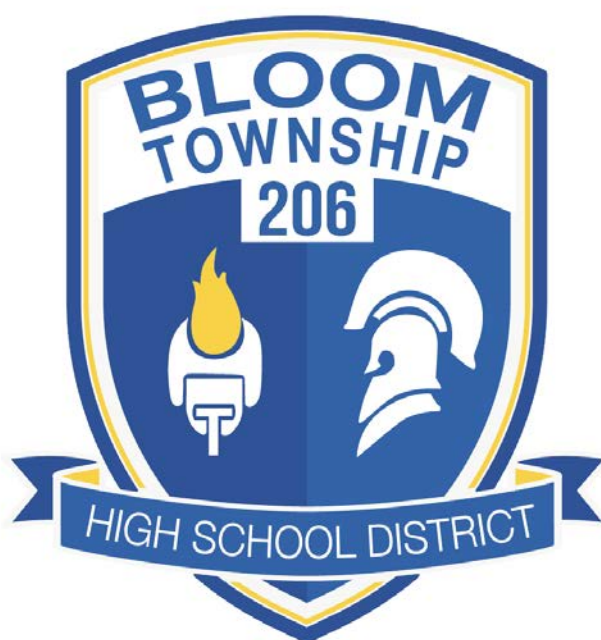


Bloom Township

District 206



Curriculum Guide Handbook

Bloom Township
High School District 206

Curriculum Guide 2022-2023



Administration Center
100 West Tenth Street
Chicago Heights, IL 60411
708-755-7010

Bloom High School
101 West Tenth Street
Chicago Heights, IL 60411
708-755-1122

Bloom Trail High School
22331 Cottage Grove Ave
Chicago Heights, IL 60411
708-758-7000

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DISTRICT 206 MISSION STATEMENT

Bloom Township's mission is to provide students with relevant educational experiences that assist in their attainment of competency in all academic areas and the ability to apply these skills to real life endeavors. While working within the multicultural school/community environment, we strive to empower individuals- personally and socially-to achieve their maximum potential using higher order thinking skills that prepare them for the constantly changing challenges of our global society.

Superintendent's Vision

Bloom Township High School District 206 will provide an excellent education for each student and will provide the educational experiences that students need to become lifelong learners. The District will mold our students to become moral, ethical, and compassionate people. The District will also create a partnership of staff, students, parents, and community members that will prepare its students to become responsible citizens and productive members of the communities in which they live.

District Goals

Achievement

Increase measurable student achievement in core content areas through curriculum and instruction that is rigorous and relevant.

Climate

Create and sustain a safe and positive learning environment that protects and respects the rights of all individuals.

Equity

Eliminate race, class, gender and disability as predictors of success.

Bloom High School District 206 Board of Education

Mr. Henry Drake, President
Mr. William Angell, Vice President
Ms. Teresa Palombi, Secretary

Mrs. Cassandra Everett
Mr. Anthony Murphy

Ms. Karen King
Mr. Robert Rossi

District 206 Administration

Dr. Lenell Navarre	Superintendent
Mrs. Dorith Johnson	Assistant Superintendent Curriculum, Instruction, Assessments & Grants
Dr. Latunja Williams	Assistant Superintendent Human Resources
Mr. Jason Okrasinski	Chief School Business Official
Mrs. Carole Burns	Director of Student Services
Dr. Gregory Horak	Director of Strategic Partnerships, Transportation, & Wellness
Mr. Joseph Reda	Director of Athletics
Mrs. Cynthia Gonzalez	Director of College and Career Readiness
Dr. Tasha Gibson White	Director of MTSS
Dr. Ariana Leonard	Director of Language Acquisition
Mr. Michael Cannizzo	Director of Technology

Bloom High School Administration

Dr. Jerry Anderson	Principal
Mr. Marcus Lyke	Assistant Principal - Student Services
Mrs. Elizabeth Santiago	Assistant Principal - Curriculum, Instruction & Assessment
Ms. Jacalyn Bailey-Moss	Division Coordinator - Special Education
Ms. Diane Oliver	Division Coordinator – English/Reading/Social Studies
Mr. Ismael Zamora	Division Coordinator- Mathematics/Physical Education/Science

Bloom Trail High School Administration

Mrs. Glynis Keene	Principal
Mr. Timel Moore	Assistant Principal - Student Services
Mr. Stephen Had	Assistant Principal - Curriculum, Instruction & Assessment
Ms. Jennifer Hering	Division Coordinator- Special Education
Mrs. Samantha Reda	Division Coordinator- English/Reading/Social Studies
Ms. Carrie Willis	Division Coordinator- Mathematics/Physical Education/Science
Mr. Brian Agustin	District Coordinator- Career & Technical Education/Fine Arts/NJROTC

Bloom Alternative High School Administration

Ms. Constance Joubert	Principal - Alternative High School
-----------------------	-------------------------------------

Non-Discrimination Policies TITLE IX POLICY AND SECTION 504

Title IX of the Education Amendments of 1972 prohibits District 206 High Schools from sex discrimination in any educational program or activity it operates. District 206 High Schools do not discriminate on the basis of disability in any educational program or activity operated by District 206 High Schools. Additionally, occasional education opportunities will be offered without regard to race, color, national origin, sex or disability. Inquiries concerning the school's obligation under these regulations should be directed to the School's Title IX and 504 Compliance Officer.

Bloom Township District 206 does not discriminate on the basis of race, color, national origin, sex, and disability;

Title IX Coordinator
Mrs. Dorith Johnson
100 W. 10th Street
Chicago Heights, IL 60411
(708) 755-7010, ext 1125
Djohnson@sd206.org

Section 504 Coordinator
Mrs. Carole Burns
100 W. 10th Street
Chicago Heights, IL 60411
(708) 755-7010, ext 1129
Cburns@sd206.org

Students who feel they are being discriminated or denied access may pick up the proper forms through their counselors.

Reglas contra la Discriminacion TITULO IX y SECCION 504

El Titulo IX de las Reformas de Educación de 1972, les prohíbe a las Escuelas Secundarias del Distrito 206 la discriminación de sexos en cualquier programa educacional que se lleve a cabo. Las Escuelas Secundarias del Distrito 206 no discriminan por sexo en sus admisiones, en empleo o en el desarrollo de cualquier programa educacional o actividad. La Sección 504, prohíbe la discriminación por impedimento o inhabilidad en cualquier programa o actividad patrocinados por las Escuelas Secundarias del Distrito 206. Además, las oportunidades de educación vocacional serán ofrecidas sin considerar raza, color, origen, sexo o impedimento. Preguntas que se tengan sobre las obligaciones de las escuelas bajo estas regulaciones, deberán ser dirigidas al Título IX Escolar y al Oficial de Quejas 504.

Mrs. Dorith Johnson, Title IX Coordinator
Mrs. Carole Burns, Section 504 Coordinator
District 206 Administration Center
100 West Tenth Street
Chicago Heights, IL 60411
Telephone: 755-7010

Los estudiantes que sientan discriminados o negados al acceso educacional, pueden obtener las formas adecuadas a través de sus consejeros.

Common Core State Standards

Bloom Township District 206 high schools aspire to empower all students to succeed and become lifelong learners. We provide a comprehensive educational program to develop the attitudes, behaviors, knowledge and skills necessary to be responsible and productive members of a constantly changing society. We provide our students with relevant educational experiences in all academic areas while developing useful real-life skills. We recognize the strength of our diversity and strive to develop the full potential of all our students. We value a safe environment which promotes mutual respect and provides high academic expectations.

See the ISBE website (www.isbe.net) for the complete listing of the Common Core State Standards.

These Common Core Standards reflect the state's commitment to rigorous benchmarks and college readiness skills. The current State Standards will be updated to reflect the Common Core Standards.

ENGLISH LANGUAGE ARTS

1. Read with understanding and fluency.
2. Read and understand literature representative of various societies, eras, and ideas.
3. Write to communicate for a variety of purposes.
4. Listen and speak effectively in a variety of situations.
5. Use the language arts to acquire, assess, and communicate information.

MATHEMATICS

6. Demonstrate and apply knowledge of number sense, including numeration and operations (addition, subtraction, multiplication, and division), patterns, ratios, and proportions.
7. Estimate, make, and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.
8. Understand the algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results.
9. Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.
10. Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.

SCIENCE

11. Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.
12. Understand the fundamental concepts, principles, and interconnections of the life, physical, and earth/space sciences.
13. Understand the relationships among science, technology, and society in historical and contemporary contexts.

SOCIAL SCIENCES

14. Understand political systems, with an emphasis on the United States.
15. Understand economic systems, with an emphasis on the United States.
16. Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations.
17. Understand world geography and the effects of geography on society, with an emphasis on the United States.
18. Understand social systems, with an emphasis on the United States.

PHYSICAL DEVELOPMENT AND HEALTH

19. Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.
20. Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.
21. Develop team-building skills by working with others through physical activity.
22. Understand principles of health promotion and the prevention and treatment of illness and injury.
23. Understand human body systems and factors that influence growth and development.
24. Promote and enhance health and well-being through the use of effective communication and decision-making skills.

FINE ARTS

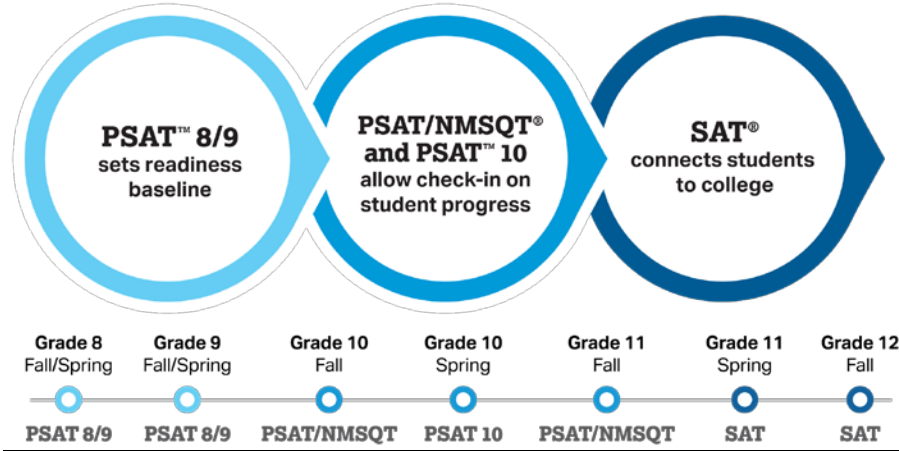
25. Know the language of the arts.
26. Through creating and performing, understand how works of art are produced.
27. Understand the role of the arts in civilizations, past and present.

FOREIGN LANGUAGE

28. Use the target language to communicate within and beyond the classroom setting.
29. Use the target language to develop an understanding of the customs, arts, literature, history, and geography associated with the target language.
30. Use the target language to make connections and reinforce knowledge and skills across academic, vocational, and technical disciplines.

SAT Suite of Assessments

*All Information provided by College Board Website



PSAT 8/9

Key Facts:

- The PSAT™ 8/9 is designed for 8th- and 9th-grade students.
- The PSAT 8/9 is a test that will help educators and students figure out what students need to work on most so that they are ready for college when they graduate from high school.
- Scores for the SAT® Suite of Assessments (SAT, PSAT/NMSQT®, PSAT™ 10, and PSAT 8/9) are reported on a common vertical scale, allowing educators and students to measure progress.
- There's no penalty for guessing or blank responses, also known as "rights-only scoring."

Benefits:

- The PSAT 8/9 establishes a baseline measurement of college and career readiness.
- The PSAT 8/9 tests the same skills and knowledge as the SAT, PSAT/NMSQT, and PSAT 10—in a way that makes sense for each grade level.
- Personalized practice on Khan Academy® gives students the opportunity to upload their test results to receive targeted learning plans that students can use to learn more about and practice the skills they need to improve.
- The score reports will give students comprehensive, personalized feedback on test performance, allowing students to see which questions were answered incorrectly and which academic skills they should work to improve.
- The College Board and Roadtrip Nation offer information on college majors and career exploration.

PSAT 10 and PSAT/NMSQT

Key Facts:

Scores for the SAT[®] Suite of Assessments (SAT, PSAT/NMSQT[®], PSAT[™] 10, and PSAT[™] 8/9) are reported on a common vertical scale, allowing educators to measure students' progress.

- Propels students toward college and career readiness
- Serves as an entry point to nearly \$160 million in scholarship dollars. The PSAT 10 contains the same content areas as the PSAT/NMSQT.
- The PSAT 10 and PSAT/NMSQT test the same skills and knowledge as the SAT—in a way that makes sense for your grade level.

Benefits:

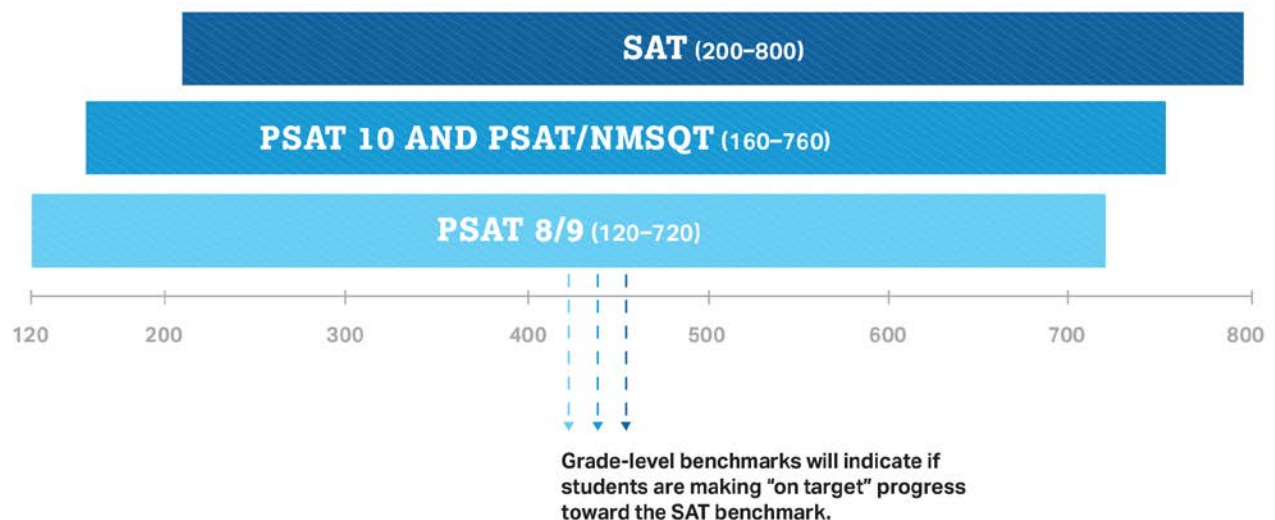
- Personalized SAT practice on Khan Academy based on students' PSAT[™] 10 answers
- Aligned to the SAT
- Increased access to additional scholarship providers
- Online college and career planning tools
- Admission and financial aid information from colleges
- Majors and career exploration with College Board and Roadtrip Nation

Content and Domain Alignment

All tests in the SAT Suite of Assessments (SAT, PSAT/NMSQT, PSAT 10, and PSAT 8/9) align with the same research backbone and focus on the same domain of knowledge and skills.

Scoring

All tests in the SAT Suite of Assessments are on a common score scale that provides consistent feedback, enabling teachers to adjust instruction to better support students who are ahead or behind.



