Aviation Maintenance Management
- Transportation, Distribution and Logistics
- Unmanned Aircraft Systems

Work-Based Learning Experiences
- Industry Mentorship
- Internship
- Micro Internship

Future Careers
- Aerospace Engineer
- Aircraft Maintenance Technician
- Air Crew Member
- Airfield Operations Specialist
- Air Traffic Controller
- Avionics Technician
- Commercial Pilot

Heating, Ventilation & Air Conditioning (HVAC)

Students who want to pursue HVAC careers are offered college-level pathway courses: Heating Principles, Heating and Cooling Controls, and Domestic Refrigeration Appliances. This pathway also offers five industry certificates through Harper College as well as industry mentorships and a paid youth apprenticeship with practical work experience and college-level courses.
# Heating, Ventilation and Air Conditioning (HVAC)

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Description</th>
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<tbody>
<tr>
<td>9</td>
<td>Fabrication Technology I</td>
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<tr>
<td></td>
<td>Fabrication Technology II</td>
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<tr>
<td>10</td>
<td>Auto Systems</td>
</tr>
<tr>
<td>11</td>
<td>PLTW - Introduction to Engineering Design</td>
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<tr>
<td>12</td>
<td>PLTW - Digital Electronics (DC)</td>
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<td></td>
<td>D214 Youth Apprenticeship: Heating, Ventilation and Air Conditioning</td>
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<tr>
<td></td>
<td>College Heating Principles</td>
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<td></td>
<td>College Introductory Electronics</td>
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## High School District 214 Graduation Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Description Section</th>
<th>Required Credit</th>
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</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>Course Descriptions Section - Page 231</td>
<td>4.0 units</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Course Descriptions Section - Page 259</td>
<td>3.0 units</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td>Course Descriptions Section - Page 277</td>
<td>2.0 units</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Course Descriptions Section - Page 269</td>
<td>2.0 units</td>
</tr>
<tr>
<td><strong>Career and Technical Education</strong></td>
<td>Course Descriptions Section - Page 291</td>
<td>1.0 units</td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td>Course Descriptions Section - Page 247</td>
<td>0.5 units</td>
</tr>
<tr>
<td><strong>Consumer Education</strong></td>
<td>Course Descriptions Section - Page 281</td>
<td>0.25 units</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>Course Descriptions Section - Page 339</td>
<td>*</td>
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</table>

## Career Related Electives

- College Heating and Cooling Controls
- College Refrigeration Fundamentals
- College Refrigeration Systems
- PLTW - Introduction to Engineering Design
- PLTW - Civil Engineering and Architecture
- College Introductory Electronics (Harper College)
- College Industrial Control Systems (Harper College)
- College Practical Architecture Construction

## Career Related Activities for the HVAC pathway

- Athletics
- District Career Days
- District Career Nights
- District Career Treks
- High Mileage Vehicle Club
- Robotics Club
- Skills USA

## Four-Year University Admission Requirements

- English (4 years)
- Mathematics (4 years)
- Social Science (3-4 years)
- Science (3-4 years)
- World Language (2-3 years)
- Fine Arts (1-2 years)

See your counselor regarding admission requirements for highly selective institutions.

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Heating, Ventilation and Air Conditioning (HVAC)

College Majors
- Refrigeration and Air Conditioning Technology

Certifications
- Harper: Domestic Refrigeration and Heating
- Heating Service
- Refrigeration Service
- Refrigeration
- Air Conditioning Service
- Residential Comfort Systems

Work-Based Learning Experiences
- Apprenticeship
- Industry Mentorship
- Internship
- Micro Internship

Future Careers
- Heating, Ventilation, Air Conditioning Installer
- Heating, Ventilation, Air Conditioning Service Technician
- Mechanic
- Heating, Ventilation and Air Conditioning Specialist
- Systems Mechanic
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<tr>
<th>Course Descriptions</th>
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### English 231

<table>
<thead>
<tr>
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<td>Acting 3</td>
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<td>Advanced Creative Writing and Literary Publication</td>
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<td>Advanced Multimedia Communication</td>
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<td>Language Arts 4 02170</td>
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<tr>
<td>Multicultural Literature 03760</td>
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<tr>
<td>Multiculturalism/ Creative Writing 04141/04142</td>
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<td>Multimedia Academy 09490</td>
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<td>Multimedia Practicum 09270</td>
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<td>Multimedia Production 09200</td>
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<td>Multimedia Storytelling 09290</td>
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<td>Philosophical Literature 03840</td>
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<td>Popular Literature 03740</td>
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<tr>
<td>Prep Reading Skills 02250</td>
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<tr>
<td>Preparatory Reading 02191/02192</td>
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<tr>
<td>Professional Written Communications 03880</td>
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<tr>
<td>Reading and Writing 1 01881/01882</td>
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<tr>
<td>Reading and Writing 2 02001/02002</td>
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<tr>
<td>Reading Laboratory 02111/02112</td>
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<td>Reading Skills 03050</td>
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<td>Reading Skills 2 02300</td>
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<td>Senior English 02131/02132</td>
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<tr>
<td>Short Story 03730</td>
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<td>Technical Theatre 03080</td>
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<tr>
<td>World Literature and Composition 03831/03832</td>
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<tr>
<td>World Literature and Composition 03841/03842</td>
</tr>
<tr>
<td>World Literature and Composition Integrated 04171/04172</td>
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<tr>
<td>Writing and Oral Communication Integrated 04161/04162</td>
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<tr>
<td>Writing Skills 2 02840</td>
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<td>Writing Skills 3 02860</td>
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<tr>
<td>Written and Oral Communication 02109/02102</td>
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<tr>
<td>Written and Oral Communication 02561/02562</td>
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<tr>
<td>Yearbook 1 03150</td>
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<td>Yearbook 7 03340</td>
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### Fine Arts 247

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<tr>
<td>Advanced Art 1 01940</td>
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<td>Advanced Art 2 01950</td>
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<tr>
<td>Advanced Guitar Workshop 01761/01762</td>
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<tr>
<td>Advanced Imaging 1 01390</td>
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<tr>
<td>Advanced Imaging 2 01400</td>
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<tr>
<td>Advanced Mixed Choir 01591/01592</td>
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<tr>
<td>Advanced Photography Studio 01490</td>
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<tr>
<td>Advanced Theater Workshop 01740</td>
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<tr>
<td>Advanced Three-Dimensional Art Studio 01211/01212</td>
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<tr>
<td>Advanced Two-Dimensional Art Studio 01200/01202</td>
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<tr>
<td>AP Art History 01441/01442</td>
</tr>
<tr>
<td>AP Music Theory 01881/01882</td>
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<tr>
<td>AP Studio Art (2-D, 3-D, Drawing) 01291/01292</td>
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<tr>
<td>AP Studio Art 2-D Design 01171/01172</td>
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<td>AP Studio Art 3-D Design 01181/01182</td>
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<td>AP Studio Art Drawing 01191/01192</td>
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<tr>
<td>Art 1 01010/01012</td>
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<td>Art Imaging 1 01450</td>
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<td>Art Portfolio 1 01270</td>
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<td>Art Survey 01250</td>
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<td>Beginning Choir 01501/01502</td>
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<td>Beginning Mixed Choir 01571/01572</td>
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<td>Beginning Strings 01821/01822</td>
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<td>Cadet Marching Band 01751/01752</td>
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<td>College Introduction to Visual Art 02930</td>
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<tr>
<td>Concert Orchestra 01791/01792</td>
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<tr>
<td>Concert/Marching Band 01771/01772</td>
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<td>Graphic Arts Design 01260</td>
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<td>Guitar 1 01841/01842</td>
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<td>Guitar 2 01851/01852</td>
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<td>Guitar Ensemble 01861/01862</td>
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<td>Harmony and Arranging 1 01871/01872</td>
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<td>Instrumental Ensemble 01811/01812</td>
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<td>Intermediate Art 1 01920</td>
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<td>Intermediate Mixed Choir 01581/01582</td>
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<td>Introduction to 3-D Art 01310</td>
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<td>Introductions to the Fine Arts 1 01410</td>
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<td>Jazz Band 01801/01802</td>
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<td>Music Workshop 01510</td>
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<td>Orchestra 01831/01832</td>
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<td>Orchestral Winds and Percussion 01891/01892</td>
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<td>Photography 1 01220</td>
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<td>Vocal Ensemble 1 01631/01632</td>
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### Mathematics 259

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<td>Algebra II 04740</td>
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<td>AP Calculus BC 04961/04962</td>
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<td>AP Statistics 04881/04882</td>
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<td>Calculus 3 04981</td>
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<td>AVID 4</td>
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<tr>
<td>Life and Career Planning - 70 hours</td>
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<tr>
<td>Post-Secondary Pathway Perception &amp; Practicum</td>
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<tr>
<td>Preparatory Study Skills</td>
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<tr>
<td>Service Learning-70 Hours</td>
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<tr>
<td>Strategies for Learning</td>
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**Naval Science**

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<tr>
<td>Naval Science 1</td>
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<td>329</td>
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<td>Naval Science 2</td>
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<tr>
<td>Naval Science 3</td>
<td>08471/08472</td>
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**Driver Education**

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<td>Driver Education Classroom</td>
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<tr>
<td>Driver Education Lab</td>
<td>09660</td>
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</tbody>
</table>
English

Course Descriptions

**English**

*Not all courses are offered at all schools. Please see your school counselor for additional information.*

**Acting 1**

- Grade Level: 10-12
- Credit/Semester: 0.5
- NCAA: None

Students will engage in activities that will support initial training in acting. Students will strengthen their powers of observation and underscore their cooperation with others in various acting scenarios. Students must perform as part of this course work. Credit earned in this course does apply toward graduation and satisfies the fine arts requirement.

**Acting 2**

- Grade Level: 9-12
- Credit/Semester: 0.5
- NCAA: None

Students will focus on script analysis, characterization, and performance, and this course is a continuation of Acting 1. Credit earned in this course does apply toward graduation and satisfies the fine arts requirement.

**Acting 3**

- Grade Level: 10-12
- Credit/Semester: 0.5
- NCAA: None

Students will take an intensive focus on script analysis, characterization, and performance, and this course is a continuation of Acting 2. Credit earned in this course does apply toward graduation and satisfies the fine arts requirement.

**Acting 4**

- Grade Level: 9-12
- Credit/Semester: 0.5
- NCAA: None

Students will take an intensive focus on script analysis, characterization, and performance, and this course is a continuation of Acting 3. Students will also focus on the role of the director. Credit earned in this course does apply toward graduation and satisfies the fine arts requirement.

**Advanced Composition**

- Grade Level: 12
- Credit/Semester: 0.5
- NCAA: Yes

Students will work through all aspects of the writing process and complete a variety of papers, including a research paper. Students will complete critical, analytical, and model reading assignments. This course meets the language arts graduation requirement.

**Advanced Composition and Research Methods**

- Grade Level: 9-12
- Credit/Semester: 0.5
- NCAA: Yes

Students will explore the complexities of academic and real-world topics by analyzing divergent perspectives by using an inquiry framework. Students will synthesize information from multiple sources, develop perspectives in research-based essays, and design/deliver oral and visual presentations. This course meets the language arts graduation requirement.

**Advanced Creative Writing and Literary Publication**

- Grade Level: 11-12
- Credit/Semester: 0.5
- NCAA: None

Students will continue to write poetry, prose, creative nonfiction, and drama as a continuation and expansion of Creative Writing. Additionally, students will have experience with the school's literary magazine, publications, and contest entries. This course does not fulfill an English graduation requirement. This course may be repeated for credit.

**Advanced Multimedia Communication**

- Grade Level: 10-12
- Credit/Semester: 0.5
- NCAA: None

Students will build upon media production skills learned in Introduction to Multimedia Communication, emphasizing advanced multimedia communication elements in print, podcasting, streaming, photography, broadcast journalism, layout design, social media, and the study of law and ethics of mass media. This course will include five hours of fieldwork and expose students to multimedia career opportunities. This is the second course in the Multimedia Communications Pathway.

**Advanced Multimedia Practicum**

- Grade Level: 11-12
- Credit/Semester: 0.5
- NCAA: None

Students will build upon media production skills learned in Multimedia Practicum while also learning new tools, techniques, and processes in their roles as writers or editors, web and social media content creators, photographers, artists or designers... This course will include ten hours of fieldwork and expose students to multimedia career opportunities. This is the eighth course in the Multimedia Communications Pathway.

**Advanced Multimedia Production**

- Grade Level: 10-12
- Credit/Semester: 0.5
- NCAA: None

Students will build upon techniques and practices used in Multimedia Production, exploring more advanced opportunities to create and refine productions across multiple media platforms. This course will include ten hours of fieldwork and expose students to multimedia career opportunities. This is the fourth course in the Multimedia Communications Pathway.

**Advanced Multimedia Storytelling**

- Grade Level: 11-12
- Credit/Semester: 0.5
- NCAA: None

Students will build upon practices and techniques learned in Multimedia Storytelling by using a variety of accessible technology to produce, edit and post compelling, original digital content. This course will include ten hours of fieldwork and expose students to multimedia career opportunities. This is the sixth course in the Multimedia Communications Pathway.

**Advanced Multimedia Practicum while also learning new tools, techniques, and processes in their roles as writers or editors, web and social media content creators, photographers, artists or designers... This course will include ten hours of fieldwork and expose students to multimedia career opportunities. This is the eighth course in the Multimedia Communications Pathway.

**Advanced Reading**

- Grade Level: 10-12
- Credit/Semester: 0.5
- NCAA: None

Students will examine various genres and refine their reading and writing skills to meet the demands of college level work with an emphasis on the techniques of speed, overview, and critical reading while developing their vocabulary and study skills. This course meets the language arts graduation requirement.

*Not all courses are offered at all schools. Please see your school counselor for additional information.*
English

Course Descriptions

American Literature and Composition 03471/03472

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td>11</td>
<td>0.5</td>
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</table>

Prerequisite: Division Head Approval

Students will explore and analyze a modified version of the traditions, techniques, and genres of American literature with emphasis on writing. Students will further develop their skills in grammar usage/mechanics, analytic reading techniques, rhetorical analysis, and vocabulary development. This course meets the language arts graduation requirement.

British Literature Survey 03570

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<thead>
<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
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</table>

Students will examine significant writers, works, and literary trends from the beginnings of English literature. This course meets the language arts graduation requirement.

CAT-Composition 04121/04122

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<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
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</table>

Prerequisite: Division Head Approval

Students will engage in the study of contemporary American literature, analytic reading, and composition. Students will work through all aspects of the writing process and complete a variety of papers, including a research paper. This course meets the language arts graduation requirement.

AP English Language and Composition 03971/03972

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
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<td>11-12</td>
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</table>

Prerequisite: Division Head Approval

Students will read American texts from a variety of historical periods and disciplines noting the writers’ use of resources of language to achieve their purposes. Students will apply this knowledge to their own writing, considering the interactions between a writer's subject, purpose, and audience expectations. This course meets the language arts graduation requirement.

AP English Literature and Composition 04051/04052

<table>
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<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td>9-12</td>
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</table>

Prerequisite: Division Head Approval

Students will engage in intensive literary analysis and discussion of selected literary classics. Students will produce sophisticated literary analysis essays emphasizing critical and analytical approaches. This course meets the language arts graduation requirement.

College Composition 63290

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<th>Grade Level</th>
<th>Credit/Semester</th>
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<th>Prerequisite</th>
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<td>Completion of Language Arts Core Curriculum</td>
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</table>

Students will write expository prose and engage in the critical reading of nonfiction prose. Students will further develop their skills in grammar usage/mechanics, analytic reading techniques, and rhetorical analysis. This course meets the language arts graduation requirement. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

College Introduction to Mass Communication 60410

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<th>Grade Level</th>
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<th>Prerequisite</th>
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</table>

Prerequisite: None

Students will be provided a survey of the current media landscape including television, radio, film, mobile communication, recorded music, and new media. The course examines the historical context for and theoretical perspectives of electronic and emergent media in the 20th and 21st centuries. Additionally, the course traces the interrelated nature of the media industry and producers, mediated messages, and audiences to examine how these changing relationships impact the mediated landscape. No print journalism covered. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

College Literature: Stories Matter 61710

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<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
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<td>12</td>
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Students will engage in a comprehensive experience in performance arts. Students will perform in a variety of settings and learn about the craft of acting. Students will receive college/university credit. See dual credit section in academic handbook for details.

College Speech Communication 63890

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
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</table>

Prerequisite: None

Students will study the theory and practice of oral communication. Students will develop the necessary skills with emphasis on frequent speaking, development of standards of criticism, and selection and organization of supporting evidence and materials. This course meets the language arts graduation requirement. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

College Summer Theatre Tech 66200

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<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
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Students will engage in a comprehensive technical experience in performance theatre arts. Students will earn credit in this course does apply toward graduation and satisfies the fine arts requirement with administrative approval. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

College Summer Theatre Performance 66100

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<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
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<td>12</td>
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</table>

Students will engage in a comprehensive experience in performance theatre arts. Students will perform in a variety of settings and learn about the craft of acting. Students will receive college/university credit. See dual credit section in academic handbook for details.
<table>
<thead>
<tr>
<th><strong>Course Descriptions</strong></th>
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<tbody>
<tr>
<td><strong>English</strong></td>
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</table>

**Contemporary American Text**  
Grade Level: 12  
Credit/Semester: 0.5  
NCAA: Yes  
Prerequisite: None

Students will study contemporary American literature, analytic reading, and composition through cultural texts. This course meets the language arts graduation requirement.

**Contemporary Literature**  
Grade Level: 10-12  
Credit/Semester: 0.5  
NCAA: Yes  
Prerequisite: None

Students will study the movements, themes, and styles developed in recent literature. Students will read daily, participate in analytical discussions, and write essays interpreting, analyzing, or comparing works of established authors. This course meets the language arts graduation requirement.

**Creative Writing**  
Grade Level: 11-12  
Credit/Semester: 0.5  
NCAA: Yes  
Prerequisite: None

Students will receive the foundational skills to write poetry, prose, creative nonfiction, and drama. Additionally, students will have the opportunity to write for various publications and contest entries. This course meets the language arts graduation requirement.

**English Composition**  
Grade Level: 12  
Credit/Semester: 0.5  
NCAA: Yes  
Prerequisite: Division Head Approval

Students will utilize a variety of writing experiences designed to understand new concepts to develop increased writing, reading, and research skills. Students will study and compose papers based on models for persuasion, classification, narration, and literary analysis. This course meets the language arts graduation requirement.

**English Composition-ASU**  
Grade Level: 12  
Credit/Semester: 0.5  
NCAA: Yes  
Prerequisite: Program Admission

Students will learn language and the ability to communicate effectively are critical skills in the global economy. Writing and composition are vital to communicating ideas clearly. This introductory writing course will help students develop and express ideas effectively for a variety of purposes, audiences and occasions. During the course, students will complete several major written projects, along with a reflection for each project. For each project, students can decide what level of technology they wish to use. Students successfully completing this course may receive early college credit.

**ESL 1**  
Grade Level: 9-12  
Credit/Semester: 0.5  
NCAA: Yes  
Prerequisite: Placement into this course is based on ACCESS/ WIDA Screener English languageproficiency assessment scores, or successful completion of Introduction to ESL and teacher recommendation

Students will participate in activities that develop basic skills in listening, speaking, reading and writing. This course meets an English graduation required credit.
Course Descriptions

English

ESL 1 08031/08032

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<th>Grade Level</th>
<th>Credit/Semester</th>
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</tbody>
</table>

Prerequisite Placement into this course is based on ACCESS/WIDA Screener English language proficiency assessment scores, or successful completion of Introduction to EFL and teacher recommendation.

Students will participate in activities that develop basic skills in listening, speaking, reading and writing. This course meets an English graduation required credit.

ESL 1 Strategies 08021/08022

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<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
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<tbody>
<tr>
<td>9-12</td>
<td>0.5</td>
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</table>

Prerequisite Placement based on ACCESS/WIDA Screener English language proficiency assessment scores and teacher recommendation.

Students will participate in activities that reinforce the literacy skills currently taught in ESL 1. In addition, students will learn practical reading strategies and study skills. This course meets an elective graduation required credit.

ESL 2 08051/08052

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<th>Grade Level</th>
<th>Credit/Semester</th>
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<tr>
<td>9-12</td>
<td>0.5</td>
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</tbody>
</table>

Prerequisite Placement based on ACCESS/WIDA Screener English language proficiency assessment scores and teacher recommendation.

Students will participate in activities that focus on developing intermediate skills in listening, speaking, reading and writing. This course meets an English graduation required credit.

ESL 2 Strategies 08041/08042

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<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
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<td>9-12</td>
<td>0.5</td>
<td>NCAA</td>
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</tbody>
</table>

Prerequisite Placement based on ACCESS/WIDA Screener English language proficiency assessment scores and teacher recommendation.

Students will learn practical reading strategies and study skills. This course meets an elective graduation required credit.

ESL Tutorial 08081/08082

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<th>Grade Level</th>
<th>Credit/Semester</th>
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<tr>
<td>9-12</td>
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<td>NCAA</td>
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</table>

Prerequisite Placement based on ACCESS/WIDA Screener English language proficiency assessment scores and teacher recommendation.

Students will learn practical reading strategies and study skills. This course meets an elective graduation required credit.

Folklore, Myth and Legend 03700

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<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
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</thead>
<tbody>
<tr>
<td>10-12</td>
<td>0.5</td>
<td>NCAA</td>
<td>None</td>
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</tbody>
</table>

Students will learn various myths, legends, fables, and folklore that form the background and tradition of our literary heritage. Students will study both thematic and chronological and may emphasize either classical or American cultural foundation. This course meets the language arts graduation requirement.

Honors World Literature and Composition 03851/03852

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<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
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</thead>
<tbody>
<tr>
<td>10</td>
<td>0.5</td>
<td>NCAA</td>
<td>Division Head Approval</td>
</tr>
</tbody>
</table>

Students will examine a vast array of sophisticated world literature through the study of its traditions, techniques, and genres. Students will receive accelerated instruction in the writing process. Students will receive additional support in basic reading, writing skills, and vocabulary. This course meets the language arts graduation requirement.

Honors Written and Oral Communication 03991/03992

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<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
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<tr>
<td>9</td>
<td>0.5</td>
<td>NCAA</td>
<td>Division Head Approval</td>
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</tbody>
</table>

Students will engage in highly advanced written and oral communication skills. Students will be actively involved in research methodology, writing, and speaking. Students will review accelerated grammar and usage, study vocabulary, read selected fiction and nonfiction texts, and utilize technology to develop multimedia presentations. This course meets the language arts graduation requirement.

Humanities/Composition 04131/04132

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<thead>
<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
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</thead>
<tbody>
<tr>
<td>11-12</td>
<td>0.5</td>
<td>NCAA</td>
<td>Division Head Approval</td>
</tr>
</tbody>
</table>

Students will study literature, sculpture, painting, architecture, music, and philosophy not in isolation but as products of historical forces that shape their forms and meanings. This course meets the language arts graduation requirement.

Humanities/Fine Arts 03600

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td>11-12</td>
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<td>NCAA</td>
<td>None</td>
</tr>
</tbody>
</table>

Students will focus on the interrelationship of art, music, literature, history, and philosophy from ancient times through the Renaissance. Students will examine art works and ideas and read, write, discuss, and analyze extensively. This course meets the language arts and fine arts graduation requirement.

Humanities/Literature 1 03580

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<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
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</thead>
<tbody>
<tr>
<td>11-12</td>
<td>0.5</td>
<td>NCAA</td>
<td>Division Head Approval</td>
</tr>
</tbody>
</table>

Students will examine the arts in the context of the societies that created them. Students will study literature, sculpture, painting, architecture, music, and philosophy not in isolation but as products of historical forces that shape their forms and meanings. This course meets the language arts graduation requirement.

Humanities/Literature 2 03590

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
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</thead>
<tbody>
<tr>
<td>11-12</td>
<td>0.5</td>
<td>NCAA</td>
<td>Division Head Approval</td>
</tr>
</tbody>
</table>

Students will continue with the study of Humanities/Literature 1 and further examine the arts in the context of the societies that created them. Students will focus on studying literature, sculpture, painting, architecture, music, and philosophy not in isolation but as products of historical forces that shape their forms and meanings. This course meets the language arts graduation requirement.

*Not all courses are offered at all schools. Please see your school counselor for additional information.
### Course Descriptions

#### English

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Code</th>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to ESL 1: Reading</td>
<td>08011/08012</td>
<td>9-12</td>
<td>0.5</td>
<td></td>
<td>Concurrent Enrollment in 8001/8002</td>
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<tr>
<td>Language Arts and Oral Communication 2</td>
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<td>9-12</td>
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<td>Language Arts and Oral Communication 1</td>
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<tr>
<td>Language Arts 3</td>
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<td>Language Arts 4</td>
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<td>Multicultural Literature</td>
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<td>NCAA</td>
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<tr>
<td>Short Story</td>
<td>03730</td>
<td>11-12</td>
<td>0.5</td>
<td></td>
<td>NCAA</td>
</tr>
</tbody>
</table>

*Not all courses are offered at all schools. Please see your school counselor for additional information.*

Students will participate in activities developing basic skills in listening, speaking, reading and writing. This course meets one of the English graduation requirements. Placement into this course is based on ACCESS/WIDA Screener assessment.

Students will work on activities developing basic skills in listening, speaking, reading and writing. This course meets one of the English graduation requirements. When taken in conjunction with Introduction to ESL 1 Reading this course meets an elective graduation credit. Placement into this course is based on ACCESS/WIDA Screener assessment.

Students will participate in activities developing basic skills in listening, speaking, reading and writing. This course meets one of the English graduation requirements. When taken in conjunction with Introduction to ESL 1 Reading this course meets an elective graduation credit. Placement into this course is based on ACCESS/WIDA Screener assessment.

Students will work on activities developing basic skills in listening, speaking, reading and writing. This course meets one of the English graduation requirements. When taken in conjunction with Introduction to ESL 1 Reading this course meets an elective graduation credit. Placement into this course is based on ACCESS/WIDA Screener assessment.

Students will increase word analysis skills, fluency and comprehension skills as well as improving writing skills. Students will learn to write using a variety of sentence structures and write standard, well-organized paragraphs. Upon successful completion of this course, it is recommended that students take Language Arts 4 (02170).

