

COMMUNITY UNIT SCHOOL DISTRICT 201

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Dear Parents:

We would like to take this opportunity to welcome you to the beginning of scheduling for the 2020 - 2021 school year. If you are parents of incoming freshmen, you will find the educational experiences awaiting them exciting. Students who are familiar with the decision-making process involved with scheduling know the importance of formulating a plan with family members and Westmont High School staff.

Establishing a well-organized four-year plan is an invaluable process for all students. Home involvement is a key part in determining whether or not our students' four years at Westmont High School are productive.

After course selections have been made, students will finalize their course requests at school with their assigned school counselor. We will monitor course selections to ensure that graduation requirements are satisfied.

The best decision your student can make is to take a very rigorous schedule. This includes taking Advanced Placement courses. At Westmont High School, we provide many supports to make sure our students will be successful. The research overwhelmingly supports high school students taking Advanced Placement courses. The decision to take these courses will not only help in being admitted to colleges, but more importantly in successfully completing a college degree. Here is what the research says: ***"Take challenging work in high school and don't let anyone scare you away from it" "The academic intensity of the student's high school curriculum still counts more than anything else in precollegiate history in providing momentum toward completing a bachelor's degree... including more than one Advanced Placement course" "The intensity and quality of one's secondary school curriculum was the strongest influence not merely on college entrance, but more importantly, on bachelor's degree completion..."*** You can learn more from this 25-year study by visiting to "Answers in the Toolbox Revisited online.

Our goal is to make Westmont High School the best and most compassionate high school in Illinois. By working together, we will make this happen.

Sincerely,

Westmont High School Administrative Team

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COUNSELING SERVICES

The Counseling Department provides students with information about how to maximize their academic and extracurricular opportunities at Westmont High School. School counselors will help students make successful high school, college, and career transitions. Students are encouraged to share their needs and experiences with them.

Creating a Four-Year Plan

In creating a four-year plan, priority must be placed on ensuring that Westmont High School graduation requirements are met. Specific requirements are listed in this handbook and on the Westmont High School website. Satisfying college entrance requirements must be a second priority.

It is always recommended that students visit individual college and university websites to review specific entrance requirements.

Parents and teachers can be very helpful in developing a four-year program consistent with a student's abilities and expectations. School counselors will help oversee this process.

All students should link their course selections to possible career pathways. Naviance is a helpful resource available to WHS students through the Counseling Department.

Planning high school courses as early as possible is strongly encouraged. Doing so will insure that a student is taking courses in the proper sequence. This is particularly important if a student wishes to enroll in Technology Center of DuPage courses or other sequenced courses as a junior or senior.



Credit Monitoring System

The most effective system of monitoring students as they make progress toward graduation is one that involves teachers, parents, and students. Each has a role with important responsibilities. Outlined below is the system, which defines the school's responsibilities.

8th Grade
A four-year plan is discussed with all 8th graders as they choose courses for freshman year.
9th Grade
<ul style="list-style-type: none">• School counselors review curricular choices during individual freshmen appointments.• School counselors review first semester grades and revisit the four-year plan during individual course selection appointments. Consideration of post-high school plans is made and course selections are adjusted accordingly.
10th Grade
<ul style="list-style-type: none">• School counselors review curricular choices and grades throughout students' sophomore year.• School counselors review the four-year plan and consider post-high school choices as well as choices for junior and senior year during individual course selection appointments.
11th Grade
<ul style="list-style-type: none">• School counselors review curricular choices and grades throughout 1st semester.• School counselors complete a credit check with each junior during individual junior course selection meetings, and make adjustments in the course requests for senior year to accommodate needed graduation requirements. The four-year plan is also reviewed, especially as it relates to specific college entrance requirements.
12th Grade
<ul style="list-style-type: none">• School counselors review the students' credit checks during individual senior appointments held at the start of the school year.• School counselors contact the parents of all students in jeopardy of not graduating on time or not meeting specific college entrance requirements.

College Planning

Preparation for college begins when a student is in 8th grade during the high school course selection process. Students should enroll in the most rigorous academic program appropriate for them. College admission requirements state only the minimum academic preparation desired by the college or university. It is advisable to present credentials beyond these minimums to increase chances of admission. Admission requirements can change frequently. Students should communicate with their Westmont High School counselor and colleges of their choice early in their high school careers.

Four years of English, mathematics, science and social Science as well as two to four years of a world language would present a favorable transcript. In addition, many colleges and scholarship agencies also consider students' involvement in extracurricular activities and community organizations when selecting members of their freshman class or award recipients.

Additionally, student's grade point averages and their standardized test scores, (ACT and/or SAT), are also considered in the admission process.

Course Selection Procedures

Each student begins the course selection process by making course requests. Individual appointments are then scheduled with school counselors to review and approve course selections.

During the month of March, copies of student course requests are mailed home for final review. Students and parents are asked to sign and return the Course Selection Review Form to inquire about any changes by the stated deadline.

Classes are scheduled on the basis of these requests, so it is imperative that appropriate decisions regarding course selection are made. Questions about the course selection process should be directed to the Counseling Department.

Dropping Courses

After initial course selections have been completed, students may request to drop a course only if they are enrolled in the maximum (seven) number of courses per semester and only within the the first five days of the semester. Requests to drop a course are submitted to the student's school counselor and the appropriate department coordinator.

Early Graduation

Students who wish to be considered for early graduation must apply in writing during the course selection period of the year preceding graduation. All written requests must be submitted to the Counseling Department prior to February 15th. The written request must include a plan for successfully completing all graduation requirements.

A student conference will be held with the principal to discuss the student's request. At that time, the student must present, in writing, a detailed program for his/her educational and/or occupational future plans along with a record of all previous course work and requirements that yet need to be taken. Early graduation is subject to the final approval of the principal.

Graduation ceremonies are held at the end of the second semester for all graduates even if they meet requirements early. Students who have been approved for early graduation and who have completed all credit requirements may not participate in any extracurricular activities, but may participate in graduation ceremonies after completing their last semester.



GRADUATION REQUIREMENTS

CLASS OF 2021/2022/2023/2024

Westmont High School graduation requirements are approved by the Community Unit School District Board of Education and meet the standards set by the Illinois State Board of Education.

A. Numerical Requirements: Every student must successfully complete 22 credits to meet graduation requirements.

B. Area requirements: The 22 credits needed for graduation must be earned as shown below:

<u>Subject Areas</u>		<u>Credits</u>	<u>Total Credits</u>
English	English 9	1.0	
	English 10	1.0	
	English 11	1.0	
	English 12	1.0	
	Subject Total.....		4.0
Mathematics	Six Semesters	0.5 each 3.0	
Science	Four – Six Semesters	0.5 each 2.0 – 3.0 (depending on course of study)	
Social Science	Soc. Science Elective	0.5	
	Soc. Science Elective	0.5 (non-U.S.)	
	U.S. History	1.0	
	Government	0.5	
	Consumer Economics	0.5	
Constitution Test	Pass Standardized Assessment		
	Subject Total.....		3.0
Physical Education ¹	PE - 6 Semesters	3.0	
	Health - 1 Semester	0.5	
	Drivers Ed ² - 1 Quarter	0.25	
	Swim ³ - 1 Quarter	0.25	
	Subject Total.....		4.0
Fine Arts	Fine Arts		0.5
Business	One Semester Class		0.5
	TOTAL SUBJECT AREA REQ. =		17.0 – 18.0
	TOTAL REQUIRED ELECTIVES =		4.0 – 5.0
	TOTAL GRADUATION REQ. =		22.0

¹Except for Driver's Education and Swim classes, a semester course is awarded .5 credit.

²By law, students who have not passed eight classes in the previous two semesters may not be enrolled in Drivers Education. Students who obtain a license without taking Dr. Ed. at WHS must take PE.

³Passing of one (1) quarter of swimming is required for graduation.

IVS Courses

IVS courses provide highly interactive, instructor-led, academically rigorous experiences for WHS students. This modality of learning requires a high degree of self-discipline and the ability to meet demanding expectations within a fixed time setting. IVS places high expectations on students, so it is important that WHS students consider all of the implications of IVS coursework before requesting a class. The following guidelines apply to students scheduled to take an IVS class.

- ❖ IVS courses must be approved by a school counselor and a member of the department related to the course being taken.
- ❖ A minimum cumulative GPA of 3.0 is required in the subject area as well as overall before enrollment in IVS will be considered.
- ❖ IVS courses can be scheduled in lieu of a study hall. For students with a full academic load, one approved IVS class can be taken independently outside of the school day. All completed IVS courses and their corresponding final grades will be included on the transcript. Final IVS grades will be included in the student's grade point average.
- ❖ Students are responsible for maintaining the pace of the online class in an independent work environment.
- ❖ Maximum enrollment is set by CUSD 201 and is subject to a first come-first serve basis.
- ❖ Students can only be scheduled for IVS courses in their 5th - 8th semesters.
- ❖ Students are not permitted to enroll in IVS world language courses or in science lab-based courses.
- ❖ Students must understand that the IVS supervisor has access to grades and will be checking them consistently throughout the semester.
- ❖ Students may not take an IVS course if the same course fits into their schedule at WHS.
- ❖ Students may only enroll in IVS courses for advanced placement and enrichment opportunities after all appropriate WHS offerings within the selected department have been taken.
- ❖ Discretion of the school counselor/administration will be used in all situations.
- ❖ IVS courses can only be requested during the initial course selection process (Jan/Feb for current students).
- ❖ A maximum of two IVS courses can be taken per semester.
- ❖ Students who receive a grade of "F" in an IVS course will be responsible for all fees and tuition associated with IVS courses.
- ❖ Students who receive a "D" or "F" in an IVS course will not be eligible to take another IVS class.

Advanced Placement Courses

Advanced Placement offerings are college-level courses approved by the College Board. These selections are the most academically rigorous experiences available to WHS students. These classes require a high degree of self-discipline and the ability to meet demanding expectations within an invigorating and challenging environment. Advanced Placement classes offer students the opportunity to start to develop a college transcript while still attending Westmont High School. Therefore, it is important that WHS students consider all of the implications of college-level coursework before requesting a class.

The following guidelines apply to students scheduled to take an Advanced Placement class:

- ❖ Advanced Placement courses must be approved by a school counselor and a member of the department related to the course being taken
- ❖ Students are responsible for maintaining the pace of the class. Enrolling in Advanced Placement offerings will often require students to complete summer assignments in preparation for the beginning of the fall semester.
- ❖ Advanced Placement courses can only be requested during the initial course selection process (Jan/Feb for current students). Students new to the district and with the proper preparation may be considered for Advanced Placement courses if enrolling after the Jan/Feb course selection time period.
- ❖ Students are encouraged to purchase the appropriate textbooks for these classes. Students may then annotate their texts and build their personal academic libraries.

Students enrolled in Advanced Placement courses are undertaking a college-level course of study and are strongly encouraged to take the culminating examination/assessments, which are offered in May. The course expectations and classroom assessments are intended to prepare students for these tests.

INDEPENDENT STUDY

Students who demonstrate an interest and proficiency in a given subject area may work independently on topics selected through a cooperative effort by the teacher and the student as long as the teacher is agreeable to such an arrangement. Credit is granted on a pass/fail grading scale for such an academic venture. Information is available from specific subject area teachers and in the Student Course Selection Handbook. To apply for an independent study course, a student must file a complete Independent Study Application in the Counseling Department.

BUSINESS EDUCATION

Business Education Department Mission & Values

In today's global economy, decision-making and problem solving in the business environment are becoming increasingly complex. The Business Education Department promotes the development of students to become productive citizens and employees in a global society by providing essential business experiences and partnerships. Healthy working relationships and networking experiences and partnerships prepare students to be collaborative, technologically and financially literate in today's competitive global business environment. Workplaces are looking for people with a broad range of knowledge, training and skills that the courses in the Business Education Department provide.

Students who are contemplating a business major in college should select one or more business electives. Because of the difficulty of college-level Accounting, students are urged to take Honors Accounting I-II at Westmont High School.

Business Education courses at Westmont High School support the core academic subjects, the ACT and SAT, Common Core Standards, and student success in college and in the workplace.

Business courses fulfill .5 credit for the District 201 graduation requirement in the Business Education Department.

Honors Courses:

Honors Accounting I and II

Honors Advanced Accounting I and II

ESSENTIAL TECHNOLOGIES

Credit: .5/Semester

Prerequisite: None

Grade Placement: 9, 10, 11, 12

Course Number: 200123

This course is designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and the innovative climate of college and or the workplace. Students will improve keyboarding speed, accuracy and efficiency. Students will develop technology skills through real-world situations requiring professional documents including integrated projects using the Microsoft Office Suite, social media, trends in web applications and various programs that will build essential technology skills.