School District 206 Graduation Requirements

Class of 2014 and beyond

The following credits are required for graduation from high school District 206. All students from the graduating class of 2023 must earn a total of 20 credits before they are granted a diploma. Each student must be enrolled in approved classes for the length of the school day. The following are required subjects that meet the requirements of the Illinois School Code and District 206. The numbers of total credits that must be earned in those required areas are as follows:

English I, II, III, IV

Earn 4 credits (Must include 2 credits in Writing Intensive courses)

Mathematics

Earn 3 credits (Must include 1 course in Algebra and 1 course with Geometry content)

Science

Earn 2 credits

Social Studies

Earn 3 credits (must include 1 credit in US History, 0.5 credit in Civics, 0.5 in Consumer Economics, and 1 credit in a Social Studies Elective. Consumer Economics credit may be satisfied by passing either Consumer Economics, Economics, or AP Economics)

Constitution Test

Pass the constitution test

Consumer Economics

Earn 0.25 credits in Consumer Education, Economics, or AP Economics (0.5 credits for the class of 2020 and earlier)

Physical Education

Enrolled 4 years, must earn 2 credits

Career and Technical Education or Fine Arts or Foreign Language

Earn 2 credits in Fine Arts, Foreign Language, and/or Career and Technical Education

RECOMMENDED COURSES FOR COLLEGE ADMISSION

English	4 years
Mathematics	3 years beginning with Algebra I
Science	3 years of laboratory science
Social Studies	3 years
Elective	*2 or more years in the same Foreign Language, Art, or Music
	*This recommendation varies with each college

Promotion Requirements

Students are classified according to the following procedures. To be classified as a:

Freshman to Sophomore:

- Earn five credits

Sophomore to Junior:

- Earn ten credits **AND**
- English I & English II
- Two credits in Math, including a course with Algebra content
- One credit in Science

Junior to Senior:

- Earn fifteen credits
- Graduation requirements must be met for the original year of graduation.

Transfer Students – Transcripts of credit earned in high schools accredited by the North Central Association of Secondary Schools are accepted at designated value, providing that no study taken elsewhere shall be given more credit than the equivalent study taken in District 206 High Schools. The previous work of transfer students will be considered in comparison to District 206 requirements of courses on an individual basis.

OTHER REQUIREMENTS:

A. The State of Illinois requires that each student pass a test on the Illinois and the U.S. Constitution before graduation. This test is ordinarily taken as part of the American History course.

B. The state Consumer Education requirements must be met by taking one of several approved courses.

C. Four (4) years of study is the normal time required to earn a diploma.

D. Each student shall be required to complete the state's final accountability assessment at the highest grade or level assessed.

E. File a Free Application for Federal Student Aid (FAFSA) with the U.S. Department of Education or, if applicable, an application for state financial aid or file a waiver with school district.

Additional Credit Options

Campus-Centered Credit Recovery Program

Counselors have information about opportunities to take courses at night for credit recovery. These courses are taken in addition to the customary school day schedule. Night School accommodates students who are presently short of the credits needed to graduate with their class.

American School

American School provides secondary instruction to those students who are seeking an alternative means of completing their high school education by using the home study method. Only one American School course will be accepted at District 206 high schools towards graduation requirements.

Early College Initiative

Bloom Township High School District 206 and Prairie State College collaborated on a partnership to offer students the opportunity to take college courses and earn dual credit while still in high school. The cost of tuition is funded by Bloom Township High School District 206 and the cost of the books is being subsidized through the generosity of the Bloom Township District Foundation.

The Bloom and Bloom Trail High School students participating in the Early College Program would have dual enrollment at their home school and Prairie State College. Students who successfully complete the program can earn from 12 to 24 hours of college credits at no cost to the parents. Students will report to their respective campus and transportation will be provided to and from Prairie State College.

Summer Enrichment Programs

- REFS (**R**eading **E**nsures **F**uture **S**uccess) is a program for all incoming freshmen to provide essential skills for the transition to high school. The REFS program is an intense, short-term tutorial program that provides instruction aligned to the Common Core English Language Arts Standards and is aimed at improving writing, reading comprehension, and high order thinking skills.
- RAMP (**R**eaching **A**lgebra **M**ath **P**rogram) is a summer tutorial open to all students who are transitioning into the District 206 Algebra 1 program. The RAMP curriculum is aligned to Common Core Mathematics Standards and reinforces fundamental math skills to improve mathematics comprehension and problem-solving.

Academic Grouping

In most academic areas, District 206 offers courses at different levels of instruction. The purpose of the level system is to provide optimal learning experiences for all students. We believe the following:

- Each of our students must be offered a challenging curriculum. The school community, therefore, dedicates itself to inspiring students to attain excellence by offering opportunities and challenges for all learners.
- In order to grow academically, socially, physically, and psychologically, each of our students' must set *challenging learning goals*. The school community, therefore, dedicates itself to providing guidance and feedback to help each learner succeed.
- Each of our students must feel supported and encouraged in the process of learning and growing. The school community, therefore, dedicates itself to providing a safe and orderly environment for learning. It also promises to create a climate for learning that respects the feelings and thoughts of each student and appreciates the uniqueness of each person.

Definitions of Levels

The level system differentiates courses according to the pace at which concepts are presented, the conceptual level of the material, the instructional approach, and the communication skills required of the student. A course at the honors level, for example, moves more rapidly through the course material; requires the complex concept development that arises from analysis, inference, and synthesis; emphasizes independent learning; and requires a high degree of proficiency in writing and speaking.

Advanced Placement (AP):

In addition to the honors criteria stated below, this category includes the following additional criteria:

- a. Course work is equivalent to at least an introductory college level class.
- b. Course work prepares the student for the Advanced Placement exam.
- c. Curriculum and assessments adhere to the Advanced Placement/College Board® standards.
- d. Course participation carries significant outside commitment, which may include evenings, weekends, and/or summer work.
- e. The expectation that the student will take the AP examination for that course.

Honors (H):

This category includes all classes in which the following criteria are met:

- a. Required work is above grade level.
- b. Work in the course is in depth and at a rapid pace.
- c. Much of the content is abstract in nature and involves critical thinking and complex concept development.
- d. Research is typically required.
- e. The amount of work required outside of class is greater than in regular classes.
- f. Entry-level skills have been mastered before a student enters the course.

College Prep (C):

This category includes all classes in which the following criteria are met:

- a. Required work is at grade level and prepares students to meet the challenges of college or technical courses after high school.
- b. The pace of the course is accelerated.
- c. Instruction in the course is a combination of guided instruction and independent inquiry.
- d. Resourcefulness and creative thinking are encouraged.
- e. Class activities are moderately structured; some student initiative is expected.

Weighted Courses and Assigned Weights

The academic grade in each course carries a specific weight, which is used in calculating class rank, grade point average, and honor roll. The weight designations are listed in the following chart:

Regular	Honors	Advanced Placement
A = 4.0	A = 5.0	A = 6.0
B = 3.0	B = 4.0	B = 5.0
C = 2.0	C = 3.0	C = 4.0
D = 1.0	D = 2.0	D = 3.0
F = 0.0	F = 0.0	F = 0.0

Foreign Language

Spanish IV Honors
Spanish V Honors
AP Spanish Language and Culture
AP Spanish Literature and Culture

Art

AP 2-D Art and Design
AP 3-D Art and Design
AP Drawing
AP Art History

English Language Arts

Pre-AP English I Honors
Pre-AP English II Honors
Humanities I Honors
Humanities II Honors
African American Literature Honors
Latin American Literature Honors
AP English & Language Composition
AP English Literature & Composition

Math

Pre-AP Algebra I Honors
Algebra II Honors
Pre-Calculus Honors
Pre-AP Geometry Honors
Calculus Honors
AP Calculus
AP Statistics
AP Computer Science Principles

Science

Pre-AP Biology Honors
Pre-AP Chemistry Honors
Physics Honors
Anatomy and Physiology Honors
AP Biology
AP Chemistry
AP Environmental Science
AP Physics

Social Studies

U.S. History Honors
World History Honors
AP Human Geography
AP U.S. History
AP Economics

Physical Education

Kinesiology Honors
Jr PE Leadership Honors
Sr PE Leadership Honors

Music

AP Music Theory
Symphonic Band Honors
Wind Ensemble Honors

Academic Ranking Class of 2022 and Beyond

Based on Unweighted GPA:

3.5 GPA – Honors

3.75 GPA – High Honors

4.0 GPA – Highest Honors

There is no limit with the number of students who can receive the designation.

Recognition:

- Honor Roll System will reflect the ranking
- Students will receive a different color tassel based on their designation
- Students will receive a special symbol or recognition by their name within the graduation program
- Students who receive the Highest Honor of 4.0 will be recognized at the Senior Awards Night

Request to Withdraw – AP Course

Student Name / ID Number: _____

Name of Course: _____

Bloom District 206 provides course offerings that challenge learners, providing a strong foundation for advanced learning in a student's academic journey. Students planning to attend college must enroll in a rigorous curriculum preparing them for the demands of higher education.

By registering for an honors or AP course, a student has accepted the challenge of college-level curriculum, rigorous assignments, and dedicated study. Permission to withdraw from these classes is rarely granted. Before requesting a meeting with the Assistant Principal regarding a request to withdraw, a student must fulfill the following criterion:

1. All assignments and coursework must be completed.
2. The student must meet with the teacher of the course and discuss ways to improve. An action plan listing strategies for improvement must be developed by the student and approved by the teacher. (This action plan must be attached to this form.)
3. The student must meet with his/her counselor to discuss the action plan for improvement. The counselor will sign-off on the action plan.
4. The student must attend tutoring – either after school, or as directed by the teacher. The tutor must sign off and verify dates attended. The length of tutoring is determined by the teacher of the course.

Tutor signature

Dates tutored

5. A meeting will be held with the student, parent, teacher and Division Coordinator regarding progress of the action plan and success of tutoring.
6. If student completes steps 1 – 5 and still desires to withdraw from a course, the Assistant Principal will review and determine the course of action. Fulfillment of the criterion does not guarantee withdrawal from the course.

*****Please note that this process will not revoke any penalties in NHS. *****

Request approved _____

Request denied _____

Assistant Principal's signature _____

Post-Secondary Requirements

General College Requirements

Colleges prefer a traditional preparatory curriculum that includes the following areas:

- 4 years English, including composition and literature
- 3 years Social Science
- 3 years Mathematics
- 3 years Natural Science (with labs)
- 2 years (minimum) of one Foreign Language (recommended but not always required)

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

- Business
- Family and Consumer Science
- Fine and Performing Arts
- Technical and Applied Academics

Check the college catalogs for specific requirements for admission.

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

Public Universities

- English – 4 years
- Social Science – 3 years
- Mathematics – 3 to 4 years
- Science – 3 years
- Foreign Language – 2-3 years (some will accept Fine Arts In lieu of Foreign Language)


Private 4-Year Colleges

- English – 4 years
- Social Science – 2 to 3 years
- Mathematics – 3 to 4 years
- Science – 3 years
- Foreign Language – 3 to 4 years (varies with each college)
- Academic Electives – 2 years

Highly Selective Colleges

- English – 4 years
- Social Science – 4 years
- Mathematics – 4 years
- Science (Lab courses) – 4 years
- Foreign Language – 4 years
- Academic Electives – 2 years

The College Application Timetable

 Did you know? Students who visit a highly selective college campus are up to 40% more likely to be accepted to that school.	Spring of Junior Year	Summer before Senior Year	Fall of Senior Year	Winter & Spring of Senior Year & Beyond
Visit College Campuses and Attend College Fairs		ongoing		
Register & Study for SAT	2020 SAT test dates 3/14/2020 – 5/2/2020 – 6/6/2020 – 8/29/2020 – 10/3/2020 – 11/7/2020 – 12/5/2020			
Register & Study for ACT	2020 ACT test dates 4/4/2020 – 6/13/2020 – 7/18/2020 – 9/12/2020 – 10/24/2020 – 12/12/2020			
Finalize College List 3 reach, 3 target, 3 likely	Use Naviance college research tools to identify colleges that are the best match & fit.			
Apply to College	Many colleges begin accepting applications starting on August 1st . **Check college admissions websites for specific deadlines**			
Request Recommendations and Transcripts	Beginning August 1st , use Naviance to request transcripts and teacher letters of recommendation. **Talk to teacher recommenders <i>in person</i> before submitting your recommendation request in Naviance**			
Complete the FAFSA (Free Application for Federal Student Aid)	Submit FAFSA starting on October 1st **check college websites for more info. on financial aid deadlines**			
Apply for Scholarships	Scholarship applications can be due as early as September **Check scholarship websites for specific deadlines**			
Commit to a College	Students must commit to a college on or before National Decision Day, May 1st			

The College Application Checklist



Did you know? Naviance College, Career, and Life Readiness lessons (purple box at the bottom of your Naviance homepage) can help you navigate the major milestones of your senior year.

Spring - Summer		Student Checklist	Parent or Guardian Checklist
	Visit College Campuses and Attend College Fairs	<input type="checkbox"/> Engage with admissions reps in-person, over the phone, and through email.	<input type="checkbox"/> Work with your student to plan spring & summer visits to the colleges they are most interested in.
	Register & Study for SAT	<input type="checkbox"/> Go to www.collegeboard.org to register for the spring SAT. You can always take it again in the fall if you want a better score. <input type="checkbox"/> Come up with a study plan and stick to it!	<input type="checkbox"/> Talk to your student about paying for the SAT (\$50-65). Register early to avoid paying an extra \$30 late fee. **fee waivers are available**
	Register & Study for ACT	<input type="checkbox"/> Go to www.act.org to register for the spring ACT. You can always take it again in the fall if you want a better score. <input type="checkbox"/> Come up with a study plan and stick to it!	<input type="checkbox"/> Talk to your student about paying for the ACT (\$52-68). Register early to avoid paying an extra \$30 late fee. **fee waivers are available**
Fall - Winter	Finalize College List 3 reach, 3 target, 3 likely	<input type="checkbox"/> Carefully consider the criteria you are looking for in a college and the admissions requirements for each school to finalize your college list and which deadlines you want to shoot for. **Use Naviance & college websites to help you make informed decisions about where to apply.**	<input type="checkbox"/> Talk to your student about where they are planning to apply and what criteria matters to them most.



Did you know? You are twice as likely to get into a college if you apply for Early Action rather than Regular Decision.

Fall - Winter		Student Checklist	Parent or Guardian Checklist
	Apply to College	<input type="checkbox"/> Refer to college admissions websites for more information on how to apply. Most colleges begin accepting applications on August 1st .	<input type="checkbox"/> Talk to your student about how to pay for college application fees. Fees can range from \$25 to \$90 per application. **fee waivers are available**
	Request Recommendations and Transcripts	<input type="checkbox"/> Speak to teachers directly to find out what they require in order to provide you with a written recommendation <input type="checkbox"/> <u>Use Naviance to request ALL letters of recommendation and transcripts for colleges you are applying to.</u>	
	Complete the FAFSA (Free Application for Federal Student Aid)	<input type="checkbox"/> Go to https://studentaid.gov/h/apply-for-aid to learn more about the FAFSA. <input type="checkbox"/> Submit your FAFSA application as early as October 1st .	<input type="checkbox"/> Parents and guardians should go to https://studentaid.gov/apply-for-aid/fafsa/filling-out to identify what financial information is needed to complete the FAFSA successfully.
	Apply for Scholarships	<input type="checkbox"/> Use resources like the Naviance Scholarship Search to find out which scholarships you're eligible for. <input type="checkbox"/> Apply well in advance of scholarship deadlines.	<input type="checkbox"/> Discuss finances with your student. Let them know if there is a "financial gap" between the costs of college that would not be met by household contributions + federal financial aid. How much will the student need from other sources in order to attend college?
Spring - Summer	Commit to a College	<input type="checkbox"/> College Decision Day is May 1st but many colleges would like you to commit earlier!	<input type="checkbox"/> Talk to your student about each college they are accepted to. Is it a good fit for them? Academically? Culturally? Financially? Help them make their final decision.