Students will increase word analysis skills, fluency and comprehension skills as well as improving writing skills. Students will learn to write using a variety of sentence structures and write standard, well-organized paragraphs. This course is intended for students who need additional work in the English language arts.

Students will analyze, discuss, and write about contemporary diverse literature. Students will focus on the needs, concerns, and experiences of African-Americans, Asian Americans, Native Americans, Latin Americans, and American women through fiction/nonfiction. This course meets the language arts graduation requirement.

Students will study the structure, techniques, and elements of the short story. In addition to plot, theme, setting, and conflict, students will study other literary concepts like mood, irony, and symbolism. Students will improve reading comprehension, build vocabulary, and polish their written work. This course meets the language arts graduation requirement.

*Not all courses are offered at all schools. Please see your school counselor for additional information.*
Course Descriptions

**English**

Multiculturalism/Creative Writing 04141/04142

- **Grade Level**: 11-12
- **Credit/Semester**: 0.5
- **NCAA**: Yes

**Prerequisite** Division Head Approval

Students will analyze, discuss, and write about contemporary diverse literature. Students will focus on the needs, concerns, and experiences of African-Americans, Asian Americans, Native Americans, Latin Americans, and American women through fiction/nonfiction. Students will have the opportunity to write for publication. This course meets the language arts graduation requirement.

Multimedia Academy 09400

- **Grade Level**: 12
- **Credit/Semester**: 0.5
- **NCAA**: None

**Prerequisite** None

Students will apply their accumulated multimedia communication, storytelling, production and design skills to real-world contexts as they engage in hands-on learning opportunities. This is the capstone course in the Multimedia Pathway.

Multimedia Production 09200

- **Grade Level**: 10-12
- **Credit/Semester**: 0.5
- **NCAA**: None

**Prerequisite** None

Students will connect classroom instruction to hands-on field experiences by beginning to create high-quality productions across multiple media platforms. This course will include ten hours of fieldwork and expose students to multimedia career opportunities. This is the third course in the Multimedia Communications Pathway.

Multimedia Practicum 09270

- **Grade Level**: 12
- **Credit/Semester**: 0.5
- **NCAA**: None

**Prerequisite** None

Students will apply multimedia concepts to real-world scenarios by working as writers or editors, web and social media content creators, photographers, artists or designers. This course will include ten hours of fieldwork and expose students to multimedia career opportunities. This is the seventh course in the Multimedia Communications Pathway.

Multimedia Storytelling 09290

- **Grade Level**: 11-12
- **Credit/Semester**: 0.5
- **NCAA**: None

**Prerequisite** None

Students will learn about the foundations of storytelling and explore all facets of digital story design and production, focusing specifically on how to choose the best media for telling stories on multiple digital platforms. This course will include ten hours of fieldwork and expose students to multimedia career opportunities. This is the fifth course in the Multimedia Communications Pathway.

Philosophical Literature 03640

- **Grade Level**: 11-12
- **Credit/Semester**: 0.5
- **NCAA**: Yes

**Prerequisite** None

Students will study metaphysics, ethics, epistemology, and religion in a survey of the great thinkers from Greek to modern times. Student will develop essays interpreting, analyzing, or comparing works of established authors. This course meets the language arts graduation requirement.

Prep Reading Skills 02250

- **Grade Level**: 9
- **Credit/Semester**: 0.5
- **NCAA**: None

**Prerequisite** None

Students will develop strategies for time management, task completion, test preparation, test completion, communication, and problem solving.

Preparatory Reading 02191/02192

- **Grade Level**: 9
- **Credit/Semester**: 0.5
- **NCAA**: None

**Prerequisite** None

Students will improve their reading comprehension using a variety of reading materials, both fiction and nonfiction. Students will develop their study, note taking, and test-taking skills. Incoming freshmen that need additional work in reading will take this course in conjunction with Written and Oral Communication.

Professional Written Communications 03880

- **Grade Level**: 11-12
- **Credit/Semester**: 0.5
- **NCAA**: Yes

**Prerequisite** None

Students will engage in standards-based analytical, proposal, and report writing, with special attention given to editing, style manuals, research writing, and collegiate writing. Students will utilize technology to prepare for future college majors in STEM or business programs, synthesizing college and career readiness. This course meets the language arts graduation requirement.

Reading and Writing 1 01981/01982

- **Grade Level**: 9-12
- **Credit/Semester**: 0.5
- **NCAA**: None

**Prerequisite** None

Students will read, discuss, and write about popular fiction, nonfiction, drama, or poetry related to situations and problems young people face. This course meets the language arts graduation requirement.

Reading and Writing 2 02001/02002

- **Grade Level**: 9-12
- **Credit/Semester**: 0.5
- **NCAA**: None

**Prerequisite** Division Head Approval

Students will further study and practice basic reading and writing skills. The content of the course includes developing sentences, paragraphs, and essays; expanding vocabulary; and reading and analyzing literature.

Reading Laboratory 02111/02112

- **Grade Level**: 9
- **Credit/Semester**: 0.5
- **NCAA**: None

**Prerequisite** None

Students will learn practical reading strategies and study skills to utilize in their core courses. Students two or more years below grade level will take this course in addition to their core English class. Prerequisite Placement is based on standardized test and/or teacher recommendation.

Reading Skills 02050

- **Grade Level**: 10-12
- **Credit/Semester**: 0.5
- **NCAA**: None

**Prerequisite** Division Head Approval

Students will study and practice additional work in reading skills, reading fluency and reading comprehension.

*Not all courses are offered at all schools. Please see your school counselor for additional information.*
Course Descriptions

English

Reading Skills 2 02030
Grade Level 9-12 Credit/Semester 0.5 NCAA
Prerequisite None
Students will study and practice reading skills, reading fluency, and reading comprehension.

Reading Skills 4 02070
Grade Level 11-12 Credit/Semester 0.5 NCAA
Prerequisite Division Head Approval
Students will learn reading skills by participating in this additional reading course.

Senior English 02131/02132
Grade Level 12 Credit/Semester 0.5 NCAA
Prerequisite None

Students will engage in activities to develop language skills in preparation for the workplace and civic participation. Students will engage in a variety of genres including news media and nonfiction. Students will engage in an extensive writing curriculum incorporating technical, business, personal, and civic writing. This course meets the language arts graduation requirement.

Short Story 03730
Grade Level 11-12 Credit/Semester 0.5 NCAA
Prerequisite None

Students will study the structure, techniques, and elements of the short story. In addition to plot, theme, setting, and conflict, students will study other literary concepts like mood, irony, and symbolism. Students will improve reading comprehension, build vocabulary, and polish their written work. This course meets the language arts graduation requirement.

Technical Theatre 03080
Grade Level 9-12 Credit/Semester 0.5 NCAA
Prerequisite None

Students will learn the history, structure, styles of drama, and the backstage procedure of theatre along with the construction/handling of scenery, the design/operation of lighting, the safe use of tools, and the basics of stage managing. Credit earned in this course does apply toward graduation and satisfies the fine arts requirement with administrative approval.

World Literature and Composition 03831/03832
Grade Level 10 Credit/Semester 0.5 NCAA
Prerequisite One (1) year of Language Arts Core Curriculum
Students will examine a vast array of modified world literature through the study of its traditions, techniques, and genres. Students will receive extensive instruction in the writing process. Students will receive additional support in basic reading, writing skills, and vocabulary. This course meets the language arts graduation requirement.

World Literature and Composition 03841/03842
Grade Level 10 Credit/Semester 0.5 NCAA
Prerequisite Division Head Approval
Students will examine a vast array of world literature through the study of its traditions, techniques, and genres. Students will receive extensive instruction in the writing process. Students will receive additional support in basic reading, writing skills, and vocabulary. This course meets the language arts graduation requirement.

World Literature and Composition Integrated 04171/04172
Grade Level 10 Credit/Semester 0.5 NCAA
Prerequisite Division Head Approval
Students will examine a vast array of world literature through the study of its traditions, techniques, and genres. Students will receive extensive instruction in the writing process and additional support in basic reading, writing skills, and vocabulary. This course is taken in an integrated format with World History. This course meets the language arts/social science graduation requirements.

Writing and Oral Communication Integrated 04161/04162
Grade Level 9 Credit/Semester 0.5 NCAA
Prerequisite Division Head Approval
Students will study and practice in basic writing skills, this course satisfies the fine arts requirement with administrative approval.

Writing Skills 2 02040
Grade Level 10 Credit/Semester 0.5 NCAA
Prerequisite Division Head Approval
Students will study and practice basic writing skills, this course includes developing sentences, paragraphs, and essays; expanding vocabulary; and responding to literature. This course meets one of the requirements for grade 10.

Writing Skills 3 02060
Grade Level 9-12 Credit/Semester 0.5 NCAA
Prerequisite Division Head Approval
Students will study and practice basic writing skills while developing sentences, paragraphs, and essays; expanding vocabulary; and responding to literature.

Written and Oral Communication 02101/02102
Grade Level 10 Credit/Semester 0.5 NCAA
Prerequisite Division Head Approval
Students will receive an introduction to effective written and oral communication skills. Students will be actively involved in research methodology, writing, and speaking. Students will review grammar and usage, study vocabulary, read selected fiction and nonfiction texts, and utilize technology to develop multimedia presentations. This course meets the language arts graduation requirement.

Written and Oral Communication 02561/02562
Grade Level 9 Credit/Semester 0.5 NCAA
Prerequisite Division Head Approval
Students will engage in more advanced written and oral communication skills. Students will be actively involved in research methodology, writing, and speaking. Students will review grammar and usage, study vocabulary, read selected fiction and nonfiction texts, and utilize technology to develop multimedia presentations. This course meets the language arts graduation requirement.

Yearbook 1 03150
Grade Level 9-12 Credit/Semester 0.5 NCAA
Prerequisite None

Students will learn principles of information gathering, copywriting, layout, copy fitting, photography, picture cropping, editing, word processing, and proofreading. Credit earned in this course does not apply toward required English credits. However, the credit does apply toward graduation.

Yearbook 2 03160
Grade Level 9-12 Credit/Semester 0.5 NCAA
Prerequisite 03150 or Division Head Approval

Students will learn more advanced principles of information gathering, copywriting, layout, copy fitting, photography, picture cropping, editing, word processing, and proofreading. Credit earned in this course does not apply toward required English credits. However, the credit does apply toward graduation.
Students will learn highly advanced principles of information gathering, copywriting, layout, copy fitting, photography, picture cropping, editing, word processing, and proofreading. Credit earned in this course does not apply toward required English credits. However, the credit does apply toward graduation.

**Yearbook 6**

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<th>Grade Level</th>
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</table>

Prerequisite

03320 or Division Head Approval

Students will master and further contribute to highly advanced principles of information gathering, copywriting, layout, copy fitting, photography, picture cropping, editing, word processing, and proofreading. Credit earned in this course does not apply toward required English credits. However, the credit does apply toward graduation.

**Yearbook 7**

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<th>Grade Level</th>
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</table>

Prerequisite

03330 or Division Head Approval

Students will master, contribute, and develop highly advanced principles of information gathering, copywriting, layout, copy fitting, photography, picture cropping, editing, word processing, and proofreading. Credit earned in this course does not apply toward required English credits. However, the credit does apply toward graduation.

**Yearbook 8**

<table>
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<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
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</table>

Prerequisite

03340 or Division Head Approval

Students will master, contribute, and further develop highly advanced principles of information gathering, copywriting, layout, copy fitting, photography, picture cropping, editing, word processing, and proofreading. Credit earned in this course does not apply toward required English credits. However, the credit does apply toward graduation.
Fine Arts

2-D Art 1 01360
Grade Level 10-12 Credit/Semester 0.5 NCAA
Prerequisite None

Students will search for personal approaches and solutions to creating a visual statement and explore new approaches in drawing, painting, printmaking, and mixed media. This course centers on contemporary issues in design.

2-D Art 2 01370
Grade Level 10-12 Credit/Semester 0.5 NCAA
Prerequisite None

Students will continue to search for personal approaches and solutions to creating a visual statement at an advanced conceptual level utilizing drawing, painting, printmaking, and mixed media processes. This second level two-dimensional art course focuses on contemporary artists and issues in contemporary art and art history.

2-D Art 3 01380
Grade Level 10-12 Credit/Semester 0.5 NCAA
Prerequisite 01360

Students will work to develop critical thinking in relationship to theories of aesthetics and explore art criticism regarding both student and professional art. Students will also focus on art as problem-solving and communication.

3-D Art 1 01330
Grade Level 10-12 Credit/Semester 0.5 NCAA
Prerequisite None

Students will explore three-dimensional design concepts through media such as jewelry, ceramics, and sculpture. Students will be introduced to techniques in construction and processes in three-dimensional design.

3-D Art 2 01340
Grade Level 10-12 Credit/Semester 0.5 NCAA
Prerequisite 01330

Students will develop advanced methods of casting, fabricating, and modeling through media such as metal, ceramics, plastic, and wood.

3-D Art 3 01350
Grade Level 10-12 Credit/Semester 0.5 NCAA
Prerequisite 01340

Students will search for personal approaches and solutions to creating a visual statement and explore new techniques in media such as jewelry, sculpture, and ceramics. This course centers on contemporary issues in design.

Advanced Art 1 01940
Grade Level 11-12 Credit/Semester 0.5 NCAA
Prerequisite 01370

Students will develop the conceptual and technical skills necessary for an individual portfolio of work. This course is advantageous to students interested in Advanced Placement Art and the study of art at the collegiate level.

Advanced Art 2 01950
Grade Level 11-12 Credit/Semester 0.5 NCAA
Prerequisite 01940

Students will develop the conceptual and technical skills necessary for an individual portfolio of work. This course is a continuation of Advanced Art 1 (01940).

Advanced Mixed Choir 01591/01592
Grade Level 9-12 Credit/Semester 0.5 NCAA
Prerequisite None

Students will attain a high degree of proficiency in sight reading, ear training, and vocal development. Composed primarily of juniors and seniors, this selective mixed group of voices represents students capable of performing more advanced choral literature. This course satisfies the district’s fine arts graduation requirement.
## Course Descriptions

### Fine Arts

#### Advanced Photography Studio 01490

<table>
<thead>
<tr>
<th>Grade Level</th>
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<th>NCAA</th>
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<tbody>
<tr>
<td>10-12</td>
<td>0.5</td>
<td>None</td>
<td>01490</td>
</tr>
</tbody>
</table>

Students will further develop the conceptual and technical skills necessary for an individual portfolio of work. This course is advantageous to students interested in AP Studio Art, the study of photography at the collegiate level, and/or the exploration of various career pathways in photography. This course may be repeated for credit.

#### Advanced Two-Dimensional Art Studio 01201/01202

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
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</thead>
<tbody>
<tr>
<td>10-12</td>
<td>0.5</td>
<td>None</td>
<td>01380</td>
</tr>
</tbody>
</table>

Students will focus on the emphasis centers on contemporary issues in 2-D design. Students will search for personal approaches and solutions to creating a visual statement and exploring new techniques in various 2-D media. This course may be repeated for credit.

#### Advanced Three-Dimensional Art Studio 01211/01212

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td>10-12</td>
<td>0.5</td>
<td>None</td>
<td>01350</td>
</tr>
</tbody>
</table>

Students will focus on the emphasis centers on contemporary issues in 3-D design. Students will search for personal approaches and solutions to creating a visual statement and exploring new techniques in various 3-D media. This course may be repeated for credit.

#### Advanced Theater Workshop 01740

<table>
<thead>
<tr>
<th>Grade Level</th>
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<th>NCAA</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td>11-12</td>
<td>0.5</td>
<td>None</td>
<td>03310,033080 or Consent of Instructor</td>
</tr>
</tbody>
</table>

Students will develop the conceptual and technical skills and leadership necessary for putting on various theatrical productions. This course is advantageous to students interested in studying in theatre, directing, technical theatre and/or the exploration of career pathways in theatre. This does not fulfill the English graduation credit. This course may be repeated for credit.

#### AP Art History 01441/01442

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<tr>
<th>Grade Level</th>
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<tbody>
<tr>
<td>12</td>
<td>0.5</td>
<td>None</td>
<td>Division Head Approval</td>
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</tbody>
</table>

Students will gain an understanding of architecture, sculpture, painting, and other arts within diverse historical and cultural context in this advanced placement/introductory college course in art history. Students will examine and analyze major forms of artistic expression from the past and present from various cultures. This course satisfies the district's fine arts graduation requirement.

#### AP Music Theory 01681/01682

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<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
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</thead>
<tbody>
<tr>
<td>11-12</td>
<td>0.5</td>
<td>None</td>
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</table>

Students will focus on aural training, sight-reading, and advanced music analysis. In addition to reviewing the basics of music, students will explore advanced musical forms, historical periods, composers and compositional techniques. Music Theory is designed for students interested in pursuing a career in a music-related field. Students will prepare to take the AP examination in May.

#### AP Studio Art (2-D, 3-D, Drawing) 01291/01292

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<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
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</thead>
<tbody>
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<td>12</td>
<td>0.5</td>
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</table>

Students will be immersed in the practical art experience that allows students the opportunity of a challenging college level course which focuses on more sophisticated concepts and techniques. Students will submit portfolios that are either Drawing, 2-D, or 3-D Design.

#### AP Studio Art 2-D Design 01171/01172

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<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td>12</td>
<td>0.5</td>
<td>None</td>
<td>Consent of Instructor or Division Head Approval</td>
</tr>
</tbody>
</table>

Students will demonstrate a mastery of 2-D design through any two-dimensional medium or process, including, but not limited to, photography, digital imaging, collage, weaving, illustration, painting, graphic design and printmaking.

#### AP Studio Art 3-D Design 01181/01182

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<th>Grade Level</th>
<th>Credit/Semester</th>
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<th>Prerequisite</th>
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<td>12</td>
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</table>

Students will demonstrate a mastery of 3-D design through any three-dimensional approach, including, but not limited to, figurative sculptures, architectural models, metal work, ceramics, glass work, installation, assemblage and 3-D fabric/fiber arts.

#### AP Studio Art Drawing 01191/01192

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<th>Grade Level</th>
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<th>Prerequisite</th>
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<tbody>
<tr>
<td>12</td>
<td>0.5</td>
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</tbody>
</table>

Students will explore a very broad interpretation of drawing issues and media that include line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth and making are drawing issues that can be addressed through a variety of means, which could include painting, printmaking, mixed media etc.

#### AP Art Portfolio 1 01011/01012

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<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
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<tr>
<td>9-12</td>
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Students in this advanced art class will benefit from instructor assistance and expertise in developing a visual presentation of their artistic potential and range of capabilities.

#### Art Imaging 1 01450

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<th>Grade Level</th>
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<td>10-12</td>
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</table>

Students will explore drawing, color theory, and the elements and principles of design. Students will use these tools in creative and inventive ways to communicate their visual ideas while utilizing digital cameras, slide scanners, and scanners to digitize their original photographs, drawings, and designs. This course satisfies the district's fine arts graduation requirement.

#### Art Imaging 2 01460

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<th>Grade Level</th>
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<th>Prerequisite</th>
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<td>0.5</td>
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</table>

Students will create and express visual ideas in this second semester of a computer course. The first course teaches the basics of art through the use of computers. This course centers on complex and personal approaches to imaging. The students will learn techniques in Adobe Photoshop and Illustrator. Personal development of ideas and creative approaches to imaging is emphasized.

#### Art Portfolio 2 01280

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<th>Prerequisite</th>
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<tbody>
<tr>
<td>11-12</td>
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</table>

Students will further compile a portfolio of selected representational pieces of their work to fulfill college or technical art school entry requirements. Students in this advanced art class will benefit from instructor assistance and expertise in developing a visual presentation of their artistic potential and range of capabilities.
Fine Arts

Art Survey 01250
Grade Level 9-12 Credit/Semester 0.5 NCAA
Prerequisite None
Students will receive instruction in drawing, painting, and three-dimensional art. Students will also study how visual art interrelates with the other arts. This course meets the district’s fine arts graduation requirement.

Beginning Choir 01501/101502
Grade Level 9-12 Credit/Semester 0.5 NCAA
Prerequisite Division Head Approval
Students will learn the fundamentals of vocal production, sight reading, diction, and musical interpretation. Additionally, students will learn the elements of choral singing through various study and performance practices. Classes may be divided into soprano/alto and tenor/bass sections. This course satisfies the district’s fine arts graduation requirement.

Beginning Mixed Choir 01571/01572
Grade Level 9-12 Credit/Semester 0.5 NCAA
Prerequisite None
Students will be taught choral music in a challenging and educational way stressing the basics of choral singing and fundamentals of music reading. Students will learn about good vocal technique as well as how music relates to other forms of art. (This course is recommended for girls in grades 10-12 and boys in grades 9-12.) This course satisfies the district’s fine arts graduation requirement.

Beginning Strings 01821/01822
Grade Level 9-12 Credit/Semester 0.5 NCAA
Prerequisite None
Students will learn to play the violin, viola, cello, or string bass. This course offers instruction in music notation and simple rhythmic patterns as well as bowing techniques, finger and rhythm patterns. Students will study basic to moderately difficult music literature as well as how music interrelates with other arts. This course satisfies the district’s fine arts graduation requirement.

Cadet Marching Band 01751/01752
Grade Level 9-12 Credit/Semester 0.5 NCAA
Prerequisite None
Students will study basic music fundamentals and techniques in both individual and group situations. Students with limited musical training and who lack the skills needed for entry into Concert Band are encouraged to take this course. This course satisfies the district’s fine arts graduation requirement.

College Introduction to Visual Art 62990
Grade Level 12 Credit/Semester 0.5 NCAA
Prerequisite None
Students will develop an awareness of aesthetics, artistic concepts, media, theory and criticism and develop an understanding of visual literacy. To be enrolled in this dual credit course, students must meet prerequisites and complete all requirements. Upon completion of this course, students may receive college/university credit. See dual credit section in academic handbook for details.

Concert Orchestra 01791/01792
Grade Level 9-12 Credit/Semester 0.5 NCAA
Prerequisite Audition
Students will perform orchestra pieces at the intermediate to advanced level. This class meets daily for one period and performs four to six times each year both in school and the community. Students receive one credit for each year they are in the class. This course meets the District 214 fine arts requirement.

Concert/Marching Band 01771/01772
Grade Level 9-12 Credit/Semester 0.5 NCAA
Prerequisite Audition
Students will learn and perform the marching band competition show. Students will study instrumentation fundamentals and techniques at individual, ensemble, and full band levels. Concert/Marching Band maintains an active performance schedule. Concert/Marching Band students must participate in the Marching Band Program. This course satisfies the district’s fine arts graduation requirement.
## Fine Arts

### Guitar Ensemble 01861/01862
**Grade Level:** 9-12  **Credit/Semester:** 0.5  **NCAA:** None

Students will continue to build and expand the skills developed in Guitar 1 and 2. Students will participate and perform in ensembles of different sizes and instrumentation and will perform as soloists. They will study music from 16th to 21st century in a wide variety of styles and develop their own music. This course satisfies the district's fine arts graduation requirement.

### Harmony and Arranging 1 01871/01872
**Grade Level:** 10-12  **Credit/Semester:** 0.5  **NCAA:** None

Prerequisite: Consent of Instructor

Students will engage in an intensive study of music fundamentals: melody, harmony, rhythm, instrumentation, conducting, sight singing, and analysis as they apply to music literature of all historical periods. Students' projects in composition and arranging are designed for those with a previous musical background. This course satisfies the district's fine arts graduation requirement.

### Harmony and Arranging 2 01881/01882
**Grade Level:** 11-12  **Credit/Semester:** 0.5  **NCAA:** None

Prerequisite: 01871/01872

Students will expand upon the first year's study, leading to advanced musical analysis, arranging, and original composition: Harmony and Arranging 2 is a college preparatory course for students intending to be music majors. This course satisfies the district's fine arts graduation requirement.

### Instrumental Ensemble 01811/01812
**Grade Level:** 9-12  **Credit/Semester:** 0.5  **NCAA:** None

Prerequisite: 01841/01842

Students will learn classical guitar repertoire, 12 bar blues, improvisation and lead guitar, and finger picking styles (e.g., Travis picking). This course is a continuation of Guitar 1. This course satisfies the district's fine arts graduation requirement.

### Intermediate Art 1 01920
**Grade Level:** 10-12  **Credit/Semester:** 0.5  **NCAA:** None

Prerequisite: 01851/01852

Students will practice visual communication emphasizing the principles of design, the development of skills, and the pursuit of a personal imagery. This course will create a variety of two and three-dimensional media which include drawing, painting, sculpture, and design.

### Intermediate Art 2 01930
**Grade Level:** 10-12  **Credit/Semester:** 0.5  **NCAA:** None

Prerequisite: 01920

Students will further develop visual communication emphasizing the principles of design, the development of skills, and the pursuit of a personal imagery. This course is the continuation of Intermediate Art 1 (01920) emphasizing the building of skills in the development of personal imagery.

### Intermediate Mixed Choir 01581/01582
**Grade Level:** 9-12  **Credit/Semester:** 0.5  **NCAA:** None

Students will study vocal literature, both historic and contemporary with emphasis placed on sight reading, ear training, vocal production, and musical expression. Intermediate Mixed Choir is for students with voices in the soprano/ alto/tenor/bass range. This course satisfies the district's fine arts graduation requirement.

### Introduction to 3-D Art 01310
**Grade Level:** 9-12  **Credit/Semester:** 0.5  **NCAA:** None

Students will explore standard jazz repertoire as well as more advanced and contemporary compositions. Performance on various occasions is anticipated and encouraged. Students will study how music interrelates with the other arts. This course satisfies the district's fine arts graduation requirement.

### Jazz Band 01801/01802
**Grade Level:** 9-12  **Credit/Semester:** 0.5  **NCAA:** None

Prerequisite: 01711/01712, 01711/01712, 01711/01712

Students will explore standard jazz repertoire as well as more advanced and contemporary compositions. Performance on various occasions is anticipated and encouraged. Students will study how music interrelates with the other arts. This course satisfies the district's fine arts graduation requirement.

### Music Workshop 01510
**Grade Level:** 10-12  **Credit/Semester:** 0.5  **NCAA:** None

Prerequisite: Must be 16 years old

Students will have the opportunity to choose one strand of music focus for the duration of the semester. Avenue options may include music theory, music technology, songwriting, learning a new instrument, music research, musical theater, or original ideas with instructor approval. This course may be repeated for credit. This course satisfies the district's graduation requirement for fine arts.