Students can obtain a Microsoft Office Specialist industry certificate through Microsoft and Certiport, which validates computer proficiency. Students will demonstrate the knowledge, skills and abilities to productively use Microsoft Word, Microsoft Excel and Microsoft PowerPoint. Essential Technologies will focus on user collaboration and sharing of user-generated content that supports academic learning by integrating academics and technology.

According to College Board and ACT, electives can strengthen your transcript and show colleges your interests and skills. Colleges want to know that you are tech-savvy students!

MULTIMEDIA DESIGN

Not Offered During 2020-2021

Credit: .5/Semester

Prerequisite:

Essential Technologies Recommended

Grade Placement: 9, 10, 11, 12

Course Number: 200223

The purpose of this course is to provide students with an overview of multimedia technology. Students will be introduced to the design and production process of developing interactive multimedia applications, including desktop publishing, text, graphics, audio, video, Web site design, and introduction to coding. Students will use Microsoft Publisher, InDesign, Photoshop and other multimedia tools to develop proficiency in practical applications, production layout and design. Students will use evolving technology tools including social media, and apply them professionally. Working with these tools, students will develop an understanding of how such technology can be applied in education and industry settings. The contexts for this course will be primarily interactive, collaborative, multi-disciplinary, and student-centered. A large portion of this course will be devoted to hands-on activities to provide the students with experience in completing projects from start to finish.

DIGITAL LITERACY

Credit: .5/Semester

Prerequisite: Essential Technologies Recommended

Grade Placement: 10, 11, 12

Course Number: 200333

Students will explore digital information systems, understand how the internet works, and start the process of app designing. Working with these foundational ideas, students will learn how these concepts are transforming our current society. The contexts for this course will be primarily interactive, collaborative, multi-disciplinary, and student-centered.

This course will provide students with the knowledge of what it means to be a good digital citizen and the ability to use technology responsibly. A large portion of this course will be devoted to hands-on activities to provide students with experience in completing technology projects from start to finish. Technology use is a vital employability skill for the entry-level and upper-level management positions. This course could start to prepare students to take the AP Computer Science-Principles exam.

COMPUTER APPLICATIONS I

Not Offered During 2020-2021

Credit: .5/Semester and possible COD Dual

Credit Prerequisite: Essential Technologies

Grade Placement: 10, 11, 12

Course Number: 200521

It is possible to obtain Dual Credit through this course that is designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and the innovative climate of college and or the workplace. This course allows students to explore and learn the full functionality and functions of Windows, the Internet, and the Microsoft Office Suite that includes Word, Excel, Access, and PowerPoint, Object Linking between Word and Excel and PowerPoint that begins the preparation of students to obtain a Microsoft Office Specialist industry certificate through Microsoft and Certiport.

This certification is recognized worldwide and validates computer proficiency. Microsoft Word functions may include preparing documents, formatting and managing documents, and enhancing documents. This course will also focus on user collaboration and sharing of user-generated content integrated into technology that is used in academics and the workplace.

COMPUTER APPLICATIONS II

Not Offered During 2020-2021

Credit: .5/Semester and possible COD Dual

Prerequisite: Computer Applications I

Grade Placement: 10, 11, 12

Course Number: 200522

It is possible to obtain Dual Credit through this course that continues the Word processing functions using **Microsoft Office** including the continuation of **Microsoft Word** functions which may include insert, delete, cut, paste, find, replace, document formatting, margins, tabs, spell checker, thesaurus, grammar checker, pagination, page numbering, indent, printing, line spacing, justification, centering, view modes, multiple windows, footnotes, endnotes, headers, footers, disk maintenance, folders and document formats, merge, tables, borders, images, drawing objects and WordArt. Also included in the course is **Microsoft Excel**, which may include preparing and formatting worksheets, formulas, and enhancing the display of workbooks.

Microsoft Access projects may include creating tables and queries, forms, reports, importing and exporting data. This course will also focus on user collaboration and sharing of user-generated content integrated into technology that is used in academics and the workplace.



ADV. COMPUTER APPLICATIONS I

Not Offered During 2020-2021

Credit: .5/Semester and possible COD

Dual Credit

Prerequisite: Computer Applications I-II

Grade Placement: 11 and 12

Course Number: 200621

It is possible to obtain Dual Credit through this course includes **Microsoft Word** using advanced functions which may include macros, tables, charts, outlines, line numbering, styles, sort, select, borders, images, WordArt, drawing objects, Internet, web pages, master documents, subdocuments, fill-in forms, table of contents, index, columns, shared documents, and templates. Students will continue to gain experience needed in order to obtain the Microsoft Office Specialist Certification that is obtained through Microsoft and Certiport. This certification is recognized worldwide and validates computer proficiency. This course will also focus on user collaboration and sharing of user-generated content integrated into technology that is used in academics and the workplace.

ADV. COMPUTER APPLICATIONS II

Not Offered During 2020-2021

Credit: .5/Semester

Prerequisite:

Computer Applications I-II and Advanced Computer Applications I

Grade Placement: 11 and 12

Course Number: 200622

An advanced course using **Microsoft Office** using advanced functions of the **Microsoft Office Suite**, which may include a continuation of the usage of macros, tables, charts, outlines, line numbering, styles, sort, select, borders, images, WordArt, drawing objects, Internet, web pages, master documents, subdocuments, fill-in forms, table of contents, index, columns, shared documents, and templates.

Advanced features of **Microsoft Excel** which may include advanced formulas, formatting and integrating data, data management, functions, tables and data. Also included in this course is the use of advanced features of **Microsoft Access** which may include building relationships, reports, queries, forms, tools and customizing Access. This course will also focus on user collaboration and sharing of user-generated content integrated into technology that is used in academics and the workplace.



ACCOUNTING I – II

Credit: .5/Semester

Prerequisite: None, Essential Technologies recommended

Grade Placement: 10, 11, 12

Course Number: S1 - 201021; S2 - 201022

Accounting is a two-semester course that involves analyzing, interpreting and communicating financial information and provides an introduction to financial accounting as the means of recording, storing and summarizing financial data of businesses organized as sole proprietorships, partnerships and corporations to meet reporting needs. It is the most vital of all business information systems. Emphasis is placed on the preparation and analysis of financial statements and other financial reports based on the accounting equation. Students in Accounting will develop skills in critical thinking and problem solving to ultimately prepare them to be collaborative, technologically and financially literate. Accounting software including Microsoft Excel will be used to create, update and analyze various accounting forms, financial statements and worksheets.

HONORS ACCOUNTING I – II

Credit: .5/Semester

Prerequisite:

Essential Technologies recommended

Grade Placement: 10, 11, 12

Course Number: S1 - 201121; S2 - 201122

Honors Accounting is a two-semester course that involves analyzing, interpreting and communicating financial information and provides an introduction to financial accounting as the means of recording, storing and summarizing financial data of businesses organized as sole proprietorships, partnerships and corporations to meet reporting needs. It is the most vital of all business information systems.

Emphasis is placed on the preparation and analysis of financial statements and other financial reports based on the accounting equation.

Students in Accounting will develop skills in critical thinking and problem solving to ultimately prepare them to be collaborative, technologically and financially literate.

Accounting software including Microsoft Excel will be used to create, update and analyze various accounting forms, financial statements and worksheets.

The Honors Option would allow students an opportunity to qualify for honors credit in Accounting I-II by increased concentration upon writing and higher-level thinking and analysis of accounting processes.

ADVANCED ACCOUNTING I – II

Credit: .5/Semester

Prerequisite: Accounting I-II

Grade Placement: 10, 11, 12

Course Number: S1 - 201221; S2 - 201222

Continuing the studies of concepts and skills in Accounting I-II, Advanced Accounting I-II will prepare students for the rigor of college accounting. Through the interpreting and analyzing of financial data related to departmentalized accounting, corporate accounting, management accounting and cost accounting, students will gain an understanding of various activities necessary for efficient business management and decision-making. Students will gain an understanding as to the uses of these financial statements by owners, stockholders, partners and interested third parties. Students in Adv. Accounting I-II will continue to develop skills in critical thinking and problem solving to ultimately prepare them to be collaborative, technologically and financially literate.

HONORS ADVANCED ACCOUNTING I – II

Credit: .5/Semester

Prerequisite: Accounting I-II

Grade Placement: 11 and 12

Course Number: S1 - 201231; S2 - 201232

Continuing the studies of concepts and skills in Accounting I-II, Advanced Accounting I-II will prepare students for the rigor of college accounting. Through the interpreting and analyzing of financial data related to departmentalized accounting, corporate accounting, management accounting and cost accounting, students will gain an understanding of various activities necessary for efficient business management and decision-making.

Students will gain an understanding as to the uses of these financial statements by owners, stockholders, partners and interested third parties. Accounting software including Microsoft Excel will be used to create, update and analyze various accounting forms, financial statements and worksheets. Students in Adv. Accounting I-II will continue to develop skills in critical thinking and problem solving to ultimately prepare them to be collaborative, technologically and financially literate.

The Honors Option would allow students an opportunity to qualify for honors credit in Accounting I-II by increased concentration upon writing and higher-level thinking and analysis of accounting processes.

CAREER INTERSHIP

(Previously titled Business Internship)

Credit: 1.0/Semester

Prerequisite: Instructor and Guidance approval

Independent Living is recommended

Grade Placement: 12

Course Number: 202021/202022

Career Internship is a Career and Technical Education (CTE) course offered to senior students who plan to retain employment in a career field of their choice during their fourth year of high school.

Registered and enrolled students must have access to their own transportation and maintain part time employment that can be documented at an average of 12-15 hours a week. The school day course will allow students to complete self-assessments and discuss personal skills that aide in professional success such as resume development, job hunting and interviewing, workplace health and safety, education requirements, developing teamwork and leadership capabilities, networking, balancing work personal life, budgeting, banking and managing credit, economics and taxes, insurance and future financial planning. The approved off-site internship experience will allow students to practice and apply the skills they've learned in class in order to develop specific career competencies.

Students may be concurrently enrolled in early release Field Experience during period 6 (202041/202042) and/or period 7(202051/202052).



INCubator

Credit: .5/Semester

Prerequisite: None

Grade Level: 10, 11, 12

Course Numbers: S1 - 202111; S2 – 202112

The INCubator program offers students an authentic approach to the entrepreneurship experience. Throughout the program, students ideate, develop, and iterate their own product or service startup in an attempt to gain investment funds in a final shark-tank style pitch event. The classroom instructor teaches and facilitates the course while real entrepreneurs and business experts serve as volunteer coaches and mentors guiding student teams through the process of developing hypotheses about a business concept, market research and business plan development. The business students build are real – they are not business cases or simulated experiences – which means students experience mistakes, take risks, and learn to pivot based on market needs.

This cycle of experimentation is combined with foundational business and digital media art content such as marketing, finance, human resources, business law, branding, advertising, web design and graphic elements. Aligned with National Consortium of Entrepreneurship standards, the Common Core Standards for Speaking and Listening, and the 21st Century Learning and Innovation Skills standards, the INCubator program provides a unique and powerful entrepreneurship experience for students.



ENGLISH

All Westmont High School students are required to take four years (eight semesters) of English in order to receive a Westmont High School diploma. In recognition of the value of student independent reading to building reading fluency and literacy skills and habits, the WHS English department incorporates student choice and independent reading into much of the English curriculum. Students are expected to fully participate in these opportunities and parent/guardian support and encouragement for the incorporation of student choice in reading materials is greatly appreciated.

ENGLISH 9 A COMING OF AGE

Credit: .5/Semester

Prerequisite: Placement Recommendation

Grade Placement: 9

Course Number: S1 - 500121; S2 - 500122

Students will explore the coming of age theme throughout the year. They will examine defining moments from their own lives and the lives of people who are close with them (e.g., family members, friends, teachers). Students will also develop a foundation for their high school experience through constructing word part knowledge; identifying parts of speech, phrases, clauses, and sentence structures; composing basic essay and paragraph structures; strengthening reading comprehension; and building reading stamina. Major assignments include third-person narrative writing, quarterly independent reading reviews, argumentative speech, editorial, and small group scene reenactments. Major text include *The Arrival* by Shaun Tan, *The Odyssey* by Homer, *Ready Player One* by Ernest Cline, and *Romeo and Juliet* by William Shakespeare.

Summer reading is required; students are strongly encouraged to purchase copies of the books in order to annotate their books.