College Entrance Examinations

Most students take college entrance exams in their junior year and repeat exams as seniors. Frequently, students improve their SAT and ACT scores on the second attempt. It is strongly recommended that you plan to take both the SAT and the ACT. This will allow you to present your best testing profile. Although it is most likely that your performance on these two exams will be similar, experience tells us that some students test significantly higher on an SAT and others higher on an ACT. Attempting both testing formats will allow you to see where your best result is likely to occur.

PSAT/NMSQT

This test serves as 1) practice for the SAT, 2) a rough indicator of how a student will score on the SAT, and 3) the qualifying test to be a National Merit Scholarship Semi-Finalist (for juniors only), and 4) as a qualifying test for some employee scholarship programs. College-bound sophomores and juniors will take this test both years. The test is given in October.

SAT

This three-hour and 45-minute test is given by the College Board and includes a critical reading, a mathematics, and a writing section. Critical reading questions test your ability to understand what you read, to recognize relationships between parts of a sentence and between parts of words, and to use vocabulary. Mathematics questions test your ability to solve problems involving arithmetic, algebra, geometry. Most math questions assume you had a year of algebra, geometry, and some third year college preparatory math. The writing section asks students to write an extemporaneous essay that requires taking a position on an issue and using reasoning and examples to support their position. The writing section will also include multiple choice questions on grammar, usage, and word choice. It is recommended that students first take the SAT Reasoning Test in the spring of their junior year.

SAT Subject Tests

The SAT Subject Tests are one hour, primarily multiple choice tests in specific subjects. The Subject Tests measure knowledge or skills in a particular subject and your ability to apply that knowledge. Many selective colleges require or recommend one or more of the Subject Tests for admission or placement. Used in combination with other background information (your high school record, scores from other tests like the SAT Reasoning Test, teacher recommendations, etc.), Subject Tests provide a dependable measure of your academic achievement and are a good predictor of future performance. Subject Tests scores can help you demonstrate your achievements. Many colleges that do not require Subject Tests will look at these scores to learn more about your academic background. It is advisable to take the Subject Tests after completion of your last course in the subject area. For example, finishing a physics course in which you want to demonstrate competence, you will want to test in May or June.

ACT

Interchangeable at most colleges and universities with the SAT Reasoning Test, the ACT includes tests in English, mathematics, reading, and science reasoning. The composite score referred to by colleges is the average of these scores (scores range between 1 and 36). Beginning in February 2005, the ACT includes an optional writing test. Students should check the requirements of the institutions to which they are applying. Students applying to highly selective colleges/universities should assume the writing test will be required. Students may take the exam

as many times as they wish and decide which scores will be reported to colleges. It is recommended that students take the ACT in the spring of their junior year and if needed, in the fall of senior year. The ACT is also part of the Prairie State Achievement Exam, the state assessment given to all juniors in Illinois.

Note: Test scores can be sent to four colleges or scholarship sources FREE each time the test is taken. It is necessary for you to send scores officially, either at the time you register for the test or later through use of the card form and payment of the appropriate fee. Please visit the ACT website at www.act.org for registration deadlines as well as other helpful information regarding the ACT.

Illinois State Scholars Designation: In order to be considered for the honorary designation of Illinois State Scholar, you must take either the SAT or ACT by June.

Registration for the ACT is completed on-line at www.ACT.org.

Registration for the SAT is completed on-line at www.collegeboard.com.

Students must take the responsibility for registering on time, and for reporting to the tests on time with the appropriate Admission Ticket.

NCAA Eligibility Requirements

DIVISION I

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

- **16 Required Core Courses**
 - 4 years of English
 - 3 years of math (algebra 1 or higher level);
 - 2 years of natural or physical science (including 1 year of lab science)
 - 1 extra year of English, math or natural/physical science;
 - 2 years of social science; and
 - 4 years of extra courses (from any category above, or foreign language, non-doctrinal religion or philosophy).
- Complete 10 core courses, including seven in English, math or natural/physical science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses to improve your core-course GPA.
- Earn at least a [2.3 GPA](#) in your core courses.
- Earn an [SAT combined score or ACT sum score](#) matching your core-course GPA on the Division I sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.

Grade Point Average

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

DIVISION II

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

- Graduate from high school;
- Complete the 16 core courses listed below;
- Present a 2.2 grade-point average in your core courses; and
- Achieve a combined SAT score of 820 or a sum score of 68 on the ACT.
- **16 Required Core Courses**
 - 3 years of English;
 - 2 years of math (algebra 1 or higher level);
 - 2 years of natural or physical science (including one year of lab science)
 - 3 extra years of English, math or natural/physical science;
 - 2 years of social science; and
 - 4 years of additional courses (from any category above, or foreign language, non-doctrinal religion or philosophy).

DIVISION III

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

IF YOU HAVE ANY QUESTIONS ABOUT NCAA ELIGIBILITY, PLEASE CALL THE NCAA INITIAL ELIGIBILITY CLEARINGHOUSE AT 319/337-1492, OR TOLL-FREE AT 877.262.1492. YOU MAY ALSO CALL THE NCAA AT 877.262.1492.

Illinois High School Association (IHSA) Key Provisions:

Scholastic Standing:

- A. You must pass twenty-five (25) credit hours of high school work per week. Generally, 25 credit hours is the equivalent of five (5) .5 credit courses (2.5 full credits).
- B. You must have passed and received credit toward graduation for twenty-five (25) credit hours of high school work for the entire previous semester to be eligible at all during the ensuing semester.

Physical Examination:

You must annually have placed on file with your principal/official representative a certificate of physical fitness signed by a licensed physician, physician's assistant or nurse practitioner in order to practice or participate. Your physical examination is good for 395 days from the date of the exam. The physician's report must be on file with your high school principal/official representative.

Playing in Non-School Competition:

If you wish to participate in a competition sanctioned by the National Governing Body of a sport, a junior affiliate of the National Governing Body of a sport or an official Illinois affiliate for the sport, your principal/official representative must request approval through the Schools Center prior to any such participation.

Complete eligibility policies and bylaws are available on the IHSA webpage at: www.ihsa.org

Illinois 5Essentials Survey: Organizing Schools for Improvement

5Essentials is an evidence-based system designed to drive improvement in schools nationwide. It is based on more than 20 years of research on the specific components that makes schools successful. These 5 essential components for school success are:

- Effective Leaders
- Collaborative Teachers
- Involved Families
- Supportive Environment
- Ambitious Instruction

The 5Essentials survey was developed based on this research and the State Board of Education is implementing this survey in order to go beyond test scores to get a full picture of a school's climate and operation. Information gleaned may inform state policy, but is primarily intended to help local administrators identify strengths and weaknesses as well as target the necessary resources and interventions. The survey gives parents, teachers and students a voice in improving their schools. Administrators are not included in the survey group in order to collect data from a broad set of respondents to understand the context within the school. Data gathered from this anonymous survey will be shared with the general public on school report cards.

Answers to most frequently asked questions about the 5Essentials Survey:

- Administered once per year in the Spring
- All district schools are required to participate in the survey even if the school uses another type of school improvement survey
- Students in grades 6-12 are invited to take the survey
- Parents of school age children are invited to take the survey either through information provided by the school, or online at the ISBE and 5Essential websites.
- Surveys are available in English, Spanish, Chinese, Arabic, Polish and Russian.
- On average surveys take 15-20 minutes to complete; all questions are multiple choice.
- Survey questions for all three groups (teacher, student and parent) are available for preview on the 5Essentials website.
- Data will be compiled into a web-based report. School reports will be available to the public via the website and Illinois State report card in the fall
- All surveys are anonymous and responses completely confidential
- Participation is voluntary, however at least 50% of teaching staff and 30% of parent population must participate in order for the school to receive a report
- Districts may choose to use survey results as part of their administrator evaluation process
- The 5Essentials survey aligns with the Rising Star performance positioning system that provides a structure for schools to examine their practice so they can improve performance

The survey process is conducted through UChicago Impact, a division of the Urban Education Institute at the University of Chicago, on behalf of the Illinois State Board of Education.

Additional information including survey questions, calendar of upcoming webinars, news, etc. can be found on the Illinois 5Essentials website or by contacting 5Essentials Client Services at 5essentials@uchicago.edu or 1-866-440-1874

Student Records

All academic and personal records pertaining to individual students are confidential and can be inspected by students, parents and school officials only. Anyone else wishing to see a student's record must get written permission from the parents, the student, or the courts. Upon written requests, the school will make the entire record, as well as selected items from that record, available for review. In some cases, such as with psychological testing, social work profiles, special education placement, etc., parents and students should seek interpretation from persons trained in the administration and interpretation of such tests.

The rules and regulations regarding the Federal Rights to Privacy Act and the School Code of Illinois 122-50 are available at both the Superintendent's Office and the Principal's Office upon request for your inspection. At that time, the requesting party will be provided with the regulations regarding the maintenance of records and the appropriate procedures governing the request for copies of such records.

Los Expedientes Academicos

Todos los expedients academicos y personales pertenecientes a un alumno individual son confidenciales y solamente los alumnos, los padres, y los funcionarios de la escuela tienen el derecho de inspeccionarlos. Cualquiera otra que desee ver los documentos de un estudiante necesita el permiso escrito de los padres, o del alumno, o de los cortes. Al recibir su peticion escrita la escuela facilitara el entero expediente academico, y tal sera disponible al estudiante y/o las padres. En algunos casos, tal como los exámenes psicologicos, el perfil escritos de trabajo social, la colocacion de las personas educadas en la administracion y la interpretacion de estos exámenes.

Las reglas y regulaciones con respecto a los Derechos Federales de Privacidad y Código Escolar 122.50 de Illinois están disponibles en las oficinas del superintendente y del director de la escuela secundaria cuando usted presente su peticion. En ese momento se le dara las regulaciones en respecto al cuidado de los expedientes academicos y los procedimientos apropiados que regulan el pedido de dichas copias.

Student Records – Rights & Privacy

District 206 has established a policy insuring the privacy of student educational records as required by federal law. This describes the general content of student educational records, who has access to the records and the privacy maintained with individual records.

What are student records?

A student record is the written history on the performance and the activities of any child enrolled in school. This record will contain all of the state and federal mandated information and any other information necessary to evaluate a student's progress. It will also give a brief description of that tenure in a local public school. Student records are broken into two parts: the permanent record, the record that is kept for at least sixty years; and the temporary record that must be destroyed in five years after a student leaves. These two parts of the record contain different

types of information. The permanent record contains that information that would be necessary for the student for the rest of his life. The temporary records contain the set of information that is most important to have during the student's school years.

Content of Student Permanent Records

Permanent student educational records are kept on file a minimum of 60 years by the school district. These records include:

- Basic identifying information- student and parent names, addresses, student birth date and place, gender;
- Academic transcript- grades, class rank, graduation date, grade level achieved, scores on college entrance tests;
- Attendance record;
- Accident reports and health record;
- Record of release of record information (see "Release of records");
- Honors and awards received;
- Information about participation in school sponsored activities or offices held in school sponsored organizations.

Content of Student Temporary Records

Temporary records are destroyed five years after graduation, transfer or permanent withdrawal of the student from the district. The temporary records may include:

- Family background information;
- Intelligence and aptitude test scores;
- Reports of psychological evaluations- information on personality and academic information obtained through tests, observations and interviews;
- Elementary and secondary achievement level test results;
- Copies of the student's work;
- Participation in extracurricular activities, including offices held;
- Honors and awards received;
- Teacher anecdotal records;
- Disciplinary information;
- Special education files- reports of the multi-disciplinary staffing that determines whether placement is made, and all records and tape recordings relating to special education placement hearings and appeals;
- Any verified reports or information from non-educational persons, agencies or organizations;
- Other verified information of clear relevance to the student's education;
- Record of release of temporary record information (see "Release of Records").

Access to Records by Parents and Students

The right to inspect and copy student educational records (both permanent and temporary at a minimal fee) is allowed to parents or guardians of students under age 18. Any student age 14 or more also has the right to read and review his or her temporary and permanent educational records.

Parent or student requests for review of the record must be made in writing to the school principal. The principal will then arrange an appointment within two weeks for the review.

Appeal Procedure

School board policy provides a procedure for the challenge of information on records by parents, guardians or students 18 years or older. Requests for a hearing to challenge the content of records must be made to the Superintendent of Schools. Within two weeks, the Superintendent will set a hearing date and notify the person challenging the records. The district hearing officer will render a decision within two weeks after the hearing.

Requests for an appeal of the decision of the local hearing officer shall be made to the Superintendent of the Educational Service Region within 20 school days after the decision is transmitted.

Special Note to Parents

Local, state, and federal laws require that information in student records be held confidential. This same law requires that rules and procedures be established to maintain this privacy as well as to indicate all of those people who have had access to the student records.

Release of Records

In general, no personally identifiable records or files or personal information may be made available to individuals, agencies, or organizations without the written consent of parents, guardians, or students over 18 years. However, limited exceptions are made. The records are available to the following individuals or groups:

- Other school officials, including teachers within the educational institution or local agency who may have legitimate educational concerns;
- Officials of other schools or school systems where the student intends to enroll, provided the student's parents are notified of the transfer of records and receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record if they desire;
- Authorized representatives of the Controller General of the United States, the Secretary and administrative head of an educational agency;
- Organizations or agencies in connection with a student's application for or receipt of financial aid.

Information may be released in connection with an emergency to appropriate persons if such information is necessary to protect the health or safety of the student or other persons.

Each school keeps a log of all agencies or persons who request or obtain access to the information from a student's record. Parents, guardians, or eligible students have the right to request a copy of information released.

The records of a student shall be transferred by the records custodian of a school in which the student has enrolled or intends to enroll upon the request of the records custodian of the other school. The parent shall have the opportunity to inspect the copy and challenge such information.

Release of the information other than to those specified above requires the prior, specific, dated, written consent of the parent designating the person to whom such records may be released, reason for release and the specific records to be released.



Course Descriptions

CAREER AND TECHNICAL EDUCATION DEPARTMENT

Department Philosophy

CTE programs prepare students to take careers in specific fields or continue advanced study in post-secondary programs. The courses are often project-based, with outcomes aligning to skills needed for the workplace. CTE is focused on skills. Practice, hands-on experience, and application tests make up the bulk of CTE. This is important because CTE careers require workers to have experience in their field *before* starting a career. CTE courses include instruction in the following areas: literacy, mathematical practices, technical content, and employability skills. To prepare students for post-secondary opportunities, students have opportunities to earn in-demand industry certification and highly specific technical skills in addition to transferable skills across multiple career pathways.