### Orchestra 01831/01832
**Grade Level:** 9-12  **Credit/Semester:** 0.5  **NCAA:** None

Prerequisite: Audition

Students will advance their fundamental orchestral skill sets. This course achieves full symphonic instrumentation through the addition of selected woodwind, brass, and percussion players. Major concert performances are scheduled throughout the year at both the building and district levels. This course satisfies the district's fine arts graduation requirement.

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*Not all courses are offered at all schools. Please see your school counselor for additional information.*
## Course Descriptions

### Fine Arts

**Orchestral Winds and Percussion**

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<tr>
<th>Course Code</th>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
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<tbody>
<tr>
<td>01891/01892</td>
<td>9-12</td>
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</table>

**Prerequisite:** None

Students will participate as winds and percussion in a District 214 school orchestra program. This course satisfies the district’s fine arts graduation requirement.

**Photography 1**

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<th>Credit/Semester</th>
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<tr>
<td>01220</td>
<td>9-12</td>
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**Prerequisite:** None

Students will explore personal imagery and digital imaging utilizing camera, film, and darkroom processes and procedures will be the foundation of this class. This course satisfies the district’s fine arts graduation requirement.

**Photography 2**

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<th>Grade Level</th>
<th>Credit/Semester</th>
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<tbody>
<tr>
<td>01230</td>
<td>9-12</td>
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</table>

**Prerequisite:** 01220

Students will continue to explore personal imagery while incorporating advanced darkroom techniques, alternative darkroom methods, and computer processes.

**Photography 3**

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<th>Course Code</th>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
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<td>01240</td>
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**Prerequisite:** 01230

Students will further explore the art of photography and advance their technical skills in traditional photography and digital imaging. Students will continue to develop a personal direction in their work.

**Sculpture 1**

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<tr>
<td>01140</td>
<td>10-12</td>
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**Prerequisite:** Division Head Approval

Students will develop a personal statement through the introduction/exploration of new media, skills, and techniques in this first level exploration of three-dimensional form. Students will give context to the visual statement through exposure to traditional/contemporary sculpture techniques. Credit earned in this course does apply toward graduation and satisfies the fine arts requirement.

**Sculpture 2**

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<th>Grade Level</th>
<th>Credit/Semester</th>
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<tr>
<td>01150</td>
<td>10-12</td>
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**Prerequisite:** 01140

Students will focus on a particular technique or material in the exploration of a personal statement in this second level sculpture course. Students may be introduced to additional methods and materials at the discretion of the teacher. Credit earned in this course does apply toward graduation and satisfies the fine arts requirement.

**Sculpture 3**

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<tr>
<td>01160</td>
<td>11-12</td>
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**Prerequisite:** 01150

Students will explore their ability to individualize and focus on the acceptance of sculptural entity as a manifestation of self, concept, media, and technique in this third level course. Credit earned in this course does apply toward graduation and satisfies the fine arts requirement.

**Harmony and Arranging 1**

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<tr>
<td>01871/01872</td>
<td>10-12</td>
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</table>

**Prerequisite:** Consent of Instructor

Students will engage in an intensive study of music fundamentals melody, harmony, rhythm, instrumentation, conducting, sight singing, and analysis as they apply to music literature of all historical periods. Students’ projects in composition and arranging are designed for those with a previous musical background. This course satisfies the district’s fine arts graduation requirement.
## Fine Arts

**String Ensemble** 01901/01902

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**Prerequisite** Audition

Students will emphasize the standard 18th and 19th century string ensemble literature as well as the works of contemporary composers. Public performance may be an integral part of the course. This course satisfies the district’s fine arts graduation requirement.

**Symphonic/Marching Band** 01781/01782

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**Prerequisite** Audition

Students will perform symphonic music literature that is complex and challenging. In addition to a concert schedule, members may perform in a solo and/or ensemble situation. Participation in other musical organizations (orchestra, jazz) is encouraged. Symphonic/Marching Band students must participate in Marching Band Program. This course satisfies the district’s fine arts graduation requirement.

**Technical Theatre** 03080

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</table>

**Prerequisite** None

Students will learn construction, handling of scenery, design and operation of lighting, the safe use of tools, the basics of stage managing, and basic elements of running a play. As part of the requirement for this course there will be a performance component in order to fulfill the graduation fine arts credit. This course satisfies the district’s fine arts graduation requirement.

**Treble Choir** 01541/01542

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</table>

**Prerequisite** Division Head Approval

Students will study treble vocal literature, both historic and contemporary, are featured with emphasis placed on sight reading, ear training, vocal production, and musical expression. Treble Choir is for sophomore, junior, and senior students with voices in the soprano/alto range. This course satisfies the district’s fine arts graduation requirement.

**Vocal Ensemble 1** 01631/01632

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</table>

**Prerequisite** None

Students will study a wide variety of literature ranging from classical to popular/jazz styling, depending on the group’s area of specialization. Activities are performance-oriented and often require theatrical movement. Singers in Vocal Ensemble 1 are selected through an audition process. This course satisfies the district’s fine arts graduation requirement.

**Vocal Ensemble 2** 01641/01642

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<td>9-12</td>
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</table>

**Prerequisite** Consent of Instructor

Students will explore a wide variety of literature ranging from classical to popular/jazz styling, depending on the group’s area of specialization. Activities are performance-oriented and often require theatrical movement. Singers in Vocal Ensemble 2 are selected through an audition process. This course satisfies the district’s fine arts graduation requirement.

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*Not all courses are offered at all schools. Please see your school counselor for additional information.*
Mathematics

Algebra 04620
Grade Level 9-12 Credit/Semester 0.5 NCAA Yes
Prerequisite Division Head Approval

Students will investigate, analyze, explain, and apply introductory algebraic concepts, including real number properties, equations and inequalities, graphing, polynomials and functions. Topics explored in Algebra 04620/04630 are similar to the topics in Algebra 04700/04710 with additional support and differentiation.

Algebra 04700
Grade Level 9-12 Credit/Semester 0.5 NCAA Yes
Prerequisite Division Head Approval

Students will continue to investigate, explain, analyze and apply their previous algebra experiences in the study of equations, inequalities, polynomials, and systems of equations. They begin their study of polynomial, exponential, and logarithmic functions as well as conic sections.

Algebra 04630
Grade Level 9-12 Credit/Semester 0.5 NCAA Yes
Prerequisite Division Head Approval

Students will investigate, analyze, explain, and apply introductory algebraic concepts, including real number properties, equations and inequalities, graphing, polynomials and functions. Topics explored in Algebra 04620/04630 are similar to the topics in Algebra 04700/04710 with additional support and differentiation. This completes the study of Algebra.

Algebra II 04740
Grade Level 9-12 Credit/Semester 0.5 NCAA Yes
Prerequisite Division Head Approval

Students will continue to investigate, explain, analyze and apply their previous algebra experiences in the study of equations, inequalities, polynomials, and systems of equations. New topics will include polynomial, exponential, and logarithmic functions as well as conic sections. This course completes the study of Algebra II.

Algebra II 04750
Grade Level 12 Credit/Semester 0.5 NCAA Yes
Prerequisite Division Head Approval

Students will continue to investigate, explain, analyze and apply their previous algebra experiences in the study of equations, inequalities, polynomials, and systems of equations. New topics will include polynomial, exponential, and logarithmic functions as well as conic sections.

AP Calculus AB 04861/04862
Grade Level 10-12 Credit/Semester 0.5 NCAA Yes
Prerequisite Completion of 04840/04850/04940/04950/04961/04962 and Division Head Approval

Students will explore, analyze, explain and apply concepts, methods, and applications of differential and integral calculus in preparation for the Calculus AB Advanced Placement Exam.

AP Calculus BC 04961/04962
Grade Level 10-12 Credit/Semester 0.5 NCAA Yes
Prerequisite Division Head Approval

Students will explore, analyze, explain and apply concepts, methods, and applications of differential and integral calculus, including topics such as parametric, polar, and vector functions, and series in preparation for the Calculus BC Advanced Placement Exam.
Students will learn to apply algebraic reasoning to solve problems effectively. They will develop skills in linear and quadratic functions, general polynomial functions, rational functions and exponential and logarithmic functions and also study systems of linear equations. This course will emphasize problem-solving techniques, specifically by means of discussing concepts in each of three topics. Students successfully completing this course may receive early college credit.

College Calculus 3

Grade Level 11-12  Credit/Semester 0.5  NCAA  Yes
Prerequisite 04961/04962 and Division Head Approval

Students will investigate vector functions, multivariable functions, differential multiple integration, and vector calculus with applications to science and engineering. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

College Math: A Human Endeavor

Grade Level 11-12  Credit/Semester 0.5  NCAA  Yes
Prerequisite Division Head Approval

Students will develop mathematical reasoning and problem solving through concentrated study of several of the following topics: logic, set theory, probability, statistics, graph theory, number theory, and geometry. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

College Statistics

Grade Level 11-12  Credit/Semester 0.5  NCAA  Yes
Prerequisite 64750 or Division Head Approval

Students will investigate descriptive and inferential statistics including measures of central tendency and dispersion, confidence intervals, and hypothesis testing. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

Data Modeling

Grade Level 12  Credit/Semester 0.5  NCAA  Yes
Prerequisite 04660/04740

Students will learn beginning and intermediate algebra skills including an introduction to statistics. An emphasis will be placed on data modeling using linear, quadratic, exponential and logarithmic. This course will be delivered through authentic applications, problem-based instruction designed to build mathematical conceptual understanding and critical thinking skills. Students who earn a C- or above average over 2 semesters will be able to apply this course for college placement at community colleges and some state universities.
Course Descriptions

Mathematics

Differential Equations 04982

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</tbody>
</table>

Students will investigate vector functions, multivariable functions, differential multiple integration, and vector calculus with applications to science and engineering. Students will develop techniques and practice applications of first order ordinary differential equations and higher order linear equations. Topics can include partial differential equations, Fourier series, boundary value problems and Sturm–Liouville theory. This course completes the study of Differential Equations.

Geometry 04640

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>0.5</td>
<td>Yes</td>
<td>Division Head Approval</td>
</tr>
</tbody>
</table>

Students will investigate, analyze, explain, and apply the properties of two- and three-dimensional figures with an emphasis on Euclidean geometry. Applications of algebraic skills will be used to support spatial reasoning and conjecture. Topics explored in Geometry 04640/04650 are similar to the topics in Geometry 04720/04730 with additional support and differentiation.

Honors Algebra II 04680

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
</tr>
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<tr>
<td>9-12</td>
<td>0.5</td>
<td>Yes</td>
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</tbody>
</table>

Students will investigate, analyze, explain, and apply the properties of sequences and series, permutations, combinations and probability, systems, determinants and factoring, and an in-depth study of functions. This course emphasizes problem-solving and critical thinking at a high mathematical level to prepare students for Honors Precalculus.

Honors Geometry 04820

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>0.5</td>
<td>Yes</td>
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</tbody>
</table>

Students will investigate, analyze, explain, and apply the properties of two- and three-dimensional figures with an emphasis on Euclidean geometry. Algebra skills will be applied and enhanced throughout in preparation for honors algebra II and other pre-calculus topics.

Honors Geometry 04900

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>0.5</td>
<td>Yes</td>
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</tbody>
</table>

Students will investigate, analyze, explain, and apply the properties of sequences and series, permutations, combinations and probability, systems, determinants and factoring, and an in-depth study of functions. With an introduction to precalculus, this course emphasizes problem solving and critical thinking at the highest mathematical level to prepare students for Honors Precalculus/Calculus A.

Honors Algebra II/Precalculus 04910

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
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<td>Yes</td>
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</table>

Students will investigate, analyze, explain, and apply the properties of sequences and series, permutations, combinations and probability, systems, determinants and factoring, and an in-depth study of functions. With an introduction to precalculus, this course emphasizes problem solving and critical thinking at the highest mathematical level to prepare students for Honors Precalculus/Calculus A.

Honors Geometry 04920

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
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<th>Prerequisite</th>
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<tr>
<td>9-12</td>
<td>0.5</td>
<td>Yes</td>
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</table>

Students will investigate, analyze, explain, and apply the properties of two- and three-dimensional figures of Euclidean geometry. Algebra skills will be applied and enhanced throughout in preparation for honors algebra II and other pre-calculus topics. This course completes the study of Honors Geometry.

Honors Precalculus 04930

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
</tr>
</thead>
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<tr>
<td>9-12</td>
<td>0.5</td>
<td>Yes</td>
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</tr>
</tbody>
</table>

Students will investigate, analyze, explain, and apply the following topics: functions, trigonometry, complex numbers, conic sections, analytic geometry, sequences and series, and an introduction to calculus including limits, continuity and end behavior.

Honors Precalculus 04940

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
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<th>Prerequisite</th>
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<td>9-12</td>
<td>0.5</td>
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</table>

Students will investigate, analyze, explain, and apply the following topics: functions, trigonometry, complex numbers, conic sections, analytic geometry, sequences and series, and an introduction to calculus including limits, continuity and end behavior. This course completes the study of Honors Precalculus.

*Not all courses are offered at all schools. Please see your school counselor for additional information.*
### Course Descriptions

#### Mathematics

**Honors Precalculus/Calculus A**  
**Code:** 04940  
**Grade Level:** 9-12  
**Credit/Semester:** 0.5  
**NCAA:** Yes  
**Prerequisite:** Division Head Approval

Students will investigate, analyze, explain and apply the following trigonometric, inverse, linear, quadratic polynomial, and rational function and their graphs. Students will also explore complex numbers, conic sections and limits.

**Honors Precalculus/Calculus A**  
**Code:** 04950  
**Grade Level:** 9-12  
**Credit/Semester:** 0.5  
**NCAA:** Yes  
**Prerequisite:** Division Head Approval

Students will investigate, analyze, explain and apply the following trigonometric, inverse, linear, quadratic polynomial, and rational function and their graphs. Students will also explore complex numbers, conic sections and limits. This course completes the study of Honors Precalculus/Calculus A. This course begins, but does not complete, Calculus AB.

**Intermediate Algebra**  
**Code:** 04660  
**Grade Level:** 9-12  
**Credit/Semester:** 0.50  
**NCAA:** Yes  
**Prerequisite:** Division Head Approval

Students will continue to investigate, explain, analyze and apply their previous algebra experiences in the study of equations, inequalities, polynomials, and systems of equations. They begin their study of polynomial, exponential, and logarithmic functions as well as conic sections. Algebra 04660 provides additional support and differentiation for students to begin Algebra II.

**Mathematical Analysis**  
**Code:** 04441/04442  
**Grade Level:** 11-12  
**Credit/Semester:** 0.5  
**NCAA:** Yes  
**Prerequisite:** Successful Completion of High School Math Requirements

Students will increase their algebra and statistics understanding; develop data modeling skills using linear, quadratic, exponential and logarithmic models. Students will learn to organize, interpret, and make predictions based on data obtained through authentic problem-based instruction designed to build mathematical conceptual understanding and critical thinking skills. Students who earn a C- or above average over 2 semesters may be able to apply this course for college placement at community college and some state universities.

**Mathematical Applications**  
**Code:** 04561/04562  
**Grade Level:** 11-12  
**Credit/Semester:** 0.5  
**NCAA:** Yes  
**Prerequisite:** Division Head Approval

Students will develop basic techniques in math as it relates to their life and career after high school. Topics may include finance and consumer decisions, simple programming, measurement, estimation, probability, and statistics.

**Mathematical Applications 101**  
**Code:** 04971/04972  
**Grade Level:** 10-12  
**Credit/Semester:** 0.5  
**NCAA:** Yes  
**Prerequisite:** Completion of 04740/04750/04971/04972

Students will develop conceptual understanding, problem-solving, decision making and analytic skills dealing with quantities and their magnitudes and interrelationships. Topics include but are not limited to solving systems of equations and inequalities, trigonometry, and complex numbers.

**Mathematics 1**  
**Code:** 04460  
**Grade Level:** 9-12  
**Credit/Semester:** 0.5  
**NCAA:** Yes  
**Prerequisite:** Division Head Approval

Students will study the use of whole numbers, place value and number sentences, reading numbers, spelling and writing numbers, and the four basic operations with whole numbers. Students will also practice the use of measurement including time, clocks, calendars, and rulers as well as the use of currency. Students will begin to apply statistical methods of organizing data and making predictions.

**Mathematics 2**  
**Code:** 04470  
**Grade Level:** 9-12  
**Credit/Semester:** 0.5  
**NCAA:** Yes  
**Prerequisite:** Division Head Approval

Students will learn the use of whole numbers, place value and number sentences, and the four basic operations with fractions and decimals. Students will practice measurement including time, clocks, calendar, and rulers as well as the use of currency. Students will begin to apply statistical methods of organizing data and making predictions.

**College Statistics**  
**Code:** 64450  
**Grade Level:** 11-12  
**Credit/Semester:** 0.5  
**NCAA:** Yes  
**Prerequisite:** 04750 or Division Head Approval

Students will investigate descriptive and inferential statistics including measures of central tendency and dispersion, confidence intervals, and hypothesis testing. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

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*Not all courses are offered at all schools. Please see your school counselor for additional information.*

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Course Descriptions

Mathematics

Mathematics 3  
Grade Level: 9-12  
Credit/Semester: 0.5  
NCAA:  
Prerequisite: 04460 and 04470

Students will learn concepts related to whole numbers, fractions, and decimals in addition to one and two-step operations and ordering and comparing of whole numbers. Students will calculate various measurements, analyze units of measurement, and study geometric figures. Students will learn statistical methods to be broadened that include the collection, display, and interpretation of data.

Mathematics 4  
Grade Level: 9-12  
Credit/Semester: 0.5  
NCAA:  
Prerequisite: 04460 and 04470

Students will learn whole numbers, fractions, the four basic operations with integers, the concept of a variable, solving one-step equations, and ordering and comparing of whole numbers. Students will calculate measurements and determine the basic properties of geometric figures. Students will learn statistical methods and skills that include the collection, display, and interpretation of data.

Mathematics 50  
Grade Level: 9  
Credit/Semester: 0.5  
NCAA:  
Prerequisite: Division Head Approval

Students will advance their study of graphing including plotting points and apply their knowledge through problem solving.

Mathematics 51  
Grade Level: 9  
Credit/Semester: 0.5  
NCAA:  
Prerequisite: 04500 or Division Head Approval

Students will advance their study of whole numbers, decimals, fraction, and percent and begin their study of variables and solving one-step equations.

Mathematics 52  
Grade Level: 9-10  
Credit/Semester: 0.5  
NCAA:  
Prerequisite: 04520 or Division Head Approval

Students will work with mathematical problems including those focused on Order of Operations, the use of variables, solving word problems and using mental math, solving basic equations and working with exponents.

Mathematics 53  
Grade Level: 9-10  
Credit/Semester: 0.5  
NCAA:  
Prerequisite: 04520 or Division Head Approval

Students will continue to work with mathematical problems including those focused on Order of Operations, the use of variables, solving word problems and using mental math, solving basic equations and working with exponents.

Mathematics 54  
Grade Level: 9-12  
Credit/Semester: 0.5  
NCAA:  
Prerequisite: 04540 or Division Head Approval

Students will continue the study of topics from Mathematics 50-53.

Mathematics 55  
Grade Level: 9-12  
Credit/Semester: 0.5  
NCAA:  
Prerequisite: 04540 or Division Head Approval

Students will complete the study of topics in Mathematics 50-54.
Advanced Space Science 05330
Grade Level: 10-12
Credit/Semester: 0.5
NCAA: Yes
Prerequisite: Division Head Approval

Students will explore a comprehensive study of the cosmos. Cosmologies, star evaluations, galaxies and the possibility of existence of extraterrestrial life will be investigated.

Advanced Biology 05341/05342
Grade Level: 9-12
Credit/Semester: 0.5
NCAA: Yes
Prerequisite: Division Head Approval

Students will explore advanced concepts from the following six fields of study in life science: molecular/cellular biology, genetics, microbiology, zoology, botany, and ecology.

Agricultural Biology 07981/07982
Grade Level: 9-12
Credit/Semester: 0.5
NCAA: Yes
Prerequisite: Division Head Approval

Students will develop an understanding of an introductory college-level biology course. Students will cultivate their understanding of biology as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions.

AP Biology (Lab) 05421/05422
Grade Level: 11-12
Credit/Semester: 0.5
NCAA: Yes
Prerequisite: Concurrent Enrollment in 05411/05412

Students will engage in laboratory experiences that support the lecture presentation of the topics covered in AP Biology 05411/05412. This course must be taken concurrently with AP Biology 05411/05412.

AP Chemistry 05451/05452
Grade Level: 10-12
Credit/Semester: 0.5
NCAA: Yes
Prerequisite: 05111/05112 or 05121/05122 and concurrent enrollment in 05161/05162 or 05461/05462

Students will investigate the particulate nature of matter through the lens of four big ideas in Advanced Placement Chemistry: scale, proportion and quantity; structure and properties; transformations; and energy. Specific topics to be modeled and analyzed include atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

AP Environmental Science 05431/05432
Grade Level: 9-12
Credit/Semester: 0.5
NCAA: Yes
Prerequisite: Division Head Approval

Students will investigate the scientific principles, concepts, and methodologies required to understand the interactions within the natural world. In Advanced Placement Environmental Science, students will identify natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them.

AP Physics 1 05201/05202
Grade Level: 9-12
Credit/Semester: 0.5
NCAA: Yes
Prerequisite: Concurrent enrollment in 05411/05412

Students will develop a conceptual and mathematical, algebra-based, understanding of an introductory college-level physics course. Students will cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves.

AP Physics C 05441/05442
Grade Level: 12
Credit/Semester: 0.5
NCAA: Yes
Prerequisite: Concurrent enrollment or prior completion of 04860 or 04861

Students will investigate Mechanics & Electricity and Magnetism in Advanced Placement Physics C, a calculus-based physics course. Students will cultivate their understanding of physics topics which include changes in motion, force interactions between objects, fields and conservation laws. Students will investigate phenomena using the science practices, while incorporating calculus.

AP Physics C (Lab) 05501/05502
Grade Level: 11-12
Credit/Semester: 0.5
NCAA: Yes
Prerequisite: Concurrent enrollment in 05441/05442

Students will engage in lab practices that support the lecture presentation of the topics covered in AP Physics C 05441/05442. This course must be taken concurrently with AP Physics C 05441/05442.

Biology 05201/05202
Grade Level: 9-10
Credit/Semester: 0.5
NCAA: Yes
Prerequisite: Division Head Approval

Students will develop an understanding surrounding the commonality and diversity of all living organisms and their interactions with each other. This lab-based course will teach students to explore, construct, model and analyze the basic notion of life, including cellular and chemical processes necessary for life.
Science

Course Descriptions

Biology 504  05041/05042

Grade Level  9-12  Credit/Semester  0.5  NCAA  Yes
Prerequisite  Division Head Approval

Students will learn the Geographic Information System (GIS) is the process of combining different layers of maps to manipulate data and provide information. Today, it is used in every sector from politics, health, to business. This class includes introduction to GIS and careers, geographic concepts maps, scale, spatial patterns, map critiquing and designs. The final project includes solving a real-world problem using GIS information. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

College Geospatial Technology  67920

Grade Level  10-12  Credit/Semester  0.5  NCAA  Yes
Prerequisite  None

College Introduction to Human Anatomy and Physiology  68340

Grade Level  11  Credit/Semester  0.5  NCAA  Yes
Prerequisite  Completion of Honors Physics

Students will learn about the human body, with emphasis on basic physical and chemical concepts, anatomy, physiology and embryology. Designed to meet the needs of students in certain allied health career programs. This course is the second semester course paired with Honors Physics in Healthcare. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements, upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

College Introduction to Nanotechnology  66461/66462

Grade Level  11-12  Credit/Semester  0.5  NCAA  Yes
Prerequisite  Division Head Approval

Students will learn to operate research equipment (such as a scanning electron microscope) to complete hands-on lab experiments in nanotechnology. Students will conduct a research-based investigation related to nanotechnology, developing their skills related to research methodology; employment of ethical research practices; and, assessment, analysis, and synthesis of information. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

Chemistry 514  05141/05142

Grade Level  9-12  Credit/Semester  0.5  NCAA  Yes
Prerequisite  Division Head Approval

Students will develop a conceptual and mathematical understanding of the particulate nature of matter. This lab-based course will teach students to explore, construct, model and analyze the structure of matter, energy, and the potential interactions matter undergoes. Topics explored in this course are similar to topics in 05031/05032 with additional support and differentiation.

Experiential Medical Physiology and Biochemistry  05000

Grade Level  11-12  Credit/Semester  0.5  NCAA  Yes
Prerequisite  05021/05022, 05111/05112, Concurrent Enrollment in 05130, or Division Head Approval

Students will have the opportunity to apply the experiences in 05130 via hospital visitation and clinical observation, both designed to develop healthcare career involvement.

Ecology  05260

Grade Level  9-12  Credit/Semester  0.5  NCAA  Yes
Prerequisite  Division Head Approval

Students will study people and other living organisms interacting with the environment. Students will model and analyze fundamental ecological concepts such as ecosystems, population dynamics, abiotic factors, world biomes, balance in nature, and energy transfer.

Genetics  05180

Grade Level  12  Credit/Semester  0.5  NCAA  Yes
Prerequisite  05021/05022 and 05111/05112

Students will explore, model, and apply an in-depth study of the structure and function of the human body. Students will also investigate an introduction to organic chemistry and biochemistry.

Environmental Science  05250

Grade Level  9-12  Credit/Semester  0.5  NCAA  Yes
Prerequisite  Division Head Approval

Students will explore the basic ecological principles applied in the study of mankind and its impact on the environment. Students will investigate, model and analyze the causes and effects of pollution, animal endangerment, natural resources and energy.

Honors Agricultural Biology  57981/57982

Grade Level  11-12  Credit/Semester  0.5  NCAA  Yes
Prerequisite  None

Students will develop an understanding of the commonality and diversity of all living organisms and their interactions with each other. This lab-based course will teach students to explore, construct, model and analyze the basic notion of life, including cellular and chemical processes necessary for life. Topics explored are similar to the topics in 05021/05022 at an increased pace and depth.