HONORS ENGLISH 9 A COMING OF AGE

Credit: .5/Semester

Prerequisite: Placement Recommendation

Grade Placement: 9

Course Number: S1 - 500331; S2 - 500332

Students will explore the coming of age theme throughout the year. They will examine defining moments from their own lives and the lives of people who are close with them (e.g., family members, friends, teachers). Students will also develop a foundation for their high school experience through constructing word part knowledge; identifying parts of speech, phrases, clauses, and sentence structures; composing advanced essays and paragraph structures; strengthening reading comprehension; and building reading stamina. Major assignments include third-person narrative writing, quarterly independent reading reviews, argumentative speech, editorial, and small group scene reenactments. Major text include *The Iliad* by Homer, *The Odyssey* by Homer, *A Midsummer Night's Dream* by William Shakespeare. Honors English 9 progresses at a more rapid pace than English 9 and is more aligned to AP English classes the English 9

ENGLISH 10

Credit: .5/Semester

Prerequisite: English 9

Grade Placement: 10

Course Number: S1 - 500521; S2 - 500522

English 10 focuses on writing and expanding literacy skills. In order to accomplish the writing goals, students participate in a writers' workshop model that emphasizes the writing process and product: responding to a prompt, brain-storming, revising, and sharing writing with peers and an intended audience. Literacy skills focus on analysis of a variety of genres in fiction and nonfiction. Annotation practice is enforced and honed, thereby encouraging students to appreciate the effectiveness of annotation as an important learning tool.

LITERACY WORKSHOP

Credit: .5/Semester

Prerequisite: Administrative approval based on standardized test scores and departmental recommendation

Grade Placement: 9 and 10

Course Number: S1 - 500611; S2 - 500612

Literacy workshop provides essential reading and writing skills needed for success in high school. This course is taken in addition to English 9 or English 10 to provide extra support in the development of literacy skills. The course content focuses on independent reading, vocabulary development, disciplinary literacy, and writing for a variety of purposes. Diagnostic, standardized, and informal testing determines placement in this course. As a support class, Literacy Workshop will not satisfy an English graduation requirement.

HONORS ENGLISH 10

Credit: .5/Semester

Prerequisite: Honors English 9 or English 9 with teacher recommendation

Grade Placement: 10

Course Number: S1 - 500731; S2 - 500732

This rigorous two-semester class focuses on literature analysis, writers' workshop and vocabulary development. It is designed to prepare the sophomore student for AP English. Genres include historical fiction, short stories, poetry, non-fiction and drama from an array of world cultures. The literature focuses on titles that have been referenced on AP tests in the past, and students are encouraged to purchase their own copies of the books. Vocabulary development is derived from the context of the literature and is also systematically studied in Holt, Reinhard & Winston's Vocabulary Workshop. Writers' Workshop focuses on the skill of editing and includes skill lessons in writer's craft, grammar and mechanics. Students must earn at least a "C" to advance to Junior AP English.

Summer reading is required.



ENGLISH 11

Credit: .5/Semester

Prerequisite: English 9 and 10

Grade Placement: 11

Course Number: S1 - 500921; S2 - 500922

Junior year is a critical year: it is not an exaggeration to say that juniors stand on the threshold of adulthood and must learn the skills that will be useful to them as they become scholars and professionals in their own right. To that end, junior year focuses on language skills that will be useful to the successful continuation of a student's education and/or ability to work in a professional environment. In addition to reading selections representative of classic American literature, students will also complete a major research paper based on books chosen by the student. Successful completion of the project is integral to the successful completion of the course. Since each part of the research process builds upon the next, students must complete each part of the research process before going on to the other. In the second semester of English, students continue reading American literature. Short stories, poetry, essays, and novels are analyzed. The grammar component of this course continues the study of standard English usage and composition skills. Extensive SAT test preparation, including persuasive writing techniques are incorporated into this semester.

AP ENGLISH 11 (AP LANGUAGE AND COMPOSITION)

Credit: .5/Semester

Prerequisite: Honors English 9 and 10 or English 9 and 10 with teacher recommendation

Grade Placement: 11

Course Number: S1- 501131; S2 - 501132

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.
(College Board, June 2014)

JOURNALISM

Credit: .5/Semester

Prerequisite: None

Grade Level: 10, 11, 12

Course Numbers: 501523

Journalism is a semester course designed for students interested in newspaper journalism and developing their skills as a writer. Students will learn fundamentals of news, feature, editorial and sports writing. Copy reading, new style and editing will be stressed. Students will also learn to create computer generated layouts and graphics. They will discuss journalistic ethics and think critically about bias in reporting. Students will be grounded in the major traditions, celebrated journalists, and professional integrity of the discipline. Much of the course will focus on the students developing and improving their writing in a variety of styles and formats. Voice, tone, syntax, vocabulary, structure, and editing techniques will all be addressed in a writing workshop atmosphere. Students in this course will produce a student newspaper and magazine.

ENGLISH 12

Credit: .5/Semester

Prerequisite: English 9, 10, 11

Grade Placement: 12

Course Number: S1 - 502131; S2 - 502132

English 12 is a year-long course that completes the English requirement for graduation as indicated by the state of Illinois (8 semesters of English). The class focuses on teaching and honing skills necessary for college readiness in reading, writing, oral communication, and English. To that end, students will read a variety of texts, non-fiction and fiction, and complete a research project per semester. Students are encouraged to purchase their books so that they can practice their annotation skills.

HONORS ENGLISH 12

Credit: .5/Semester

Prerequisite: English 11 or AP English 11 (AP Language and Composition)

Grade Placement: 12

Course Number: S1 - 502141; S2 - 502142

This course is designed for students to strengthen their writing and analysis skills over time to be used especially for college bound kids. They will learn to analyze rhetoric, including how authors and speakers use devices; such as: word choice, diction, syntax, and stylistic choices. Students will engage in close reading activities, reader response theory, schema building, essay critiques, and more to prepare them for the collegiate level writing process. Students will write synthesis, rhetorical analysis, and various formative assessments.

AP ENGLISH 12 (AP LITERATURE AND COMPOSITION)

Credit: .5/Semester

Prerequisite: AP English 11

Grade Placement: 12

Course Number: S1 - 502141; S2 - 502142

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. (College Board, June 2014)



CREATIVE WRITING

Credit: .5/Semester

Prerequisite: English 9

Grade Placement: 10, 11, 12

Note: Technology is an important component of this class.

Course Number: 503123

This writing intensive class is recommended for all students looking to enhance their written expression. The class includes, but is not limited to: fiction; memoir writing, poetry, journaling and script writing. Students will learn about the skills and techniques that will help to increase their confidence and ability with writing. Students are required to be reflective of their work and are required to share portions of their work with other students. Students will be required to participate in a Creative Writing blog created by the teacher and share their work. The culminating project for the class will be a final portfolio.

ELL

Credit: .5/Semester

Prerequisite: District Placement

Grade Placement: 9, 10, 11, 12

Course Number: S1 - 503321; S2 - 503222

ELL is a support class for English Language Learners. This course is designed for the rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. The ELL course usually begins with extensive listening and speaking practice, building on auditory and oral skills, and then moving on to reading and writing. It provides an explanation of basic structures of the English language, enabling students to progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles. This course may also include an orientation to the customs and culture of the diverse population in the United States.



CHANGEMAKERS I & II:

A COURSE OF OPPORTUNITY

Credit: .5/Semester

Prerequisite: Approval Required

Grade Placement: 10, 11, 12

Course Number: S1 - 503411; S2 - 503412

Want to start a movement and make a change in the world? Have an idea to develop a product that could benefit others? Want to learn about a topic of interest in-depth?

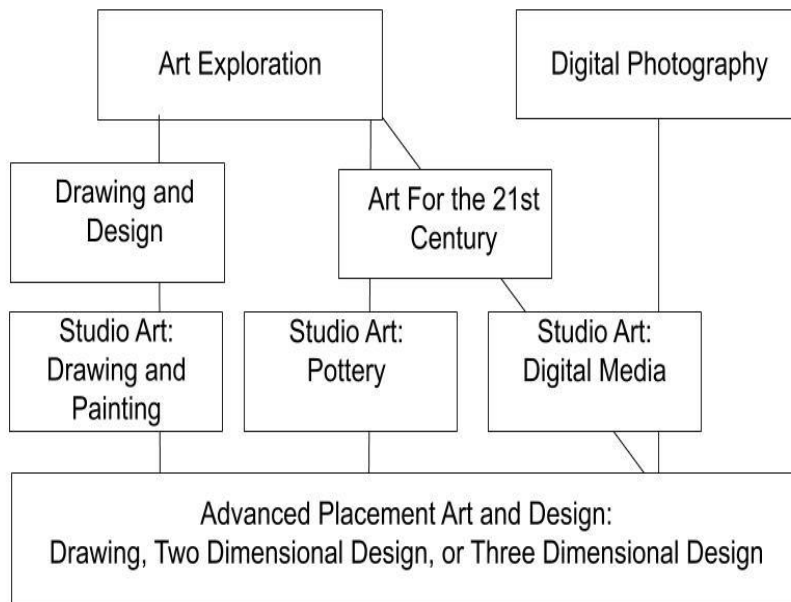
If you answered “yes” to any of the above questions, this class is for you. Changemakers is a unique course of inquiry where students work alone or in small groups to create projects of personal interest that address a need or issue in their community.

Our Changemakers develop strong leadership and critical thinking skills and learn how to make an idea and create a project that inspires others to get involved. During the course, students will learn how to develop ideas into project goals that culminate in planning and events or creating an end product. Past projects include organizing a color run, holding a benefit concert, starting a campaign of kindness, creating computer apps for social change, or planning an exhibit around social issues.

FINE ARTS: ART

Fine Arts courses are considered by the State of Illinois to be part of a student's core curriculum. Fine Arts courses at Westmont High School not only address the State of Illinois Fine Arts Standards, they support academic subjects, College and Career Readiness Standards and the State of Illinois Common Core Standards as well. The Westmont High School Fine Arts Department fosters academic achievement through artistic excellence. WHS Fine Arts instruction stresses the skills of critical thinking/problem solving, communication, collaboration, and creativity/innovation. These skills are naturally embedded in our Fine Arts courses at WHS and are practiced on daily basis with rigor and relevance. For years, arts educators, parents and community members have known the importance of arts education. During the course selection process, students are encouraged to consider including Fine Arts options that will develop the creative abilities that today's competitive workplace demands.

Fine Arts Curriculum Sequence



ART EXPLORATION

Credit: .5/Semester

Prerequisite: None

Grade Placement: 9, 10, 11, 12

Course Number: 100123

This course offers students the opportunity to explore various visual art forms and techniques in an introductory level course through the elements and principles of art and design. Students will be introduced to a variety of media through two-dimensional and three-dimensional approaches to creating and responding to visual arts.

Students will build and apply their skills, knowledge, and methodology to a variety of media through instructional activities that will develop and shape visual arts foundation. This class focuses on art making, arts literacy, interpretation, and evaluation as well as making personal, cultural, and interdisciplinary connections.

Art Exploration is a prerequisite for Drawing and Design and Art for the 21st Century.

DRAWING AND DESIGN

Credit: .5/Semester

Prerequisite: Art Exploration or portfolio review and departmental approval

Grade Placement: 10, 11, 12

Course Number: 100223

Students will explore different approaches to drawing while applying the elements and principles of design to develop skills and sensitivity to line, shape, color, value, texture and composition. A variety of mixed media and drawing techniques will be explored. Students will be expected to develop technical skills and their own styles of drawing. Contemporary art forms such as comic book art, conceptual art and computer illustration will be included.

Drawing and Design is highly recommended for the student who plans to take AP Studio Art and Design. Drawing and Design is the prerequisite for Studio: Painting and Drawing.

ART FOR THE 21ST CENTURY

Credit: .5/Semester

Prerequisite: Art Exploration or portfolio review and departmental approval

Grade Placement: 10, 11, 12

Course Number: 100323

The primary focus of this class is to explore contemporary art. Students will choose to create projects through inquiry based exploration including, but not limited to: Comic Books and Graphic Novels, photography, documentary video, protest art, environmental art, traditional design, computer illustration, mixed – media assemblage, pottery, or sculpture while making personal, cultural, and social connections. Through a project-based curriculum, this course explores art practices that change our communities and social landscape through innovative artwork. This class focuses on art making, arts literacy, and interpretation focusing on contemporary social issues. Art for the 21st Century is the prerequisite for Studio Pottery

STUDIO ART: DRAWING & PAINTING

Credit: .5/Semester

Prerequisite: Art for the 21st Century, Drawing and Design

Grade Placement: 10, 11, 12

Course Number: 100423

This course explores the elements and principles of art, the basic language of art, and applications to advanced drawing and painting. The students will gain an appreciation of art through the exploration of painting and drawing mediums, styles, and subject matter. The primary focus of this class is to explore visual arts through a project-based curriculum, as well as make connections to reading, writing, discussion, observation, reflection and critique.

STUDIO ART: DIGITAL MEDIA

Credit: .5/Semester

Prerequisite: Art for the 21st Century or Digital Photography

Grade Placement: 10, 11, 12

Course Number: 100523

This course explores the elements and principles of art, the basic language of art, as applied to computer applications. The students will gain an appreciation of art through the exploration of computer illustration, multimedia, photography and animation. The primary focus of this class is to explore visual art computer application through a project-based curriculum, as well as make connections to reading, writing, discussion, observation, reflection and critique.