Business Department Courses

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Computer Applications I/II	Computer Applications I/II	Computer Applications I/II	Computer Applications I/II
		Marketing	Marketing
		Sports and Entertainment Marketing	Sports and Entertainment Marketing
		Microsoft Office Suites	Microsoft Office Suites
		Accounting I/II	Accounting I/II
		Entrepreneurship I/II	Entrepreneurship I/II



Course Title: **Computer Applications I/II**
Grade Level: **11, 12**
Prerequisite: **None**
Credit: **One Year; one credit**

To remain current in today's ever-changing workplace, up-to-date computer skills are a necessity. This is an orientation-level course designed to develop awareness and understanding of application software and equipment used to perform tasks in business, marketing, and management. Students will apply problem-solving skills to hands-on, real-life situations using a variety of software applications. Computer Applications will train students in the areas of Word, Excel, Access, PowerPoint, and Publisher. Using the Microsoft Office 2016 suite, students will become proficient with intermediate and advanced features of these programs. Students will gain hands-on experience completing projects using the various programs. The goal of this course is to help students compete in today's world of technology and achieve success in whatever field they choose to pursue.

Course Title: **Marketing**
Grade Level: **11, 12**
Prerequisite: **None**
Credit: **One Semester; one half credit**

Did you ever wonder how major companies develop their selling strategies? Students selecting this course will study how products progress via a marketing plan. This learning experience will provide students with basic marketing concepts as they relate to our emerging global economy. Real-life examples will be presented from industry as you follow products from the producer to the consumer.

Course Title: **Sports and Entertainment Marketing**
Grade Level: **11, 12**
Prerequisite: **None**
Credit: **One Semester; one half credit**

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

Course Title: Microsoft Office Suites
Grade Level: 11, 12
Prerequisite: None
Credit: One Year; one credit

This course is designed to prepare you to become a Microsoft Office specialist and to provide opportunities for you to expand upon the skills and concepts from Computer Applications. Learn the additional components of Microsoft Office Suite, including Advanced Word (special document creation), Excel (spreadsheets & formula creation), Publisher (desktop publishing) operations, as well as PowerPoint (advanced presentations). The environment and structure of this class is set up for real-world simulation. Students will be working on a project-to-project basis with deadlines and basic expectations. Emphasis on quality and creativity will be continued.

Course Title: Accounting
Grade Level: 11, 12
Prerequisite: A strong foundation in math suggested
Credit: One Year; one credit

This course is recommended for students who want to pursue a fundamental understanding of accounting for college and for a career. The practices of a business accounting program are presented. The theory of double entry accounting and the accounting cycle are emphasized. Accounting is a basic requirement for college business majors. Problem applications will be presented to enhance understanding. The study of payroll accounting, inventory methods, and methods of depreciation, which provide students with the practical experience of keeping financial records for a simulated business enterprise during a normal month's operations are also covered. (Dual Credit and Industry Certification Available)

Course Title: Entrepreneurship I/II
Grade Level: 11, 12
Prerequisite: None
Credit: One year; one credit

Interested in being your own boss? Do you have a great idea to start a business? This one-year course is designed to prepare students to run their own business and to become an entrepreneur. Students will learn the principles of business, how to write a business plan, how to market their business idea; and the essential elements necessary to be a successful business owner. Certification and dual credit opportunity available to students.

Family and Consumer Science Department Courses

GRADE 9	GRADE 10	GRADE 11	GRADE 12
	Culinary Arts I/II	Culinary Arts I/II	Culinary Arts I/II
		Culinary Arts III	Culinary Arts III
	Fashion Design	Fashion Design	Fashion Design
	Child Development I/II	Child Development I/II	Child Development I/II
		Advanced Child Development	Advanced Child Development

Course Title: Culinary Arts I/II
Grade Level: 10, 11, 12
Prerequisite: None
Credit: One semester; one half credit

Culinary Arts is designed to teach basic food preparation skills utilizing various types of culinary equipment and a range of preparation and cooking techniques. The following areas of study are covered in this course: kitchen and food safety, measuring, knife skills, cooking methods, nutrition, recipe comprehension, food cost, and time management skills through demonstration and content study. The course also includes a study of basic proteins, starches, meats, fish, dairy and desserts. Lab periods provide practical experiences in time management, equipment use, food preparation skills. While this course provides personal enrichment, it may also serve as a foundation for further training in culinary arts.



Course Title: Culinary Arts III
Grade Level: 11, 12
Prerequisite: Culinary Arts I/II
Credit: One Year; one credit

Students will attain the knowledge and develop skills within the culinary service industry. Students will follow the ProStart curriculum certified by the National Restaurant Association (NRA) and Illinois Restaurant Association (IRA). Students will plan, prepare and serve restaurant quality breakfasts and lunches. The ProStart I program combines relevant classroom activities with cafeteria observations and job shadowing experiences. Upon completion of the ProStart I program, students will take the ServSafe Managers certification test.



Course Title: Child Development I/II
Grade Level: 10, 11, 12
Prerequisite: None
Credit: One Year; one credit

This course covers information from conception through the first week of life. Included in this course is a unit on parenting which helps students think through the responsibilities and roles of parents. This course exposes students to career components in education through application of theory in a 9-week preschool lab. During the preschool students plan and implement developmentally appropriate lessons while engaging preschoolers in the learning.

Course Title: Advanced Child Development
Grade Level: 11, 12
Prerequisite: Introduction to Child Development
Credit: One Year; one credit

This course involves an examination of current early childhood administrative practices and procedures. The principles of planning, implementing, and evaluating a developmentally appropriate curricula are studied. Students examine the management process of planning, staffing, record keeping, budgeting, and purchasing and monitoring for quality. Formation of policy statements, philosophy, programming, planning, evaluation and working with parents is included. Students become familiar with state licensing standards, accreditation, community resources and professional organizations.

Course Title: Fashion Design
Grade Level: 10, 11, 12
Prerequisite: None
Credit: One Year; one credit

Students will learn about the fashion industry, including design, construction, production and marketing of women's, men's, and children's fashions from development of fibers and fabrics to the strategies of fashion merchandisers and retailers. Students will learn techniques and develop skills that are used in garment construction. They will have the opportunity to learn how to use small sewing equipment, sewing machines and sergers. Students will also be trained on how to use an embroidery machine. Students will also learn about different fibers and fabrics, and how to select the proper fabric for their projects.



Industrial Education Department Courses

GRADE 9	GRADE 10	GRADE 11	GRADE 12
	Geometry in Construction		
	Manufacturing Technology I/II	Manufacturing Technology I/II	
		Metalworking I	Metalworking I
		Metalworking II	Metalworking II
	Woodworking Orientation	Woodworking Orientation	Woodworking Orientation
		Advanced Woods	Advanced Woods
	Welding Technology I/II	Welding Technology I/II	Welding Technology I/II
		Advanced Welding	Advanced Welding
	Auto Orientation	Auto Orientation	Auto Orientation
		Automotive Technology I	Automotive Technology I
			Automotive Technology II
			Internship Class
			Internship Job Station

Course Title: **Geometry in Construction**
Grade Level: **10**
Prerequisite: **None**
Credit: **One year; one credit**

Geometry in Construction is an interdisciplinary course that integrates Geometry and Construction topics through the building of a significant construction project. The purpose of the course is to provide students with a better understanding of both the Geometry and the Construction content through the combination of the academic and work-world contexts. The Geometry content matches that of the other Geometry courses taught in the Math Department. Additional emphasis is given to teamwork and problem-solving. This is a double-period course in which students earn credit both for Geometry and for Construction.

Course Title: **Manufacturing Technology I/II**
Grade Level: **10, 11, 12**
Prerequisite: **None**
Credit: **One year; one credit**

This Industrial Education course is a full-year comprehensive course designed for the study of general concepts and principles of manufacturing and manufacturing systems. This course provides hands-on learning experiences where students will learn the basic principles and operative skills to setup, program, and operate Computer Numerical Control (CNC) machinery. Instruction includes an overview of the machining process, quality control, inspection, blueprint reading, beginning CNC operations and manual programming. Manufacturing related career opportunities will be explored, as well as job requirements and employer expectations for manufacturing employment. Students will also be introduced to 3D printing, laser cutting and engraving, simple sheet-metal work, hand tools, and basic robotics. This course will give students a behind-the-scenes look at the vast industry called manufacturing. In this course, students will examine the basics of manufacturing, including a brief history and some of the basic processes and principles that work together to transform raw materials into useful and valuable commodities.

Course Title: **Metalworking I**
Grade Level: **11, 12**
Prerequisite: **None**
Credit: **One year; one credit**

This course introduces students to the safe operation of basic metalworking machines including tool room lathes, vertical mills, drill presses, band saws, and ARC/MIG welders. Students will learn to read precision, semi-precision measuring tools, and basic mechanical prints to produce metalwork projects. Hands-on experience and practical applications are included. Students have the opportunity to apply these skills to attain industry-recognized NIMS credentials such as Measurement Materials and Safety, Job Planning, Benchwork and Layout, and Drill Press Certifications along with an OSHA 10 Certification.

Course Title: **Metalworking II**
Grade Level: **11, 12**
Prerequisite: **None**
Credit: **One year; one credit**

This course is a continuation of Metalworking I. This course will enhance students' occupational levels of training, understanding, and skill development in the metal-working processes. Emphasis will be directed toward the principles of metallurgy, metal lathe operation, forging methods, casting process, and heat-treating procedures. Advanced welding methods will be presented as well as career awareness and opportunities in the metal industries. The appropriate use of technology and industry-standard equipment is an integral part of this course. After the successful completion of this course, students will complete the National Institute for Metalworking Skills (NIMS) Level II certification exam.

Course Title: Woodworking Orientation
Grade Level: 10, 11, 12
Prerequisite: None
Credit: One Year; one credit

This course will introduce students to basic woodworking skills. Students will learn how to properly operate and maintain woodworking tools and machines, learn to identify different types of wood, and the characteristics of various types of woods while completing basic projects. This is primarily a hands-on lab course where students learn through demonstration and project-based learning activities

Course Title: Advanced Woods
Grade Level: 11, 12
Prerequisite: Woodworking Orientation
Credit: One Year; one credit

Advanced Woods is a full-year, comprehensive course designed to develop student's skills in woodworking as it relates to the technological world. Students use all major woodworking machinery to produce individual projects created by following detailed plans. The skills students develop include the ability to follow sequential plans of procedure, machine operations, measurement and computation, cooperative work, project design, finish techniques, safe work practice and self-direction.

Course Title: Welding Technology I/II
Grade Level: 10, 11, 12
Prerequisite: None
Credit: One Year; one credit

Welding Technology I/II enables students to gain knowledge of the properties, uses, and applications of various metals, skills in various processes used to join and cut metals (such as oxyacetylene, shielded metal, metal inert gas, and tungsten arc processes), and experience in identifying, selecting, and rating appropriate techniques. Welding courses often include instruction in interpreting blueprints or other types of specifications

Course Title: Advanced Welding
Grade Level: 11, 12
Prerequisite: Welding Technology I/II
Credit: One Year, one credit

This course teaches basic fundamentals that relate to Arc and Oxy-fuel welding theory and practice. Flat position welding using shielded metal arc welding, oxy-acetylene welding and cutting, and plasma cutting are taught. This course is for students with a career goal in the welding field. Training conditions closely align with AWS welding standards found in industry. Students have the opportunity to earn Dual Credit through Prairie State College with a grade of C or better. Students have the opportunity to earn industry certification.

Course Title: Auto Orientation
Grade Level: 10, 11, 12
Prerequisite: None
Credit: One Year; one credit

Automotive Orientation emphasizes preventative auto maintenance and automobile troubleshooting. Course content typically includes tune-up, oil change, and lubrication skills; tire replacement, alignment, and balancing; and basic knowledge of brake, cooling, electrical, emission, fuel, ignition, steering, suspension, and transmission systems. Industry certification is available to students.

Course Title: Automotive Technology I
Grade Level: 11, 12
Prerequisite: Auto Orientation
Credit: One Year; two credits

Auto Technology I covers theory and operation of the basic components of the modern automobile. Areas of study include the safe and efficient use of automotive tools, automotive engine fundamentals including theory and operation, automotive maintenance, cooling systems, tire and wheel repair, brake and suspension inspections. This is a prerequisite for Auto Technology II and stresses entry level job skills. It is recommended for students interested in becoming an automotive technician as well as for those who wish to learn basic automotive repair for personal use.

Course Title: Automotive Mechanics Technology II
Grade Level: 12
Prerequisite: Automotive Mechanics Technology I
Credit: One Year; two credits

This course will provide a more advanced study of design and construction of automotive technology and practical experiences in automotive repair. Areas of study include brake system operation and repair, steering and suspension systems, engine mechanical diagnosis and servicing of fuel injection, emission control systems and electronic engine controls. This is primarily a hands-on lab course where students learn through demonstration and project-based learning activities.



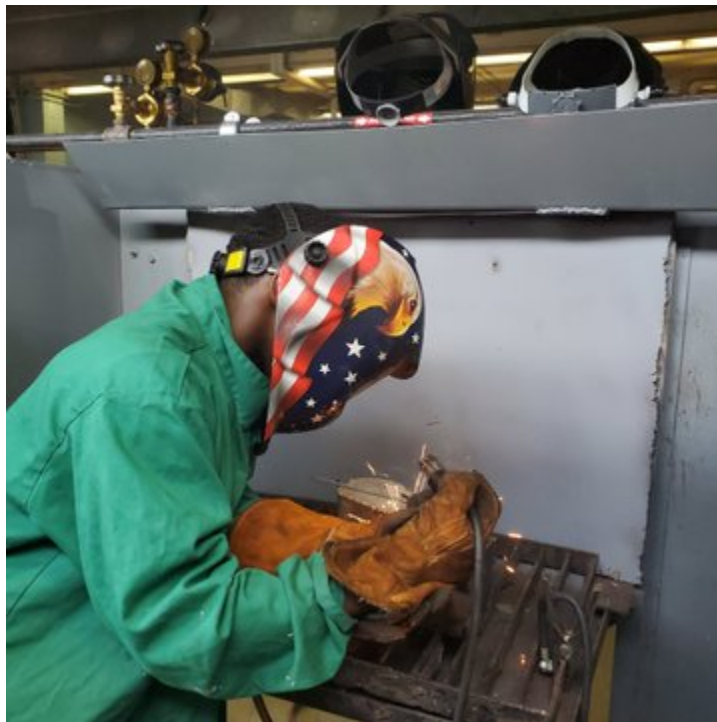
Course Title: Internship Class
Grade Level: 12
Prerequisite: None
Credit: One Year; one credit

This capstone course provides the theory needed to succeed in the world of work. Classroom activities related to on-the-job responsibilities which help acquire related skills to secure and maintain a job. Interested students must be interviewed by the Internship Coordinator to be enrolled. **Students must have a job and provide their own transportation.**

Course Title: Internship Job Station
Grade Level: 12
Prerequisite: None
Credit: One Year; one credit

This course provided on-the-job experience for students who desire to develop occupational skills through work experience. Occupational competencies are developed through a combination of classroom and on-the-job experiences.

INTERESTED STUDENTS MUST ENROLL IN BOTH THE INTERNSHIP CLASS AND INTERNSHIP JOB STATION course together.



ELL/BILINGUAL DEPARTMENT

Department Philosophy

The ELL/Bilingual Department of Bloom Township High School District 206 was established to meet the complex and unique needs of students in developing the skills related to English language proficiency.