Honors Biology  05031/05032

Grade Level  9-12  Credit/Semester  0.5  NCAA  Yes
Prerequisite  None

Students will develop an understanding of the commonality and diversity of all living organisms and their interactions with each other. This lab-based course will teach students to explore, construct, model and analyze the basic notion of life, including cellular and chemical processes necessary for life. Topics explored are similar to the topics in 05021/05022 at an increased pace and depth.

Honors Chemistry  05121/05122

Grade Level  9-12  Credit/Semester  0.5  NCAA  Yes
Prerequisite  Division Head Approval

Students will develop a conceptual and mathematical understanding of the particulate nature of matter. This lab-based course will teach students to explore, construct, model and analyze the structure of matter, energy, and the potential interactions matter undergoes. Topics explored in Honors Chemistry are similar to the topics in Chemistry 05111/05112 at an increased pace and depth.

Honors Medical Physiology and Biochemistry  05130

Grade Level  12  Credit/Semester  0.5  NCAA  Yes
Prerequisite  05021/05022, 05111/05112, 05280 Concurrent Enrollment

Students will explore, model, and apply an in-depth study of the structure and function of the human body. Students will also investigate an introduction to organic chemistry and biochemistry.

*Not all courses are offered at all schools. Please see your school counselor for additional information.
Science

Honors Physical Science 05561/05562

Grade Level 10-12 Credit/Semester 0.5 NCAA
Prerequisite None

In this lab-based course, students will explore the topics of physical sciences such as physics, chemistry, earth science, and astronomy through a collaborative, problem-based approach. The course will examine several topics of pressing importance and students will make connections between science, politics, economics, and global policy. Students will develop and enhance skills related to measurement, graphing, data analysis, mathematical reasoning, modeling, and communication. The course requires additional challenging activities, assignments, projects, and presentations that go deeper into the topics and include more advanced readings.

Honors Physics in Healthcare 08160

Grade Level 11-12 Credit/Semester 0.5 NCAA
Prerequisite Concurrent Enrollment in a Health Careers Pathway Course

In this lab-based course, students will investigate the human body and health careers using an algebra-based, physics lens. Students will model and analyze topics which include motion, forces, inertia, momentum, impulse, work, energy, wave, sound, light and optics. This first semester course is paired with a second semester study of College Introduction to Human Anatomy and Physiology (08349).

Human Physiology 05280

Grade Level 11-12 Credit/Semester 0.5 NCAA Yes
Prerequisite Division Head Approval

Students will investigate, model and analyze an in-depth study of the structure and function of human systems.

Human Physiology 2 05360

Grade Level 9-12 Credit/Semester 0.5 NCAA Yes
Prerequisite Division Head Approval

Students will explore the human body, health, diseases, and medically related careers not experienced in Human Physiology 1. Students will investigate, model and analyze areas of anatomy and physiology including major body systems, the cardiovascular system, the respiratory system, the endocrine system, the reproductive system, the lymphatic system, and digestive system.

Introduction to Solar System-ASU 65001

Grade Level 12 Credit/Semester 0.5 NCAA Yes
Prerequisite Program Admission

Students will explore the origins, structure, contents and evolution of our solar system and exosolar planetary systems. Students will cover the history of astronomy, properties of light instruments, the study of the solar system and nearby stars. Students successfully completing this course may receive early college credit.

Oceanography 05270

Grade Level 11-12 Credit/Semester 0.5 NCAA Yes
Prerequisite Division Head Approval

Students will explore an introduction to oceanography. Students will investigate, model and analyze the geological, physical, chemical and biological properties of the sea and sea life, including shoreline development, ocean basin, topography, waves, current, properties of salt water and marine organisms.

Physical Science 05071/05072

Grade Level 10-12 Credit/Semester 0.5 NCAA
Prerequisite None

In this lab-based course, students will explore the topics of physical sciences such as physics, chemistry, earth science, and astronomy through a collaborative, problem-based approach. Students will develop and enhance skills related to measurement, graphing, data analysis, mathematical reasoning modeling, and communication. Students will be encouraged to explore the relationship between science and everyday life on political, economic, and policy levels.

Physics 05161/05162

Grade Level 9-12 Credit/Semester 0.5 NCAA Yes
Prerequisite Division Head Approval

Students will develop a conceptual and mathematical understanding of the nature and properties of matter and energy. This lab-based course will teach students to explore, construct, model and analyze interactions between objects.

College Introduction to Human Anatomy and Physiology 68340

Grade Level 11 Credit/Semester 0.5 NCAA Yes
Prerequisite Completion of Honors Physics

Students will learn about the human body, with emphasis on basic physical and chemical concepts, anatomy, physiology and embryology. Designed to meet the needs of students in certain allied health career programs. This is the second semester course paired with Honors Physics in Healthcare. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements, upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

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Course Descriptions

Science

Physics 05191/05192

- Grade Level: 9-12
- Credit/Semester: 0.5
- NCAA: Yes
- Prerequisite: Division Head Approval

Students will develop a conceptual and mathematical understanding of the nature and properties of matter and energy. This lab-based course will teach students to explore, construct, model and analyze interactions between objects. Topics explored in Physics 519 are similar to the topics in Physics 05161/05162 with additional support and differentiation.

Zoology 05310

- Grade Level: 9-12
- Credit/Semester: 0.5
- NCAA: Yes
- Prerequisite: Division Head Approval

Students will explore, model and analyze animal anatomy and physiology with an emphasis on comparative study of the taxonomic groups.

*Not all courses are offered at all schools. Please see your school counselor for additional information.
Social Science

Advanced Legal Concepts 07910

Grade Level 11-12 Credit/Semester 0.5 NCAA Yes
Prerequisite 07880, 07890 and Division Head Approval

Students will apply the principles they learned in previous law pathway courses. Students in this class will also explore advanced legal concepts and legal issues. Students will engage with professionals from the legal field and investigate and develop solutions to a real-world career and legal issues. Students will engage with professionals from the legal field and investigate and develop solutions to a real-world career and legal issues. Students will engage with professionals from the legal field and investigate and develop solutions to a real-world career and legal issues. Students will engage with professionals from the legal field and investigate and develop solutions to a real-world career and legal issues. Students will engage with professionals from the legal field and investigate and develop solutions to a real-world career and legal issues.

American Law 07790

Grade Level 9-12 Credit/Semester 0.5 NCAA Yes
Prerequisite None

Students will learn about America’s legal system and will have an opportunity to explore potential careers within the field of law. This course will cover an overview of civil law, criminal law, constitutional law, individuals’ rights, prejudice, and American attitudes. Students will learn about America’s legal system and will have an opportunity to explore potential careers within the field of law. This course will cover an overview of civil law, criminal law, constitutional law, individuals’ rights, prejudice, and American attitudes. Students will learn about America’s legal system and will have an opportunity to explore potential careers within the field of law. This course will cover an overview of civil law, criminal law, constitutional law, individuals’ rights, prejudice, and American attitudes. Students will learn about America’s legal system and will have an opportunity to explore potential careers within the field of law. This course will cover an overview of civil law, criminal law, constitutional law, individuals’ rights, prejudice, and American attitudes.

American Studies: U.S. History 07611/07612

Grade Level 11 Credit/Semester 0.5 NCAA Yes
Prerequisite Concurrent Enrollment or 04181/04182, or Division Head Approval

Students will acquire a deeper understanding of their cultural heritage through an interdisciplinary approach through American History and American Literature and Expository Writing. The literature will appear within a historical context, and the important trends and themes will be humanized by the presence of creative arts. This course meets the U.S. History requirement.

American Law 07790

Grade Level 9-12 Credit/Semester 0.5 NCAA Yes
Prerequisite None

Students will learn about America’s legal system and will have an opportunity to explore potential careers within the field of law. This course will cover an overview of civil law, criminal law, constitutional law, individuals’ rights, prejudice, and American attitudes. Students will learn about America’s legal system and will have an opportunity to explore potential careers within the field of law. This course will cover an overview of civil law, criminal law, constitutional law, individuals’ rights, prejudice, and American attitudes. Students will learn about America’s legal system and will have an opportunity to explore potential careers within the field of law. This course will cover an overview of civil law, criminal law, constitutional law, individuals’ rights, prejudice, and American attitudes. Students will learn about America’s legal system and will have an opportunity to explore potential careers within the field of law. This course will cover an overview of civil law, criminal law, constitutional law, individuals’ rights, prejudice, and American attitudes.

American Studies: U.S. History 07611/07612

Grade Level 11 Credit/Semester 0.5 NCAA Yes
Prerequisite Concurrent Enrollment or 04181/04182, or Division Head Approval

Students will acquire a deeper understanding of their cultural heritage through an interdisciplinary approach through American History and American Literature and Expository Writing. The literature will appear within a historical context, and the important trends and themes will be humanized by the presence of creative arts. This course meets the U.S. History requirement.

AP Economics – Micro & Macro 07931/07932

Grade Level 10-12 Credit/Semester 0.5 NCAA Yes
Prerequisite None

Students will learn broad economic theories and principles such as supply and demand, the profit maximizing production level for firms, decisions regarding the use of labor and other resources, and the role of government in economics. This course will prepare students to take the Advanced Placement Exam.

AP European History 07671/07672

Grade Level 10-12 Credit/Semester 0.5 NCAA Yes
Prerequisite Division Head Approval

Students will use historical thinking skills to analyze European History. Students will learn to analyze primary documents—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. This course will prepare students to take the Advanced Placement Exam.

AP Human Geography 09351/09352

Grade Level 9 Credit/Semester 0.5 NCAA Yes
Prerequisite Division Head Approval

Students will learn how early civilizations throughout the world developed beliefs about the nature of the world and how these and other beliefs resulted in laws, religions, languages, economics, communication, and technology that have shaped the modern world. This course will prepare students to take the Advanced Placement Exam. This course satisfies the district’s graduation requirement for civics.

AP Psychology 07761/07762

Grade Level 10-12 Credit/Semester 0.5 NCAA Yes
Prerequisite Division Head Approval

Students will acquire understandings equivalent to those gained in a college level introductory course. This course is an accelerated study of the theories of the biological bases, learning, development, personality and social psychology. This course will prepare students to take the Advanced Placement Exam.

AP U.S. Government and Politics 07871/07872

Grade Level 10-12 Credit/Semester 0.5 NCAA Yes
Prerequisite Division Head Approval

Students will develop an understanding of the nature of governmental decisions and political power in the United States by discussing such topics as the constitutional foundations of American government, political parties and interest groups, civil rights, and civil liberties. This course will prepare students to take the Advanced Placement Exam.

AP World History 07651/07652

Grade Level 10-12 Credit/Semester 0.5 NCAA Yes
Prerequisite Division Head Approval

Students will gain understanding of the purposes, principles and practices of American government as established by the United States Constitution. Students will understand their rights and responsibilities as American citizens and how to exercise these rights and responsibilities in local, state, and national government. This course meets the civic graduation requirement.

Civics 59950

Grade Level 11-12 Credit/Semester 0.5 NCAA Yes
Prerequisite Division Head Approval

Students will learn broad economic theories and principles such as supply and demand, the profit maximizing production level for firms, decisions regarding the use of labor and other resources, and the role of government in economics. This course will prepare students to take the Advanced Placement Exam.

*Not all courses are offered at all schools. Please see your school counselor for additional information.
**Social Science**

**College Microeconomics** 67940

- **Grade Level**: 11-12
- **Credit/Semester**: 0.5
- **NCAA**: Yes
- **Prerequisite**: Division Head Approval

Students will explore consumer behavior, how firms decide upon profit-maximizing price and output rates under various market conditions, and of the labor and capital markets. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

**College Legal Research and Argument** 69590

- **Grade Level**: 12
- **Credit/Semester**: 0.5
- **NCAA**: Yes
- **Prerequisite**: None

Students will learn about legal research and the preparation of written arguments and the delivery of oral arguments advocating for the position on a mock client. The course will include role-playing simulations in which students represent attorneys in simulated appellate course proceedings. The focus will be on the analysis of the substantive legal and constitutional issues involved in the annual American Undergraduate Moot Court Association case problem, which changes from year to year. Course topics also include how to locate, read and analyze Supreme Court opinions and statutes, writing strategies for legal briefs, oral argument strategy, and general court structure and procedure. Students will travel to attend at least one intercollegiate moot court competition per semester of enrollment as determined by the instructor. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

**College Middle Eastern Politics** 67850

- **Grade Level**: 11-12
- **Credit/Semester**: 0.5
- **NCAA**: Yes
- **Prerequisite**: None

Students will gain understanding of Middle Eastern political, social, economic, military, religious and terrorist forces in the Middle East. Students will investigate the politics of countries in the area. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

**College World Religions** 67630

- **Grade Level**: 11-12
- **Credit/Semester**: 0.5
- **NCAA**: Yes
- **Prerequisite**: 07810

Students will examine both contemporary and ancient texts to connect cultural and historical themes that have existed throughout diverse civilizations and compare and contrast the cultures and religions in the context of their social and historical origins. See dual credit section in academic handbook for details. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

**Constitutional Law** 07890

- **Grade Level**: 9-12
- **Credit/Semester**: 0.5
- **NCAA**: Yes
- **Prerequisite**: Division Head Approval

Students will focus on the legal issues raised by the United States Constitution. Students will develop legal reasoning and communication through the analysis and discussion of the principles of law. Students will explore careers within the legal career pathway.

**Consumer Education** 59940

- **Grade Level**: 9-12
- **Credit/Semester**: 0.25
- **NCAA**: Yes
- **Prerequisite**: None

Students will learn financial literacy, including installment purchasing, budgeting, savings and investing, banking, understanding simple contracts, State and federal income taxes, and personal insurance policies. This course meets the consumer education graduation requirement.

**Criminal and Civil Law** 07880

- **Grade Level**: 9-12
- **Credit/Semester**: 0.5
- **NCAA**: Yes
- **Prerequisite**: Division Head Approval

Students will investigate fundamental legal elements of criminal and civil law, the interpretation of law through the courts, and the relationships between law, society, and the justice system. The course will focus on the development of legal reasoning and communication through the analysis and discussion of the principles of law. Students will explore careers within the legal career pathway.

**Economics** 07830

- **Grade Level**: 9-12
- **Credit/Semester**: 0.5
- **NCAA**: Yes
- **Prerequisite**: None

Students will be introduced to a broad range of economic theories and principles. Coursework will address business, banking, labor, international trade, production, distribution, consumption, investment, and supply and demand.

**Honors Human Geography** 09420

- **Grade Level**: 9
- **Grade/Semester**: 0.5
- **NCAA**: Yes
- **Prerequisite**: None

Students will understand, identify, recognize, and utilize the different principles and responsibilities of governmental power. During semester projects, students will apply their knowledge to access and make use of the different levels and systems of government. Students will have the opportunity to earn Honors credit by incorporating additional components of the Illinois State Civics Standards on unit assessments/projects.

*Not all courses are offered at all schools. Please see your school counselor for additional information.*
Social Science

Honors Latin American Studies 16990

Grade Level 10-12 Grade/Sem 0.5 NCAA None

Students will focus on patterns and themes regarding Latinx history and experiences in the world today, specifically, the United States. Students will develop critical thinking and research skills through the thematic analysis of major issues that impact members of the Latinx community in modern times.

Human Geography 09301/09302

Grade Level 9 Credit/Semester 0.5 NCAA Yes

Students will understand the world’s physical features, how they blend with social systems and how they affect economies, politics, and human interaction. This course is designed for students who will need to study and practice basic writing and reading within the content of social science. This course satisfies the district’s graduation requirement for civics.

Latin American Studies 06990

Grade Level 10-12 Grade/Semester 0.5 NCAA None

Students will understand the world’s physical features, how they blend with social systems and how they affect economies, politics, and human interaction. By understanding how political and economic systems influence international events, students will develop the skills and knowledge they will need to be contributing citizens. This course satisfies the district’s graduation requirement for civics.

Political Science 07840

Grade Level 10-12 Credit/Semester 0.5 NCAA Yes

Students will be exposed to America’s political system with an emphasis on origins and development. Student learning will focus on the executive and legislative branches, the courts, law enforcement, pressure groups, and political behavior.

Human Origins-ASU 67001

Grade Level 12 Credit/Semester 0.5 NCAA Yes

Students will explore the scientific evidence for the evolution of humans and our fossil relatives and humankind’s place in the natural world. It includes an introduction to evolutionary theory, an overview of the hominin fossil record and what that record teaches us about our place in nature. Dr. Donald Johanson, a world-renowned paleoanthropologist who found the skeleton known as Lucy, will present an exciting in-depth exploration of paleoanthropological field research from his unique perspective. Students successfully completing this course may receive early college credit.

Introduction to Sociology-ASU 67300

Grade Level 12 Credit/Semester 0.5 NCAA Yes

Prerequisite Program Admission

Students will explore the social processes and functions groups form and follow over time in this online course. Students will also gain valuable insight into the dynamics of group relationships, including how to effectively interact with others within a group. Finally, students will learn how the study of sociology applies to daily life.

Psychology 1 07740

Grade Level 10-12 Credit/Semester 0.5 NCAA Yes

Prerequisite None

Students will engage in a behavioral study of oneself in relationship to human group behavior. Specific units will include sociological methodology, cultures, institutions, values, marriage, family, sexuality, and social issues.

Psychology 2 07750

Grade Level 10-12 Credit/Semester 0.5 NCAA Yes

Prerequisite 07740

Students will continue their study of the field of psychology. Student learning will expand to more in-depth units such as abnormal psychology, treatment, social psychology and more.

Sociology 1 07710

Grade Level 10-12 Credit/Semester 0.5 NCAA Yes

Prerequisite None

Students will study oneself in relationship to human group behavior. Student learning will emphasize methods, concepts, and the analysis of various social phenomena. Specific units of study will include the concept of culture, social stratification, diversity, interpersonal relationships, marriage and the family, and death and dying.

Sociology 2 07720

Grade Level 10-12 Credit/Semester 0.5 NCAA Yes

Prerequisite 07711/07712

Students will study oneself in relationship to human group behavior. Student learning will focus on the following specific units sociological methodology, cultures, institutions, values, marriage, family, sexuality and social issues.

Sociology of Service Learning – Fall 09330

Grade Level 10-12 Credit/Semester 0.5 NCAA Yes

Prerequisite None

Students will apply sociological theory to the study of human behaviors in various community contexts including traditional and special education settings as well as in a variety of local social service agencies. Students will identify needs in the community, develop programs, and participate in existing programs that meet the needs of the school and the community.

Sociology of Service Learning—Spring 09340

Grade Level 10-12 Credit/Semester 0.5 NCAA Yes

Prerequisite None

Students will apply sociological theory to the study of human behaviors in various community contexts including societal groups that lack equal access to wealth, power, and prestige in our community. Students will combine academic knowledge and experiential “hands on” learning with a focus on the elderly, minority groups, and the homeless.
Students will investigate the history of America from the age of discovery to the present. The material may be presented in either chronological or thematic units. Students will also engage in topics such as the federal and state constitutions, Declaration of Independence, and the flag code; which will prepare them for the Constitution test, which is a graduation requirement.

Students will learn the history of America from the age of discovery to the present. Students take the federal and state constitutions, Declaration of Independence, and flag code test required for graduation. This course meets the U.S. History graduation requirement.

Students will learn about the development of civilization from prehistoric times to the present day. Topics will include how governments evolved, religion, developments in science and technology; conflict; and the arts. Students will evaluate the contributions of the civilizations of Africa, Asia, Europe and the Americas; and how those contributions have influenced the current world order.

Students will develop reading and writing skills in an effort to expand analytical thinking skills as they will study the cultures and religions of the world. Students will examine both contemporary and ancient texts to connect cultural and historical themes that have existed throughout diverse civilizations. This course will encourage opportunities to compare and contrast Eastern cultures and religions.

Students will develop reading and writing skills in an effort to expand analytical thinking skills as they will study the cultures and religions of the world. Students will examine both contemporary and ancient texts to connect cultural and historical themes that have existed throughout diverse civilizations. This course will encourage opportunities to compare and contrast Western cultures and religions.

Students will take an interdisciplinary approach to English and World History to give students more opportunity to develop literacy and higher-level thinking skills. Students will use literature and writing to connect historical and cultural themes that have prevailed throughout history.
World Languages

American Sign Language 1 & 2 (Harper College) 60271/60272
Grade Level 12
Credit/Semester 0.75
NCAA Yes
Prerequisite None

Students will be introduced to American Sign Language focusing on comprehension and production of basic language functions, grammatical structures and level-appropriate vocabulary first semester. Students will review vocabulary, language functions and grammatical structures second semester. This course will present and integrate additional information about deaf culture into language usage. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. See dual credit section in academic handbook for details.

AP Chinese Language and Culture 07301/07302
Grade Level 11-12
Credit/Semester 0.5
NCAA Yes
Prerequisite 07311/07312 or Division Head Approval

Students will master advanced language concepts in reading, writing, speaking, and listening. Students will have the opportunity for written and spoken self-expression. This course will prepare students to take the Advanced Placement Examination as well as college entrance examinations.

AP French Language 07101/07102
Grade Level 11-12
Credit/Semester 0.5
NCAA Yes
Prerequisite 07051/07052 or 07071/07072

Students will master advanced language concepts in reading, writing, speaking, and listening. Students will have the opportunity for written and spoken self-expression. This course will prepare students to review grammar; practice in conversation and composition. Students will engage in the study of Spanish and Latin American literary texts. Students will apply their knowledge of the Spanish language and Hispanic cultures. This course will present students to take the College Board Advanced Placement Exam as well as college entrance examinations.

AP German 07201/07202
Grade Level 11-12
Credit/Semester 0.5
NCAA Yes
Prerequisite 07311/07312 or Division Head Approval

Students will master advanced language concepts in reading, writing, speaking, and listening. Students will have the opportunity for written and spoken self-expression. This course will prepare students to take the Advanced Placement Examination as well as college entrance examinations.

AP Japanese Language and Culture 07291/07292
Grade Level 11-12
Credit/Semester 0.5
NCAA Yes
Prerequisite 07531/07532

Students will master advanced language concepts in reading, writing, speaking, and listening. Students will have the opportunity for written and spoken self-expression. This course will prepare students to take the Advanced Placement Examination as well as college entrance examinations.

AP Spanish Language 07431/07432
Grade Level 11-12
Credit/Semester 0.5
NCAA Yes
Prerequisite 07001/07002

Students will master advanced language concepts in reading, writing, speaking, and listening. Students will have the opportunity for written and spoken self-expression. This course will prepare students to take the Advanced Placement Examination as well as college entrance examinations.

AP Spanish Literature 07371/07372
Grade Level 11-12
Credit/Semester 0.5
NCAA Yes
Prerequisite 07001/07002 or 07021/07022

Students will engage in the study of Spanish and Latin American literary texts. Students will apply their knowledge of the Spanish language and Hispanic cultures. This course will prepare students to take the College Board Advanced Placement Exam as well as college entrance examinations.

College Intermediate Spanish-EIU 67381/67382
Grade Level 11-12
Credit/Semester 0.5
NCAA Yes
Prerequisite Spanish 3

Students will review grammar; practice in conversation and composition; reading of selected Spanish material. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

French 1 07001/07002
Grade Level 9-12
Credit/Semester 0.5
NCAA Yes
Prerequisite None

Students will be introduced to the target language and culture with a focus on listening, speaking, reading and writing. Students will develop topical vocabulary and knowledge of elementary grammar. Students will also gain insight into a variety of cultures through geography, class discussions and readings.

French 2 07021/07022
Grade Level 9-12
Credit/Semester 0.5
NCAA Yes
Prerequisite 07001/07002 or Equivalent

Students will expand on the skills introduced in level 1. Students will engage in reading and writing activities, which reinforce the listening and speaking activities. In addition, students will develop the ability to read and write for educational and recreational purposes. Students will refine their cultural knowledge through films, songs, articles and supplementary readings.