STUDIO ART: POTTERY

Credit: .5/Semester

Prerequisite: Art for the 21st Century

Grade Placement: 10, 11, 12

Course Number: 100623

This course explores the elements and principles of art, the basic language of art, as applied to pottery. The students will gain an appreciation of art through the exploration of clay, and the study of pottery styles and techniques. Wheel throwing and hand building will be explored, as well as surface decoration and glazing. The primary focus of this class is to explore visual arts through a project-based curriculum, as well as make connections to reading, writing, discussion, observation, reflection and critique.

ADVANCED PLACEMENT STUDIO ART & DESIGN

Credit: .5/Semester (2 semesters required)

Prerequisite: Teacher Recommendation OR Completion of Art Exploration, Art for the 21st century and/or Drawing and Design, and at least one semester of Studio Art.

Grade Placement: 11, and 12

Course Number: S1 - 100641; S2 - 100642

The AP Program offers three studio art courses and portfolios: Two-Dimensional Design, Three-Dimensional Design, and Drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year.

The AP Studio Art Program consists of three portfolios –2-D Design, 3-D Design and Drawing –corresponding to the most common college foundation courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. May be taken over for credit for each portfolio.

DIGITAL PHOTOGRAPHY

Credit: .5/Semester

Prerequisite: None.

Grade Placement: 10, 11, 12

Course Number: 100633

This course is an introduction to digital photography. Students will learn to see the world through the camera and explore photography as a visual language and medium for creative expression. Students will learn how to use cameras phones and digital cameras and be introduced to digital imaging techniques using Adobe Photoshop software. Students will also explore stop animation movie photography. This class focuses on art making, arts literacy, interpretation, and evaluation as well as making personal, cultural, and interdisciplinary connections.



FINE ARTS: BAND

SYMPHONIC BAND I & II (Full Year)

Credit: .5/Semester

Prerequisite: Instrumental musicianship
departmental approval

Grade Placement: 9, 10, 11, 12

Course Number: S1 - 101321; S2 -101322

Symphonic Band is a high school level performance ensemble comprised of students across all four grade levels. While beginners are welcome, the majority of the students enrolled in this course have been performing and studying music since the fifth grade. This course covers music across several ensemble mediums including: marching band, symphonic band, percussion ensemble, and basketball band, with elective participation available for the musical pit orchestra, jazz ensemble, jazz combos, brass and woodwind ensembles, and auditions for regional and state honor ensembles.

In addition to covering the basics and advanced intricacies of performing on an instrument in an ensemble, students will garner knowledge about fine arts history and music theory. Attendance at evening concerts outside of the school day and weekly technique and master classes are a requirement and part of the grade for this course



HONORS WIND ENSEMBLE

Credit: 5/Semester

Prerequisite: Enrollment in Symphonic Band during 9th grade and departmental approval

Grade placement: 10, 11, 12

Course Number: *S1 - 101331; S2 – 101332*

Students enrolled in Honors Wind Ensemble research portfolio which will include two small ensemble performances that will each include a comprehensive written critique. They will also complete two evaluations of concert programs and provide tangible evidence of leadership activities leading to substantial musical achievements.

JAZZ BAND I & II

Credit: .25/Semester

Prerequisite: Membership in either Symphonic Band, Concert Choir, Jazz Choir or Madrigals. Teacher permission - audition required

Grade Placement: 9, 10, 11, 12

Course Number: *S1 - 101121; S2 - 101122*

Jazz Band is a high school level performance ensemble comprised of students across all four grade levels. There is a required audition for seating and assignment in jazz combos. Students in this ensemble study music across all jazz styles and time period

FLAG CORPS

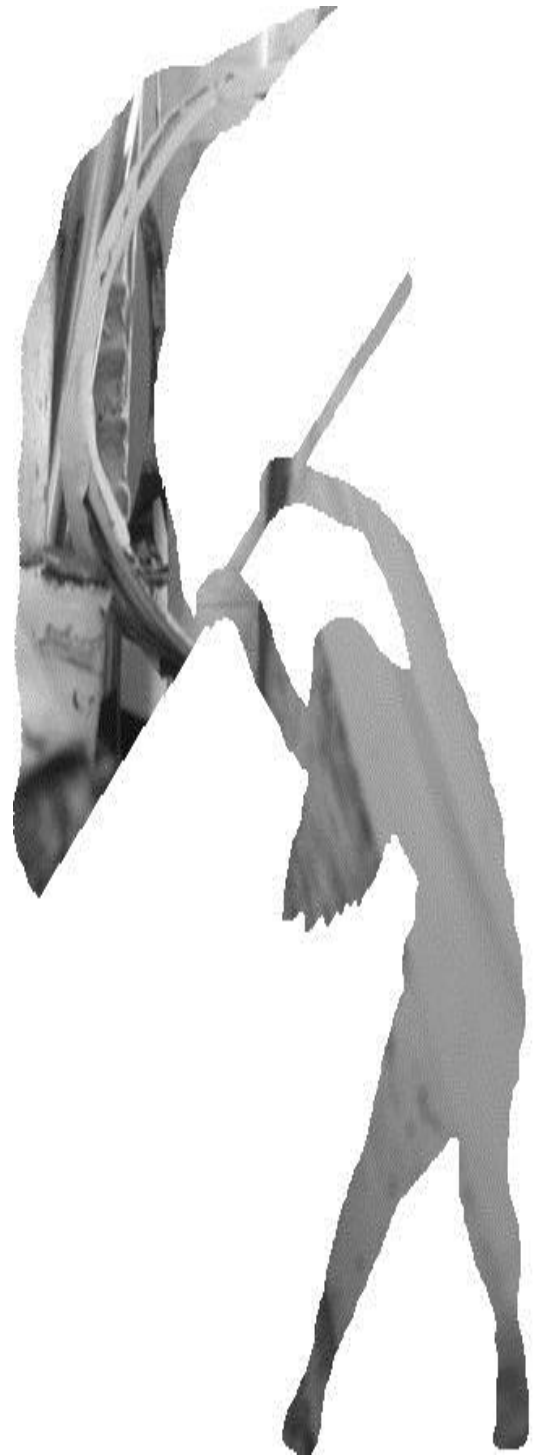
Credit: .25/Quarter

Prerequisite: Auditions held each spring, summer camps

Grade Placement: 9,10,11,12

Course Number: *101326*

The Sensations Flag Corps is a high school spirit group who performs with the Marching Band. Students will participate in summer band camp and 4 -5 home football games throughout the course of first semester. Students will also be required to attend the Homecoming parade, Holly Days parade, and one Saturday away game at a college. A final pass/fail grade will be issued at the end of first semester. The group continues to rehearse as an extra-curricular competitive activity throughout the winter and early spring.



FINE ARTS: VOCAL MUSIC

CONCERT CHOIR I & II (Full Year)

Credit: .5/Semester

Prerequisite: None

Grade Placement: 9, 10, 11, 12

Course Number: S1 - 101521; S2 - 101522

Concert Choir is open to all students. Prior musical experience is not necessary for membership. Concert Choir offers a variety of learning experiences for choral musicians of all levels. This ensemble studies a variety of musical styles while incorporating music theory, music history, and vocal technique. The Concert Choir performs at all major concerts.

Attendance at concerts outside of the school day is a requirement and part of the grade for this course.

JAZZ CHOIR I & II (Full Year)

Credit: .5/Semester

Prerequisite: Audition

Grade Placement: 9, 10, 11, 12

Course Number: S1 - 101621; S2 - 101622

Jazz Choir is an ensemble offered to students with an established foundation in vocal music. Jazz studies will be the primary focus of the course. However, to provide diversity in the choral learning experience, other styles of music will be performed within the curriculum. The Jazz Choir performs at major concerts and commencement. ***Attendance at concerts outside of the school day is a requirement and part of the grade for this course.***

HONORS MADRIGALS

Credit: .5/Semester

Prerequisite: Audition and departmental approval.

Grade Placement: 10, 11, 12

Course Number: S1 - 101721; S2 - 101722

Honors Madrigals represent one of the great traditions of the WHS Choral Department. A broad variety of musical styles at a higher level of difficulty are performed by the group. Honors Madrigals performs at all major concerts and also serves as the premiere public performance ensemble for our school. Class membership is highly selective, required performances are frequent, and students must complete additional work as assigned in the course syllabus.

Attendance at concerts outside of the school day is a requirement and part of the grade for this course.

ENRICHMENT OPPORTUNITIES

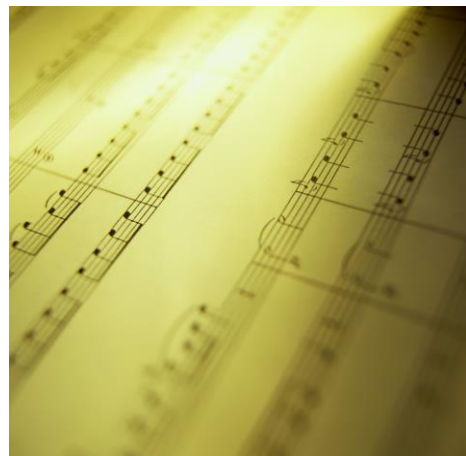
Illinois High School Association Solo and Ensemble Contest

Spring Musical National and International Performance Tours

Jazz Band

Pep Band

I-8 Conference Honors Choir



FINE ARTS: NON-PERFORMANCE

ACTING

Credit: .5/Semester

Prerequisite: None

Grade Placement: 9, 10, 11, 12

Course Number: 100723

This course introduces students to theatrical performance, acting techniques, and the history of show business. The art of theater will be studied through reading of plays, participation in scenes, discussion, and viewing of current productions. Dramatic criticism will be a part of this course.

THEATER STAGE CRAFT

Credit: .5/Semester

Prerequisite: None

Grade Placement: 9, 10, 11, 12

Course Number: 100923

This course introduces students to theatrical set design/construction, lighting design/execution, and sound design/execution. Students will explore the content of the class through hands-on experiences. The art of theater stage craft will also be studied through the discussion and viewing of current productions. Dramatic criticism will be a part of this course.

GUITAR I

Credit: .5/Semester

Prerequisite: None

Grade Placement: 9, 10, 11, 12

Course Number: 101923

Guitar I class will give all students the opportunity to learn technical elements of playing lead and rhythm guitar in varying styles of music. Through a group setting, students will learn ear training, rehearsal techniques, and music theory as applied to guitar playing. While intended as an introductory course, Guitar I class serves as a structured learning lab for students of all abilities of guitar playing. No prior guitar or music experience is required for this course.

GUITAR II

Credit: .5/Semester

Prerequisite: None

Grade Placement: 10, 11, 12

Course Number: 101933

Guitar II will give all students the opportunity to refine technical elements of playing lead, rhythm guitar, and bass guitar in varying styles of music. Through a group setting, students will learn ear training, rehearsal techniques, and music theory as applied to guitar playing. While intended as an intermediate course, Guitar II class serves as a structured learning lab for students of varying abilities of guitar playing from intermediate to proficient.

MUSIC HISTORY

Credit: .5/Semester

Prerequisite: None, Essential Technologies recommended

Grade Placement: 10, 11, 12

Course Number: 101733

This is a one semester course that can be repeated. This course is offered for those students who are interested in continuing their course of study in music past the performance and theory courses offered at Westmont High School. Students will incorporate the aspects of what they have learned from performance classes, or simply apply their current musical knowledge (for those not involved in the performance groups) as they continue to develop their skills in studying music and history.

The first quarter will begin with an overview of musical terms and ideas specific to the genre being taught that particular semester (i.e. jazz, rock, classical). It will continue with listening examples, textbook studies and papers appropriate to the era of study. Topics will include: historical geography, ethics of the era, population demographics, etc. as they relate to the specific genre being taught that semester.

The second quarter will continue with the current idiom, increasing focus on listening and analysis of the listening examples. The final weeks will culminate with a project incorporating musical examples, biographies of prominent figures in the musical genre, and the effects of the environments (cultural and physical) on the idiom.

This final project is intended for use as a writing sample for college applications, or simply as a preparation for the writing portion of college placement exams.

AP MUSIC THEORY

Credit: .5/Semester

Prerequisite: Recommendation of instructor

Grade Placement: 10, 11, 12

Course Number: S1-101841; S2- 101842

The AP Music Theory course corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized. (College Board, December 2015)

Note: Completion of AP Theory I for enrollment in AP Theory II

ELECTRONIC MUSIC

Credit: .5/Semester

Prerequisite: None

Course Number: 101723

Goals: To provide an opportunity for students without formal music training to compose and arrange their own music using samples from current and classic radio hits, provide a basis for beginning recording techniques, and provide a basis for making music videos.