Bloom offers a program of support for Language Learners and Emergent Bilinguals. All components of English are reinforced in all courses so that students gain knowledge of language and content. This program is transitional in nature, as determined by the Illinois State Board of Education. Students enroll, based on multiple assessment measures, in courses appropriate to their level of English language and literacy. Placement in ELL or Bilingual coursework is based on English proficiency assessments, combined with other relevant assessment data to provide the appropriate level of support to continue students' progress toward proficiency.

All Bilingual courses are taught in a combination of both Spanish and English to facilitate comprehension, with the use of English increasing throughout the course. Students are placed in Bilingual courses as part of inclusion in the Transitional Bilingual Education program in Spanish. Bilingual core courses are expected to follow the same standards, curriculum, and content as their monolingual English equivalents, with consideration given to the English Development Standards to focus on continuing to develop student language proficiency.

Seal of Biliteracy

Bloom Township High School District 206 is proud to sponsor the Illinois State Seal of Biliteracy to District 206 students who have met all requirements as stipulated by Illinois State Board of Education and Bloom Township High School District 206. The Seal of Biliteracy is awarded to graduating seniors who have attained proficiency in two or more languages. Students who do not meet the requirements for the Seal of Biliteracy are afforded the opportunity to meet requirements for a Commendation Toward Biliteracy. Both the Seal and Commendation encourage students to pursue biliteracy, honor the skills our students attain, and provide evidence of language competency attractive to future employers and college admissions offices. Our vision is to help students recognize the value of their academic success and see the tangible benefits of being bilingual.



GRADE 9	GRADE 10	GRADE 11	GRADE 12
Introduction to ESL 1	Introduction to ESL 1	Introduction to ESL 1	Introduction to ESL 1
Introduction to ESL 2	Introduction to ESL 2	Introduction to ESL 2	Introduction to ESL 2
Intermediate ESL	Intermediate ESL	Intermediate ESL	Intermediate ESL
Advanced ESL 1	Advanced ESL 1	Advanced ESL 1	Advanced ESL 1
Advanced ESL 2	Advanced ESL 2	Advanced ESL 2	Advanced ESL 2

Bilingual Core Courses

GRADE 9	GRADE 10	GRADE 11
ESL Civics	Pre-AP Chemistry	ESL US History
Pre-AP Algebra 1		
Pre-AP Biology		

Reading Course

ESL Reading 1

Course Title: Introduction to ESL 1
Grade Level: 9, 10, 11, 12
Prerequisite: None; placement based on assessment data or newcomer status
Credit: One year; 1 credit

This course, helps students with little or no fluency in English gain basic communication skills in listening, speaking, reading, and writing. Entrance into this course is determined by Access score or WIDA screener and Teacher recommendation.

Course Title: Introduction to ESL 2
Grade Level: 9, 10, 11, 12
Prerequisite: None; placement based on assessment data or newcomer status
Credit: One year; 1 credit

This course, helps students with little or no fluency in English gain basic communication skills in listening, speaking, reading, and writing. Entrance into this course is determined by Access score or WIDA screener and Teacher recommendation.

Course Title: Intermediate ESL
Grade Level: 9, 10, 11, 12
Prerequisite: None; placement based on assessment data or newcomer status
Credit: One year; 1 credit

This course, which students may repeat as necessary, provides students with intensive practice in language skills through content vocabulary, class discussions and interactive exercises. Students will improve speaking and listening as well as reading and writing proficiencies at a level beyond the beginning stages of language acquisition. The state language assessment, ACCESS test, will be used to help determine placement for Intermediate ELL.

Course Title: Advanced ESL 1
Grade Level: 9, 10, 11, 12
Prerequisite: None; placement based on assessment data or newcomer status
Credit: One year; 1 credit

This course, provides students with intensive practice in language skills necessary for success in the regular classroom. Through lectures, class discussions, and interactive exercises, students receive ample opportunity to improve speaking and listening as well as reading and writing proficiencies.

Course Title: Advanced ESL 2
Grade Level: 9, 10, 11, 12
Prerequisite: None; placement based on assessment data or newcomer status
Credit: One year; 1 credit

This course, provides students with intensive practice in language skills necessary for success in the regular classroom. Through lectures, class discussions, and interactive exercises, students receive ample opportunity to improve speaking and listening as well as reading and writing proficiencies.

Course Title: ESL Reading 1
Grade Level: 9, 10, 11, 12
Prerequisite: None; placement based on assessment data or newcomer status
Credit: One year; 1 credit

This class assists students in increasing reading skills, improving reading in context and improving academic achievement. This course is designed for students with little or no fluency in English who will be identified through the ACCESS test and teacher recommendation.

ENGLISH DEPARTMENT

PROGRAM PHILOSOPHY

Celebrated literacy author Kelly Gallagher recently wrote, "Great writing matters, and by examining great works, teachers and students are provided rich opportunities to wrestle with universal ethical and moral dilemmas - the same dilemmas faced by human's centuries ago, and the same dilemmas our great-grandchildren will face." Over four years of thoughtful study, students at Bloom Township will learn to read actively and closely, to write with clarity and style, to speak bold and fluently, and perhaps most important, to listen carefully and thoughtfully. Through literature, students will learn to see the world and its many diverse cultures with perspective and with empathy, while at the same time developing an independent voice and character of their very own. What better way to do this than through the study of timeless and carefully selected pieces of fiction, drama, poetry, and other literary works. It is often said that writing is an act of bravery. Here at Bloom Township students will read actively, and then write. Students will conduct research, and then write. Students will debate, discuss and listen to one another, and then write. It is this essential knowledge that will lead Bloom Township students to life-long literacy skills and critical thinking habits resulting in their ability to successfully navigate our ever-changing global society.

PROGRAM GOAL

As Bloom Township students' progress through four years of researched-based English Language Arts coursework with the opportunity to earn honors and advanced placement credit, they will work to strengthen and expand their comprehension of complex fiction and non-fiction text through the development of increased vocabularies, critical thinking skills, and oral and written communications. While fostering an appreciation for some of the greatest works of literature the world has ever experienced and the cultures they came from, the English Language Arts department is dedicated to making sure all learners leave their coursework college and career ready.

*"Reading is an activity of the imagination, and the imagination in question
is not the writer's alone."*

— Thomas C. Foster, How to Read Literature Like a Professor

English Courses – Meets Graduation Requirement

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Pre-AP English I	Pre-AP English II	American Literature	World Literature
Pre-AP English I Honors	Pre-AP English II Honors	Humanities I Honors	Humanities II Honor
		AP English Language and Composition	Latin American Literature Honors
			African American Literature Honors
			AP Literature and Composition
			Graphic Novels and Manga
			Technical College Composition

English Electives – Does not meet English Graduation Requirement

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Yearbook	Yearbook	Yearbook	Yearbook
	Advanced Yearbook	Advanced Yearbook	Advanced Yearbook
	Broadcasting	Broadcasting	Broadcasting
	Advanced Broadcasting	Advanced Broadcasting	Advanced Broadcasting

Course Title: Pre-AP English I
Grade Level: 9
Prerequisite: PSAT 8/9
Credit: One year; 1 credit

Pre-AP English I seeks to develop the writing processes and practices necessary for producing successful high school compositions. Students typically learn to write persuasive, critical, and creative multi-paragraph essays and compositions. While emphasizing composition, these courses may also incorporate some literature study to expose students to exemplary illustrations of various writing forms. Complex and diverse texts take center stage in the Pre-AP English classroom, inspiring and preparing all students for close, critical reading and analytical writing. This course also trains the reader to observe the small details within a text to arrive at a deeper understanding of the text as a whole. As writers, students will focus first on crafting complex sentences, building this foundational skill; they will then move on to producing well-organized paragraphs, as the year progresses, more sophisticated, longer-form analysis.



Course Title: Pre-AP English I Honors
Grade Level: 9
Prerequisite: PSAT 8/9
Credit: One year; 1 credit

Moves at a faster rate than the Pre-AP English I Regular content, allowing the student to participate in enrichment. Above grade level, complex and diverse texts will prepare students for close, critical reading and analytical writing. This course trains the reader to observe the small details within a text to arrive at a deeper understanding of the text as a whole. As writers, students will focus first on crafting complex sentences, building this foundational skill; they will then move on to producing well-organized paragraphs, as the year progresses, more sophisticated, longer-form analysis. Students who want to be challenged should consider this course.

Course Title: Pre-AP English II
Grade Level: 10
Prerequisite: English I
Credit: One year; 1 credit

Pre-AP English II emphasizes the skills that prepare students for the rigors of college-level reading and writing. While Pre-AP English I introduces the foundational routines of close observation, critical analysis, and appreciation of the author's craft, Pre-AP English II requires students to apply those same practices to a new host of complex texts- the type of texts they will soon encounter in AP English courses, college courses, and on the SAT. Pre-AP English II courses offer a balanced focus on composition and literature. Typically, students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. By studying various literary genres, students can improve their reading rate and comprehension, develop the skills to determine the author's intent and theme, and recognize the author's techniques to deliver his or her message.

Course Title: Pre-AP English II Honors
Grade Level: 10
Prerequisite: English I Honors or Staff Placement
Credit: One year; 1 credit

The Pre-AP English II Honors course covers the same skills as the Pre-AP English I course but with more depth and at a faster pace. While Pre-AP English I Honors introduced the foundational routines of close observation, critical analysis, and appreciation of the author's craft. Pre-AP English II courses usually offer a balanced focus on above grade-level composition and literature. Pre-AP English II Honors requires students to apply those same practices to a new host of complex texts-the type of texts they will encounter in AP English courses, college courses, and on the SAT. Through the study of various literary genres, students can improve their reading rate and comprehension, develop the skills to determine the author's intent and theme, and recognize the author's techniques to deliver his or her message.

Course Title: American Literature
Grade Level: 11
Prerequisite: English II
Credit: One year; 1 credit

American Literature course focuses upon commonly known American authors and their work. Students improve their critical-thinking skills as they determine the underlying assumptions and values within the selected works and understand how the literature reflects the society of the time. Oral discussion is an integral part of literature courses, and written compositions are often required. The composition focus will build on the skills taught in English II and relate to the course's literature. Research skills will be extended. Ethnic writers of each historical and literary period will be included. This fulfills the state requirement as a writing-intensive course.

Course Title: Humanities I Honors
Grade Level: 11
Prerequisite: English II Honors or Teacher Recommendation
Credit: One year; 1 credit

Humanities I is concerned with human thought, especially the interrelationships among American literature, philosophy, and fine arts. One of the principal objectives of this course is to develop the skills with which to discover these interrelationships: how to read a book, how to listen to music, how to look at art and architecture. As the course moves through each of the major literary eras, composition and research allow students to develop divergent thinking and practice social skills in culminating projects and presentations. This course prepares students to take standardized exams. This fulfills the state requirement as a writing-intensive course.

Course Title: AP English Language and Composition
Grade Level: 11
Prerequisite: English II, Prepared Writing Sample, Timed Writing Sample, English Teacher Recommendation
Credit: One year; 1 credit

Following the College Board's suggested curriculum designed to parallel college-level English courses, AP English Language and Composition course expose students to prose written in various periods, disciplines, and rhetorical contexts. This course emphasizes the interaction of authorial purpose, intended audience, and the subject at hand. Students learn to develop stylistic flexibility through them as they write compositions covering various subjects that are intended for multiple purposes.

Course Title: World Literature
Grade Level: 12
Prerequisite: English III
Credit: One year; 1 credit

World Literature course uses representative literature selections from ancient and/or modern times from countries worldwide. They include short stories, essays, fiction, nonfiction, drama, and poetry. The curriculum is aligned to the Common Core English Language Arts Standards and emphasizes writing. Students improve their critical-thinking skills as they comprehend the diversity of literary traditions and their influences. Oral discussion is an integral part of literature courses, and written compositions are often required.

Course Title: Humanities II Honors
Grade Level: 12
Prerequisite: Humanities I or Teacher Recommendation
Credit: One year; one honors credit

Humanities II is an intensive class in which the studies of philosophy, literature, music, and art are integrated. In addition to the work studied in the class, there will be independent reading required during summer and throughout the year. The emphasis is on close reading and critical analysis of the text. The students develop a memory book and write a short research paper if time permits. Journals and copious notes are required.

Course Title: Latin American Literature Honors
Grade Level: 12
Prerequisite: English III or Teacher Recommendation
Credit: ½ year; .5 semester credit

In Latin American Literature, students will engage in grade-level Common Core State Standards (CCSS) aligned reading and writing practices through a wide range of literary and informational texts that builds upon English I and English II. Students will evaluate the multiple vantage points of Latinidad, representation issues, and the cultural and historical context of Latinx and Latin American literature. Students will express themselves in multiple writing formats, including narratives, literary analyses, syntheses, research papers, projects, and presentations. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students will employ academic English in discussions that align with the CCSS for Speaking & Listening. Students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice in an honors class. Students at all levels of learning will read rigorous texts, including literary criticism. This honors-level course includes advanced expectations in the following areas: text complexity, the complexity of tasks and responses, and pacing.

Course Title: African American Literature Honors
Grade Level: 12
Prerequisite: English III or teacher recommendation
Credits: ½ year; .5 semester credit

In African American Literature, students will engage in grade-level Common Core State Standards (CCSS) aligned reading and writing practices through a wide range of literary and informational texts that builds upon English I and English II. Students will evaluate the multiple vantage points of blackness, representation issues, and the cultural and historical context of African American literature. Students will express themselves in multiple writing formats, including narratives, literary analyses, syntheses, research papers, projects, and presentations. Across all writing formats, students will write in the conventions of the CCSS writing modes. Students will employ academic English in discussions that align with the CCSS for Speaking & Listening. Students will be expected to meet the standards with less teacher scaffolding and more collaborative and independent practice in an honors class. Students at all levels of learning will read rigorous texts, including literary criticism. This honors-level course includes advanced expectations in the following areas: text complexity, the complexity of tasks and responses, and pacing.

Course Title: AP English Literature and Composition
Grade Level: 12
Prerequisite: English III and teacher recommendation
Credit: One year; 1 credit

An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

Course Title: Graphic Novels and Manga: From Reading to Creation - B
Grade Level: 12
Prerequisite: Three English credits
Credit: One Year; one credit

Students will read, analyze, and evaluate works from the graphic novel and manga genre. Analysis and evaluation will focus on story structure and the complimentary use of words and images. The examination of this course will build toward a culminating activity: the introductory construction of an original graphic novel or manga.

Specifically, in the English/Literary Component, students will read, analyze and interrogate Graphic Novels and Manga. Students will explore theme, structure, content, author intent, and historical content. After analysis of literary components, students would learn to write and create their own story, and develop conventions for writing. Their writing will connect with visual aspects of Graphic Novels and Manga.

Course Title: Technical College Composition
Grade Level: 12
Prerequisite: Three English credits
Credit: One Year; one credit

Technical College Composition builds on students' experiential and academic knowledge to develop reading, critical thinking and analysis skills, and writing that will enhance their success in college-level courses across majors and career pathways while aligning with the Illinois Learning Standards. The text selections are organized around themes, critical issues, or concepts directing student focus to larger ideas that foster critical thinking, reading, and writing skills. Students engage with various college-level texts of different types, with a primary focus on non-fiction. The course must use various modes, including technical texts, pictures, journal articles, songs, research briefs, videos, and other nontraditional media. The course was developed in partnership with Prairie State College for students that have an EBRW score of 540 or less on the SAT; less than 22 on subscores in Writing and reading. This is a writing intensive course.