German 1 07121/07122
Grade Level 9-12
Credit/Semester 0.5
NCAA Yes
Prerequisite None

Students will be introduced to the target language and culture with a focus on listening, speaking, reading and writing. Students will develop topical vocabulary and knowledge of elementary grammar. Students will also gain insight into a variety of cultures through geography, class discussions and readings.
Course Descriptions

World Languages

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>German 2</td>
<td>07131/07132</td>
<td>9-12</td>
<td>0.5 NCAA</td>
<td>Yes</td>
<td>07121/07122 or Equivalent</td>
<td>Students will expand the skills introduced in level 1. Students will engage in reading and writing activities, which reinforce the listening and speaking activities. In addition, students will develop the ability to read and write for educational and recreational purposes. Students will refine their cultural knowledge through films, songs, articles and supplementary readings.</td>
</tr>
<tr>
<td>Honors German 3</td>
<td>07161/07162</td>
<td>10-12</td>
<td>0.5 NCAA</td>
<td>Yes</td>
<td>07131/07132</td>
<td>Students will expand their knowledge of the language and reinforce the skills introduced in levels 1 and 2. Students will focus on developing composition skills, and speaking the language in non-structured situations, including language lab activities. Students will be introduced to literature, the arts, and history in the target language.</td>
</tr>
<tr>
<td>German 2</td>
<td>07081/07082</td>
<td>10-12</td>
<td>0.5 NCAA</td>
<td>Yes</td>
<td>07021/07022</td>
<td>Students will be exposed to more complex materials in grammar and the basic skills. Students broaden their skills in listening, comprehension, speaking, reading and writing. Listening activities are further developed with the use of video presentations and laboratory activities. In addition, students refine their cultural perception through exposure to French films, French contemporary songs, and French magazine articles.</td>
</tr>
<tr>
<td>Honors German 4</td>
<td>07181/07182</td>
<td>11-12</td>
<td>0.5 NCAA</td>
<td>Yes</td>
<td>07151/07152</td>
<td>Students will attain a high degree of competency in reading, writing, listening, and speaking in the target language. Students will explore a variety of literary periods. Students will engage in vocabulary development, complex grammatical structures and cultural comparisons through readings and laboratory activities. Students will continue to develop composition skills and oral communication.</td>
</tr>
<tr>
<td>French 3</td>
<td>07061/07062</td>
<td>0.5</td>
<td>NCAA</td>
<td>Yes</td>
<td>07051/07052</td>
<td>Students will be introduced to the target language and culture with a focus on listening, speaking, reading and writing. Students will develop topical vocabulary and knowledge of elementary grammar. Students will also gain insight into a variety of cultures through geography, class discussions and readings.</td>
</tr>
<tr>
<td>Honors French 4</td>
<td>07081/07082</td>
<td>11-12</td>
<td>0.5 NCAA</td>
<td>Yes</td>
<td>07058/07052</td>
<td>Students will attain a high degree of competency in reading, writing, listening, and speaking in the target language. Students will explore a variety of literary periods. Students will engage in vocabulary development, complex grammatical structures and cultural comparisons through readings and laboratory activities. Students will continue to develop composition skills and oral communication.</td>
</tr>
<tr>
<td>Italian</td>
<td>07451/07452</td>
<td>9-12</td>
<td>0.5 NCAA</td>
<td>Yes</td>
<td>None</td>
<td>Students will be introduced to the target language and culture with a focus on listening, speaking, reading and writing. Students will develop topical vocabulary and knowledge of elementary grammar. Students will also gain insight into a variety of cultures through geography, class discussions and readings.</td>
</tr>
<tr>
<td>Honors Italian 3</td>
<td>07031/07032</td>
<td>10-12</td>
<td>0.5 NCAA</td>
<td>Yes</td>
<td>07461/07462</td>
<td>Students will expand their knowledge of the language and reinforce the skills introduced in levels 1 and 2. Students will focus on developing composition skills, and speaking the language in non-structured situations, including language lab activities. Students will be introduced to literature, the arts, and history in the target language.</td>
</tr>
<tr>
<td>Italian 2</td>
<td>07461/07462</td>
<td>10-12</td>
<td>0.5 NCAA</td>
<td>Yes</td>
<td>07451/07451</td>
<td>Students will expand on the skills introduced in level 1. Students will focus on developing composition skills, and speaking the language in non-structured situations, including language lab activities. Students will be introduced to literature, the arts, and history in the target language.</td>
</tr>
<tr>
<td>Japanese</td>
<td>07591/07592</td>
<td>9-12</td>
<td>0.5 NCAA</td>
<td>Yes</td>
<td>07521/07522</td>
<td>Students will attain a high degree of competency in reading, writing, listening, and speaking in the target language. Students will explore a variety of literary periods. Students will engage in vocabulary development, complex grammatical structures and cultural comparisons through readings and laboratory activities. Students will continue to develop composition skills and oral communication.</td>
</tr>
<tr>
<td>Honors Japanese 3</td>
<td>07601/07602</td>
<td>10-12</td>
<td>0.5 NCAA</td>
<td>Yes</td>
<td>07521/07522</td>
<td>Students will expand their knowledge of the language and reinforce the skills introduced in levels 1 and 2. Students will focus on developing composition skills, and speaking the language in non-structured situations, including language lab activities. Students will be introduced to literature, the arts, and history in the target language.</td>
</tr>
<tr>
<td>Mandarin Chinese 3</td>
<td>07241/07242</td>
<td>9-12</td>
<td>0.5 NCAA</td>
<td>Yes</td>
<td>07231/07232</td>
<td>Students will expand their knowledge of the language and reinforce the skills introduced in levels 1 and 2. Students will focus on developing composition skills, and speaking the language in non-structured situations, including language lab activities. Students will be introduced to literature, the arts, and history in the target language.</td>
</tr>
<tr>
<td>Italian</td>
<td>07461/07462</td>
<td>10-12</td>
<td>0.5 NCAA</td>
<td>Yes</td>
<td>07451/07451</td>
<td>Students will expand on the skills introduced in level 1. Students will focus on developing composition skills, and speaking the language in non-structured situations, including language lab activities. Students will be introduced to literature, the arts, and history in the target language.</td>
</tr>
<tr>
<td>Honors Mandarin Chinese 4</td>
<td>07311/07312</td>
<td>11-12</td>
<td>0.5 NCAA</td>
<td>Yes</td>
<td>07421/07422 and Teacher Recommendation</td>
<td>Students will attain a high degree of competency in reading, writing, listening, and speaking in the target language. Students will explore a variety of literary periods. Students will engage in vocabulary development, complex grammatical structures and cultural comparisons through readings and laboratory activities. Students will continue to develop composition skills and oral communication.</td>
</tr>
</tbody>
</table>

*Not all courses are offered at all schools. Please see your school counselor for additional information.*
Japanese 2 07511/07512

Grade Level 9-12 Credit/Semester 0.5 NCAA Yes
Prerequisite 07501/07502

Students will expand on the skills introduced in level 1. Students will engage in reading and writing activities, which reinforce the listening and speaking activities. In addition, students will develop the ability to read and write for educational and recreational purposes. Students will refine their cultural knowledge through films, songs, articles and supplementary readings.

Spanish 1 07331/07332

Grade Level 9-12 Credit/Semester 0.5 NCAA Yes
Prerequisite None

Students will be introduced to the target language and culture with a focus on listening, speaking, reading and writing. Students will develop topical vocabulary and knowledge of elementary grammar. Students will also gain insight into a variety of cultures through geography, class discussions and readings.

Spanish 2 07341/07342

Grade Level 9-12 Credit/Semester 0.5 NCAA Yes
Prerequisite 07331/07332 or Equivalent

Students will expand on the skills introduced in level 1. Students will engage in reading and writing activities, which reinforce the listening and speaking activities. In addition, students will develop the ability to read and write for educational and recreational purposes. Students will refine their cultural knowledge through films, songs, articles and supplementary readings.

Spanish for Heritage Learners 2 07361/07362

Grade Level 9-12 Credit/Semester 0.5 NCAA Yes
Prerequisite Teacher Recommendation

Students will be introduced to the formal study of Spanish and Latin American literary texts, from medieval times through the present. The course content reflects the equivalent of a third-year college course. Students will learn the biographical, historical, and cultural information related to each particular reading in order to fully conceptualize the work. Text analysis, thematic analysis, poetry analysis, literary terminology, and essay development will also be covered in great depth. Students will also further their knowledge of the Spanish language and Hispanic cultures and increase oral proficiency. This course will prepare students to take the College Board Advanced Placement Exam as well as college entrance examinations.
Course Descriptions

Career and Technical Education

Agriculture, Food, and Natural Resources

AgriBusiness 08370

Grade Level 10-12 Credit/Semester 0.5 NCAA
Prerequisite Completion of Agricultural Biology

Students will explore business management in ag and develop and improve business and employability skills to prepare for careers in agribusiness and business. Students will investigate and develop viable business plans to solve local problems. Students will present business plans to student peers and members of the local professional community, building potential community partnerships.

College Sustainable Urban Agriculture 68390

Grade Level 10-12 Credit/Semester 0.5 NCAA
Prerequisite None

Students will learn principles of sustainable agriculture for urban production. Includes the ethical, practical and scientific aspects of agricultural sustainability addressing economic, social and environmental impacts of food and urban farming. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

Food Science 08350

Grade Level 10-12 Credit/Semester 0.5 NCAA
Prerequisite Completion of a Biology

Students will develop basic scientific knowledge and skills pertaining to management of plant and animal production. Topics in plant production include major phases of plant growth and production decisions. Topics in animal production include major phases of animal agriculture and production decisions.

Introduction to Agriculture Pathway 08360

Grade Level 10-12 Credit/Semester 0.5 NCAA
Prerequisite Completion of Biology

Students will explore the agricultural industry, specifically in areas of food, fiber, and natural resources, and discover the economic, social, and environmental implications of sustainable practices. Students will cover basic concepts in the animal, food, plant, and environmental sciences; in preparation for advanced agricultural coursework and explore career opportunities in agriculture.

Veterinary Science 04370

Grade Level 10-12 Credit/Semester 0.5 NCAA
Prerequisite Completion of a Biology

Students will be introduced to the field of veterinary science. Major topics include veterinary termiology, safety, sanitation, anatomy/physiology, clinical exams, hospital procedures, parasitology, po-toxicology, laboratory techniques, nutrition, disease, office management, and animal management. Varous careers will be explored.

Veterinary Science II 08380

Grade Level 10-12 Credit/Semester 0.5 NCAA
Prerequisite Completion of Agriculture Biology and Veterinary Science I

Students will explore scientific concepts relating to the anatomy, physiology, genetics, reproduction, parasitology, poxiology, nutrition, and disease of companion animals and livestock. Students will be prepared for veterinary and medical careers through hands-on labs. Students will explore the role animals play in daily life, as well as animal ethics and welfare issues.

College Advanced Graphic Arts 66301/66302

Grade Level 10-12 Credit/Semester 0.5 NCAA
Prerequisite 06260 or 06440

Students will prepare for post-secondary experiences in the graphic arts industry. This capstone course can lead directly to a number of post-secondary institutions that award certificated, associate and baccalaureate degrees, and establishes skills that transition directly into the workspace. This class’s production-oriented atmosphere challenges students to build on previous coursework and become self-directed learners who create professional, high profile printing projects. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

Arts, Audiovisual Technology and Communication

Digital Media Production 09531/09532

Grade Level 10-12 Credit/Semester 0.5 NCAA
Prerequisite None

Students will focus on the mass communications career pathway. Beginning instruction is offered in the areas of studio camera operation, audio engineering, lighting theory, writing for a script, directing, and nonlinear editing with an emphasis on underlying principles of various digital media technology.

Graphic Arts Design 06440

Grade Level 9-12 Credit/Semester 0.5 NCAA
Prerequisite None

Students will learn graphic arts software, which includes Adobe Photoshop, Illustrator, and In Design desktop publishing. They will also have an opportunity to plan, design, and produce silk screening products. This course is team taught by the art and graphic arts departments and meets the fine arts requirement when taken in conjunction with Graphic Design I (01260).

Graphic Arts Technology I 06250

Grade Level 9-12 Credit/Semester 0.5 NCAA
Prerequisite None

Students will receive an overview of the graphic arts industry and will give them an opportunity to be–come involved with hands-on experiences in lithography and screen-printing. Each student will have opportunities to gain an insight into the graphic arts industry in order to investigate a possible career.
Course Descriptions

Career and Technical Education

**Graphic Arts Technology 2**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>Credit/Semester</th>
<th>NCAA</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>0.5</td>
<td>NCAA</td>
<td></td>
</tr>
</tbody>
</table>

Students will further their investigation into a career in graphic arts. The students will concentrate on lithography and screen printing in addition to desktop publishing, layout and design, and screen print-ing. Students will have ample time to develop and explore job skills.

**Media Technology 2**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>Credit/Semester</th>
<th>NCAA</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>0.5</td>
<td>NCAA</td>
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</tbody>
</table>

Students will demonstrate the fundamental principles of video production applying the concepts and skills learned in the introductory course. Media Technology 1. Students will have the opportunity to use equipment and software independently to create video.

**Media Technology 3**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>Credit/Semester</th>
<th>NCAA</th>
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<tbody>
<tr>
<td>10-12</td>
<td>0.5</td>
<td>NCAA</td>
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</tr>
</tbody>
</table>

Students will experience hands-on television broadcast setting. Students will also focus on the enhancement of storyboards and how ethical issues affect the media industry. Concepts taught in Media Technology 1 and 2 will be developed to produce high quality video productions.

**Media Technology 4**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>Credit/Semester</th>
<th>NCAA</th>
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</thead>
<tbody>
<tr>
<td>10-12</td>
<td>0.5</td>
<td>NCAA</td>
<td></td>
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</tbody>
</table>

Students will focus on the design, writing, and production of a variety of program formats to be used exclusively for community broadcast. Students will build upon their experiences from Media Technology 1, 2, and 3 to produce extended segments from concept through postproduction and distribution.

**Production & Editing I**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>Credit/Semester</th>
<th>NCAA</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>0.5</td>
<td>NCAA</td>
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</tbody>
</table>

Students will develop basic skills in field production and editing, with an emphasis on nonfiction. Each student will learn and practice the fundamentals of field production in terms of conceptual development, research and planning and finally editing and project management.

**Production & Editing II**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>Credit/Semester</th>
<th>NCAA</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>0.5</td>
<td>NCAA</td>
<td></td>
</tr>
</tbody>
</table>

Students will gain intermediate technical and aesthetic skills in field shooting and editing. Through a series of shooting and editing exercises, students will further develop skills introduced in Production & Editing I. These concepts will be implemented through a series of exercises culminating in the creation of an original student final video project.

**College Accounting**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-12</td>
<td>0.5</td>
<td>NCAA</td>
</tr>
</tbody>
</table>

Students will learn accounting as an information system that produces summary financial statements primarily for users external to a business. Emphasizes the reporting of the effect of transactions and other economic events on the financial statements, accrual vs. cash basis, the accounting cycle, monetary assets, inventories, fixed assets, current and long-term liabilities, and owner’s equity. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

**College Business**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
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</tr>
</thead>
<tbody>
<tr>
<td>10-12</td>
<td>0.5</td>
<td>NCAA</td>
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</tbody>
</table>

Students will learn marketing as a focus on methods involved in business systems. Topics include marketing mix, research, segmentation, consumer behavior, product planning, branding and packaging, retail and wholesale operations, advertising plans, marketing planning sales promotion techniques, break-even analysis, global marketing, careers in marketing, economic systems, and business ethics. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

**College Entrepreneurship 1**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
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<tbody>
<tr>
<td>11-12</td>
<td>0.5</td>
<td>NCAA</td>
</tr>
</tbody>
</table>

Students will have an authentic entrepreneurship experience, allowing them to create and fully develop their own product or service. Real entrepreneurs and business experts serve as volunteer coaches and mentors guiding student teams through the “Lean Startup” processes. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

*Not all courses are offered at all schools. Please see your school counselor for additional information.
College Financial Accounting 65550

Grade Level 11-12 Credit/Semester 0.5 NCAA

Prerequisite None

Students will learn accounting as an information system that produces summary financial statements primarily for users external to a business. Emphasizes the reporting of the effect of transactions and other economic events on the financial statements, accrual v. cash basis, the accounting cycle, monetary assets, inventories, fixed assets, current and long-term liabilities, and owner’s equity. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

College Managerial Accounting 65560

Grade Level 11-12 Credit/Semester 0.5 NCAA

Prerequisite 65550

Students will be provided an overview of the principles, techniques, and uses of accounting in the planning and control of business organizations from a management perspective. Coverage includes types of costs, types of budgets and their uses, cost-volume-profit relationship, product costing methods, forecasting, and managerial decision making processes. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

Entrepreneurship 2 05751/05752

Grade Level 11-12 Credit/Semester 0.5 NCAA

Prerequisite 05682 or Consent of Instructor

Students will build on what they learned in Entrepreneurship 1 with continued emphasis on developing and running a small business.

Introduction to Business 06601/06602

Grade Level 9-12 Credit/Semester 0.5 NCAA

Prerequisite None

Students will understand how economics relates to everyday living in the business world for the worker, consumer, and citizen. Students will learn about banking, insurance, credit, practical money management, consumer protection, communications, and career planning.

Personal Finance 06210

Grade Level 9-12 Credit/Semester 0.5 NCAA

Prerequisite None

Students will gain a foundational understanding for making informed personal financial decisions. Projects for this class involve interactive computer assignments that simulate real-life decision-making skills. This course satisfies the Illinois State Consumer Education graduation requirement.

Small Business Management 05740

Grade Level 11-12 Credit/Semester 0.5 NCAA

Prerequisite None

Students will manage a small business. The course focuses on problems involved in starting and operating a successful small business, selecting the location, determining how to borrow money, budgeting and credit, management, accounting and marketing.

Sports and Entertainment Marketing 05720

Grade Level 9-12 Credit/Semester 0.5 NCAA

Prerequisite None

Students will study careers in marketing, opportunity analysis, promotion, pricing, product development, distribution, case studies, and marketing plan development. Also, students will have the opportunity to hear numerous speakers in the professional sports, entertainment, and technology industries and take field trips to observe different careers available in marketing.
### Hospitality and Tourism

#### Career Descriptions

**Career and Technical Education**

**Career Development**

**Career Skills Training**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Development Academy</td>
<td>11-12</td>
<td>1.5</td>
<td>NCAA</td>
<td>None</td>
</tr>
<tr>
<td>Career Education Internship 1</td>
<td>11-12</td>
<td>0.5</td>
<td>NCAA</td>
<td>Concurrent Enrollment in 06601/06602</td>
</tr>
<tr>
<td>Career Exploration</td>
<td>10-12</td>
<td>0.5</td>
<td>NCAA</td>
<td>None</td>
</tr>
</tbody>
</table>

**Career Exploration**

Students will gain an understanding of themselves and their relationship to the world of work. Students will participate in career development simulations designed to provide a base of experience for making personal and career related decisions. Students will learn how to locate, organize, evaluate, and use career related data and thus be better prepared for real world expectations.

**Cooperative Work Training Internship 1**

Students will learn about employment search techniques, interview skills, career exploration, and the development of a post-secondary plan. Throughout the course instruction will emphasize problem solving, decision making, communication, and management issues that thread their way through the work place. Completion of this course will satisfy the consumer education requirement. As a result, this course will also concentrate on banking, insurance, credit, housing, taxes, automobile purchasing, investments, and financial planning. Students also enrolled in Cooperative Work Training Internship 1 (06521/06522) will earn an additional work credit.

**Cooperative Work Training 1**

Students will participate in career development simulations designed to provide a base of experience for making personal and career related decisions. Students will learn how to locate, organize, evaluate, and use career related data and thus be better prepared for real world expectations.

**Cooperative Work Training Internship 1**

Students will learn about practical work training that takes place in our community businesses. Students will experience on-the-job training at various entry levels and semi-skilled occupations. Students will work a minimum of 12 hours per week at businesses approved by the teacher coordinator. The coordinator will make periodic visits to employment sites to monitor each student’s progress.

**Career Skills Training**

Students must be 16 years old, Consent of Coordinator, and Concurrent Enrollment in 06521/06522.

**Credit/Semester**

**Credit/Semester**

**Credit/Semester**

**Credit/Semester**

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**College Culinary Arts/ProStart 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Culinary Arts/ProStart 1</td>
<td>9-12 (10*)</td>
<td>0.5</td>
<td>NCAA</td>
<td>05780 (Instructor Consent)</td>
</tr>
</tbody>
</table>

Students will continue the principles and techniques taught in Foods 1 using and expanding the students’ knowledge as they study advanced techniques and applications. Students are introduced to a wide variety of culinary styles as well as career opportunities related to the profession. Units of study include working with meats, poultry, and pasta.

**College Culinary Arts/ProStart 2**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Culinary Arts/ProStart 2</td>
<td>9-12</td>
<td>0.5</td>
<td>NCAA</td>
<td>None</td>
</tr>
</tbody>
</table>

Students will study career opportunities within the areas of foods and nutrition, and elements of technology are integrated. All students are involved in the research and development of original food products and presentations. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

**Introduction to Culinary Arts**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Culinary Arts</td>
<td>9-12</td>
<td>0.5</td>
<td>NCAA</td>
<td>None</td>
</tr>
</tbody>
</table>

Students will be introduced to food preparation and nutrition that includes classroom and laboratory experiences. Class work emphasizes time management and safety as students gain basic knowledge and skills in food preparation. Units of instruction include breakfast foods, lunches, convenience cooking, and desserts.

**College ProStart Internship**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>College ProStart Internship</td>
<td>11-12</td>
<td>0.5</td>
<td>NCAA</td>
<td>Previous or Concurrent Enrollment in 65711</td>
</tr>
</tbody>
</table>

Students will learn from opportunities in the ProStart program to apply and expand their culinary arts skills and knowledge in the workplace environment. Students must complete a minimum of 40 hours at the work site. Upon successful completion of this dual credit course, the student may receive college/university credit. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.
Employee Development

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
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</thead>
<tbody>
<tr>
<td>11-12</td>
<td>0.5</td>
<td>None</td>
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</tbody>
</table>

Students will participate in a supported community-based workplace-learning environment designed to support a student’s development of appropriate requisite work habits and behavior, career readiness and soft-skills. Students are required to demonstrate appropriate work-related skills in order to increase maturity, self-awareness and enhance work ethic and pride in performance. A Job Coach provides students with training, daily monitoring and ongoing support. This course may be repeated.

Interrelated Career Education 1

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<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
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<tbody>
<tr>
<td>11-12</td>
<td>0.5</td>
<td>None</td>
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</table>

Prerequisite: Concurrent Enrollment in 06611/06612, Consent of Instructor and must be 16 years old

Students will prepare for a systematic, orderly transition into gainful employment upon the fulfillment of his/her formal education. Students complete assignments and activities that are coordinated with on-the-job experiences. This program helps students make the transition from school to the world of work. Completion of this course satisfies the consumer education requirement.

Work Experience

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<thead>
<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-12</td>
<td>0.25</td>
<td>None</td>
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</tbody>
</table>

Prerequisite: Must be 16 years old

Students will use workplace learning supports linked to concurrent independent employment. This experience is designed to support student career and post-secondary decision-making. In addition to providing evidence of completion of a minimum of 30 hours of employment, student must also complete coordinated assignments. Students who successfully complete all requirements of this course will receive a grade of P.

Work Orientation 1

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<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
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</thead>
<tbody>
<tr>
<td>11-12</td>
<td>0.5</td>
<td>None</td>
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</tbody>
</table>

Prerequisite: None

Students will develop work habits and career ready skills for real life applications. The goal of the course is to develop independence for students to acquire the necessary skills for a future independent job placement. This course is the second year for students requiring continued support in their growth of their work skills.

Work Orientation 2

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<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
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</thead>
<tbody>
<tr>
<td>10</td>
<td>0.5</td>
<td>None</td>
</tr>
</tbody>
</table>

Prerequisite: None

Students will develop work habits and career ready skills for real life applications. The goal of the course is to develop independence for students to acquire the necessary skills for a future independent job placement. This course is the second year for students requiring continued support in their growth of their work skills.

In School Work

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<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
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</thead>
<tbody>
<tr>
<td>11</td>
<td>0.5</td>
<td>None</td>
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</tbody>
</table>

Prerequisite: None

Students will participate in the building based micro-business and develop skills as part of the micro-business. This participation will eventually lead them to a job placement in a supported work environment in the community.

Information Technology

Advanced Concepts in Coding and Development

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
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<tr>
<td>12</td>
<td>0.5</td>
<td>None</td>
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</table>

Prerequisite: 09092

Students will work to develop a solution/solutions to a real-world problem(s) or need(s), which demonstrate their computer programming abilities. Students will keep journals, are responsible for delivering progress reports, and will make a final presentation as to their work and products.

Advanced Network Systems and Cybersecurity

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>0.5</td>
<td>None</td>
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</tbody>
</table>

Prerequisite: 66760

Students will be provided with a comprehensive hands-on overview of network security, including authentication, encryption, digital certificates, perimeter topologies, remote access, cryptography, and operational security. Students will participate to solve industry real world problems and challenges related to networks and cybersecurity.

*Not all courses are offered at all schools. Please see your school counselor for additional information.
### AP Computer Science Principles/Mobile APP Development  
**Course Code**: 10601/10602  
**Credit/Semester**: 0.5  
**Grade Level**: 10-12

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>09050</th>
</tr>
</thead>
</table>

Students will continue their development of applications for mobile devices and will expand their use of advanced features and coding principles this collaborative lab based, hands-on course. Upon completion of this course students will be able to take the Advanced Placement Exam in Computer Science Principles.

### AP Computer Science-A  
**Course Code**: 09091/09092  
**Credit/Semester**: 0.5  
**Grade Level**: 10-12

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Division Head Approval</th>
</tr>
</thead>
</table>

Students will design and implement computer programs using current computer language. Topics will include searching and sorting techniques, numerical methods, and recursion. Upon completion of this course students will be able to take the advanced placement Computer Science A exam.

### College A+ Operating Systems Technology  
**Course Code**: 66800  
**Credit/Semester**: 0.5  
**Grade Level**: 9-12

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>66740</th>
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</thead>
</table>

Students will experience installing, configuring, upgrading, diagnosing, troubleshooting, and networking recent and current personal computer operating systems. Students successfully completing this course will have the opportunity to sit for the Comp TIA’s A+ certification exam. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

### College Advanced Network Systems and Cybersecurity  
**Course Code**: 60401/60402  
**Credit/Semester**: 0.5  
**Grade Level**: 12

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>60401/60402</th>
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</thead>
</table>

Students will be provided with a comprehensive hands-on overview of network security, including authentication, encryption, digital certificates, perimeter topologies, remote access, cryptography, and operational security. Students will participate to solve industry real world problems and challenges related to networks and cybersecurity.

### College Computer Networking  
**Course Code**: 66810  
**Credit/Semester**: 0.5  
**Grade Level**: 9-12

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>66800</th>
</tr>
</thead>
</table>

Students will have hands-on experience with networking standards, architecture, operations, security and troubleshooting using current network operating systems. Students successfully completing this course will have the opportunity to take the Comp TIA’s Network+ exam. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

### College Cybersecurity and Mobility  
**Course Code**: 66241/66242  
**Credit/Semester**: 0.5  
**Grade Level**: 11-12

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>09091/09092</th>
</tr>
</thead>
</table>

Students will be exposed to aspects of information security and provides tangible examples of the importance and value of securing data, both for themselves and the organization. Students will be introduced to legislation, local, state and federal privacy policies and liability of individuals and institutions related to data confidentiality and integrity. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

### College IT Fundamentals  
**Course Code**: 60740  
**Credit/Semester**: 0.5  
**Grade Level**: 9-12

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>None</th>
</tr>
</thead>
</table>

Students will be introduced to legislation, local, state and federal privacy policies and liability of individuals and institutions related to data confidentiality and integrity.

### Computer Programming, Mobile App, and Networking  
**Course Code**: 09040/09050  
**Credit/Semester**: 0.5  
**Grade Level**: 9-12

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>None</th>
</tr>
</thead>
</table>

Students will focus on the development of applications for mobile devices and an introduction to computer networking basics. Students will work in teams, using real-world tools and processes to develop and redesign existing mobile apps in addition to building new apps of their own. Students do not need any prior computer programming experience to successfully complete this course.