FAMILY & CONSUMER SCIENCE

FOODS AND NUTRITION

Credit: .5/Semester

Prerequisite: None

Grade Placement: 9, 10, 11, 12

Course Number: 203523

This course is designed to teach basic food preparation skills utilizing various types of culinary equipment and a range of preparation and cooking techniques. Students will learn how to effectively use tools in the kitchen. The following areas of study are covered in this course: measuring, knife skills, cooking methods, and the relationship of the nutritional value of foods to the health and well-being of the individual. Students will learn the functions of ingredients and practice safety and sanitation techniques. This course includes the preparation of fruits, vegetables, breads, pastas, vegetarian dishes, and desserts. Students will gain the necessary language, math, computer and communications skills needed for success. This course serves as the foundation for further training in culinary arts.

ADVANCED FOODS AND NUTRITION

Credit: .5/Semester

Prerequisite: Foods and Nutrition

Grade Placement: 10, 11, 12

Course Number: 203623

Great food is not about recipes—it is about techniques. In this advanced course, the comprehensive curriculum provides training in advanced techniques of food preparation, including international and gourmet foods, cakes and cake decorating, pastries, pies, yeast breads, meats, vegetables and more. Students will learn how to effectively use tools in the kitchen.

Catering and event planning are included in Adv. Foods and Nutrition by incorporating techniques for planning, building and promoting events. Students will gain the necessary language, math, computer and communications skills needed for success. This course serves as the foundation for further training in culinary arts.

INDEPENDENT LIVING

Credit: .5/Semester

Prerequisite: None

Grade Placement: 10, 11, 12

Course Number: 203323

This one-semester course is designed to help prepare sophomores, juniors and seniors for life after high school in a college or work setting. All students will study core topics including: basic nutrition and food preparation, personal development, effective communication, building healthy relationships, basic money management, sew repair and wardrobe care, home decorating, personal goal setting, and career preparation. In addition, students will select a specific interest and work with the instructor to plan and complete individual projects. Special interests may include: foods/hospitality, sewing/fashion design and interior decorating/design.



MATH

Math Department Philosophy

The foundation for a modern philosophy of secondary school mathematics is that every student deserves a high-quality program that sets high expectations for all students in every class. The classes offered to WHS students should help students acquire essential skills and apply those skills in a meaningful way to well-designed problem situations.

Our department goals are to encourage and develop students rather than select and eliminate them. We are committed to strengthening the mathematical power of all students.

This includes providing opportunities for students who have difficulty with problem solving and mathematical thinking as well as providing challenging content for students with high ability and interest.

Technology is also an important dimension of our department philosophy. It is our view that paper-and-pencil symbol manipulation alone does not lead to better understanding of concepts. Our philosophy includes a call for balance. Because we ask students to solve problems using technology and to confirm answers algebraically and analytically, we expect them to acquire the fundamental concepts, principles, and skills that are necessary for effective use of traditional paper-and-pencil techniques. This foundation is essential to understanding and communicating mathematical ideas.

We believe that:

- Graphing calculators and other technology, if used properly, support what we ask students to do algebraically.
- Paper-and-pencil analysis confirms the results of using graphing calculators and other technology.
- Graphing calculators and other technology may be the only practical way for students to do some problems.

Course Placement

Being placed into the appropriate mathematics class is crucial to future success in mathematics. Understanding this, Westmont High School examines each student's records to be sure that students are placed into the appropriate class based on ability level to ensure proper development of mathematical concepts.

Algebra and geometry concepts will be covered on an annual basis in Math 1, Math 2, and Math 3 level courses including all corresponding honors level courses. This curriculum structure will ensure that all WHS students fulfill State of Illinois graduation requirements in math.

Incoming freshmen will be placed into the appropriate course based on MAP scores, EXPLORE scores, and performance on an algebra proficiency exam administered by the staff at Westmont High School. Sophomores, juniors, and seniors will be placed into the appropriate course based on MAP scores and past performance in prerequisite courses, and/or teacher recommendation. If you need help with choosing the appropriate class, please talk with your mathematics teacher and/or counselor.

Notes

- Students should get approval from their first semester teachers when selecting courses.
- Students who plan on attending a four-year college or university should be sure to complete four years of Math during their time in High School. Many two-year college programs also require the completion of College Algebra.
- Students who plan to take Calculus in college are expected to take a pre-calculus course.

Honors Sequence

The honors sequence includes Honors Math 1, Honors Math 2, Honors Math 3, Honors Pre-Calculus, Advanced Placement Calculus AB, and Advanced Placement Calculus BC. Honors Pre-Calculus can be taken by any student who has completed Math 3 with an A, Honors Math 3 with a B or better. Students who do not meet this standard should consider summer classes to improve knowledge and skills necessary to study higher mathematics.

The honors sequence in the Math Department is designed to prepare students to take AP Calculus and/or AP Statistics. The sequence should be viewed as a whole, with each class making an important contribution to preparation for college level calculus in the senior year. All students in AP courses are encouraged to participate in the Advanced Placement examination scheduled in May.

Students are encouraged to select as many of the following courses as possible not only to meet Westmont High School graduation requirements but also to prepare themselves to face the demands of today's highly technical society.

Failures: Students who fail the first semester of a year-long math class might not be prepared to continue second semester, and may repeat the entire sequence the following year or in summer school.

MATH I: A

Credit: .5/Semester

Prerequisite: Freshmen - Placement Recommendation (based on EXPLORE scores and previous academic history)

Grade Placement: 9

Required Materials: TI83 or TI84 graphing calculator recommended (TI 73 also acceptable)

Course Number: S1 - 600331; S2 - 600332

Math 1: A is the first course of a two-year sequence, which covers the content of the WHS Math 1 course.

MATH 1: B

Credit: .5/Semester

Prerequisite: Math 1: A

Grade Placement: 9

Required Materials: TI83 or TI84 graphing calculator recommended (TI 73 also acceptable)

Course Number: S1 - 600341; S2 - 300342

Math 1: B is the second course of a two-year sequence, which covers the content of the WHS Math 1 course.

MATH 1

Credit: .5/Semester

Prerequisite: Freshman Placement Recommendation (based on EXPLORE scores and previous academic history)

Grade Placement: 9, and 10

Required Materials: TI83 or TI84 graphing calculator recommended (TI 73 also acceptable)

Course Number: S1 - 601121; S2 - 601122

Math 1 is a two-semester course that introduces students to elementary algebra and geometry topics. It is a college requirement and a foundational course for further study in mathematics. The curriculum is divided into six units covering the Common Core State Standards for Integrated Mathematics I.

The fundamental purpose of Math 1 is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Math 1 uses properties and theorems involving congruent figures to deepen and extend the understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the Common Core Integrated Mathematics I content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

MATH 1 WORKSHOP

Credit: .5/Semester

Prerequisite: Administrative approval based on standardized test scores and departmental recommendation

Grade Placement: 9

Course Number: S1 – 601101; S2 – 601102

Students enrolled in Math 1 who need additional math support will also be recommended to take Math 1 Workshop. This class will work on improving specific deficits that the students need to be successful in Math 1 and in future math classes. The curriculum of this class will be tied directly to Math 1 and Illinois common core standards. The course will be individualized to address the specific needs of the enrolled students. As a support class, Math 1 Workshop will not satisfy a math graduation requirement.

HONORS MATH 2

Credit: .5/Semester

Prerequisite: Math I, recommendation of math teacher, and an 80% or higher on high school math placement test. MAP and EXPLORE scores will also be a consideration.

Grade Placement: 9, and 10

Required Materials: TI83 or TI84 graphing calculator recommended, geometry tools

Course Number: S1 – 601531; S2 - 601532

Honors Math 2 is an accelerated course for freshmen and sophomore students. The curriculum follows the traditional foundations of geometry, concentrating on the language and logic of geometry while providing a visual application of mathematics to the world around us. In this context, the student will develop reasoning skills and the concept of proof, which will be applicable in all aspects of life.

Students who are preparing for college mathematics that will include the study of calculus should enroll in this course. The course will focus on the relationships among lines, angles, polygons, circles and a variety of three-dimensional objects. Students learn to analyze characteristics and properties of geometrical objects, select and recognize usefulness of transformations and symmetry and to use visualization and reasoning to solve problems.

INTERMEDIATE ALGEBRA

Credit: .5/Semester

Prerequisite: Math 2

Grade Placement: 10, 11, 12

Required Materials: TI83 or TI84 graphing calculator required

Course Number: S1 - 601611; S2 - 601612

Intermediate Algebra extends the study of algebra and algebraic applications. It provides the bridge between Math 2 and Math 3. The course makes regular use of the graphing calculator to make technology an integral part of the problem-solving process. Algebra topics will include graphing and solving linear, quadratic, exponential, and higher level functions, including radical and rational expressions. Geometry topics will include properties of plane and solid figures, rules of congruence and similarity, coordinate geometry including lines, segments, and circles in the coordinate plane, and angle measurement in triangles including trigonometric ratios.

MATH 3

Credit: .5/Semester

Prerequisite: Math 2

Grade Placement: 10, 11, 12

Required Materials: TI83 or TI84 graphing calculator required

Course Number: S1 - 602121; S2 - 602122

Students will pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. They will apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to include general triangles. Finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. This will allow students to experience mathematics as a coherent, useful, and logical subject that makes use of students' abilities to make sense of problem situations.

HONORS MATH 3

Credit: .5/Semester

Prerequisite: Honors Math 2, consent of department coordinator, MAP and EXPLORE scores also taken into consideration

Grade Placement: 10, 11, 12

Required Materials: TI83 or TI84 graphing calculator required

Course Number: S1 - 602531; S2 - 602532

In this advanced course, students will cover more material as compared to the regular course. Topics include: real numbers and equations, inequalities, functions and their graphs, systems of equations and inequalities, matrices and determinants, quadratic functions and polynomials. Students will also engage in project based learning in order to improve problem solving skills.

Students will continue their studies second semester. Topics will include rational expressions, analysis and application of irrational and complex numbers, rational exponents, exponential functions, logarithmic functions, and analytic and geometric based trigonometry. Students will bring together all of their experience with functions and geometry to create models and solve contextual problems.

COLLEGE ALGEBRA I & II

Credit: .5/Semester

Prerequisite: Honors Math 3 I & II

Grade Placement: 11, and 12

Required Materials: TI83 or TI84 graphing calculator required

Course Number: S1 - 602721; S2 - 602722

College Algebra I & II is a two-semester course that provides students an alternative to honors pre-calculus. This course has a strong focus on Algebra highlighting application problems. Students will use graphical, numerical, symbolic, and verbal techniques to describe and explore real-world data and phenomena. Emphasis is on the use of elementary functions (linear, quadratic, exponential, logarithmic, and power) to investigate and analyze applied problems and questions.

This is supported by the use of appropriate technology and by the effective communication of quantitative concepts and results. Functions introduced through applications are the main focus of the course. A trigonometry unit will be included during 2nd semester to help students prepare for a pre-calculus class. A graphing calculator is required for most activities.

This course should **not** be taken for those students planning to take Calculus AB at Westmont High School.

The class will prepare students for a pre-calculus course or a typical first year college math course.

STATISTICS I & II

Credit: .5/Semester

Prerequisite: Math 3 I & II

Grade Placement: 11, and 12

Required Materials: TI83 or TI84 graphing calculator required

Course Numbers: S1 – 603521; S2 – 603521

The statistic part of this course deals with four major themes: exploratory data analysis, planning a study, probability, and statistical inference. This course will also focus on mathematical reasoning and the solving of real-life problems, rather than routine skills. Communicating mathematical concepts and knowledge is a central idea throughout this course. This course is NOT designed to prepare students for an algebra based college course.

HONORS PRE-CALCULUS I & II

Credit: .5/Semester

Prerequisite: Honors Math 3 I & II and/or teacher recommendation, or Math 3 I & II with an A, MAP and PLAN/ACT scores also taken into consideration

Grade Placement: 11, and 12

Required Materials: TI83 or TI84 graphing calculator required

Course Number: S1 – 603131; S2 - 603132

Students who intend to take engineering, science, accounting, economics, or technology related courses in college should take this course. The course's primary goal is to prepare students for AP Calculus or a similar college experience. Extensive use of the graphing calculator is expected throughout both semesters of the course.

Students pursue an in-depth study of functions including: linear, quadratic, polynomial, exponential, and logarithmic functions. An extensive study of trigonometry, including right angle triangles, unit circle, and analytic trigonometry proofs. Focus is on problem solving and real world context.

AP STATISTICS I & II

Credit: .5/Semester

Prerequisite: Math 2 or 3 - Passed with an A average; College Algebra I & II/Honors Math 3/Honors Pre-Calculus

Grade Placement: 11, and 12

Required Materials: TI83 or TI84 graphing calculator required

Course Number: S1 – 603511; S2 - 603512

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. (College Board, June 2014)

AP CALCULUS AB

Credit: .5/Semester

Prerequisite: Honors Pre-Calculus - and consent of the department coordinator/teacher.

MAP and ACT scores also taken into consideration

Grade Placement: 12

Required Materials: TI83 or TI84+ graphing calculator required

Course Number: S1 – 603741; S2 - 603742

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in the areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus.