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English Electives – Course does not meet English requirement

Course Title: Yearbook
Grade Level: 9, 10, 11, 12
Prerequisite: Teacher Recommendation and Advisor Approval
Credit: One Year; one credit

This elective provides theory and practice in the production of a quality yearbook. Students learn computer skills as they produce page layouts and write copy. They also learn a variety of journalism skills, including organization and photography and clarity, conciseness, and composition. Also, yearbook staffers polish their business skills through a fund-raising project.

Course Title: Advanced Yearbook
Grade Level: 10, 11, 12
Prerequisite: Yearbook
Credit: One Year; one credit

Designed for general or college preparatory students who are continuing their training and work from Yearbook. Students will continue to develop their skills in more advanced work, which focuses on the editorship functions of yearbook production. Advanced Yearbook students are encouraged to take on leadership roles within the yearbook staff. Students are strongly encouraged to register for both terms. Students entrusted with Editorship roles are required to register for both terms.

Course Title: Broadcasting
Grade Level: 10, 11, 12
Prerequisite: None
Credit: One Year; one credit

This is an English class with emphasis on the basic communication skills of reading, writing, speaking, and listening. Students are given the opportunity to work cooperatively in the practical application of communication skills through mass media production, with emphasis on television broadcast communications. The students will participate as directors, producers, videographers, technicians, editors, and scriptwriters in a variety of projects, including daily TV broadcasts, filming of sporting events, drama productions, choir and band concerts, educational TV productions, cable television feeds, and commercial advertising. Participation will require attending after school events and sometimes putting in long hours editing their work in preparation for broadcast.

Course Title: Advanced Broadcasting
Grade Level: 10, 11, 12
Prerequisite: Broadcasting
Credit: One Year; one credit

The student's primary function would be to complete the production of Bloom Scene. The programming would air Tuesday and Thursday throughout the school year. Students should recognize that there is a time commitment outside of the school day. Students will be required to attend community events.

FINE ARTS DEPARTMENT

Department Philosophy

The Fine Arts lead to many directions for specialization including visual and musical expression. We expose students to a wide range of creative, critical making and thinking. Students develop visual and musical literacy while learning to actively engage challenges. We encourage students to be open-minded and to develop an artistic voice that may unlock new experiences and understanding. Fine Arts courses provide instruction in the following areas: literacy, mathematical practices, technical content, analysis and employability skills.

Art Department Courses

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Art and Music Appreciation	Art and Music Appreciation	Art and Music Appreciation	Art and Music Appreciation
Art Fundamentals	Art Fundamentals	Art Fundamentals	Art Fundamentals
	Ceramics	Ceramics	Ceramics
	Advanced Ceramics	Advanced Ceramics	Advanced Ceramics
	Drawing/ Painting	Drawing/ Painting	Drawing/ Painting
	Graphic Arts	Graphic Arts	Graphic Arts
	Photography	Photography	Photography
	AP Art History	AP Art History	AP Art History
		AP Drawing	AP Drawing
		AP 2D Art and Design	AP 2D Art and Design
		AP 3D Art and Design	AP 3D Art and Design
			Graphic Novels and Manga: From Reading to Creation

Course Title: Art and Music Appreciation

Grade Level: 9, 10, 11, 12

Prerequisite: None

Credit: One Year; one credit

This is an introductory level art and music course for students who are not makers of music or art, but would rather appreciate art and music. All students will be listening and viewing art. All students are expected to work collaboratively to understand their perception of art or music. Students will develop skills in aesthetic and musical appreciation and their place in the world, in relation to others.

Course Title: Art Fundamentals

Grade Level: 9, 10, 11, 12

Prerequisite: None

Credit: One Year; one credit

This is a recommended introductory level hands-on studio based art course for all students who are interested in pursuing art or design as a career, college or university study, or as a general education elective. All students will be working with hands-on art materials. All students are expected to work towards improvement by developing art skills sequentially. Students will develop skills in drawing, rendering the illusion of 3-dimensions by shading and applying perspective, composition skills, applying color techniques, and applying the language of art and design with an understanding of how it applies to everyday life, culture, and career.

Course Title: Ceramics

Grade Level: 10, 11, 12

Prerequisite: *Recommended Art Fundamentals*

Credit: One Year; one credit

This is a recommended introductory level hands-on studio based art course for all students who are interested in pursuing art or design as a career, college, or as a general education elective. Students will be working hands-on with clay and glaze materials. Students are expected to construct their own original 3-Dimensional works. Students will be working with their hands in a messy environment with clay, dust, and lead free chemical based glazes.



Course Title: **Advanced Ceramics**
Grade Level: **10, 11, 12**
Prerequisite: **Ceramics I**
Credit: **One Year; one credit**

This course is intended for students who have completed ceramics, and potentially for students in AP 3-D Art and Design. Students are expected to work independently using knowledge from Ceramics at a higher level. Students will be working hands-on with clay and glaze materials. Students are expected to construct their own original 3-Dimensional works. Students will be working with their hands in a messy environment with clay, dust, and lead free chemical based glazes.

Course Title: **Drawing/Painting**
Grade Level: **10, 11, 12**
Prerequisite: **Art Fundamentals**
Credit: **One Year; one credit**

Students who have successfully completed Art Fundamentals, have expressed a desire to expand their art skills or prepare for an AP visual art course, or prepare them for preparing a portfolio for art school or studying art in college. Students will develop and refine drawing and painting skills using multiple media, multiple subjects, and develop sequentially higher level works. This is an art material studio based class that expects students to be hands-on learners with a good work ethic in a cooperative learning environment. Students must take responsibility for their own studio space.

Course Title: **Graphic Arts**
Grade Level: **10, 11, 12**
Prerequisite: **None**
Credit: **One Year; one credit**

This is a recommended introductory level digital art course for all students who are interested in pursuing art or design as a career, college or university study, or as a general education elective. Students are expected to work in a digital classroom environment. This is not a hands-on materials based art class. Students are expected to have fluency in computer knowledge, interest in digital art-based technology, and have the ability to concentrate for long periods of time using complex computer based programs including Photoshop and Adobe Illustrator. Students are expected to follow long sequences of directions for extended periods of time to complete and save computer based work.

Course Title: **Photography**
Grade Level: **10, 11, 12**
Prerequisite: **None**
Credit: **One Year; one credit**

This is a recommended introductory level digital art course for all students who are interested in pursuing photography or design as a career, college or university study, or as a general education elective. Students are expected to work in a digital classroom environment. This is not a hands-on materials based art class. Students are expected to work independently outside of the classroom to acquire photographic images. Working outside of class time is required for this course. Students are expected to handle digital photographic equipment with care. Students are expected to have fluency in computer knowledge, interest in digital art-based technology, and have the ability to concentrate for long periods of time using complex computer based programs including Photoshop. Students are expected to follow long sequences of directions for extended periods of time to complete and save computer based work.



Photo taken by: Christina Rodriguez
Displayed at Advocate Christ Medical Center for an "Art from the Heart" Contest

Course Title: AP Art History
Grade Level: 10, 11, 12
Prerequisite: *Recommended Strong Reading Skills, Previous Art Course and teacher recommendation*
Credit: One Year, One Credit

This course is complementary to other art courses. Recommended for juniors or seniors. This is recommended for students who are 4-year university bound. Students are expected to read college level text, and write extended responses at a college level. Students are expected to remember and critically analyze art works from Western and non-Western world cultures, a variety of religious artifacts from world religions, and multiple historical time periods.

Course Title: AP Drawing
Grade Level: 11, 12
Prerequisite: Successful completion of Drawing and Painting or Art Fundamentals and/or have a teacher recommendation or approved portfolio or sketchbook.
Credit: One Year; one credit

This course is a capstone class where students are expected to produce a portfolio of original work for art school or studying art in college. AP's high school studio art Drawing course is a rigorous, college-level class that provides an opportunity to gain skills colleges recognize. Students are expected to work independently to complete a portfolio of original artwork, and have the ability to write fluently to document and explain and critically analyze their artistic process. Students are expected to be self-motivated and self-starters with a high work ethic in studio art. Students must take responsibility for their own studio space.

Course Title: AP 2D Art and Design
Grade Level: 11, 12
Prerequisite: Successful completion of Photography, Graphic Arts, Drawing and Painting, or Art Fundamentals and/or have a teacher recommendation or approved portfolio or sketchbook.
Credit: One Year; one credit

This course is a capstone class where students are expected to produce a portfolio of original work for art school or studying art in college. AP's high school studio art 2D Art and Design course is a rigorous, college-level class that provides an opportunity to gain skills colleges recognize. Students are expected to work independently to complete a portfolio of original artwork, and have the ability to write fluently to document and explain and critically analyze their artistic process. Students are expected to be self-motivated and self-starters with a high work ethic in studio art. Students must take responsibility for their own studio space.

Course Title: AP 3D Art and Design
Grade Level: 11, 12
Prerequisite: Successful completion of Ceramics, Art Fundamentals, or another AP Art course and/or have a teacher recommendation or approved portfolio or sketchbook.
Credit: One Year; one credit

This course is a capstone class where students are expected to produce a portfolio of original work for art school or studying art in college. AP's high school studio art 3D Art and Design course is a rigorous, college-level class that provides an opportunity to gain skills colleges recognize. Students are expected to work independently to complete a portfolio of original artwork, and have the ability to write fluently to document and explain and critically analyze their artistic process. Students are expected to be self-motivated and self-starters with a high work ethic in studio art. Students must take responsibility for their own studio space.

Course Title: Graphic Novels and Manga: From Reading to Creation
Grade Level: 12
Prerequisite: None
Credit: One Year; one credit

This course is complementary to other 2-dimensional art courses. Students will make connections with what they read in the complementary English course with graphic novel and manga texts, and read the texts visually. Students will deconstruct the imagery of graphic novels and manga, and decipher the visual storytelling. Students will learn a variety of drawing and design skills to illustrate the story they write in their English course. The final student product for the course will be an original graphic novel. *This course is a double blocked course for seniors only and must be taken in tandem with their senior English elective.*

Music Department Courses

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Art and Music Appreciation	Art and Music Appreciation	Art and Music Appreciation	Art and Music Appreciation
Pre-AP Beginning Band	Pre-AP Beginning Band	Pre-AP Beginning Band	Pre-AP Beginning Band
Symphonic Band	Symphonic Band	Symphonic Band	Symphonic Band
Symphonic Band Honors	Symphonic Band Honors	Symphonic Band Honors	Symphonic Band Honors
Wind Ensemble	Wind Ensemble	Wind Ensemble	Wind Ensemble
Wind Ensemble Honors	Wind Ensemble Honors	Wind Ensemble Honors	Wind Ensemble Honors
Pre-AP Show Choir	Pre-AP Show Choir	Pre-AP Show Choir	Pre-AP Show Choir
	Music Industry	Music Industry	Music Industry
	AP Music Theory	AP Music Theory	AP Music Theory

Course Title: Art and Music Appreciation
Grade Level: 9, 10, 11, 12
Prerequisite: None
Credit: One Year; one credit

This is an introductory level art and music course for students who are not makers of music or art, but would rather appreciate art and music. All students will be listening and viewing art. All students are expected to work collaboratively to understand their perception of art or music. Students will develop skills in aesthetic and musical appreciation and their place in the world, in relation to others.

Course Title: Pre-AP Beginning Band
Grade Level: 9, 10, 11, 12
Prerequisite: None
Credit: One Year; one credit

This is a beginning level music course. Students do not need to know how to play an instrument or read music to succeed in this course. The course will focus on fundamental musicianship and with successful completion of the course students will be able to move into Symphonic band, join marching band, and participate in parades and public performances.

Course Title: Symphonic Band
Grade Level: 9, 10, 11, 12
Prerequisite: Pre-AP Beginning Band/Percussion or pre-approval from director
Credit: One Year; one credit

This is an intermediate music ensemble for students with performance experience. Students who have at least three years of band experience at the middle school/Jr. high level should be successful in this course. Students who have successfully completed pre-AP beginning band will also succeed in this course. After successful completion of this course students should be able to audition into Wind Ensemble and can continue to advance in groups for public performances.

Course Title: Symphonic Band Honors
Grade Level: 9, 10, 11, 12
Prerequisite: Must read music, Concert Band or Instructor Approval
Credit: One Year; one credit

This is an intermediate music ensemble for students with performance experience. Students who have at least three years of band experience at the middle school/jr. high level should be successful in this course. Students who are in competitive marching band and/or complete additional requirements to the Symphonic Band curriculum can earn honors credit for this course.

Course Title: Wind Ensemble
Grade Level: 9, 10, 11, 12
Prerequisite: Symphonic Band or Instructor Approval
Credit: One Year; one credit

This is an advanced level ensemble designed for the most experienced musicians in our program. This is an audition based ensemble with director approval needed for admission. Students who successfully complete this course may be in a position to audition for college ensembles.

Course Title: Wind Ensemble Honors
Grade Level: 9, 10, 11, 12
Prerequisite: Symphonic Band or Instructor Approval
Credit: One Year; one credit

This is an advanced level ensemble designed for the most experienced musicians in our program. This is an audition based ensemble with director approval needed for admission. Students who successfully complete this course may be in a position to audition for college ensembles. Students who are in competitive marching band and/or complete additional requirements to the Wind Ensemble curriculum can earn honors credit for this course.



Course Title: Pre-AP Show Choir
Grade Level: 9, 10, 11, 12
Prerequisite: none
Credit: One Year; One Credit

Show Choir is a performance-based class, where students learn to develop a harmonic choral blend to popular music. In addition to learning to read the score, students learn how to add choreography to songs, as well as text interpretation, facial and body expression, various dance styles and many performance skills. The Show Choir performs at all Bloom Township music concerts, as well as at community events. This course is recommended for any student planning to attend a college or university in pursuit of a performing arts.

Course Title: Music Industry
Grade Level: 10, 11, 12
Prerequisite: none
Credit: One Year; One Credit

Music Industry is a comprehensive course designed to prepare students to effectively engage in entry-level sound production jobs. Throughout the course they will learn how to read music, it's related terms, and perform simple pieces on keyboards. Students will also learn about commonly used instruments in a variety of performance settings, stage logistics, proper microphone use/placement, producing live sound, and engineering digital recordings.

Course Title: AP Music Theory
Grade Level: 10, 11, 12
Prerequisite: recommended at least two years high school ensemble experience
Credit: One Year; One Credit

AP Music Theory explores the building blocks of music and teaches students how to analyze, discuss, and understand music at its deepest levels. Students will learn how to dissect, compare, and make connections between music in a variety of genres and in multiple moments of history. AP Music Theory is also designed to help students develop their listening and pitch awareness skills which support greater growth in music performance classes like band and choir. Students who actively participate in music and who are comfortable reading music are encouraged to take the course.

MATHEMATICS DEPARTMENT

DEPARTMENT PHILOSOPHY

The Bloom Township Mathematics department acknowledges that curriculum, assessment, and instruction are dynamic, cognitively demanding, and attentive to the diverse needs of students. Teachers are devoted to providing a high quality mathematics education to every student by implementing various learning strategies, engaging in exploratory and discovery activities, and making connections between multiple representations (e.g., numerical, visual, graphical, algebraic, and verbal). Collaborative teams continuously create and implement assessments to monitor student learning and progress towards explicit learning targets, guide instruction, and support programmatic decisions. We offer our students' academic challenges along with support to help them succeed; and encourage them to develop problem-solving abilities which transcend the confines of the field of mathematics. Moreover, the department will contribute to the development of students as mathematical thinkers, enabling them to become lifelong learners, and to function as productive citizens.