### Cybersecurity and Mobility  
**Course Code**: 06241/06242  
**Credit/Semester**: 0.5  
**Grade Level**: 11-12

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>09091/09092</th>
</tr>
</thead>
</table>

Students will be exposed to aspects of information security and provide tangible examples of the importance and value of securing data, both for themselves and the organization in this non-dual credit course. Students will be introduced to legislation, local, state and federal privacy policies and liability of individuals and institutions related to data confidentiality and integrity.
Health Sciences

College Nursing Assistant Training 68171/68172

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td>0.75</td>
<td></td>
<td>See Dual Credit Section</td>
</tr>
</tbody>
</table>

Students will learn the origin and the basic structure of medical words, including prefixes, suffixes, word roots, combining forms and plurals. Offers pronunciation, spelling, and definition of medical terms based on the body systems approach. Emphasis on rendering a professional vocabulary required for work in the healthcare field. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

Introduction to Healthcare Field 1 08181/08182

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>0.5</td>
<td></td>
<td>Division Head Approval</td>
</tr>
</tbody>
</table>

Students will be offered a broad range of information on career opportunities in the health field and available educational programs in Illinois. Students will survey medical terminology based upon the body systems approach and begin to uncover professional vocabulary as required in the health occupations.

Introduction to Healthcare 2 08190

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td>10-12</td>
<td>0.5</td>
<td></td>
<td>08181/08182</td>
</tr>
</tbody>
</table>

Students will build on the knowledge learned in previous courses, as students will begin to explore more advanced healthcare concepts and issues. The course provides a broad range of information on career opportunities in the health field and available educational programs in Illinois. Students will survey medical terminology based upon the body systems approach.

Medical Science Academy 09861/09862

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<th>Grade Level</th>
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<th>Prerequisite</th>
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<tbody>
<tr>
<td>11-12</td>
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<td>Program Admission</td>
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Students will explore careers in the medical field. Students alternate days of on-site experiential learning with college-level coursework in the classroom. Using a 150-minute block of time daily, this course blends topics existing in other areas of the curriculum with material to be developed specifically for this field of study. Students will play an active role in the learning process.

Medical Terminology 08211/08212

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</table>

Students will learn the origin and the basic structure of medical words including prefixes, suffixes, word roots, combining forms and plurals. Offers pronunciation, spelling, and definition of medical terms based on the body systems approach. Emphasis on rendering a professional vocabulary required for work on the healthcare field.

Education and Training

College Applied Educational Psychology 78350

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<th>Prerequisite</th>
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</table>

Students will explore the contexts and the individual dimensions of human development and learning. Special attention is paid to the features of human developmental contexts most associated with positive outcomes for learners, and how these mediate the learning process. The course also examines different domains of development, including those most associated with successful school learning. Candidates examine various assessment methods and how they are used to promote and document classroom and individual learning processes. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

College Education in a Diverse Society 69970

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<tbody>
<tr>
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<td>Division Head Approval</td>
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</table>

Students will examine how schooling is shaped by and ought to respond to the social contexts in which it occurs, particularly multicultural, multilingual, and global contexts. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

College Inquiry into Teaching 69620

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Students will be introduced to the expectations of the modern-day secondary education teacher, including the role of the teacher, moral, ethical, and legal expectations of teaching, and the social and political context of schools and communities. Twenty clock hours of participation/observation are required. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

*Not all courses are offered at all schools. Please see your school counselor for additional information.
**College Introduction to Early Childhood Education** 60500

Grade Level 12  Credit/Semester 0.5  NCAA

**Prerequisite** None

Students will receive an overview of early childhood care and education, including the basic values, structure, organization, and programming. Students will examine their personal qualities in relationship to the expectations of this field. This course includes directed observation in a variety of programs and settings. Fifteen (15) hours of observation is required. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

**Foundation of Learning and Development** 09610

Grade Level 9-12  Credit/Semester 0.5  NCAA

**Prerequisite** None

Students will explore topics focusing on the techniques and skills necessary to promote healthy physical, social, emotional, and the intellectual development of children. This course incorporates concepts from child psychology, educational research, biology, sociology, and philosophy and serves as a foundation for the Education Career Pathway.

**College Introduction to Education** 60700

Grade Level 10-12  Credit/Semester 0.5  NCAA

**Prerequisite** None

Students will gain a greater perspective on education including historical, philosophical, social, legal, ethical issues in a diverse society. Students enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

**Introduction to Preschool** 06700

Grade Level 9-12  Credit/Semester 0.5  NCAA

**Prerequisite** None

Students will participate in an introductory course designed for students who are interested in working with preschool children. Students observe, plan, and teach children in our preschool facility while providing a healthy and stimulating environment for them. They acquire the experience and skills needed to work with children. This is an excellent opportunity for students who may be considering teaching as a profession.

**Human Services**

**Cosmetology** 06781/06782

Grade Level 12  Credit/Semester 1.0  NCAA

**Prerequisite** Application and Interview

Students will participate in a 1-year program that satisfies 750 hours of the 1500-hour State of Illinois Cosmetology license requirements. Courses take place at Technology Center of DuPage and Techno-quip Campus of Lake County. Program may include required attendance during evenings and non-attendance days including Saturdays, and summer and holiday breaks.

**Sociology of Marriage and Family** 05940

Grade Level 9-12 (10*)  Credit/Semester 0.5  NCAA

**Prerequisite** None (*Instructor Consent)

Students will learn the psychological theory to the study of human behaviors in various sociological contexts including traditional family life, single parent family environments, and cross-cultural comparisons. Units of study include personality development, human sexuality, mate selection, parenting, death and dying, and consumer economics.

*Not all courses are offered at all schools. Please see your school counselor for additional information.*
Law, Public Safety, Corrections and Security

College Fire Behavior and Combustion 60140

Grade Level: 11-12
Credit/Semester: 0.5
NCAA: None

Students will explore the theories and principles of how and why fires start, spread, and are brought under control. Students will be able to relate the principles by which fires spread with the appropriate methods of control. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

Micro Internship/ Internship/Apprenticeship

Agriculture/Foods/Natural Science Micro Internship 49530

Grade Level: 11/12
Credit/Semester: 0.25
NCAA: None

Students will receive a grade upon completion of the coursework and experience in this District 214 Internship Program. Students will interact with local professionals in order to gain knowledge in Agriculture/Foods/Natural Sciences. Students will go through a selective application and interview process to participate in this micro internship program.

College Introduction to Criminal Justice 60100

Grade Level: 11-12
Credit/Semester: 0.5
NCAA: None

Prerequisite: None

Students will study the history, role, development and constitutional aspects of law enforcement and public safety. The course includes an overview of agencies and functions involved in processes of administration of criminal justice. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

District Micro-Internship 09500

Grade Level: 10-12
Credit/Semester: 0.25
NCAA: None

Prerequisite: Must be 16 years old

Students will work a community-based workplace learning experience that is designed to support a student’s career interests and post-secondary decision-making. Students must be able to work independently in the community for a minimum of 30 hours during a semester, with periodic support and feedback provided by staff.

Finance and Business Services Micro Internship 49550

Grade Level: 11/12
Credit/Semester: 0.25
NCAA: None

Prerequisite: None

Students will receive a grade upon completion of the coursework and experience in this District 214 Internship Program. Students will go through a selective application and interview process to participate in this micro internship program.

Health and Science Technology Micro Internship 49560

Grade Level: 11/12
Credit/Semester: 0.25
NCAA: None

Prerequisite: None

Students will receive a grade upon completion of the coursework and experience in this District 214 Internship Program. Students will interact with local professionals in order to gain knowledge in Health and Science Technology. Students will go through a selective application and interview process to participate in this micro internship program.

Arts and Communication Micro Internship 49540

Grade Level: 11/12
Credit/Semester: 0.25
NCAA: None

Prerequisite: None

Students will receive a grade upon completion of the coursework and experience in this District 214 Internship Program. Students will interact with local professionals in order to gain knowledge in Arts and Communications. Students will go through a selective application and interview process to participate in this micro internship program.

Human and Public Service Micro Internship 49570

Grade Level: 11/12
Credit/Semester: 0.25
NCAA: None

Prerequisite: None

Students will receive a grade upon completion of the coursework and experience in this District 214 Internship Program. Students will interact with local professionals in order to gain knowledge in Human and Public Services. Students will go through a selective application and interview process to participate in this micro internship program.

*Not all internships are offered at all schools. Please see your school counselor for additional information.

District Youth Apprenticeship 09441/09442

Grade Level: 10-12
Credit/Semester: 2.0
NCAA: Program Admission

Prerequisite: Program Admission

Students will be involved in a district-approved youth apprenticeship consisting of a combination of on-the-job training and related instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation. Youth apprenticeships will involve students being placed at an employer site for work and training.
Architecture and Construction

Advanced Computer Aided Design for Architecture, Engineering and Construction 16450

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<tr>
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Prerequisite: Division Head Approval

Students will build upon practices and techniques used in computer-aided design emphasizing advanced dimensioning techniques, the development and use of prototype drawings, construction of pictorial drawings, interfacing 2D and/or 3D environments, and extracting data. Students will have an opportunity to complete the Autodesk Certified User Revit certification.

College Practical Architectural Construction-PAC Year 1 66191/66192

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Prerequisite: Consent of PAC Instructor

Students will be provided actual on-site work experience. Students have the opportunity to work with the tools of carpentry and related trades while building a single-family residence on a chosen job site in the district. This course may be repeated. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Students may receive college/university credit. See dual credit section in academic handbook for details.

Computer Aided Design for Architecture, Engineering and Construction 16410

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Prerequisite: Division Head Approval

Students will develop an understanding of the principles of drafting, use of simple and complex graphic tools, layout and design, application of the latest drawing software programs. Students will be introduced to building standards and codes used in construction while exploring career opportunities in the field.

Design 214 Practical Architecture 06121/06122

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Prerequisite: None

Students will learn how residential buildings are planned and constructed. The student will also learn how to produce the necessary drawings used by contractors to either build or remodel a home. The student will have the opportunity to design and draw his or her own house plans including floor plans, elevations, kitchen layouts, site plans, and perspectives. Coursework will introduce computer-aided drafting and how it relates to the field of architecture. This course is recommended for those students who are interested in architecture, interior design, the building trades, or other architectural related fields.

Honors Geometry in Construction 14420

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</table>

Prerequisite: Division Head Approval

Students will learn pre-engineering, architecture, construction management, interior design, landscape architecture, construction trades, and surveying in this honors course. Students will learn machine and tool use and safety problem solving, and drawing interpretation.

Introduction to Practical Arts Construction 16190

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Prerequisite: Division Head Approval

Students will learn carpentry, electrical, mechanical systems (HVAC), plumbing, architecture computer aided designs and more.

Fashion Design 05850

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<td>9-12</td>
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</table>

Prerequisite: None

Students will learn about the fashion industry, including design, construction, production and marketing of women’s, men’s, and children’s fashions from development of fibers and fabrics to the strategies of fashion merchandisers and retailers.
Course Descriptions

**Career and Technical Education**

### Math and Technology (06401/06402)

**Advanced Welding**
- **Grade Level:** 11-12
- **Credit/Semester:** 0.5
- **NCAA:** None

Prerequisite: Completion of Beginning Welding

Students will apply the principles they learned in Beginning Welding and demonstrate the knowledge and skills necessary in order to be successful in an entry-level welding environment. Students will spend the class working towards earning AWS Sense (https://www.senseonline.org) student certifications. Geared toward the entry-level welder, students can earn up to 4 certificates of completion; one for each process they complete. The topics covered include:

- Safety & Health of Workers
- Drawing & Welding Symbol Interpretation
- Thermal Cutting Processes: OFC, PAC, CAC-A & Mechanized OFC
- Welding Processes: SMAW, GMAW, FCAW, & GTAW

**College Advanced Machine Technology**
- **Grade Level:** 11-12
- **Credit/Semester:** 0.5
- **NCAA:** None

Prerequisite: None

Students will become familiar with the hand tools, manual & Computer Numerical Control equipment. Students will study blueprint interpretation, precision measurement, tooling, machine setup, and work holding. Students may work towards level one certification with the National Institute for Metalworking Skills Inc. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

### Manufacturing

**Beginning Welding**
- **Grade Level:** 11-12
- **Credit/Semester:** 0.5
- **NCAA:** None

Prerequisite: None

Students will apply the principles they learned in previous pathway courses and demonstrate the knowledge and skills necessary in order to be successful in an entry-level welding environment. Students will spend the class working towards earning AWS Sense (http://www.senseonline.org) student certifications. Geared toward the entry level welder, students can earn up to 4 certificates of completion; one for each process they complete. The topics covered include:

- Safety & Health of Workers
- Drawing & Welding Symbol Interpretation
- Thermal Cutting Processes: OFC, PAC, CAC-A & Mechanized OFC
- Welding Processes: SMAW, GMAW, FCAW, & GTAW

**College Advanced CNC Manufacturing**
- **Grade Level:** 11-12
- **Credit/Semester:** 0.5
- **NCAA:** None

Prerequisite: 69631/69632

Students will study production machining, feed and speed application, and quality control techniques and will become fluent in operating Computer Numerical Control equipment. Students enrolled in this course may work towards level one and two certification with the National Institute for Metalworking Skills Inc. (NIMS). To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

**College Fashion Merchandising**
- **Grade Level:** 9-12
- **Credit/Semester:** 0.5
- **NCAA:** None

Prerequisite: None

Students will learn about the fashion merchandising industry, which includes business aspects, aesthetic and creative sides of fashion, and the presentation of products and materials. Students will study fashion history and trends as well as their influence on our lives. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

**College Introductory Electronics**
- **Grade Level:** 11-12
- **Credit/Semester:** 0.5
- **NCAA:** None

Prerequisite: None

Students will be introduced to fundamentals of electricity and magnetism. The course covers basic electrical laws and principles. The course also covers electrical safety considerations, laboratory instrumentation and test and measurement techniques. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

**College Manufacturing Internship**
- **Grade Level:** 9-12
- **Credit/Semester:** 0.5
- **NCAA:** None

Prerequisite: Previous or Concurrent Enrollment in 69631

Students will apply and expand their manufacturing skills and knowledge in the workplace environment. Students will have an on-site supervisor who will assign duties in the workplace. The student will be required to complete a minimum of 100 hours at the work site to receive credit. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

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*Not all courses are offered at all schools. Please see your school counselor for additional information.*
Science, Engineering and Mathematics

**Fabrication Technology 1**

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Students will apply fundamental 3D Modeling and design skills to produce several projects. Students will use a variety of machines and materials throughout the year, ensuring students understanding design and production processes. This course should be considered as the first course in the Architecture & Construction or Manufacturing Pathways.

**Fabrication Technology 2**

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Students will experience several projects with set constraints, focusing on various design principles such as form and function, aesthetics and more. Students will use a variety of wood working tools, CNC operated machines and 3D modeling software to design and produce projects. This course will follow the introductory Fabrication Technology I course.

**Fashion Construction**

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Students will have an opportunity to demonstrate their working knowledge of handling fabrics, utilizing correct grain lines, stitches, seams, zippers, and buttons while constructing a variety of garments in our lab.

**Fashion Design**

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Students will learn about the fashion industry, including design, construction, production and marketing of women’s, men’s, and children’s fashion from development of fibers and fabrics to the strategies of fashion merchandisers and retailers.

**PLTW- Aerospace Engineering**

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Students will explore the physics of flight and bring the concepts to life by designing and airfoil, propulsion system, and rockets. Students learn basic orbital mechanics using industry-standard software. The course also acquaints students with career opportunities within the aviation industry. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/ university credit. See dual credit section in academic handbook for details.

**PLTW- Civil Engineering and Architecture**

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Students will use state of the art software to solve real-world problems and communicate solutions to hands-on projects and activities related to Civil Engineering and Architecture. In this course, students will learn about the roles of civil engineers and architects, project planning, site, planning, building design, project documentation and presentation.

**PLTW- Computerized Integrated Manufacturing**

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Students will build on the solid modeling skills developed in PLTW-IEC by prototyping, robotics, and automation. Students will solve problems by using computer controlled rapid prototyping and CNC equipment to construct models of their 3D models. Students will also explore the integration of robotics, learning how this technology functions in an automated manufacturing environment.

**PLTW- Introduction to Engineering Design**

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Students will be creative and apply decision-making and problem-solving skills to specific design problems, using powerful computer hardware and software (Inventor) to design 3D models or solid renderings. Using CAD (computer aided design) students apply the design process through creating, analyzing, rendering, and producing-model.

**PLTW- Principles of Engineering**

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Students will explore engineering systems and manufacturing processes, and continue to develop problem-solving skills used on the college level and in the workplace. In addition, students will learn how engineers address concerns about the social and political consequences created by technological change.

**PLTW- Digital Electronics**

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Students will explore the digital circuits found in video games, watches, calculators, digital cameras, and thousands of other devices. Students will investigate digital logic and how digital devices can control automated equipment prior to constructing circuits. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

**PLTW- Engineering Design and Development**

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Students will apply the principles they learned in previous PLTW courses, work in small teams to design and construct the solutions to an engineering problem involving a wide range of engineering applications. Each team will be responsible for delivering progress reports and making a final presentation to an outside review panel to demonstrate their ideas.

**Robotics 1**

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Students will apply problem-solving as a tool for the process of machine design. Students will use skills to create, design, and fabricate radio-controlled robots. First-year students participating in the District’s WildStang FIRST Robotics program will receive Robotics 1 credit for their participation. Students must apply to participate in WildStang FIRST Robotics or Robot Rumble.

**Robotics 2**

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<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td>9-12</td>
<td>0.5</td>
<td>None</td>
<td>None</td>
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</table>

Students will emphasize the use of the theories, physics to solve problems in modern engineering applications. Students will learn to successfully design machines to solve specific problems. Students must apply to participate in WildStang FIRST or Robot Rumble Robotics.

**Robotics 3**

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<tr>
<th>Grade Level</th>
<th>Credit/Semester</th>
<th>NCAA</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td>9-12</td>
<td>0.5</td>
<td>None</td>
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</table>

Students will be expected to apply theories and laws of physics in designing systems such as robotic arms, drive systems, lift systems, and material selections. Third year students participating in the D214’s WildStang FIRST Robotics program will receive Robotics 3 credit for their participation. Students must apply to participate in WildStang FIRST or Robot Rumble Robotics.

**Robotics 4**

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<th>Grade Level</th>
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<th>NCAA</th>
<th>Prerequisite</th>
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<tr>
<td>9-12</td>
<td>0.5</td>
<td>None</td>
<td>None</td>
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</table>

Students will apply physics to design and building systems. Students will integrate the engineering model for product development design, construct and test. Fourth-year students participating in the robotics program will receive Robotics 4 credit for their participation. Students must apply to participate in WildStang FIRST Robotics. This course may be repeated.

*Not all courses are offered at all schools. Please see your school counselor for additional information.
Career and Technical Education

Transportation, Distribution and Logistics

Automotive Systems: 06051/06052

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<td>9-12</td>
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Prerequisite None

Students will experience a variety of hands-on skills and theoretical knowledge of an automobile. Lab activities will emphasize preventive maintenance and entry-level career requirements. Students will explore each automotive system from both a scientific and operational view and will have an opportunity to work on their vehicle for lab experience.

College Aircraft Drafting & Blueprint Reading 64840

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Prerequisite Division Head Approval

Students will learn the theories and principles of how and why fires start, spread, and are brought under control. Students will explore the theories and principles of how and why fires start, spread, and are brought under control. Students will be exposed to career exploration along with development of job entry skills through a competency-based approach to learning.

College Automotive Engine Performance and Electrical System 66091/66092

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Prerequisite 06051/06052 Automotive Systems

Students will learn about aerodynamics, aircraft design, stability, control, Federal Aviation Administration regulations and publications, weight and balance, and ground handling of aircraft. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

College Aviation Fundamentals 66850

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Prerequisite Program Admission

Students will explore the theories and principles of how and why fires start, spread, and are brought under control. Students will explore the theories and principles of how and why fires start, spread, and are brought under control. Students will be exposed to career exploration along with development of job entry skills through a competency-based approach to learning.

College Aviation Physics 66840

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Prerequisite Program Admission

Students will study the laws of physics with aviation applications, including structure of matter, gas laws, heat transfer, and properties of liquids. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

College Heating and Cooling Controls 60160

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<th>Grade Level</th>
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</table>

Prerequisite None

Students will learn heating, air conditioning, and refrigeration systems in this introductory class. This course describes sources and methods of producing heat for residential, commercial and industrial systems. The course develops skills in testing, adjusting, and replacing heating system components. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

College Heating Principles 60150

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</table>

Prerequisite None

Students will explore the principles and practices of field equipment testing, adjusting, and replacing heating equipment. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

College Industrial Control Systems 60070

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Prerequisite None

Students will learn about transistors, and other semiconductor devices with emphasis on biasing principles by which fires spread with the appropriate methods of control. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

College Private Pilot Ground 1 64820

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<th>Grade Level</th>
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Prerequisite None

Students will be introduced to the basic principles of flight, aircraft systems and performance, basic meteorology and weather data interpretation, basic radio navigation, physiology, flight planning and decision making. This course helps students prepare for the FAA knowledge, oral, and practical examinations. Meets requirements of 14 CFR 141. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

College Private Pilot Ground 2 64830

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<tr>
<th>Grade Level</th>
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<th>NCAA</th>
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<td>11-12</td>
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</table>

Prerequisite None

Students will prepare for the Private Pilot written examination through advanced study of the principles of flight, aircraft systems and performance, meteorology and weather data interpretation, basic radio navigation, physiology, flight planning and decision making. This course helps students prepare for the FAA knowledge, oral, and practical examinations. Meets requirements of 14 CFR 141. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

College Refrigeration Fundamentals 60080

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<th>Grade Level</th>
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</table>

Prerequisite None

Students will learn the skills required testing, adjusting, and repairing the computer-controlled automobile system using state of the art electrical and computer based diagnostic equipment. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

College Refrigeration Principles 60100

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</table>

Prerequisite None

Students will study refrigeration principles and applications. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

College Refrigeration Controls 60120

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</table>

Prerequisite None

Students will explore the principles and applications of refrigeration principles and applications. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.
**College Refrigeration Systems** 60090

**Grade Level** 11-12  
**Credit/Semester** 0.5  
**NCAA** None

Students will continue to develop principles and concepts learned in previous courses. The course familiarizes students with components and accessories added to basic refrigeration systems for special applications. The course develops trouble-diagnosing procedures. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

**College Vocational Automotive** 66071/66072

**Grade Level** 11-12  
**Credit/Semester** 0.5  
**NCAA** None

Students will be provided with an in-depth exploration of the specific sub-assemblies of the automobile. Students completing this course will be well prepared to continue post-secondary education leading to the national Automotive Service of Excellence (ASE) certification as an automotive technician. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit. See dual credit section in academic handbook for details.

**Diagnostic Testing and Repair** 06061/06062

**Grade Level** 10-12  
**Credit/Semester** 0.5  
**NCAA** None

Students will experience an in-depth investigation into the automobile and how it is maintained and repaired. Students will develop diagnostic skills through the use of lab test equipment typical of that used in the auto service industry. With successful completion of this course, students will have a working knowledge of fundamental diagnosis, testing, and repair procedures.

**Personal Auto** 06080

**Grade Level** 9-12  
**Credit/Semester** 0.5  
**NCAA** None

Students will learn preventive maintenance and diagnostic and repair skills for cars. The goal of the course is not to train automotive technicians, but to develop knowledgeable consumers and home mechanics. Students will receive information about purchasing new and used cars as well as what is necessary to keep a car running safely and properly.

**Power-On-Site Training** 06791/06792

**Grade Level** 11-12  
**Credit/Semester** 1.0  
**NCAA** 06062

Students will receive technical automotive training and shop work in a commercial enterprise under the direction of a service manager. Training experience includes two hours of work each day with an experienced mechanic or parts person employed by the place of business.
Health and Physical Education

Advanced Activities (Fall) 08750

Grade Level 10-12
Credit/Semester 0.25
NCAA
Prerequisite 08510, 08520, Must have attained fitness levels 1 and 2, teacher recommendation

Students will emphasize fitness through a variety of individual and team activities. This course is an advanced physical education class for students who are interested in competing at higher levels of skill and strategy.

Advanced Activities (Spring) 08760

Grade Level 10-12
Credit/Semester 0.25
NCAA
Prerequisite 08510 and 08520

Students will emphasize fitness through a variety of individual and team activities. This course is an advanced physical education class for students who are interested in competing at higher levels of skill and strategy.

Advanced Strength and Conditioning 08660

Grade Level 10-12
Credit/Semester 0.25
NCAA
Prerequisite 08510 and 08520

Students will participate in class activities emphasizing improving health-related fitness through weight training, exercises, and running programs. To be enrolled in the dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

Advanced Swimming 08650

Grade Level 10-12
Credit/Semester 0.25
NCAA
Prerequisite None

Students will learn swimming as a lifelong activity while developing advanced swimming and life safety skills as well as the fitness level to do so. Students may be afforded the opportunity to obtain a Lifeguard certification.

Beginning Strength and Conditioning 08440

Grade Level 9-12
Credit/Semester 0.25
NCAA
Prerequisite Division Head Approval

Students will learn the fundamentals of strength training and conditioning techniques. They will participate in strength and cardiovascular activities that will improve fitness and overall wellness.

College Advanced Strength and Conditioning 08680

Grade Level 12
Credit/Semester 0.25
NCAA
Prerequisite 08510 and 08520 or 08440
Division Head Approval

Students will participate in class activity emphasizing improving health-related fitness through weight training, exercises, and running programs. To be enrolled in the dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

College Basic Care and Prevention of Athletic Injuries 08810

Grade Level 11-12
Credit/Semester 0.25
NCAA
Prerequisite 08440 or Division Head Approval

Students will gain knowledge on the primary causes of injuries, analysis of preventive measures, care of injuries in relation to type of tissue involved. To be enrolled in this dual credit course, students must meet dual credit prerequisites and complete dual credit requirements. Upon successful completion of this dual credit course, students may receive college/university credit.

Exercise Physiology 08491/08492

Grade Level 9-12
Credit/Semester 0.5
NCAA
Prerequisite None

Student will focus on the disciplines of physical education, human physiology, medical terminology, and healthcare while providing information on career opportunities in the health field and available educational programs. Students will engage in a variety of exercise protocols while simultaneously learning the corresponding physiological concepts that relate to each form of exercise.

Dance 1 08550

Grade Level 9-12
Credit/Semester 0.25
NCAA
Prerequisite Division Head Approval

Students will explore ballet, contemporary, jazz, and choreographic techniques. Successful completion of this course meets the fine arts and physical education graduation requirements.

Dance 2 08560

Grade Level 10-12
Credit/Semester 0.25
NCAA
Prerequisite Division Head Approval

Students will build upon the technical fundamental skills of dance taught in Dance 1. Students will strengthen their dance education in ballet, contemporary, jazz, and choreographic techniques. Students will also continue to gain experience as a performer. Successful completion of this course meets the fine arts and physical education graduation requirements.