The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. (College Board description, November 2015)

AP CALCULUS BC

Credit: .5/Semester

Prerequisite: Honors Pre-Calculus or completion of Calculus AB and consent of the department coordinator/teacher.

MAP and ACT scores also taken into consideration

Grade Placement: 12

Required Materials: TI83 or TI84+ graphing calculator required

Course Number: S1 – 603751; S2 – 603752

AP Calculus BC is roughly the equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches student to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. (College Board description, November 2015)

PHYSICAL EDUCATION

PHYSICAL EDUCATION Q1

Credit: .25/Quarter
Prerequisite: None
Grade Placement: 9, 10, 11, 12
Course Number: 400616

PHYSICAL EDUCATION Q2

Credit: .25/Quarter
Prerequisite: None
Grade Placement: 9, 10, 11, 12
Course Number: 400626

PHYSICAL EDUCATION Q3

Credit: .25/Quarter
Prerequisite: None
Grade Placement: 9, 10, 11, 12
Course Number: 400636

PHYSICAL EDUCATION Q4

Credit: .25/Quarter
Prerequisite: None
Grade Placement: 9, 10, 11, 12
Course Number: 400646

PHYSICAL EDUCATION DESCRIPTION

The PE curriculum is designed to provide a balance of team sports, cardiovascular activities, individual/group fitness activities, and individual/dual sports for all students. Activities include but are not limited to: aerobics, badminton, basketball, fitness, football, soccer, softball, pickleball, Tabata/HIT activities, team handball, ultimate Frisbee, volleyball, weight training, and yoga. Fitness Gram fitness tests will be performed multiple times a year to measure student fitness and improvement based on national Healthy Fitness Zone (HFZ) standards.

HEALTH

Credit: .5/Semester
Grade Placement: 9
Course Number: 400123

The Freshman Health class is an eighteen-week state mandated course that covers a wide variety of health topics, including but not limited to, personal health (nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention and first aid) and consumer health.

SWIMMING

Credit: .5/Semester
Prerequisite: None
Grade Placement: 10, 11, 12
Course Number: 401326

Swimming is a required class, which helps students develop skills necessary in an aquatic environment. The focus is on swimming and competitive strokes, such as freestyle, back stroke and breast stroke. A unit may also be included on team-oriented water sports, such as water polo and relay swimming.

ADVANCED AQUATICS

Credit: .5/Semester

Prerequisite: Sophomore Swim, teacher recommendation

Grade Placement: 10, 11, 12

Course Number: 401336

Advanced Aquatics is an elective Physical Education class for students who love water. A portion of the class is focused on the proper training and instruction needed for students to successfully complete the American Red Cross Life Guard Course. The class will also provide aquatic fitness and recreational swim activities such as water polo, diving, snorkeling, and water conditioning.

DRIVERS' EDUCATION

Credit: .25/Quarter

Prerequisite: None

Grade Placement: 10, 11, 12

Course Number: 401126

This is a two-phase program including classroom instruction and behind the wheel practice. The State of Illinois sets state requirements, including 9 weeks of classroom (18 chapters) and 6 hours behind the wheel once the driving permit is obtained. Students will be required to learn new procedures on police stops. This information will be presented to them by our school resource officer in the driver's education quarter class.

State testing will take place for all sophomores enrolled in Drivers' Education at the beginning of the school year to determine eligibility for behind the wheel.

PHYSICAL EDUCATION EXEMPTIONS

Physical Education shall be taught to all full-time students. Eighteen weeks of Health Education shall be taught in Physical Education at the ninth-grade level.

Exemptions from Physical Education may be granted by the Administration so that junior/senior students may:

1. Enroll in an extra class which is required as an entrance requirement for a college he or she wishes to attend or
2. Complete a course for graduation.

ADDITIONAL INFORMATION

Junior/Senior students who are playing on one of Westmont High School's interscholastic athletic teams may request to be excused from Physical Education throughout the duration of their athletic season.

These requests must be made to the WHS Athletic Director.

SCIENCE

Science Department Course Selection Options Grades 9-12

9 th Grade Science Placement	10 th Grade Science Options	11 th Grade Science Options	12 th Grade Science Options
Biology	Chemistry Earth Science	AP Environmental Science AP Physics Chemistry Earth Science Honors Chemistry Medical Science Physics AP Biology	AP Environmental Science AP Physics Chemistry Earth Science Forensic Science Honors Chemistry Medical Science Physics AP Biology
Biology Enriched	AP Environmental Science Chemistry Earth Science Honors Chemistry Medical Science	AP Environmental Science AP Physics Chemistry Earth Science Honors Chemistry Medical Science Physics AP Biology	AP Environmental Science AP Physics Chemistry Earth Science Forensic Science Honors Chemistry Medical Science Physics AP Biology
Honors Biology	AP Environmental Science Chemistry Earth Science Honors Chemistry Medical Science	AP Environmental Science AP Physics Chemistry Earth Science Honors Chemistry Medical Science Physics AP Biology	AP Environmental Science AP Physics Chemistry Earth Science Forensic Science Honors Chemistry Medical Science Physics AP Biology

Placement into classes in the Science Department is determined by test scores, grades, and previous performance in Science classes.

BIOLOGY I & II

Credit: .5/Semester

Prerequisite: Placement recommendation (based on EXPLORE scores and previous academic history)

Grade Placement: 9

Course Number: S1-704121; S2-704122

The first semester of Biology presents topics including the scientific method, characteristics of life, basic chemistry of life, cell structure and function, cellular energy, and principles of ecology. A special emphasis will be placed on students doing the work of investigation, as well as reading about, writing about, and discussing biologically related issues and topics. The second semester will build on concepts learned in first semester Biology and connect to DNA, cellular reproduction, genetics, evolution, and the kingdoms of living things. Students will study organisms found in the plant, bacteria, protists, and animal kingdoms. While enrolled in Biology, students will develop academic skills in writing, reading, organization, problem solving, data analysis, and note-taking. Students enrolled in Biology will also be taught how to write scientific article reviews and lab reports to prepare for other high school science courses and college.

BIOLOGY ENRICHED I & II

Credit: .5/Semester

Prerequisite: Placement recommendation (based on EXPLORE scores and previous academic history)

Grade Placement: 9

Course Number: S1-704221; S2-704222

The first semester of Biology Enriched presents the fundamental facts and concepts that are essential to understanding the field of Biology and its connection to other branches of science. Topics include the scientific method, the characteristics of life, the chemistry of life, and cell structure and function.

The second semester continues to build on principles learned in first semester Biology Enriched.

The role of DNA as it relates to human genetics is covered extensively. Emphasis then switches from the cellular level to the organism level, covering the topics of classification, evolution, genetics, and viruses. While enrolled in Biology Enriched, students will develop skills in a variety of academic areas, including but not limited to: note taking, laboratory analysis, problem solving, scientific literacy, scientific inquiry, and data analysis. Students enrolled in Biology Enriched will be expected to complete written article reviews and formal written lab reports.



HONORS BIOLOGY I & II

Credit: .5/Semester

Prerequisite: Placement Recommendation (based on EXPLORE scores, Teacher recommendations, and previous academic history)

Grade Placement: 9

Course Number: S1-704331; S2-704332

Honors Biology is an accelerated course for freshman students. Students begin the first semester with a review of basic chemistry as it relates to living things and conclude the first quarter with ecology study. The second quarter focuses on cellular biology.

The second semester begins with an extensive study of human genetics, followed by rigorous examination of evolution, classification, and the kingdoms of living things.

While enrolled in Honors Biology, students will develop skills in a variety of academic areas, including but not limited to: note taking, laboratory analysis, problem solving, scientific literacy, scientific research, scientific inquiry, and data analysis.

Students enrolled in Honors Biology will be expected to complete summer assignments, written article reviews, formal written lab reports, and a dissection laboratory.

EARTH SCIENCE I & II

Credit: .5/Semester

Prerequisite: None

Grade Placement: 10, 11, 12

Course Number: S1-702121; S2-702122

Earth Science introduces the student to the science of geology. Earth Science is a lab based, hands on approach to teaching general scientific skills that emphasizes data analysis, problem solving, and concepts of geology. Topics of study include Earth systems, Earth's formation, structure and motion, Earth chemistry, minerals, rocks, plate tectonics, volcanism, earthquakes, mountain building, weathering, soil and erosion, surface water, groundwater, glaciers and ice ages, fossilization and interpreting geologic time, and Earth's history. Materials are presented in a diverse manner including lectures, discussions, films, articles, computer labs and simulations, internet investigations and laboratory activities.

CHEMISTRY I & II

Credit: .5/Semester

Prerequisite: Two Semesters of Biology

Grade Placement: 10, 11, 12

Course Number: S1-706121; S2-706122

Chemistry is the study of matter and the changes matter undergoes. The study of chemistry helps us learn to make careful observations, propose hypotheses, gather evidence and draw conclusions. Laboratory work provides a hands-on approach to learning these concepts. Working in teams teaches us how to use human resources and to communicate our findings. Using technology teaches us how to make use of available resources and problem solving strategies enable us to apply what we learn and make connections to other disciplines.

In the first semester, students will learn about properties and changes of matter, the structure of the atom, the periodic table of the elements, the formation of compounds, chemical equations and atomic theory. In the second semester, students will learn about chemical bonding, the kinetic theory of matter, the behavior of gases, the mole, the unique properties of water, acids and bases and nuclear chemistry.

HONORS CHEMISTRY I & II

Credit: .5/Semester

Prerequisite: Teacher recommendation is required

Grade Placement: 10, 11, 12

Course Number: S1-706221; S2-706222

Honors Chemistry is an accelerated course with concepts similar to the Chemistry I and II courses, the sequencing of concepts and the depth in which each area is explored will be modified for this advanced level of study.

In the first semester, students will learn about scientific inquiry, the nature of matter, structure of the atom chemical nomenclature, problem solving, chemical composition, chemical reactions, and stoichiometry. In the second semester, students will learn about energy, atomic theory, chemical bonding, behavior of gases, liquid and solid state chemistry, solutions, acid-base chemistry, equilibrium, and nuclear chemistry.

PHYSICS I & II

Credit: .5/Semester

Prerequisite: Math 3 (or currently enrolled)

Grade Placement: 11, and 12

Course Number: S1 - 708121; S2 - 708122

In the first semester, the areas of study include an introduction to the scientific method, recording and interpreting data, motion in a straight line, vector analysis, dynamics, momentum and two-dimensional motion.

The second semester covers the following areas of study: universal gravitation, wave characteristics, properties of light, color, work and power, conservation of energy, and power production.

Laboratory procedures are an important part of the course and provide practical application of theory. An engineering project involving the construction and design of a balsa wood bridge is also required.

AP PHYSICS I & II

Credit: .5/Semester

Prerequisite: Math 3
(or currently enrolled)

Grade Placement: 11, and 12

Course Number: S1 – 708231; S2 – 708232

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. (College Board, January 2015)

**ADVANCED BIOLOGY: MEDICAL SCIENCE I & II
(Microbiology, Anatomy, and Genetics)**

Credit: .5/Semester

Prerequisite: Biology

Grade Placement: 10, 11, 12

Course Number: S1 - 705311; S2 - 705312

This course is offered for those students who are interested in the topic of “Medical Science” on an introductory level. Students will study Microbiology, Anatomy and Genetics using a systems approach. The semester will begin with the study of Microbiology. Students will then study the human body systems and organs in Anatomy, and finally connect to each individual on a cellular/microscopic level by studying human genetics, heredity and diseases. The entire year will include labs, case studies, and problem-based learning activities in the following areas: genetic engineering, chromosome mapping, organ system discovery, organ dissection, and disease research/prevention.

AP ENVIRONMENTAL SCIENCE I & II

Credit: .5/Semester

Prerequisite: Biology

Grade Placement: 10, 11, 12

Course Number: S1 – 705411; S2 – 705412

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world.

The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. (College Board, June 2014)

In addition to the concepts listed, three summer volunteer hours are required to help plant and maintain the WHS garden.

ADVANCED BIOLOGY: FORENSIC SCIENCE I & II

Credit: .5/Semester

Prerequisite: Biology I & II and Chemistry I & II

Grade Placement: 12 ONLY

Course Number: S1 - 705511; S2 - 705512

This course is offered for those students interested in forensic science. The course begins with a study of the history of forensic science, how to process a crime scene and how crime scenes have been processed in previous high-profile cases.

The first semester continues with lessons in fingerprint analysis, blood analysis, DNA analysis, and forensic anthropology.

The second semester continues the course of study in forensic science, focusing on concepts such as drugs and toxicology, criminal psychology, and questioned documents.

While enrolled in Forensic Science, students will develop skills in a variety of academic areas, including but not limited to: note-taking, laboratory analysis, problem solving, scientific literacy, scientific research, scientific inquiry, and data analysis.

Students enrolled in Forensic Science are expected to complete written case studies and a simulated crime scene performance assessment.