DEPARTMENT GOAL

As Bloom Township students' progress through their Mathematics coursework, with the opportunity to earn honors and advanced placement credit, they will work to strengthen and expand their critical thinking and problem solving skills through the eight mathematical practices: make sense of problems and persevere in solving them; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; attend to precision; look for and make sense of structure; and look for and express regularity in repeated reasoning. The Mathematics department is dedicated to making sure all learners leave their coursework college and career ready.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Pre-AP Algebra 1	Pre-AP Geometry	Algebra 2	College Algebra and Trigonometry
Pre-AP Algebra 1 Honors	Pre-AP Geometry Honors	Algebra 2 Honors	Pre-College Math/College Statistics
Principles of Pre-AP Algebra 1	Principles of Pre-AP Geometry with Algebra	Pre-Calculus Honors	Pre-Calculus Honors
Algebra 2 Honors	Geometry in Construction	AP Calculus	AP Calculus
	Algebra 2 Honors	Strategic Secondary Mathematics III	Mathematical Literacy
		AP Statistics	AP Statistics
		AP Computer Science Principles	AP Computer Science Principles

Course Title: Pre-AP Algebra 1
Grade Level: 9
Prerequisite: None
Credit: One year; one credit

Focused on the four principles of Pre-AP, this course will formalize and extend the mathematics students learned in the middle grades. Students will deepen and extend their understanding of linear and exponential relationships, apply linear models to data that exhibit a linear trend, and engage in methods for analyzing, solving, and using quadratic functions. Mathematics is a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Topics covered include: number sense and operations; linear expressions, equations and inequalities; operations with and factoring of polynomials; solving simple quadratic equations; solving and graphing systems of equations; statistics; and exponents.

Course Title: Pre-AP Algebra 1 Honors
Grade Level: 9
Prerequisite: Recommendation based off 8th grade placement score
Credit: One year; one honors credit

Focused on the four principles of Pre-AP, this course will formalize and deepen the mathematics students learned in the middle grades. Students will deepen and extend understanding of linear and exponential relationships, apply linear models to data that exhibit a linear trend, and engage in methods for analyzing, solving, and using quadratic functions. Topics covered include: linear expressions, equations and inequalities; operations with and factoring of polynomials; solving simple quadratic equations; solving and graphing systems of equations; statistics; and exponents. Additional topics focused on include: comparing and applying linear, exponential, and quadratic functions.

Course Title: Principles of Pre-AP Algebra 1
Grade Level: 9
Prerequisite: Recommendation based off 8th grade placement scores
Credit: One year; one credit

Focused on the four principles of Pre-AP, this course will formalize and extend the mathematics that students learned in the middle grades at a slower pace than the traditional Algebra 1 course. Included in this class are intense interventions to help students improve their skills identified as deficient in math. The course has a progress monitoring component addressing student's study skills. Topics covered include: the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving, writing, and graphing linear equations and inequalities; statistics; and exponents. Pre-AP Framework prescribes that students experience their ability to make sense of problem situations in real-world applications.

Course Title: Pre-AP Geometry
Grade Level: 10
Prerequisite: Algebra 1
Credit: One year; one credit

Focused on the four principles of Pre-AP, this course will introduce students to the development of truths by logical processes. Concepts used to enhance thinking processes include constructions, transformations, congruence, similarity, basic proofs, properties of triangles, properties of parallel and perpendicular lines, properties of polygons, and more specifically, quadrilaterals, trigonometric properties, circles, three-dimensional figures, formulas, and solving (including area, perimeter, volume, distance, midpoint, and missing values), and probability. Pre-AP Framework prescribes that students experience their ability to make sense of problem situations in real-world applications.

Course Title: Pre-AP Geometry Honors
Grade Level: 10
Prerequisite: Algebra 1 Honors or recommendation
Credit: One year; one honors credit

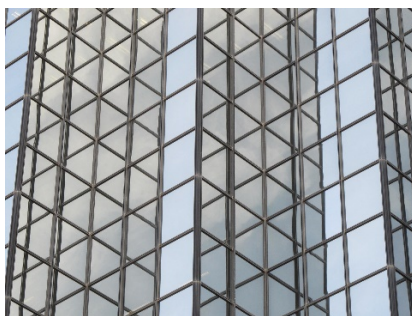
This course covers the material of Geometry more in-depth and at an accelerated rate. Focused on the four principles of Pre-AP, this course will introduce students to the development of truths by logical processes. Concepts used to deepen the thinking processes which includes the following: constructions, transformations, congruence, similarity, basic proofs, properties of triangles, properties of parallel and perpendicular lines, properties of polygons, and more specifically, quadrilaterals, trigonometric properties, circles, three-dimensional figures, formulas, and solving (including area, perimeter, volume, distance, midpoint, and missing values), and probability. Pre-AP Framework prescribes that students experience their ability to make sense of problem situations in real-world applications. Proofs are emphasized more heavily, and there is a greater emphasis on three-dimensional geometry. **Course is offered during the summer.

Course Title: Principles of Pre-AP Geometry with Algebra
Grade Level: 10
Prerequisite: Principles of Pre-AP Algebra 1 or recommendation
Credit: One year; one credit, honors math credit available

Focused on the four principles of Pre-AP, this course will formalize and extend the mathematics that students learned in Algebra 1 and middle school at a slower pace. Included in this class are intense interventions to help students improve their skills identified as deficient in math. The course has a progress monitoring component addressing student's study skills. Topics covered include: polynomials, quadratics, basic plane shapes properties, transformations, congruence, similarity, properties of triangles, properties of parallel and perpendicular lines, trigonometric properties, circles, three-dimensional figures, formulas, and solving (including area, perimeter, volume, distance, midpoint, and missing values), and probability. Pre-AP Framework prescribes that students experience their ability to make sense of problem situations in real-world applications.

Course Title: Geometry in Construction
Grade Level: 10
Prerequisite: Algebra 1
Credit: One year; one credit, honors math credit available

Geometry in Construction is an interdisciplinary course that integrates Geometry and Construction topics through the building of a significant construction project. The course aims to provide students with a better understanding of both the Geometry and the Construction content through the combination of the academic and work-world contexts. The Geometry content matches that of the other Geometry courses taught in the Math Department. Additional emphasis is given to teamwork and problem-solving. This is a double period course in which students earn credit both for Geometry and for Construction.



Course Title: Algebra 2
Grade Level: 11
Prerequisite: Algebra 1 and Geometry
Credit: One year; one credit

During this course, the students will learn to think critically and analytically and achieve mastery in algebraic techniques learned from Algebra 1. Students will apply algebraic properties and methods to be able to analyze and interpret the behavior and nature of various functions, including: quadratic, cubic, polynomial, rational, exponential, and absolute value. They will also explore data analysis through drawing conclusions from samples and comparing surveys, experiments, and observational studies.

Course Title: Algebra 2 Honors
Grade Level: 9, 10, 11
Prerequisite: Algebra 1 Honors, 8th grade Algebra 1 progression, or recommendation
Credit: One year; one honors credit

This course covers the material in Algebra 2 more in-depth and at an accelerated pace. During this course, the students will apply critical thinking and analytical skills and achieve mastery in the use of algebraic techniques learned from Algebra 1. Students will apply algebraic properties and methods to be able to analyze and interpret the behavior and nature of various functions, including: quadratic, cubic, polynomial, rational, exponential, and absolute value. They will also explore data analysis through drawing conclusions from samples and comparing surveys, experiments, and observational studies. Additional topics include: logarithms, probability, and distributions.

Course Title: Pre-Calculus Honors (Recommended for STEM Majors)
Grade Level: 11, 12
Prerequisite: Algebra 2 Honors or recommendation
Credit: One year; one honors credit

Pre-Calculus courses combine the study of Trigonometry, Elementary Functions, Analytic Geometry, and Math Analysis topics as preparation for calculus. A full semester of the course thoroughly covers trig functions – algebraically, graphically, and identities. Two-thirds of the 4th quarter is devoted to limits and the tangent line in preparation for AP Calculus. Summer work for this course is required and reviews algebra 2 skills, such as factoring polynomials and rational expressions, solving equations & inequalities (higher degree, radical, rational, etc.), graphing techniques, and transformations.

Course Title: College Algebra & Trig (Recommended for STEM Majors)
Grade Level: 12
Prerequisite: Algebra 2
Credit: One year; one credit

This course covers a review of algebra II skills, graphing techniques including (higher degree equations, functions, and trig functions), solving equations (higher degree, radical, trig, etc.), theory of equations, permutations, combinations, matrices, and operations with rational and irrational exponents. Trigonometric functions are worked in both radian and degree measure.

Course Title: AP Calculus (Recommended for STEM Majors)
Grade Level: 11, 12
Prerequisite: Pre-Calculus Honors
Credit: One year; one honors credit

Following the College Board's suggested curriculum designed to parallel college-level calculus courses, AP Calculus AB provides students with an intuitive understanding of the concepts of calculus and experience with its methods and applications. This course introduces calculus and includes the following topics: elementary functions; properties of functions and their graphs; limits and continuity; differential calculus (including definition of the derivative, derivative formulas, theorems about derivatives, geometric applications, optimization problems, and rate-of-change problems); and integral calculus (including antiderivatives and the definite integral). Students who successfully complete this coursework and the additional AP exam resources provided should be able to score satisfactory on the Calculus AB Advanced Placement Exam. This course will include summer work. STEM majors

Course Title: Pre-College Math/College Statistics (Recommended for NON-STEM Majors)
Grade Level: 12
Prerequisite: Algebra 2
Credit: One year; one high school math credit & 3 hrs. of IAI transferable college credit

The general education statistics course provides students with an opportunity to acquire a reasonable level of statistical literacy and thus expand their base for understanding a variety of work-related, societal, and personal problems, and statistical approaches to the solution of these problems. The main objective of the course is statistical reasoning. 1st semester of this course is a pre-college math curriculum designed to prepare students for a college general education math course. The 2nd semester of this course is a college General Education Statistics worth 3 hours of IAI transferable credit and serves as a prerequisite for many liberal arts programs (must maintain a grade of C or above).

Course Title: Mathematical Literacy (Recommended for NON-STEM Majors)
Grade Level: 12
Prerequisite: Algebra 2 (Placement dependent on additional guidelines including past math grades and GPA)
Credit: One year; one credit

Mathematical Literacy is a developmental course for non-STEM majors offered in college to prepare students for a 100 level math course such as General Education Math and General Education Statistics. Upon successfully completing this course, a student will be able to: apply the concepts of numeracy in multiple contexts, recognize proportional relationships and use proportional reasoning to solve problems.

Use the language of algebra to write relationships involving variables, interpret those relationships, and solve problems, Interpret and move flexibly between multiple formats including graphs, tables, equations, and words, develop the ability to think critically and solve problems in a variety of contexts using tools of mathematics including technology. Successful completion of this course (C or higher) earns progression credit for remedial math courses at any Illinois State Community College.

Course Title: AP Statistics (Recommended for STEM and NON-STEM Majors)
Grade Level: 11, 12
Prerequisite: Algebra 2
Credit: One year; one honors credit

Following the College Board's suggested curriculum designed to parallel college-level statistics courses, the AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students who successfully complete the course and exam may receive college credit and/or advanced placement for a one-semester introductory college statistics course.

Course Title: AP Computer Science Principles (Recommended for STEM and NON-STEM Majors)
Grade Level: 11, 12
Prerequisite: Algebra 2
Credit: One year; one honors credit

Following the College Board's suggested curriculum designed to parallel college-level computer science principles courses, AP Computer Science Principles course introduces students to computer science's fundamental ideas and how to apply computational thinking across multiple disciplines. These courses teach students to apply creative designs and innovative solutions when developing computational artifacts. These courses cover such topics as abstraction, communication of information using data, algorithms, programming, the Internet, and global impact. Students who successfully complete the course and exam may receive college credit and/or advanced placement in an introductory college course. STEM & non-STEM majors

Course Title: Strategic Secondary Mathematics III
Grade Level: 11
Prerequisite: Placement scores
Credit: One year, one non-math credit

This course is offered to students who have deficient math skills as determined by our school-wide test scores. The course provides supplemental support for the Algebra 2 course the students are taking. The curriculum will address gaps that students have on prerequisite skills and provide additional support to the content being taught in the Algebra 2 class. The course has a progress monitoring component addressing student's study skills. Students will learn algebraic properties and methods to be able to analyze and interpret the behavior and nature of various functions including: quadratic, cubic, polynomial, rational, exponential, absolute value and piecewise. They will also explore data analysis through drawing conclusions from samples and comparing surveys, experiments, and observational studies.

Navy Junior ROTC

PHILOSOPHY

The philosophy of the NJROTC program is to instill in students, the values of citizenship, service to the United States, personal responsibility, and a sense of accomplishment. Developing leaders, one Cadet at a time. The program Promotes Patriotism, develops informed and responsible citizens, respect for constructed authority, and leadership potential. The NJROTC program promotes high school completion, higher education, and community service. Through the program students will develop a high degree of personal honor, self-reliance, individual discipline and leadership. The program also promotes an understanding of the basic elements and need for national security, provides information on the military services as a possible career.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Naval Science 1	Naval Science 2	Naval Science 3	Naval Science 4

Course Title: NJROTC - Naval Science 1
Grade Level: 9
Prerequisite: Good moral character and be physically fit.
Credit: One Year; one credit

Naval Science 1 is designed to introduce students to precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life's goals. The course is also designed to engender a sound appreciation for the heritage and traditions of America. To instill self-discipline, motivation and develop in each cadet a growing sense of pride in his/her organization, associates, and self.

Course Title: NJROTC - Naval Science 2
Grade Level: 10
Prerequisite: Pass Naval Science 1 with a "C" or better
Credit: One Year; one credit

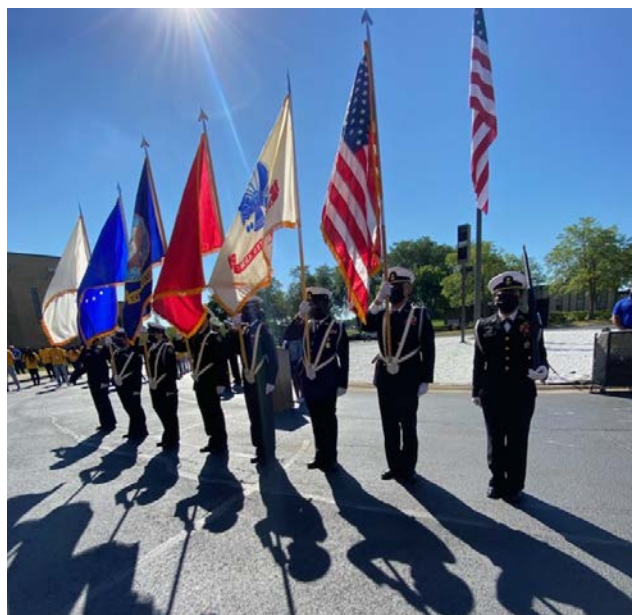
Naval Science 2 builds on the general introduction provided in Naval Science 1, further develops the traits of citizenship and leadership, and introduces Cadets to the technical areas of naval science and the role of the U.S. Navy in maritime history and the vital importance of the world's oceans to the continued well-being of the United States.