Dance 3 08640

Grade Level 12
Credit/Semester 0.25
NCAA
Prerequisite 08580, 08590

Students will learn dance at an intermediate and advanced level while exploring various styles of dance. Successful completion of this course meets the fine arts and physical education graduation requirements.

*Not all courses are offered at all schools. Please see your school counselor for additional information.
Course Descriptions

Health and Physical Education

Freshman Physical Education 1 08510

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<td>9</td>
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Prerequisite Division Head Approval

Students will be introduced to concepts for personal development in health-related fitness and physical skills; these include cardiovascular exercise, strength, endurance, and flexibility, which will be the basis for the four-year physical education program. Students will develop physical and health-related fitness skills through participation in individual and team activities.

Freshman Physical Education 2 08520

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</table>

Prerequisite Division Head Approval

Students will be introduced to concepts for personal development in health-related fitness and physical skills; these include cardiovascular exercise, strength, endurance, and flexibility, which will be the basis for the four-year physical education program. Students will develop physical and health-related fitness skills through participation in individual and team activities in this second semester of the freshman physical education course.

Grace Gymnastics 08680

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Prerequisite None, 10-12-08510 or 08530 and 08520 or 08540

Students will be introduced to major emphasis on the techniques, skills, and terminology commonly used in women’s gymnastics balance beam, uneven bars, vaulting, and floor exercise. Various gymnastic and health-related fitness activities develop the individual’s physical fitness and gymnastics skills. This course may not be repeated except with permission from the division head.

Health Education 08690

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Prerequisite Division Head Approval

Students will learn the major concepts of wellness and personal and public health. In this course, students will be trained on how to properly administer cardiopulmonary resuscitation and how to use an automated external defibrillator.

Junior Leader 1 08580

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Prerequisite Teacher/Staff Recommendation

Students will engage in leadership training within a variety of physical education settings. Students will actively participate in and learn how to lead small and large group activities as well as improve their communication, organization, and problem-solving skills.

Junior Leader 2 08590

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Prerequisite 08580

Students will be provided a practicum which expands their knowledge learned in 08580. Students may choose an elective course or regular physical education for their Junior Leaders 2 experience.

Lifestyle Fitness 08800

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Prerequisite Consent of Instructor

Students will explore the physical and nutritional aspects of lifetime wellness. The primary areas of study include individual physical fitness and physiology, nutritional fitness, and lifetime healthy habits.

Modified Physical Education 08500

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Prerequisite Division Head Approval

Students will engage in differentiated physical activity when they are unable to participate in the regular physical education curriculum. This class emphasizes development and implementation of prescribed exercise programs as directed by health-care professionals.

Orchesis 08571/08572

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Prerequisite Audition and Division Head Approval

Students will develop advanced techniques in numerous dance forms as well as creative expression, aesthetic discrimination, and performance qualities. Students are selected by audition and will satisfy the fine arts and physical education requirements.

Yoga and Mindful Movement Practices 08740

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Prerequisite None

Students will learn a mind-body approach to physical activity. The class will offer an in-depth study of the fundamental principles of yoga techniques and related mindful movement practices. Students will be given the tools to reduce tension, increase energy levels, move efficiently, and develop self-awareness. They will also learn to safely tailor their practice to meet their individual needs.

*Not all courses are offered at all schools. Please see your school counselor for additional information.
Personal Training Certification 04391/04392

Grade Level 12  Credit/Semester 0.5  NCAA
Prerequisite None

Students will be preparing for the ACE personal trainer certification exam by designing programs that help clients to improve posture, movement, flexibility, balance, core function, cardio respiratory fitness, and muscular endurance and strength. This course will have a lab and classroom component.

Physical Education 08530

Grade Level 10-12  Credit/Semester 0.25  NCAA
Prerequisite 08510/08520 or Division Head Approval

Students will focus on personal health with emphasis on health-related fitness; students will work on exercise, cardiovascular, body composition, strength, endurance, and flexibility. Students engage in fitness activities based on their fitness level. A variety of fitness, skills, individual, and field activities will promote the development of lifetime fitness leisure skills.

Physical Education 08540

Grade Level 10-12  Credit/Semester 0.25  NCAA
Prerequisite Division Head Approval

Students will focus on personal health with emphasis on health-related fitness; students will work on exercise, cardiovascular, body composition, strength, endurance, and flexibility. Students engage in fitness activities based on their fitness level. A variety of fitness, skills, individual, and field activities will promote the development of lifetime fitness leisure skills.

Power Gymnastics 08670

Grade Level 9-12  Credit/Semester 0.25  NCAA
Prerequisite 9-None, 10-12-08510 or 08530 and 08520 or 08540

Students will learn and improve a variety of techniques, skills, and terminology commonly used in men’s gymnastics events vaulting, floor exercise, side horse, pommel bar, horizontal bars, and rings. This course may not be repeated except with permission from the division head.

Sports Medicine 1 08840

Grade Level 9-12  Credit/Semester 0.5  NCAA
Prerequisite None

Students will learn about the people, places, technologies, and careers in sports medicine as well as acquire knowledge and skills related to solving sports medicine problems. Student Primary causes of injuries; analysis of preventive measures; care of injuries in relation to type of tissue involved.

Sports Medicine 2 08850

Grade Level 10-12  Credit/Semester 0.5  NCAA
Prerequisite 08840

Students will study the various body parts and systems, flexibility, strength, injury recognition, athletic first aid, and rehabilitation. The course will have a classroom and a lab component.

Yoga and Mindful Movement Practices 08740

Grade Level 10-12  Credit/Semester 0.25  NCAA
Prerequisite None

Students will learn a mind-body approach to physical activity. The class will offer an in-depth study of the fundamental principles of yoga techniques and related mindful movement practices. Students will be given the tools to reduce tension, increase energy levels, move efficiently, and develop self-awareness. They will also learn to safely tailor their practice to meet their individual needs.

*Not all courses are offered at all schools. Please see your school counselor for additional information.
Students will engage in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually.

**AP Seminar**

- **Grade Level:** 9-12
- **Credit/Semester:** 0.5
- **NCAA:** Yes
- **Division Head Approval:** Required

**Prerequisite**

Students will develop writing, inquiry, collaboration and reading through the content areas as well as communication, self-advocacy, leadership, organization/time management skills, and additional focus on college and career research. Developing the college entrance essay as well as the college application and financial aid process is integral to the AVID experience.

**AVID 1**

- **Grade Level:** 9-12
- **Credit/Semester:** 0.5
- **NCAA:** None
- **API Recommendation:** Required

**Prerequisite**

Students will develop writing, inquiry, collaboration and reading through the content areas as well as communication, self-advocacy, leadership, organization/time management skills, and additional focus on college and career research. Developing the college entrance essay as well as the college application and financial aid process is integral to the AVID experience.

**AVID 2**

- **Grade Level:** 9-12
- **Credit/Semester:** 0.5
- **NCAA:** None
- **API Recommendation:** Required

**Prerequisite**

Students will develop writing, inquiry, collaboration and reading through the content areas as well as communication, self-advocacy, leadership, organization/time management skills, and additional focus on college and career research. Developing the college entrance essay as well as the college application and financial aid process is integral to the AVID experience.

**The Learning Leader**

- **Grade Level:** 10-12
- **Credit/Semester:** 0.5
- **NCAA:** None

**Prerequisite**

Students will investigate the art of leadership through an in-depth examination of the skills needed to lead individuals, groups, or organizations. This project-based learning course uses a variety of authentic resources to examine the traits of positive leadership, explore team-building strategies, assess organizational strengths and weaknesses, collaborate with decision-making stakeholders, nurture an inclusive culture, develop short-term and long-term goals, consider various communication methods, and evaluate the ethical responsibility of leaders. Students will demonstrate their knowledge by applying their skills in community service projects, school-based programs, and/or community groups. A comprehensive portfolio will be created by each student to highlight their leadership experiences and to define their personal leadership philosophy.

**Life and Career Planning-70 hours**

- **Grade Level:** 9-12
- **Credit/Semester:** 0.5
- **NCAA:** None

**Prerequisite**

Students will use this course to track and document participation in the life and career-planning program.
Course Descriptions

Special Programs

Post-Secondary Pathway Exploration & Practicum 02720

Grade Level 9-12 Credit/Semester 0.25 NCAA
Prerequisite None

Students will identify college and career interests and develop plans to pursue the skills and training necessary to be successful in their chosen field. Students will develop an understanding of career pathways and course options that lead to post-secondary success. Students will work on important social skills necessary to be successful in college or the workplace. Students taking this course will be prepared to apply and participate in work-based learning experiences. Students will be trained to obtain internships or apprenticeships or jobs. This course may be repeated.

Preparatory Study Skills 02250

Grade Level 9-12 Credit/Semester 0.25 NCAA
Prerequisite None

Students will develop strategies for time management, task completion, test preparation, test completion, communication, and problem solving.

Service Learning-70 Hours 06580

Grade Level 9-12 Credit/Semester 0.5 NCAA
Prerequisite None

Students will participate in a variety of community service experiences under the monitoring of District 214 staff. Students will individually customize experiences with prior approval, and will have to log a minimum of 70 hours of service learning.

Strategies for Learning 08921/08922

Grade Level 9-12 Credit/Semester 0.5 NCAA
Prerequisite Division Head Approval

Students will develop learning strategies for success in their core curriculum subjects. Students will integrate skills taught from this course and will apply effective study skills, promote self-advocacy and establish a positive self-concept. Additionally, students will focus on addressing executive functioning proficiency along with preparing for college, career and life readiness.

Strategies for Learning 3 08931/08932

Grade Level 9-12 Credit/Semester 0.5 NCAA
Prerequisite Division Head Approval

Students will develop learning strategies for success in their core curriculum subjects. Students will integrate skills taught from this course and will apply effective study skills, promote self-advocacy and establish a positive self-concept. Additionally, students will focus on addressing executive functioning proficiency along with preparing for college, career and life readiness.

Strategies for Learning 4 08941/08942

Grade Level 9-12 Credit/Semester 0.5 NCAA
Prerequisite Division Head Approval

Students will develop learning strategies for success in their core curriculum subjects. Students will integrate skills taught from this course and will apply effective study skills, promote self-advocacy and establish a positive self-concept. Additionally, students will focus on addressing executive functioning proficiency along with preparing for college, career and life readiness.

Naval Science

Naval Science 1 08451/08452

Grade Level 9-11 Credit/Semester 0.5 NCAA
Prerequisite Division Head Approval

Students will gain an appreciation for the heritage and traditions of America, with recognition of the historically significant role of sea power. By learning the basics of leadership and citizenship, cadets earn a growing sense of pride in their organization, peers, and self. This course introduces the begin-ring cadet to the Navy and the NJROTC program.

Naval Science 2 08461/08462

Grade Level 10-12 Credit/Semester 0.5 NCAA
Prerequisite Division Head Approval

Students will establish commendable citizenship standards, high leadership goals, good study habits, and a sense of responsibility; develop appreciation for authority in a democratic society; learn about the organization of and professions in the Navy; and gain a deeper awareness of the vital importance of the world’s oceans to the continued economic, political, military, and environmental well-being of the United States.

Naval Science 3 08471/08472

Grade Level 11-12 Credit/Semester 0.5 NCAA
Prerequisite Division Head Approval

Students will establish commendable citizenship standards, high leadership goals, good study habits, and a sense of responsibility; develop appreciation for authority in a democratic society; learn about the organization of and professions in the Navy; and gain a deeper awareness of the vital importance of the world’s oceans to the continued economic, political, military, and environmental well-being of the United States.

Naval Science 4 08481/08482

Grade Level 12 Credit/Semester 0.5 NCAA
Prerequisite Division Head Approval

Students will develop their leadership skills through practical application of concepts and techniques acquired in previous courses and through reading and discussions of advanced leadership topics and themes. Senior cadets are usually in positions of responsibility and authority within the unit, leading and assisting others.

*Not all courses are offered at all schools. Please see your school counselor for additional information.
Driver Education

Course Descriptions

Driver Education Classroom 09650
Grade Level 9-12
Credit/Semester 0.25
NCAA
Prerequisite Selection Based On Birth Date and IL Eligibility Requirement

Students will learn about the complexities of owning and driving an automobile. The class will focus on safe driving techniques and the dangers of impaired and/or distracted driving.

Driver Education Lab 09660
Grade Level 9-12
Credit/Semester 0.0
NCAA
Prerequisite Selection Based On Birth Date and IL Eligibility Requirement

Students will receive 6 hours of behind the wheel instruction in conjunction with the classroom portion of the driver education curriculum. Each student must also hold a valid Illinois permit for nine months and turn sixteen years of age before they can obtain an Illinois driver license.

*Not all courses are offered at all schools. Please see your school counselor for additional information.

Academic Policy and Procedures
Academic Policy and Procedures

INTRODUCTION
Section I of the Academic Handbook provides the list of career pathways available to D214 students. Section II is a catalog of all Board of Education approved courses offered at our educational sites. Section III contains district-wide academic policies, procedures and practices, and general information that is important to the academic planning process. In addition to this handbook, District 214 publishes a Student & Parent Handbook which includes information on attendance, behavior, co-curricular participation, transportation, and other student services.


DISTRICT 214 MISSION (POLICY 1:30)
Our Primary Mission is to help all students learn the skills, acquire the knowledge, and develop the behaviors necessary for them to reach their full potential as citizens who can meet the challenges of a changing society.

Our Secondary Mission is to provide residents with opportunities for lifelong learning.

DISTRICT 214 INSTRUCTIONAL PHILOSOPHY (REFERENCE POLICY 6:10)
The Board of Education’s primary mission is to help all students learn the skills, acquire the knowledge, and develop the behaviors necessary for them to reach their full potential as citizens who can meet the challenges of a changing society. The Board expects principals for instruction, the evaluation system, and graduation requirements to reflect its commitment to student learning.

DISTRICT INSTRUCTIONAL GOALS
As measured by the Board-approved College/Career Readiness Indicators, the District will increase student success annually or will exceed a threshold established by the Board after two years of data are collected and analyzed.

College Readiness Indicators
Students are College Ready if they meet either the academic or standardized testing benchmarks listed below:

- GPA 2.8 out of 4.0 and one or more of the following benchmarks:
  - Advanced Placement Exam (3+)
  - International Baccalaureate Exam (4+)
  - College Placement Course (A, B or C)
  - College Readiness Placement Assessment
  - Dual Credit College English and/or Math (A, B, or C)
  - Algebra II (A, B, or C)
  - SAT Exam: Math (530+)
  - SAT Exam: Reading and Writing (480+)
  - ACT Exam: English (18+)
  - ACT Exam: Reading (22+)
  - ACT Exam: Science (23+)
  - ACT Exam: Math (22+)

Additional Factors that Contribute to College Success: Earning As, Bs, Cs; FAFSA completion; enrollment in career pathway course sequence; course academic advising; participation in college board bridge programs; senior year math class completion of a math class after Algebra II.

CAREER READY INDICATORS
1. Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below.

- 80% attendance
- 25 hours of Community Service
- Dual Credit Career Pathway Course
- Workplace Learning Experience
- Two or more Job-related Co-Curricular Activities

2. As measured by the growth from PSAT and SAT, the percent of students meeting or exceeding national growth norms from PSAT to SAT will increase annually or will exceed a threshold established by the Board after two years of data are collected and analyzed.

COURSE SELECTION
Course selection is as much a commitment by the student as the school. Students should ask teachers, counselors, and administrators for help in selecting courses and discuss their plans, decisions, and choices with their parent(s)/guardian(s).

Requesting a course does not guarantee that the course will be available. Sometimes it is necessary to cancel courses due to insufficient enrollment or other factors. Irresolvable scheduling conflicts may also occur. Students should have alternative course selections and backup plans ready in the event of such situations. Courses are reviewed each year. No course not taught for two years is placed on the archive list.

COURSE ACHIEVEMENT LEVELS
In addition to the general education program the district offers three curriculum achievement levels to meet the learning needs of individual students. Weighted grading is based on a course’s achievement level and course titles indicate their achievement levels.

Advanced Placement: College (A = 5.0/4.0)
A designation of “AP” Advanced Placement, in the course title indicates the course follows the College Board’s guidelines for that subject’s official AP course description and has been authorized by the College Board through the AP Course Audit process. Students take college level courses while in high school and may take advanced placement exams in May. Colleges may give credit and/or advanced placement to students on the basis of exam scores.

The district will also offer the AP/IB weight to any International Baccalaureate (IB) courses (if they become available); Project Lead-the-Way (PLTW) courses (with the exception of 06831/06832 Engineering Design and Development); 06461/06462 Introduction to Nanotechnology, and 64981/64982 College Calculus 3 and Differential Equations and any early college credit course designated by a course number beginning with the number six.

Many colleges and universities move students who successfully complete Project Lead-the-Way (PLTW) in high school to a higher-level engineering class freshmen year. Students taking PLTW in high school can earn college credit from a number of participating universities/collages. Colleges may give credit to students who achieve an 85 percent average in their high school course, earn a 70 percent or higher on the college credit exam, and complete a portfolio of coursework. For more information on District 214 EEO policy see www.D214.org/District-Departments/D214-Student-Handbook.

Honors (A = 4.5)
Honors courses are offered at 4.5 grade weight, more rigorous than general education courses, are designed for students who have an outstanding record of achievement in a particular subject area. The honors title will be limited to core academic area courses where there are not AP/Honors options at that course level and all World Languages levels 3 and 4.

General Education (A = 4.0)
General education courses are taught at grade level. These course titles do not contain any achievement level designation.

Preparatory (A = 4.0)
Preparatory courses are specially designed to address the learning needs of students who are below grade level (general education level). The purpose of preparatory courses is to move students to grade level study in the general education curriculum. Teachers monitor student progress to determine if and when a student is ready to move to the general education curriculum.

DUAL CREDIT OPTIONS
The Dual Credit program allows high school students an opportunity to satisfy high school graduation requirements and simultaneously earn college credit. District 214 currently has agreements with numerous colleges and universities for dual credit with Eastern Illinois University, Harper Community College, Lewis University, National Louis University, Northeastern Illinois University, and Triton College. High school instructors and college faculty deliver college level course content and meet college learning outcomes in order to qualify the courses for dual credit.

Students enrolling in a dual credit course with a college partnering with D214 shall be classified as a student of that college and must abide by their rules and guidelines.

Students must meet both District 214 and college or university’s prerequisites in order to be eligible to receive dual credit. District transcript review or placement testing may be required to meet the prerequisites for some courses.

Full D214 Handbook Available Online:

High School District 214 Pathway Guide | 2022-2023
Dual Credit students are additionally held to the college or university’s policies, procedures, and withdrawal dates, which are communicated to students through the dual credit courses syllabi. Students withdrawing from dual credit may receive a “W” or “F” on their college or university academic transcript according to the college or university’s withdrawal policies. A “W” on a college or university transcript may not affect a student’s college or university’s GPA; however, it still may have an impact on future financial aid eligibility. Similarly, any grade earned in dual credit courses will be transcripted through the college or university, and may affect GPA, hours earned, and future financial aid eligibility.

While District 214 strives to develop dual credit opportunities which maximize students’ post-secondary opportunities, transferability of college or university credit is at the discretion of the receiving post-secondary institution.

To be eligible and registered for dual credit, students must complete and turn in the District 214 Guardian Permission form and complete the institution specific dual credit application and forms as necessary. All required District 214 and college/university partner application materials at www.apply214.org. Students who fail to complete all necessary forms and applications may be ineligible to be enrolled in the dual credit course. Students should see their counselor regarding these forms and steps. Questions about transferability of any dual credit courses should be directed to the college/university in which they are interested in attending.

CLASS STANDING AND PLACEMENT

(Organization of Instruction) (Reference Policy 6:30)
The School District has instructional levels for grades 9 through 12. Students, for the instructional purposes, may be placed in groups within a school that do not necessarily follow grade level designation. For purposes of attendance reporting and other records, however, each student is assigned a grade level placement. Students shall not be promoted to the next higher-grade level based upon age or any other social reasons not related to the academic performance of the student. Decisions to promote or retain students in any grade level shall be based on successful earning of minimum units of credit.

Counselors annually review each student’s achievement record and class standing. A student’s classification is generally determined by the cumulative units of credit earned by the beginning of the school year (full semester). The school notifies a student and his/her parent(s)/guardian(s) when the student falls below the minimum units listed below.

<table>
<thead>
<tr>
<th>Classification Minimum</th>
<th>Earned Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td>10</td>
</tr>
<tr>
<td>Junior</td>
<td>15</td>
</tr>
</tbody>
</table>

Students who are behind in earning credit are expected to do one or more of the following:

1. enroll in summer school;
2. increase the number of courses they take;
3. take an accredited correspondence or online learning course or apply for a District 214 independent study course;
4. enroll, if a senior, in the Young Adult Program; and/or
5. continue to enroll in high school beyond the typical four years.

GUIDELINES FOR EARLY GRADUATION

The Superintendent or designee shall implement procedures for students to graduate early, provided they complete the following in order to graduate from high school:

1. The student must complete an Early Graduation Request form and file it with his/her counselor explaining the reason for early graduation and obtain all appropriate signatures. For students who are 18 years old, the parent/guardian’s signature indicates awareness and not approval.
2. The school administration and the assistant superintendent for student services must approve all applications for early graduation. A parent conference is required before the seven-semester graduation will be approved.
3. Complete all District graduation requirements that are in addition to the State requirements, as listed in the Academic Handbook. The student’s counselor will complete a credit review to determine that all graduation requirements will be met by the date of withdrawal from school.
4. Complete all courses as provided in The School Code, 105 ILCS 5/27-22, according to the year in which a student entered the 9th grade.
5. Complete all minimum requirements for graduation as specified by Illinois State Board of Education, 23 Ill Admin Code 1.440.
6. Pass an examination on patriotism and principles of representative government, proper use of the flag, methods of voting, and the Pledge of Allegiance.
7. Diplomas are only available in June. The district does not hold mid-year commencement exercises or distribute diplomas at that time. Transcripts confirming that the student has met all graduation requirements are issued upon request after all grades and credits are posted. Early graduates are welcome to participate in the commencement exercises held at the conclusion of the regular school year.

The Superintendent or designee is responsible for: (1) maintaining a description of all course offerings that comply with the above graduation requirements, (2) notifying students and their parents/guardians of graduation requirements, (3) developing the criteria for determining when a student accomplishes number 5 as well as a method for recording that fact in the student’s school record, and (4) taking all other actions to implement this policy.

Certificate of Completion

A student with a disability who has an Individualized Education Program (IEP) prescribing special education, transition planning, transition services, or related services beyond the student’s 4 years of high school, qualifies for a certificate of completion after the student has completed 4 years of high school. The student is encouraged to participate in the graduation ceremony of his or her high school graduation class. The Superintendent or designee shall provide timely written notice of this requirement to students with disabilities and their parents/guardians.

Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Advanced Placement</th>
<th>Honors</th>
<th>General Education</th>
<th>Preparatory</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>5.0</td>
<td>4.5</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
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<td>D</td>
<td>2.0</td>
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<td>F</td>
<td>0.0</td>
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</tbody>
</table>

Grading and Promotion

(Reference Policy 6:200)
The Superintendent shall establish a system of grading and reporting academic achievement to students and their parents/guardians. The system shall also determine when promotion and graduation requirements are met.

A student shall not be promoted based upon age or any other social reason not related to academic performance.

Teachers use letter grades to report and document student achievement of course standards. Standards, which are established and communicated by teachers at the outset of each course, are used to evaluate student achievement.

Grading should reflect a demonstrated understanding of content and skills and shall not be based on external factors such as discipline.

Every teacher shall maintain an evaluation record for each student in the teacher’s classroom, and shall use the following Standard Score Scale to determine grades:

A | 90-100 I B | 80-89 | C | 70-79 | D | 60-69 | F | 0-59

Course-alike teachers of 5.0 weighted classes may use an alternate grading scale as long as the alternate grading scale has been reviewed by their respective division head and students are informed of the modified scale at the beginning of the course. All letter grades are available to all students in all courses.

Grading Point Values

No grade may be changed without notification to the teacher concerning the nature and reason for the change. The administrator making the change must sign the changed record.

Final Grades and Progress Reports

1. Final grades and units of credit are earned at the end of each semester.
2. Student grades, attendance and teacher comments can be accessed through the Infinite Campus online grading portal that is regularly updated.
3. Final grades, which include the results of any comprehensive examination/assessment, are given at the end of the semester (term at WHS) reflect the achievement of course standards, and are recorded on the student transcripts (permanent records).
4. Students enrolled in yearlong course may take cumulative exams or receive alternative assessments prior to the end of the first semester.

Final Examinations/Assessments

1. Teachers use a variety of examinations/assessments to determine the degree to which students have met course standards.
2. Such examinations/assessments may affect students’ final grades in varying degrees.
3. Comprehensive final examinations/assessments generally comprise between 18% and 20% of the final grade. The division head must approve exceptions to this rule in advance.
GUIDELINES FOR REQUIRED COURSE LOAD AND FULL-TIME STATUS

The Illinois School Code defines a “day of attendance” by pupils as not less than five (5) clock hours (300 minutes) of school work under direct supervision of teachers or non-teaching personnel or volunteer personnel when engaging in non-teaching duties and supervision of students (105 ILLCS 5/18-8.15). In order to be counted in the district’s average daily attendance (ADA), a student must meet the 300-minute requirement.

Courses taken Pass/No Credit (P/NC) count toward full time status only if the student earns a grade of “P.” The following grades do not count toward full-time status: “A,” “LC,” “WI,” and “W.”

PROCESS TO DETERMINE HONOR ROLL STATUS

The district compiles honor rolls in January and June to recognize student achievement. Students are placed on the “A” honor roll if they are full-time students (see Full-Time Status), have a semester grade point average in January and/or June of at least 3.50, and have no final letter grade lower than a “B” (or its equivalent in AP courses). Students are placed on the “B” honor roll if they are full-time students (see Full-Time Status), have a semester grade point average in January and/or June of at least 3.0 or higher, and have no final letter grade lower than a “C” (or equivalent in AP courses).