AP BIOLOGY I & II

Credit: .5/Semester

Prerequisite: Biology, Chemistry, and Teacher Recommendation

Grade Placement: 11, and 12

Course Number: S1 - 707111; S2 - 707112

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes – energy and communication, genetics, information transfer, ecology, and interactions. (College Board description, May 2014)

This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

SCIENCE INDEPENDENT STUDY

Credit: .5/Semester

Prerequisite: Instructor Approval

Grade Placement: 11, and 12

Course Number: S1 - 709121; S2 - 709122

This is a course for the serious Science student. Credit is granted on a contract basis depending on time spent and the complexity of the project.

Projects may be selected from any area agreed upon by the student and the instructor. See the instructor for scheduling information.

SOCIAL SCIENCE

GEOGRAPHY

Credit: .5/Semester

Prerequisite: None

Grade Placement: 9, 10, 11, 12

Course Number: 300523

This course will concentrate on teaching students how countries of the world are interconnected today. Main areas of study include North America, Latin America, Europe and Asia. Within these areas, students will study geography, economics, sociology, and history. Geography is a college prep class which is acceptable as an entrance requirement by 4 year colleges.

AP HUMAN GEOGRAPHY

Credit: .5/Semester

Prerequisite: None

Grade Placement: 9, 10, 11, 12

Course Number: S1- 301541; S2 - 301542

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscapes analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

(College Board, June, 2014)

WORLD HISTORY

Credit: .5/Semester

Prerequisite: None

Grade Placement: 10, 11, 12

Course Number: 300433

World History focuses on the modern history of the world from Napoleon to the present. This course is designed for students to have a better understanding of the political, social, economic and multicultural aspects of the world they are inheriting.

AP WORLD HISTORY

Credit .5/Semester

Prerequisite: None

Grade Placement: 10, 11, 12

Course Number: S1- 300441; S2- 300442

The AP World History course focuses on developing students' understanding of the world history from approximately 8000 BCE to the present. This college level course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; development and transformation of social structures) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania. (College Board, November 2015)

UNITED STATES HISTORY

Credit: .5/Semester

Prerequisite: None

Grade Placement: 11

Course Number: S1 - 300921; S2 - 300922

Juniors must take a full year of American History. Topics for first semester feature revolution (War for Independence, Civil War, Industrial Revolution), and reform.

Second semester includes the study of conflict: Imperialism, World War I, the Depression, World War II, the Cold War, Vietnam; and contemporary conflicts, including the Persian Gulf War.

AP UNITED STATES HISTORY

Credit: .5/Semester

Prerequisite: Teacher approval

Grade Placement: 11

Course Number: S1 - 300941; S2 - 300942

The AP U.S. History course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and the development of students' abilities to think conceptually about U.S. history from approximately 1491 to the present. Seven themes of equal importance – American and National Identity; Migration and Settlement; Politics and Power; Work, Exchange, and Technology; America in the World; Geography and the Environment; and Culture and Society – provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. The course also allows teachers flexibility across nine different periods of U.S. history to teach topics of their choice in depth. (College Board, November 2015)

GOVERNMENT

Credit: .5/Semester

Prerequisite: None

Grade Placement: 12

Course Number: 300323

This course examines the Constitutions of the United States and Illinois and the fundamentals of federal, state, and local government. Constitutional law and the basics of the United States legal system are studied. Students must pass the constitution test to receive credit for the course.

AP GOVERNMENT

Credit .5/Semester

Prerequisite: None

Grade Placement: 12

Course Number: 300333

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. (College Board, January 2015)

CONSUMER ECONOMICS

Credit: .5/Semester

Prerequisite: None

Grade Placement: 12

Course Number: 301023

This course allows students to familiarize themselves with the foundations of consumer economics. They learn to be educated consumers and better understand the role of the media in the competitive marketplace. Students who pass the Consumer Education proficiency examination may substitute a social science elective.

AP MICROECONOMICS AND AP MACROECONOMICS

Credit .5/Semester

Prerequisite: Teacher Recommendation

Grade Placement: 12

Course Number: S1 - 301033; S2 - 301043

AP MICROECONOMICS

The AP Microeconomics course provides students with an understanding of the principles of economics as they apply to individual decision-making units, including individual households and firms. The course examines the theory of consumer behavior, the theory of the firm, and the behavior of profit-maximizing firms under various market structures. Students evaluate the efficiency of the outcomes with respect to price, output, consumer surplus, and producer surplus. They examine the behaviors of households and businesses in factor markets, and learn how the determination of factor prices, wages, interest, and rent influence the distribution of income in a market economy. There are ample opportunities to consider instances in which private markets may fail to allocate resources efficiently and examine various public policy alternatives aimed at improving the efficiency of private markets. (College Board, June 2014)

AP MACROECONOMICS

The AP Macroeconomics course provides students with a thorough understanding of the principles of economics and how economists use those principles to examine aggregate economic behavior. Students learn how the measures of economic performance, such as gross domestic product (GDP), inflation, and unemployment are constructed and how to apply them to evaluate the macroeconomic conditions of an economy.

The course recognizes the global nature of economics and provides ample opportunities to examine the impact of international trade and finance on national economies. Various economic schools of thought are introduced as students consider solutions to economic problems. (College Board, June 2014)

***The full year of AP Microeconomics and AP Macroeconomics will satisfy the WHS Consumer Economics graduation requirement.**

CHICAGO HISTORY

Credit: .5/Semester

Prerequisite: None

Grade Placement: 10, 11, 12

Course Number: 301743

The City of Chicago is one of the most vibrant and diverse places in the world. In this course we will look at how history and geography converged to make Chicago the quintessential American city. Through readings, lectures, field trips and projects, we will explore both the historical and the modern city. Various urban concepts and forces that have shaped the city will be considered including neighborhoods, the environment, urban planning, gentrification, and architecture.

SPECIAL EDUCATION

Special Education services are provided to individuals who have an active Individual Education Plan (IEP). Educational services are implemented according to the recommendations outlined on each student's IEP. Services may be delivered in the following ways: consultative (student spends 100% of the day in the general education setting; the general education and special education teachers collaborate to discuss student needs), resource (student spends more than 80% of the day in general education setting; structured assistance is provided by special education staff within the general education setting), instructional (student spends less than 40% of the day in the general education setting; direct instruction is provided by special education teacher in special education setting).

Students are expected to meet the Westmont graduation requirements unless otherwise discussed and documented at the student's multi-disciplinary meeting. The following courses will be taught by special education teachers based on student need.

Note: All SKILLS level courses fulfill Westmont High School graduation requirements, however, SKILLS courses do not fulfill four-year college entrance requirements.

RESOURCE SKILLS

Credit: .5/Semester

Prerequisite: IEP student

Grade Placement: 9, 10, 11, 12

Course Number: S1 - 900111; S2 - 900112

Placement into Resource is determined by IEP recommendations, standardized test scores, and previous academic performance in classes. The Resource course prepares students for success in high school and/or for postsecondary education. Course topics may vary according to the students involved, but typically include reading improvement skills, such as annotating, scanning, predicting, questioning, summarizing, note-taking, and outlining. Listening and note-taking, vocabulary development, and test-taking skills are also addressed. The courses may also include exercises designed to generate organized, logical thinking and writing.

Students will meet transition goals addressing competencies for post-secondary education, independent living, community participation, and employment. Students will become proficient self-advocates, demonstrating effective communication, decision-making, and problem-solving skills. Students will also receive support necessary to be successful in the general education curriculum. Students will be expected to complete class assignments, participate in class discussion, and complete projects as assigned throughout the semester.

LANGUAGE ARTS LABORATORY SKILLS

Credit: .5/Semester

Prerequisite: IEP student

Grade Placement: 9, 10, 11, 12

Course Number: S1 - 500311; S2 - 500312

Placement into Language Arts Laboratory (English Skills) is determined by IEP recommendations, test scores, grades, and previous performance in language arts classes. The Language Arts Laboratory course provides instruction in basic language skills, integrating reading and writing, speaking, and listening, while emphasizing the progress of individual students. Course content depends upon students' ability and will include vocabulary building, improving spelling and grammar, developing writing and composition skills, reading silently and aloud, and improving listening and comprehension abilities.

While enrolled in Language Arts Laboratory, students will develop skills in a variety of academic areas, including but not limited to: note-taking, written expression, grammar, and problem solving.

Students enrolled in Language Arts Laboratory will be expected to complete weekly spelling packets, journal activities, daily oral language activities, and all language arts assignments and activities assigned throughout this course.

CORRECTIVE READING SKILLS

Credit: .5/Semester

Prerequisite: IEP student

Grade Placement: 9, 10, 11, 12

Course Number: S1 - 500211; S2 - 500212

Placement into Corrective Reading is determined by IEP recommendations, test scores, grades, and previous performance in reading classes. The Corrective Reading course offers diagnostic and remedial activities designed to correct reading difficulties and habits that interfere with students' progress in developing reading skills and understanding. Activities are chosen to increase or improve students' reading comprehension, reading technique and general literacy and decoding skills.

While enrolled in Corrective Reading, students will develop skills in a variety of academic areas, including but not limited to: note-taking, annotating, comprehension, decoding, problem solving, sequencing, summarizing, questioning, predicting, and clarifying.

Students enrolled in Corrective Reading will be expected to complete quarterly Independent Reading Projects, novel studies, and all reading assignments and activities assigned throughout this course.

GEOMETRY SKILLS

Credit: .5/Semester

Prerequisite: IEP

Grade Placement: 9, 10, 11, 12

Course Number: S1 - 601311; S2 - 601312

This course is designed to provide students the opportunity to further develop their math skills with an emphasis on basic geometry including topics such as properties of plane and solid figures; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles. The class also covers topics related to arithmetic, statistics, problem solving, and other topics of basic math. Additionally, students learn lessons involving real-life math understanding and readiness including measuring, budgeting, maintaining an accurate spending account, and estimating. Classes are held in a variety of settings both in and outside of the classroom, utilizing small group, technology, direct instruction, individualized instruction, and community experiences. The ultimate goal of this class is to increase students' independent functioning in relation to all areas of mathematics.

FOUNDATIONS OF MATH SKILLS

Credit: .5/Semester

Prerequisite: IEP

Grade Placement: 9, 10, 11, 12

Course Number: S1 – 600111; S2 – 600112

Required Materials: Scientific calculator with fraction capability

Students whose mathematical proficiency needs a great deal of improvement should take this course. This is not a college preparatory course.

In the first semester, students will have an opportunity to increase their proficiency in basic computational skills and to apply these skills in fields of business, consumer economics, and home management.

In the second semester, students will continue working on the improvement of their basic math skills by using them in the study of fundamental statistics, measurement, basic geometry, and selected beginning algebra topics.

UNITED STATES HISTORY SKILLS

Credit: .5/Semester

Prerequisite: IEP

Grade Placement: 9, 10, 11, 12

Course Number: S1 - 300411; S2 - 300412

This course will parallel United States History I & II. Placement in United States History Skills is based on recommendations that take in consideration the student's cognitive and academic abilities based on standardized tests scores and prior classroom performance. This course provides students with an overview of the history of the United States, examining time periods from discovery and colonialism through World War II and after. This course typically includes a historical overview of political, military, scientific, and social developments. Materials and projects are differentiated to meet the academic abilities of the students placed in the course.

While enrolled in United States History Skills, students will develop skills in a variety of academic areas including but not limited to U.S. History literacy, note-taking, research, and analysis of maps and graphic representations.

Students will be expected to complete readings, participate in class discussion, and complete projects assigned throughout the course.

GOVERNMENT SKILLS

Credit: .5/Semester; fulfills graduation requirement.

Prerequisite: IEP

Grade Placement: 9, 10, 11, 12

Course Number: 300613

This course will parallel Government. Placement in Government Skills is based on IEP recommendations that take in consideration the student's cognitive and academic abilities based on standardized tests scores and prior classroom performance. This course provides students with an overview of the basic structure and function of the United States, state and local government, political institutions and basic constitutional principles.

The concepts of basic rights and responsibilities will also be examined. Materials and projects are differentiated to meet the academic abilities of the students placed in the course.

While enrolled in Government Skills, students will develop skills in a variety of academic areas including but not limited to Government literacy, note-taking, and research.

Students will be expected to complete readings, participate in class discussion, and complete projects assigned throughout the course.

GEOGRAPHY SKILLS

Credit: .5/Semester; fulfills graduation requirement.

Prerequisite: IEP student

Grade Placement: 9, 10, 11, 12

Course Number: 300533

This course will parallel Geography. Placement in Geography Skills is based on IEP recommendations that take in consideration the student's cognitive and academic abilities based on standardized tests scores and prior classroom performance.

This course provides students with an overview of the physical and cultural environment, and the relationship between people and land. Navigating successfully within the community will also be addressed. Materials and projects are differentiated to meet the academic abilities of the students placed in the course.

While enrolled in Geography Skills, students will develop skills in a variety of academic areas including but not limited to Geography literacy, note-taking, research, and analysis of maps and graphic representations.