Students who earn credit through independent study, proficiency, and accredited correspondence or online learning options are eligible for honor roll providing they meet all other criteria for honor roll eligibility. A student is ineligible for honor roll status if he/she is not a full-time student, has a final grade in January or June of “D,” “F,” or “WF.” The school uses the higher of a student’s two grade point averages (weighted and non-weighted) to identify honor graduates. A student’s GPA is rounded to two decimal points to determine his/her eligibility for recognition.

GUIDELINES FOR DROPPING A COURSE

A student must have the approval of his/her parent or guardian to drop a course and must process the request for withdrawal with his/her counselor. Once a semester begins, the following rules apply:

1. If a student drops a course on or before the 15th day (not including holidays, institute, and non-attendance days), no record of the course appears on the student’s transcript.
2. Students who drop a course between the 16th and 30th days (not including holidays, institute, and non-attendance days) will have the course title and a grade of “W” (withdrawal) recorded on their transcript. (Note: “W” grades are not included in computing grade point average and do not affect honor roll eligibility.)
3. Students who drop a course on or after 31 school days (not including holidays, institute, and non-attendance days) will have the course title and a grade of “WF” (withdrawal failing) recorded on the student’s transcript.
4. If the administration, any time after the end of the 315th school day (not including holidays, institute, and non-attendance days), drops a student from a course, the course title and a grade of “F” (failing) are included in computing grade point average and negatively impact honor roll eligibility.

Dropping a Course During Summer School

1. Students who drop or are dropped from a summer school course anytime during the 1st week will have the course expunged from their academic record.
2. Students who drop the course are dropped from a summer school course anytime during the 2nd week will receive a “W” (withdrawal) as a final semester grade.
3. Students who drop or are dropped from a summer school course during the 3rd week will receive a “WF” (withdrawal failing) as the final semester grade.

PROOF OF ATTENDANCE

Parents/Guardians and students can use a students’ schedule, report card, or transcript to show proof of high school enrollment and/or attendance. No individual letters of enrollment and/or attendance will be issued for any reason.

ACHIEVEMENT AND AWARDS

(Revised Policy 6:330)

Grade Point Average and Class Honor Roll

The Superintendent shall maintain a uniform process for secondary schools to calculate, on at least a yearly basis and each student’s grade point average, as well as an honor roll for each class.

Awards and Honors

The Superintendent shall maintain a uniform process for presenting awards and honors for outstanding scholarship, achievement, and/or distinguished service in school activities in such a way as to minimize bias and promote fairness. The Superintendent shall supervise the selection of the recipient(s).

All donations for awards, honors, and scholarships must receive the Board of Education’s prior approval. The District will not sponsor Baccalaureate services.

PROCEDURE TO DETERMINE GRADE POINT AVERAGE (GPA)

Two grade point averages are computed and recorded on report cards and transcripts. The weighted GPA is computed by dividing the sum of the weighted grade points by the number of credits attempted.

The non-weighted GPA is computed by dividing the sum of non-weighted grade points (A = 4, B = 3, etc.) by the number of credits attempted. Grades earned in physical education and driver education are not included in either GPA.

THE EFFECT OF COURSE LOAD ON GPA

Counselors can advise students regarding the impact of an overloaded weighted GPA. Students may wish to use the Pass/No Credit (see Pass/No Credit/PNC) or Audit (see Audit/AIT) options in elective courses to avoid a negative impact on their weighted GPA; however, some colleges and universities discourage the use of Pass/No Credit or Audit options.

CREDIT FOR 7TH CREDIT-BEARING COURSE

A full-time student is defined as less than five (5) clock hours of schoolwork under the direct supervision of: (i) teachers, or (ii) non-teaching personnel or volunteer personnel when engaging in non-teaching duties and supervision of students (Illinois School Code 105 ILLCS 5/18-8.05).

District 214 expects every student to be a full-time student. Full-time students are enrolled in six credit-bearing periods (2.75 units of credit) or an equivalent class schedule. If a student is planning to enroll in a seventh credit-bearing period, permission is required prior to enrollment. Students must complete a form to enroll in a Seventh Academic Course form and secure signatures of the parent/guardian, counselor, and principal/alternative director. A copy must be filed with the school registrar.

REQUIRED COURSE SUBSTITUTION

(Revised Policy 6:330)

In accordance with Board-approved procedures and upon the request and approval in writing of a student’s parent or guardian, a student may satisfy one or more high school course or graduation requirements by substitution for and successfully completing in place of the high school course or graduation requirement a related vocational or technical education course completely describes containing at least 50% of the content of the required course or graduation requirement for which it is substituted.

The following courses are approved for substitution:

May Substitute courses below for Sociology 1 (07710) and Sociology 2 (07720):

- EHIS - Cooperative Work Training 1 (06511/06512)
- EHIS - Internated Career Education 1 (06610/06602)

May Substitute courses below for Photography (07220):

- BGHS - Graphic Arts (06250) and Advanced Graphic Arts (06260)

2. The following courses do not count toward the Mathematics graduation requirement.

- Math 50 (04550)
- Math 51 (04540)
- Math 52 (04520)

3. Community Resources

A maximum of 4 units of credit from Service Learning and similar courses may count toward graduation:

- Service Learning-70 hours (06509)
- Social Studies Practicum (07649)

4. Music Program

A maximum of 4 units of credit may count toward graduation.

5. Life and Career Planning (06980)

Course can be repeated up to 70 hours = 0.5 unit of elective credit.
GEOMETRY IN CONSTRUCTION

Students will experience geometry in construction through the integration of geometry content in a construction course. This program will allow students to apply traditional geometry concepts in a hands-on setting where they will apply mathematical concepts with a variety of activities and projects. This course meets the state and district math graduation requirement for geometry content.

SUBSTITUTIONS FOR PHYSICAL EDUCATION

(Reference Policy 6:310)

Students in grades 9 to 12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for reasons below. The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student’s individual circumstances, as appropriate:

1. Enrolling in a marching band program for credit;
2. Enrolling in a Reserve Officer’s Training Corps (ROTC) program sponsored by the district;
3. Ongoing participation in an interscholastic athletic program (students in grades 9-12);
4. Enrollment in academic classes that are required for admission to an institution of higher learning (student must be in the 11th or 12th grade);
5. Enrollment in academic classes required for graduation from high school, provided that failure to take such class will result in the student being unable to graduate (student must be in 11th or 12th grade).

Attendance in Physical Education class will be excused for the entire semester during which students participate in athletic competitions. If an athletic season spans two semesters, students may request a waiver for only one of the semesters. Only students who have no study halls in their semester schedule are eligible to substitute a PE course. Under no circumstances shall these students be permitted to enroll in other classes in lieu of the waived Physical Education class. An associate principal or the assistant principal for student services shall verify students’ participation or potential participation in said athletic programs. Non-participation on the athletic team will result in the loss of waiver privileges and will require students to return to their Physical Education class immediately in order to avoid a failing grade in required Physical Education class. In this case, students will have the opportunity to earn grades and credit based on their work and performance during the remainder of their attendance in the Physical Education class.

PASS/NO CREDIT (PNC) AND AUDIT (AT) OPTION

Students may take the Pass/No Credit or audit in lieu of regular grading in elective courses. Students receiving a “P” grade will receive the appropriate course credit. No course credit is awarded for audit courses. Students are expected to discuss their reasons for taking the Pass/No Credit or audit option with their parents, counselor, and the teacher of the course. Colleges and universities may or may not accept Pass/No Credit courses to meet admission requirements. The required forms for Pass/No Credit or audit grading options are available in each school’s counseling office.

GUIDELINES FOR REPEATING A COURSE

Repeating a Failed Course

If a student repeats and passes a previously failed course, the failing grade (“F” or “WF”) will be replaced by “RE” (repeat) on the student’s permanent record; the course title, grade, and teacher of record will be recorded in the term that the course is repeated and passed; the student will receive the appropriate credit and grade points. If the student repeats the same course several times, all previous grades will be changed to “RE” when the student successfully passes the course.

The following guidelines apply to repeating a failed course:

1. Repeating the same course (number and title) can only be completed without administrative permission through summer school, young adult program, alternative school or in credit recovery. The administration can give permission for students to repeat a class during the regular school day.
2. If a student repeats a failed course with a course that has a different number, title, description, and/or level, the student must complete a “Request to Repeat a Course” form. The student must work with his/her counselor to complete and submit it, before enrolling in the course, to the assistant/associate principal for student services who will initiate the review and instruction. No grade will be changed unless an approved form is on file with the student’s counselor and the registrar.

ILLINOIS STATE BOARD OF HIGHER EDUCATION GRADUATION REQUIREMENTS

The chart below outlines the minimum state-required courses for students graduating in the year shown. Section 27-22.10 of the School Code allows coursework to count towards meeting the state-imposed graduation requirements listed below in cases where a student in seventh or eighth grade takes the required courses at the high school or his or her middle school, as prescribed under the law, and the local board of education adopts a policy pursuant to Section 27-22.10 (see Question 2).

High School District 214 Graduation Requirements

Students must meet all the following course and credit requirements to graduate. These course/credit requirements are defined by and include the district’s learning goals and standards. Specific information about each requirement is available at each site. In order to receive a diploma from a District 214 high school, a student must:

1. Meet the Consumer Education Requirement.
3. Meet the American Government and one semester Civics.
4. This represents the number of units of credit required at full implementation for the graduating class of 2012 and beyond (12 units, assuming a unit is equivalent to a year-long course).
6. The grading standards of the class apply, and students must meet the same minimum standards to pass as other students in the class.
7. Either “P” (pass), “NC” (no credit), or “AT” (audit) are recorded on the student’s report card and transcript.
8. Grades “P”, “NC” and “AT” are not used in computing grade point average. However, the “P” grade in a credit-bearing course does count toward earning academic credit.
9. This grading standards of the class apply, and students must meet the same minimum standards to pass as other students in the class.
10. Unless otherwise approved by an Associate Principal for Instruction or an Assistant Principal for Student Services.
11. In the career and Technical Education program or the World Language program (including American Sign Language).
12. Must be Algebra I and 1 year must be an English course and 1 year may be provided as part of any course offered.
13. Students in grades 9 to 12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for reasons below. The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student’s individual circumstances, as appropriate;
14. A minimum of 3-5 days of daily physical education is a required course for all students in each of four years of high school (see 105 ILCS 110, 105 ILSC 5/27-55/27-6 and 23 Ill. Adm. Code Section 1.425).
INTRODUCTION TO DISTRICT 214
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Repeating a Passed Course for a Higher Grade
If a student repeats a course (same or alternative) for which he/she has already earned a passing grade and credit, the highest grade earned in that course and the teacher giving it are recorded in the term earned and the lower grade(s) is changed to “RE” (repeat).

The following additional guidelines apply to repeating previously passed courses:

1. The student must work with his/her counselor to complete the “Request to Repeat a Course” form and submit it, before enrolling in the course, to the assistant principal for review and approval. Repeating a passed course for a higher grade requires the formal approval of the assistant principal for instruction. No grade will be changed unless an approved form is on file with the student’s counselor and the registrar.

DEFINITIONS OF ACADEMIC MISCONDUCT
A. Scholastic Dishonesty
A breach of the standards of academic integrity including all forms of academic cheating (plagiarism, collusion, falsifying academic records) and any other act designed to give unfair academic advantage to the student.

B. Cheating
Any attempt to defraud, deceive, or mislead the teacher and/or school administration in arriving at an honest evaluation of learning. Cheating includes aiding other students in cheating, as well as the inappropriate use of technology that transmits data.

C. Plagiarism
A form of cheating that involves presenting as one’s own, the ideas or work of another. Plagiarism is not a question of intent. Any use of the content or style of another’s intellectual product without proper recognition of the source constitutes plagiarism.

D. Furnishing False Information
Includes aiding other students in cheating, as well as the inappropriate use of technology that transmits data.

INTERNET SAFETY POLICY
(Policy 6:235)
The Board of Education of Township High School District No. 214 ("Board") has adopted the following policy in accordance with the Children’s Internet Protection Act and the Neighborhood Children’s Internet Protection Act (P.L. 106-554).

Full details on this policy can be found at www.D214.org/District-Departments/D214-Student-Handbook.

SPECIAL ACADEMIC PROGRAMS
Young Adult Program (YAP)
District 214 offers a specialized evening program, located at the Forest View Educational Center (FVEC), designed to help young adults earn their high school diploma. The Young Adult Program (YAP) offers classes that run either Monday and Wednesday or Tuesday and Thursday. There are two classes each evening that start at 4:30 p.m. and end 6:30 p.m.

This program is designed for students who are not able to attend day school and need to complete their high school requirements in the evening. In addition, YAP offers credit recovery for students who are currently enrolled in a District 214 day school. With the permission of their parents, guidance counselor, school administration and the YAP Coordinator, this program allows students to successfully complete high school graduation requirements.

In order to take classes at YAP, students:

• must be enrolled within the attendance boundaries of High School District 214.
• must be enrolled at their District 214 home school.
• must be at least 16 years of age and have a minimum of 10 credits if attending YAP only.
• must be 15 years of age with no credit minimum if attending day school and YAP.

Vanguard School (WDSU)
In 1997, District 214 established this unique learning environment for non-special education students in grade 9, 4th quarter who are not currently accumulating academic credit at the expected rate and who wish to earn a District 214 diploma. Vanguard School is a pioneering effort that provides a non-traditional education where a team of teachers implement new instructional techniques, uses innovative curriculum, and utilizes community resources to meet the academic needs and career aspirations of students. Students spend half of the school day providing service in the community and half of the school day in academic endeavors. Referrals are made through Student Services screening teams at each high school. Administration will release the result of collaboration among school representatives, Vanguard School staff, the student, and his/her parent(s)/guardian(s).

Vanguard is a school of personalized learning, serving students from each of the 6 comprehensive high schools. Vanguard offers a different academic environment, allowing students to work more closely with teachers. Students work on core content classes at their own pace, often allowing for more accelerated credit acquisition. Students work closely with a “team leader” who helps guide academic choices and experiential opportunities. Through social-emotional support, we build positive relationships that helps students find their pathway to success.

As part of the District 214 school community, Vanguard remains connected to the mission and goals of the district. Staff members implement innovative learning techniques and work to build student skills in the core curriculum. Many of the classroom activities use experiential learning strategies and a hands-on approach that fosters student engagement. Our unique connection between the classroom utilizes community resources to meet the post-high school goals of the students. Vanguard offers several weekly community service and/or career-focused opportunities to help students prepare to be engaged citizens, ready for the career path of their choice.

The Academy at Forest View (TAP)
The Academy at Forest View serves students with Special Education eligibility whose social-emotional and academic needs require intensive supports in a therapeutic setting. Students are referred to The Academy at Forest View through the IEP process. At the Academy Forest View supports instruction towards high school graduation credits for students needing a smaller setting with supports for social-emotional learning. As students progress academically and demonstrate growth towards managing their needs, teams plan for classes and extracurricular opportunities within our District 214 comprehensive high schools. Through career exploration activities, students are encouraged to identify their post-school interests and engage in experiential learning with our community partners. The Academy at Forest View serves the District 214 community to provide a highly structured and nurturing learning environment in which students actively grow towards their aspirations.

District 214 Life and Career Planning
District 214 is committed to preparing high school students for success in the 21st century. That preparation includes a solid academic core of communication and math skills, an understanding of the natural and social world, an ability to access information for lifelong learning, and the problem solving and decision-making. One of the most important and difficult decisions that our young people face is the choice of a career and life work. To be able to make that important decision a student must be aware of the vast number of careers available and have access to information about each. 2. Students understand his/her skills and interests and how those match career fields; 3. have opportunities to explore possible career fields; 4. build the requisite skills and knowledge through a coherent sequence of courses and post-secondary education; and 5. gain valuable workplace skills and “try on” careers to see if they fit through work experience. The district’s career planning guide describes the connection between career interests and course choices. Students are encouraged to review this guide when planning their course selection and to take advantage of the many opportunities for career exploration provided by their school. Students and families may use the Naviance computer program, which is designed to help with career explorations and the college searches. The Naviance program allows communication between what is being covered in the guidance sessions at school and to reinforce this communication at home. This program also serves as an additional communication tool from counselors to families reminding students of upcoming sessions, and correspondence through school Gmail accounts. The District 214 life program at Forest View serves students pursuing transition services beyond their high school graduation requirements. In recognition of the variety of post-school plans our students have for their future, our goal is to propel students towards their future career, educational, and life-ready plans. Learning, Independence, Fulfillment, and Enrichment captures the self-determination approach to providing authentic experiences for our students. Classroom programming includes functional academics, social skills, executive functioning, and learning independent living skills. Students participate in work-based learning to develop vocational skills and interests. Community-based learning helps develop student skills needed to access resources to promote independence in the community. The IEPE Transition Plan drives team planning for coordination for services beyond school.

ENGLISH LANGUAGE LEARNERS PROGRAM (ELL)
(Policy 6:160)
The District offers opportunities for resident English Language Learners to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain. To be eligible or designate himself she may develop and maintain a program for English Language Learners that will:

1. Assist all English Language Learners to achieve English proficiency, facilitate effective communication in English, and encourage their full participation in school activities and programs as well as promote participation by the parents/guardians of English Language Learners.
2. Appropriately identify students with limited English proficiency.
3. Comply with State law regarding the Transitional Bilingual Educational Program and Transitional Program of Instruction.
4. Comply with any applicable State and federal requirements for the receipt of grant money for English Language Learners and programs to service them.
5. Determine the appropriate instructional program and environment for English Language Learners.
6. Annually assess the English proficiency of English Language Learners and monitor their progress in order to determine their readiness for a mainstream classroom environment.
7. Include English Language Learners, to the extent required by State and Federal law, in the District’s student assessment program to measure their achievement in reading/language arts and mathematics.

www.d214.org
D214 Policy and Procedures

Talent Development Program (TDP)
The Talent Development Program (TDP) provides a district-wide network of support for high achieving, highly motivated students looking to engage with their peers through achievement activities that extend their academic experiences beyond the school day. Students enrolling in the District 214 advanced placement program during their freshman and/or sophomore year will be invited to participate as a member of TDP. Enrichment activities serve as a resource for families seeking strategies to support the college and career planning. In addition to the social emotional needs of their student, TDP offers students life and career planning opportunities ranging from general career awareness activities to extenste summer internships in specific careers (e.g., journalism, computer operations, financial services, engineering, veterinary medicine, law, medical and health careers, business, and architecture). There are no courses in the District 214 curriculum that are specifically TDP offerings, but some students may find benefit in planning their TDP selection in alignment with their future educational and career goals. The TDP Summer Internship Series and the TDP Students Leadership Committee work to position students for success beyond the classroom.

TDP Summer Internship Series
TDP Summer Internship is a District-wide program comprising innovative, weeklong courses that reach beyond traditional classroom lessons. These non-credit seminars cover a wide array of areas, including graphic arts, forensic science, culinary arts, automotive care, creative writing and more. An all-District summer musical also is part of the TDP Summer Internship series.

STUDENT TESTING AND ASSESSMENT PROGRAM (Reference Policy 6:340)
The District student assessment program provides information for determining individual student achievement and instructional needs; curriculum and instruction effectiveness; and school performance measured against District student learning outcomes and statewide norms.

The Superintendent or designee shall manage the student assessment program that, at a minimum:

1. Uses the State assessment system and any other appropriate assessment methods and instruments, including norm and criterion-referenced achievement tests, aptitude tests, proficiency tests, and teacher-developed tests;
2. Tests the grades and subjects according to the schedule required by the State assessment system. The district’s assessment program may include testing students in grades not required by State law to be tested;
3. Tracks the achievement of all students;
4. Provides each student and his or her parents/custodians with an evaluation of the student’s learning on the basis of test and assessment results. See policy 6:280, Graduation and Promotion;
5. Utilizes professional testing practices.

Overall student assessment data on tests required by State law will be aggregated by the District and reported, along with other information, on the District’s annual report card. Board policy 7:400, Student Records, and its implementing procedures govern recordkeeping and access issues.

This is an articulated series of standardized assessments administered by District 214, covering the subject areas of English, reading, writing, and mathematics, and science:

- 8th Grade (Fall) PSAT 8/9
- 9th Grade (Spring) PSAT 8/9
- 10th Grade (Spring) PSAT 10
- 11th Grade (Spring) SAT
- Illinois Science Assessment (Spring)

PROCEDURE FOR TRANSFERRING CREDIT
Foreign Transfer Students: Credit for English Courses
The administration grants transfer credit for English courses taken in a foreign country toward meeting the District 214 English/Language Arts graduation requirement based on the presentation of an official transcript and in accordance with the following guidelines:

1. If a student’s performance on the ESL placement assessment battery places the student in mainstream English/Language Arts courses at a level of Introduction to Literature and Writing or Higher, the administration may grant credit toward meeting the English/Language Arts graduation requirement for English courses taken in foreign countries depending on an analysis of the student’s transcript(s), ESL placement test results, and performance in the first term English course. A maximum of 1.0 unit of English credit toward meeting the English/Language Arts graduation requirement for each preceding year of high school (e.g., a transfer student placed as a first semester junior) is awarded a maximum of 2.0 units of transfer credit toward meeting the English/Language Arts graduation requirements.

2. If a student is placed in the ESL program, the administration may grant credit toward meeting the English/Language Arts graduation requirement based on ESL placement, transcript analysis, and performance in her/his ESL courses.
   a. A maximum of 1.0 unit of ESL credit toward the English Language Arts graduation requirement is awarded to the student placed in ESL 1.
   b. A maximum of 2.0 units of ESL credit toward meeting the English Language Arts graduation requirement is awarded to the student placed in ESL 2.

3. No credit toward meeting the English/Language Arts graduation requirement is awarded to a student placed in Introduction to ESL 1 (08001/08002). Introduction to ESL 1 Reading (08011/08012), ESL 1 Strategies (08021/08022), and ESL 1 (08031/08032). If the official foreign transcript shows that the student took an English course(s), the student can earn elective credit toward the total number of units needed for graduation. A maximum of 1.0 unit of ESL elective credit toward the total number of credits needed for graduation is awarded to the student placed in course number 08011/08002, 08011/08012, 08021/08022, and 08031/08032 unless approved by the Assistant Principal of Student Services or designee.

SEAL OF BILITERACY
District 214 students have the opportunity to be recognized by the State of Illinois for earning proficiency in English and one additional language. The Illinois State Board of Education’s Seal of Biliteracy program will place an official seal on diplomas and confer official recognition on transcripts of those students who qualify.

The Seal of Biliteracy is awarded to those whose proficiency level is equivalent to the Intermediate High level set by the American Council on the Teaching of Foreign Languages. To qualify for the Seal of Biliteracy, seniors must:
- Earn a minimum composite score of 21 on an official administration of the ACT.
- Reach the ACT college readiness benchmark of 18 for the English subject area test.
- Earn a minimum score of 540 on the Evidence Based Reading and Writing portion of an official administration of the SAT.

- Earn a minimum overall composite score of 4.8 on the ACCESS for ELLs exam.
- Have earned a 4 or a 5 on the AP language exam, or
- Earn a minimum of an I-5 on all components of ACTFL’s Assessment of Performance toward Proficiency in Languages (AAPPL) exam, a minimum of Intermediate High on all components of AVANT’s STAMP 4S exam, or a minimum of B1 on the Standard Test of Bulgarian as a Foreign Language. The following languages can be assessed with the AAPPL exam: Arabic, Chinese (Mandarin), French, German, Hindi, Italian, Japanese, Korean, Portuguese, Russian, Spanish, and Thai.

The AVANT STAMP 4S assessment is offered for Hebrew and Polish.

The Standard Test of Bulgarian as a Foreign Language is an online assessment. For more information about this assessment, please call the number listed below.

The cost of the AAPPL and STAMP 4S assessments will be $25, which includes an administrative fee. The Standard Test of Bulgarian as a Foreign Language will be offered through the Consulate General of the Republic of Bulgaria and will cost $150. For more information about this assessment, please contact Janice Aponte at janice.aponte@d214.org.

The cost of the AAPPL and STAMP 4S testing in the fall of 2020 will be for seniors only. For more information, contact Janice Aponte, the Director of Language Development, at (847)718-7836.

Co-Curricular Activities (Policy 6:190)
Co-curricular activities are school-sponsored programs for which some or all of the activities are outside the instructional day. They do not include field trips, homework, or occasional work required outside the school day for a school class.

Academic Criteria for Participation
The Superintendent or designee must approve an activity in order for it to be considered a District-sponsored co-curricular activity, using the following criteria:

1. The activity will contribute to the leadership abilities, social well-being, self-realization, good citizenship, or general growth of student-participants.
2. Fees assessed students are reasonable and do not exceed the actual cost of operation.
3. The District has sufficient financial resources for the activity.
4. Requests from students.
5. The activity will be supervised by a school-approved sponsor.

Non-school sponsored student groups are governed by School Board policy, 7:330, Student Use of Buildings - Equal Access.
PACIFIC CREST ASSOCIATION (PCPA)

A summer school program will be available to students residing within District 214 including eighth grade graduates from the middle/junior high schools within the high school district. Out-of-district students who pay appropriate fees will be accepted on a space available basis. The summer school program will be approved by the Board and will be substantially financially self-supporting.

Summer school is an important supplement to, or an extension or expansion of, the regular school year. The district provides a two-semester summer school program. Registration is held in the spring (2nd semester). Students can obtain more detailed information about summer school and summer school registration from each school’s counseling office in February.

In accordance with the provisions of the district’s student remediation policy, any student, including an incoming freshman, who does not meet district achievement standards, may be required to attend a summer school program.

Units of credit earned in summer school are separate from units earned during a regular school year when recorded on the student’s transcript. Summer school grades are included in the student’s grade point average. There are no summer honor rolls.

Repeating a failed course can only be completed without administrative permission through summer school, young adult program, alternative school or in credit recovery. The administration can give permission for students to repeat a class during the regular school day.

ATHLETICS
- Badminton Girls
- Baseball Boys
- Basketball Boys and Girls
- Bowling Girls
- Competitive Cheerleading
- Competitive Dance
- Cross-Country Boys and Girls
- Football Boys
- Golf Boys and Girls
- Gymnastics Boys and Girls
- Lacrosse Boys and Girls
- Soccer Boys and Girls
- Softball Girls
- Swimming and Diving Boys and Girls
- Tennis Boys and Girls
- Track and Field Boys and Girls
- Volleyball Boys and Girls
- Water Polo Boys and Girls
- Wrestling Boys

SUMMER SCHOOL
(Reference Policy 6:310)
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