Students will be expected to complete readings, participate in class discussion, and complete projects assigned throughout the course.

CONSUMER ECONOMICS SKILLS

Credit: .5/Semester; fulfills graduation requirement.

Prerequisite: IEP student

Grade Placement: 9, 10, 11, 12

Course Number: 301013

This course will parallel Consumer Economics. Placement in Consumer Economics Skills is based on IEP recommendations that take in consideration the student's cognitive and academic abilities based on standardized tests scores and prior classroom performance. This course provides reinforcement in general math topics (such as arithmetic using rational numbers, measurement, ratio and proportions, and basic statistics) and applies these skills to consumer problems and situations.

Applications typically include budgeting, taxation, credit, banking services, insurance, buying and selling products and services, home and/or car ownership and rental, managing personal income and investment. Materials and projects are differentiated to meet the academic abilities of the students placed in the course.

While enrolled in Consumer Economics Skills, students will develop skills in a variety of academic areas including but not limited to consumer literacy, note-taking, and research.

Students will be expected to complete readings, participate in class discussion, and complete projects assigned throughout the course.

EMPLOYABILITY SKILLS

Credit: .5/Semester

Prerequisite: IEP student

Grade Placement: 9, 10, 11, 12

Course Number: S1 - 200511; S2 - 200512

Placement in Employability Skills is based on recommendations that take in consideration the student's cognitive and academic abilities based on standardized tests scores and classroom performance. This course will help students match their interests and aptitudes to career options with a focus on using employment information effectively, acquiring and improving job-seeking and interview skills, completing job applications, composing resumes, and learning the skills needed to remain in and advance within the workplace. Course content may also include consumer education and personal money management topics.

While enrolled in Employability Skills, students will develop skills in a variety of academic and vocational areas, including but not limited to vocational literacy, age appropriate social skills, independent living skills, and functional academic skills.

The curriculum is delivered in a variety of settings and students participate in job training experiences, both in school and in the community.

Students will be expected to complete readings, participate in class discussion, complete projects and participate in a job training assignment.

WORKPLACE EXPERIENCE SKILLS

Credit: .5/Semester

Prerequisite: IEP

Grade Placement: 11, and 12

Course Number: S1 - 200411; S2 - 200412

Workplace Experience (Work Release) placement is determined by IEP recommendations as well as the need for guided practice and supervision at a worksite. The Workplace Experience course provides students with work experience in a community jobsite, with the goal of gaining experience in a field related to their interests. Goals are typically set cooperatively by the student, teacher, employer, and job coach. Although students are not typically paid, they may receive reinforcements from the STEP program. This course may include classroom experiences as well, involving further study of the field, discussions regarding appropriate social skills, and problem solving practice for experiences that students encounter in the workplace. While enrolled in Workplace Experience, students are expected to follow all expectations and rules set forth by the employer, teacher, and job coach. Performance reviews and assessments are monitored and data is tracked regularly.

TECHNOLOGY CENTER OF DUPAGE

As a DuPage County area high school student, Westmont High School students enrolled in the Center of DuPage program, get practical, hands-on training in a fast growing careers

These are just some of the advantages students will have as a TCD student:

- Career Acceleration Programs
- Internships with our business partners
- College credit and scholarships

Westmont High School participates in the TCD cooperative, so there is no tuition for students. The only costs are class fees for supplies, tools, or uniforms.

As with any elective, school counselors will help students choose which TCD program best fits with their junior and/or senior year schedule. The only difference is that students will spend part of their school day at the TCD campus in Addison, Illinois, or the satellite Cosmetology program in Naperville, Illinois. Transportation is provided by the high school. An internal TCD application is required during the course selection process and acceptance into each program is not guaranteed.

If you need additional information regarding programs offered by TCD, visit the TCD website at www.tcdupage.org.

TCD students leave WHS for TCD by bus at 8:00 AM and return by bus before fifth period.

Students are not permitted to drive to TCD.

Selection of students for TCD is based upon the following guidelines:

1. Juniors will be selected before sophomores.

2. Sophomores who choose a two-year program will have priority over those who select a one-year program. Two year programs are those that lead to industry certification such as Fire Science, Automotive Technology, and Cosmetology.
3. A student must be on track for graduation at the time an application is submitted. Required classes must be passed or scheduled.
4. Applicants must have completed prerequisites and related orientation level classes at WHS.
5. A field trip or Open House attendance is required.
6. Program selection should be related to a career path that is supported by aptitudes and interests.

Continued enrollment at TCD is dependent on meeting the following conditions:

1. Making satisfactory progress toward the completion of program goals.
2. Passing all classes at Westmont High School.
3. Maintaining regular attendance.
4. Acceptable behavior on the bus ride to and from TCD.

Note: Students who fail to meet one or more of these conditions may be dropped from TCD for the second semester and be required to reimburse Westmont High School for tuition costs.

WORLD LANGUAGE

The World Language Department currently offers five-year programs in French and Spanish. Successful completion of the course is necessary in order to continue on to the next level. Students who receive a grade lower than a C in a language course should consult the teacher for proper placement. Most colleges require students to have successfully completed two to four years of the same language. All college-bound students are encouraged to plan accordingly.

FRENCH ONE

Credit: .5/Semester

Prerequisite: None

Grade Placement: 9, 10, 11, 12

Course Number: S1 - 800121; S2 - 800122

Beginning French students will learn to develop basic communication skills by learning vocabulary and basic grammatical structures. Emphasis will be placed on listening/reading comprehension as well as speaking and writing. Students will use the textbook, computer work, worksheets, dialogs, skits, presentations, projects, listening activities and visual aids to learn French. Students will also start to learn about the culture and customs of French-speaking countries. French I students continuing on to French II may have a writing and/or reading summer homework assignment.

FRENCH TWO

Credit: .5/Semester

Prerequisite: French One (I & II) or teacher placement

Grade Placement: 9, 10, 11, 12

Course Number: S1 - 800321; S2 - 800322

Second year French students will continue to develop communicative competence by learning vocabulary, grammatical concepts, and structures. Emphasis will be placed on listening/reading comprehension as well as speaking and writing. Students will use the text, computer work, worksheets, dialogs, skits, presentations, projects, listening activities and visual aids to learn French.

In addition, the students will learn about the culture and customs of French-speaking countries. French II students continuing on to French III may have writing and/or reading summer homework assignment.

FRENCH THREE

Credit: .5/Semester

Prerequisite: French Two (I & II)

Grade Placement: 10, 11, 12

Course Number: S1 - 800521; S2 - 800522

The majority of this course will be conducted in French. Third year students will continue to develop communicative competence by learning vocabulary and furthering their study of French grammar. Emphasis will be placed on listening/reading comprehension as well as speaking and writing. Students will use the textbook, a novel, short stories, computer work, dialogs, skits, projects, and presentations to learn French. In addition to learning about the culture of French-speaking countries, students will also learn about French history. French III students continuing on to French IV may have a reading and/or writing summer homework assignment.

HONORS FRENCH THREE

Credit: .5/Semester

Prerequisite: French Two and teacher recommendation

Grade Placement: 10, 11, 12

Course Number: S1 - 800531; S2 - 800532

The majority of this course will be conducted in French. Third year students will continue to develop communicative competence by learning vocabulary and furthering their study of French grammar. Emphasis will be placed on listening/reading comprehension as well as speaking and writing. Students will use the textbook, a novel, short stories, computer work, dialogs, skits, projects, and presentations to learn French. In addition to learning about the culture of French-speaking countries, students will also learn about French history. Honors French III students continuing on to Honors French IV may have a reading and/or writing summer assignment.

HONORS FRENCH FOUR

Credit: .5/Semester

Prerequisite: French Three and teacher recommendation

Grade Placement: 12

Course Number: S1 – 800731; S2 – 800732

This course is taught almost entirely in French. Students enrolled in Honors French IV are expected to use French as their primary language of communication. Emphasis will be placed on more advanced grammatical structures, listening/reading comprehension as well as speaking and writing proficiency. Material used in class will be university-level reading selections and vocabulary. Honors French IV students continuing on to Honors French V may have a reading and/or writing summer assignment.

HONORS FRENCH FIVE

Credit: .5/Semester

Prerequisite: French Four and teacher recommendation

Grade Placement: 12

Course Number: S1 – 800831; S2 – 800832

This course is taught exclusively in French. Students enrolled in Honors French V are expected to use French as their primary language of communication.

Emphasis will be placed on advanced grammatical structures, listening/reading comprehension as well as speaking and writing proficiency. Materials used will be university-level reading selections and vocabulary.

SPANISH ONE

Credit: .5/Semester

Prerequisite: None

Grade Placement: 9, 10, 11, 12

Course Number: S1 - 801121; S2 - 801122

Spanish One students will begin to develop communication skills by learning vocabulary and basic grammatical structures. Emphasis will be placed on vocabulary acquisition, listening and speaking. Students will also work on reading comprehension and written communication skills. Additionally, Spanish One students will begin to build an understanding of the culture and customs of Spanish speaking countries. Students will use the ¡Qué Chévere! Textbook, computer work, worksheets, conversation/in-class interviews, skits, presentations, projects, listening activities and visual aids to learn Spanish. Spanish One students continuing on to Spanish Two may be assigned a summer reading and/or writing assignment.

SPANISH TWO

Credit: .5/Semester

Prerequisite: Spanish One or teacher placement

Grade Placement: 9, 10, 11, 12

Course Number: S1 - 801321; S2 - 801322

Second year Spanish students will continue to develop communicative competence by learning vocabulary, grammatical concepts and structures. Emphasis will be placed on listening/reading comprehension as well as speaking and writing. Students will use the ¡Qué Chévere! textbook, computer work, worksheets, dialogs, skits, presentations, projects, listening activities and visual aids to learn Spanish.

In addition to learning the culture and customs of Spanish speaking countries, students will also begin studying history. Spanish II students continuing on to Spanish III may be assigned a summer reading and/or writing assignment.

SPANISH THREE

Credit: .5/Semester

Prerequisite: Spanish Two

Grade Placement: 10, 11, 12

Course Number: S1 – 801521; S2 – 801522

Spanish Three students will continue to develop communicative competence by learning vocabulary and studying advanced grammar concepts and tenses. Emphasis will be placed on speaking as well as on writing and reading. Students will continue to learn the culture and customs as well as the history of Spanish speaking countries. Students will use the *Realidades 3* textbook, selected readings, short stories, computer work, worksheets, authentic texts, conversations, in-class interviews, skits, presentations, projects and listening activities to learn Spanish. Spanish Three students continuing on to Honors Spanish IV may be assigned a summer reading and/or writing assignment.

HONORS SPANISH THREE

Credit: .5/Semester

Prerequisite: Spanish Two and teacher recommendation

Grade Placement: 11, and 12

Course Number: S1 – 801531; S2 – 801532

The majority of this course will be conducted in Spanish. Honors Spanish III students will continue to develop communicative competence by learning vocabulary and studying advanced grammar concepts and tenses. Emphasis will be placed on speaking and listening as well as on writing and reading. Students will continue to learn the culture and customs as well as the history of Spanish speaking countries.

Students will use the *Realidades 3* textbook, selected readings, short stories, computer work, worksheets, authentic texts, conversations, in-class interviews, skits, presentations, projects, and listening activities to learn Spanish.

Honors Spanish III students continuing on to Honors Spanish IV may be assigned a summer reading and/or writing assignment.

HONORS SPANISH FOUR

Credit: .5/Semester

Prerequisite: Spanish Three and teacher recommendation

Grade Placement: 12

Course Number: S1 – 801731; S2 – 801732

This course is taught almost entirely in Spanish. Students enrolled in Honors Spanish IV are expected to use Spanish as their primary language of communication. Emphasis will be placed on a review of tenses and grammatical structures, listening/reading comprehension as well as speaking and writing proficiency. Materials used will be university-level reading selections and vocabulary.

Honors Spanish IV students continuing on to Honors Spanish V may be assigned a summer reading and/or writing assignment.

HONORS SPANISH FIVE

Credit: .5/Semester

Prerequisite: Spanish Four and teacher recommendation

Grade Placement: 12

Course Number: S1 – 801931; S2 – 801932

This course is taught almost entirely in Spanish. Students enrolled in Honors Spanish V are expected to use Spanish as their primary language of communication. Emphasis will be placed on a review of tenses and grammatical structures, listening/reading comprehension as well as speaking and writing proficiency. Materials used will be university-level reading selections and vocabulary.

CREATE YOUR OWN 4-YEAR PLAN

Freshman Year		Sophomore Year	
Semester 1	Semester 2	Semester 1	Semester 2
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.
7.	7.	7.	7.
Junior Year		Senior Year	
Semester 1	Semester 2	Semester 1	Semester 2
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.
7.	7.	7.	7.

Questions for your guidance counselor:

- 1) _____
- 2) _____
- 3) _____

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