Course Title: NJROTC - Naval Science 3
Grade Level: 11
Prerequisite: Pass Naval Science 1 & 2 with a “C” or better
Credit: One Year; one credit

Naval Science 3 will broaden the understanding of students in the operative principles of military leadership, the concept and significance of teamwork, the intrinsic value of good order and discipline in the accomplishment of objectives, and the importance of sea power and national security. Students gain a more in-depth knowledge of naval ships and aircraft and an introduction to marine navigation and seamanship. Course Content: Includes instruction in Sea Power and National Security, Naval Operations and Support Functions, Military Law, and International Law and the Sea. Provides introduction to Ship Construction and Damage Control, Shipboard Organization and Watch Standing, Basic Seamanship, Marine Navigation, and Naval Weapons and Aircraft. Ongoing instruction in leadership, citizenship and discipline.

Course Title: NJROTC - Naval Science 4
Grade Level: 12
Prerequisite: Pass Naval Science 1, 2, & 3 with a “C” or better
Credit: One Year; one credit

Naval Science 4 is focused primarily on practical leadership techniques and implementation. The intent is to assist seniors in understanding leadership and improving their leadership skills by putting them in positions of leadership, under supervision, then helping them analyze the reasons for their varying degrees of success throughout the year. Classroom activities include seminars, reading assignments, classroom presentations, and practical work with younger cadets. Seniors are mentored/guided in their preparation for life after high school to include college preparation, scholarship applications, and the variety of choices that are available to them.



PHYSICAL EDUCATION DEPARTMENT

DEPARTMENT PHILOSOPHY

Throughout the students' four years of physical education, it is the mission of the Physical Education Department to contribute to the physical, social, mental and emotional development of the students through participation in a variety of activities. The curriculum is designed to put emphasis on fitness, wellness, teamwork, leadership, inclusion, and life-long skills. We believe that through physical education students will have the opportunity to participate in a variety of individual, team, indoor and outdoor activities in order to empower the students with the knowledge and skills necessary to make responsible life choices that directly impact their health and well-being.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
PE 1	PE 2	PE 3/4	PE 3/4
	Health	Honors Kinesiology	Honors Kinesiology
	Athletic Conditioning	Athletic Conditioning	Athletic Conditioning
	Fitness	Fitness	Fitness
	Innovative Games	Innovative Games	Innovative Games
		Honors JR. PE Leadership	Honors SR. PE Leadership
		JR/SR Peer Leadership	JR/SR Peer Leadership
Modified PE	Modified PE	Modified PE	Modified PE
	Driver Education	Driver Education	Driver Education

Course Title: PE 1
Grade Level: 9
Prerequisite: Staff Placement
Credit: One Year; one credit

Physical Education courses provide students with the knowledge, experience, and an opportunity to develop skills in various sports or activities (for example, team sports, individual/dual sports, recreational sports, and fitness/conditioning activities). The activities in PE 1 are: Basketball, Volleyball, Soccer, Badminton, Football, and Softball. Students will demonstrate skills in team and individual sports by using self-officiating techniques, offense and defense strategies. Organizing group activities, demonstrating fair play, and using appropriate scoring methods.

Course Title: PE 2
Grade Level: 10
Prerequisite: PE 1
Credit: One Semester; .5 credit

Physical Education courses provide students with the knowledge, experience, and an opportunity to develop skills in various sports or activities (for example, team sports, individual/dual sports, recreational sports, and fitness/conditioning activities). This course is a semester of PE and a semester of Health. The activities in PE 2 are: Basketball, Volleyball, Soccer, Football, and Softball. Students will demonstrate skills in team and individual sports by using self-officiating techniques, offense and defense strategies. Organizing group activities, demonstrating fair play, and using appropriate scoring methods.

Course Title: PE 3.4
Grade Level: 11, 12
Prerequisite: PE 2
Credit: One Year; one credit

Physical Education courses provide students with the knowledge, experience, and an opportunity to develop skills in various sports or activities (for example, team sports, individual/dual sports, recreational sports, and fitness/conditioning activities). The activities in PE 3/4 are: Basketball, Volleyball, Badminton, Soccer, Football, and Softball. Students will demonstrate skills in team and individual sports by using self-officiating techniques, offense and defense strategies. Organizing group activities, demonstrating fair play, and using appropriate scoring methods.

Course Title: Athletic Conditioning
Grade Level: 10, 11, 12
Prerequisite: PE 1
Credit: One Year; one credit

Athletic Conditioning activities emphasize conditioning activities that help develop muscular strength, flexibility, and cardiovascular fitness. The course provides an introduction to weight lifting techniques focusing on muscular strength, flexibility, and nutrition. Students will learn fitness principles of overload, specificity, and progression and why they are essential. It is a class set up for student-athletes to increase their fitness levels during the school day.

Course Title: **Driver Education**
Prerequisite: **15 years and 3 months old, 2.5 cumulative GPA**

Driver education is a 9-week course offered each quarter. This course provides students with the knowledge and experience to become safe drivers on America's roadways. Topics in these courses cover legal obligations and responsibility, rules of the road and traffic procedures, safe driving strategies and practices, and the physical and mental factors affecting the driver's capability (including alcohol and other drugs). Experience in driving a vehicle is an essential component of these courses. The course fee is \$250, covering fuel, insurance, maintenance of the vehicles, and instructor's wages. There is also a \$20 fee for the learners permit payable to the Illinois Secretary of State. In order for students to be eligible, they must be 15 years and 3 months old. Illinois code states that students must have passed at least 8 classes over the two previous semesters, and the district requires students to have at least a 2.5 cumulative GPA. Illinois Administrative state code 252.20 mandates successful completion of 30 classroom hours, 6 hours of behind-the-wheel instruction, and 6 hours of behind-the-wheel observation. Students must pass each portion with a "C" or better. Illinois code also states that students may be concurrently enrolled in both the classroom theory portion and the behind the wheel portion, but a student cannot be enrolled in just the behind the wheel portion without attending the classroom at the same time or prior to their scheduled behind the wheel lab instruction.

Course Title: **Fitness 101**
Grade Level: **10, 11, 12**
Prerequisite: **PE 1**
Credit: **One Year; one credit**

Fitness activities emphasize conditioning activities that help develop muscular strength, flexibility, and cardiovascular fitness. The purpose of this course is to improve awareness and understanding of fitness and its benefits. It contains elements of cardio fitness and health education. Students will participate in physical activities as well as class instruction. These activities include: step aerobics, boot camp, yoga, self-defense training, etc... The topics covered include: nutrition, self-esteem, lifestyle diseases, drug prevention, stress, and many more.

Course Title: **Health**
Grade Level: **10**
Prerequisite: **PE 1**
Credit: **One Semester; .5 credit**

Topics covered within Health Education courses may vary widely but typically include personal health (nutrition, mental health, and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. The courses may also include brief studies of environmental health, personal development, and/or community resources. It helps the student in planning personal health activities and practicing good habits. The course includes studies in diseases, body systems, male/female reproduction, growth and nutrition, alcohol, drugs, tobacco, teen pregnancy prevention/awareness, safety/first aid, and the proper decision-making process. The course is designed to meet state requirements for health education at the sophomore level and beyond.

Course Title: Honors Kinesiology
Grade Level: 11, 12
Prerequisite: Pass PE 1 and PE 2 with a C or better and Pass Biology and Chemistry with a C or better
Credit: One Year; one honors credit

This course focuses on the structure and function of the human body. Topics covered in this course include a basic introduction to the study of the human body, the basics of cells, types of tissues, the skeletal system, muscular system, nervous system, cardiovascular system, respiratory system, digestive system, urinary system, and reproductive system. Students will also learn about diseases of the human body related to the different systems. Kinesiology is the interdisciplinary study of physical activity that includes several sub-disciplines. This course will examine these areas of study within Kinesiology from scientific, applied, and experiential perspectives. Students will study fundamental/introductory concepts associated with each area of Kinesiology, explore those concepts within research and applied contexts, and complete activities in which they experience various dimensions of those concepts.



Course Title: Honors Junior PE Leadership
Grade Level: 11
Prerequisite: Pass PE 1 and PE 2, Athletic Conditioning, or Fitness with a C or better their 10th grade year; Staff Recommendation
Credit: One Year; one honors credit

Students involved in the leadership experience will learn the character qualities necessary for successful relationships in all aspects of their life, education, and future careers. These relationships will be the springboard that empowers future student leaders to take the educational risks necessary for personal growth. Through a comprehensive curriculum of team building and cooperative based learning strategies, students will have an opportunity to explore leadership roles, build positive, respectful relationships with peers and teachers, exemplify characteristics of an outstanding citizen, demonstrate skills, acquire knowledge related to the field of physical education, and stimulate an interest in the teaching profession. The Junior/Senior Leadership Program's overall goal is to provide opportunities for leadership development in our students within a physical education environment. This course is a prerequisite for the Honors Senior PE Leadership course.

Course Title: Honors Senior PE Leadership
Grade Level: 12
Prerequisite: Pass Honors Junior PE Leadership with a C or better
Staff Recommendation
Credit: One Year; one honors credit

This year-long course is offered to students who have successfully completed the Honors Junior PE leadership course and are interested in further developing their leadership skills within the Physical Education environment. Students will concentrate on game strategies, skill analysis, teaching progressions, methods of organizing and administering various types of activities within PE classes. A strong emphasis is placed upon self and others' development, leadership skills, and peer teaching. Students enrolled will be able to utilize their leadership qualities by assisting a Physical Education teacher. Responsibilities would include leading warm-up activities, officiating game play, helping students with skill development and being a positive role model to younger students.

Course Title: Innovative Games
Grade Level: 10, 11, 12
Prerequisite: PE 1
Credit: One Year; one credit

This class is designed for students who are interested in non-traditional sports and lifelong activities. Recreation Sports courses provide students with the knowledge, experience, and an opportunity to develop skills in more than one recreational sport or outdoor pursuit, including; ping pong, golf, Frisbee golf, bean bags, bocce ball, and shuffleboard, as well as other miscellaneous games.

Course Title: JR/SR Peer Leadership
Grade Level: 11, 12
Prerequisite: Pass PE 1 and PE 2, Athletic Conditioning, or Fitness with a C
or better their 10th grade year
Staff Recommendation
Credit: One Year; one credit

The main objectives for this course are acceptance, patience, and tolerance. We are all different. We all have strengths and weaknesses. While assisting someone with their weaknesses, you will ultimately develop new strengths and learn to appreciate everyone for who they are. This class also prepares students who work with peer partners who have special needs. The course includes: learning about specific disabilities and diseases; safety techniques in working with people with special needs (wheelchairs, seizures, CPR, etc.); building empathy and understanding towards emotional needs of special students; sports-specific skill techniques; Special Olympics coach training. Playing sports and fitness are important but small components of this class.

Course Title: Modified PE
Grade Level: 9, 10, 11, 12
Prerequisite: Physician's Recommendation
Credit: One Year; one credit

Students who are unable to participate in the standard physical education program are given an alternative physical education experience. Based upon a physician's recommendation and determined by individual needs, these students will dress for physical education and participate based on their limitations. Written assignments and alternative assignments will be given to those who are unable to participate in any activity per their physician.



READING DEPARTMENT

DEPARTMENT PHILOSOPHY

The Reading Department of Bloom Township High School District 206 was established in order to meet the complex and unique needs of students in the development of the skills related to reading proficiency.

We recognize the need for students to become critical readers in order to be successful in 21st century postsecondary education, vocational training, and the workforce. To see to this, students are enrolled in a Reading course for the first three years of their academic careers in District 206. Placement is based on their performance of national, state, and district assessments, as well as recommendations from our qualified staff of reading teachers and reading specialists. Students who have met State assessment benchmarks for reading may have the option of being exempt from a required Reading course. Students' placements may change during and between each year of study based on their performance on those assessments to reflect the level of support and rigor that are needed to progress the students forward toward becoming critical readers and consumers of information.

The goals and objectives of the Reading Department courses are rooted in the Common Core State Standards for each grade level strand. Students engage in reading tasks in a variety of genres, with a large emphasis on informational text to supplement and support instruction across all disciplines. Instruction will focus on some of the essential skills associated with reading comprehension: citing textual evidence; vocabulary acquisition and use; determining meaning of unknown words in context; determining main idea and supporting details; inferencing; determining author's purpose and point of view; evaluating arguments and claims in a text.

Because reading comprehension is individual, the Reading Department commits to using various resources, as well as instructional strategies, to meet the specific and unique needs of each learner in the classroom. Assessment is ongoing and frequent in order to adjust and differentiate instruction. Using these informal and formal assessments, Reading Department staff can make determinations about student readiness and progress, as well as make placement recommendations.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Reading 1	Reading 2	Reading 3	
Strategic Reading 1	Strategic Reading 2	Strategic Reading 3	
College Seminar Reading 1	College Seminar Reading 2	College Seminar Reading 3	

Course Title: Reading 1
Grade Level: 9
Prerequisite: Initial placement based on assessment data
Credit: One year; 1 credit

Beginning Reader (BR)- 10% on STAR Benchmark Assessment; non-readers or students still requiring instruction in phonemic awareness or phonics; Lexile or grade level reading at or below grade 3 (Lexile of 190L to 820L). Corrective Reading courses offer diagnostic and remedial activities designed to correct reading difficulties and habits that interfere with students' progress in developing reading skills and understandings. Activities are chosen to increase or improve students' reading comprehension, reading technique, and general literacy skills. (Available SY 2011-.)

This course is designed for first-year students who would benefit from more targeted reading intervention strategies and supports in order to meet grade-level benchmarks. Typically, students in this course perform below the 10th percentile on nationally-normed standardized assessments; however, it is a course open to any student who may struggle with grade-level reading in other content areas. Materials used in this course include high-interest, leveled nonfiction and informational texts, adaptive, leveled literacy intervention programs in print and digital. Bimonthly progress monitoring is conducted in order to inform instruction and identify students who may no longer require interventions.

Course Title: Strategic Reading 1
Grade Level: 9
Prerequisite: Initial placement based on assessment data
Credit: One year; 1 credit

11% - 25% on STAR Benchmark Assessment; Lexile or grade level reading at grade 4 to grade 6 (Lexile of 740L to 1070L). Strategic Reading courses are intended to improve a student's vocabulary, critical-thinking and analysis skills, or reading rate and comprehension level. There will be a focus on nonfiction with some fiction included. The course will have a time management focus, offering strategies for note-taking or for understanding and evaluating the important points of a text. (Available SY 2011-.) Corrective Reading and Strategic Reading courses will integrate evidenced based reading interventions that will be used to progress monitor students on a bi-monthly basis.

This course is designed for first-year students who are reading close to grade-level, at grade-level, or slightly above grade-level. Typically, students in this course perform at between the 25th to the 65th percentile on nationally-normed standardized assessments; however, it is a course open to any student based on choice and/or recommendation. The goal of the course is to support overall literacy development, as well as supporting literacy within other content areas. Students are engaged in reading using high-interest, leveled nonfiction and informational texts, leveled literacy programs in print and digital, and incorporating student choice in text.

Course Title: College Seminar Reading 1
Grade Level: 9
Prerequisite: Initial placement based on assessment data
Credit: One year; 1 credit

26% - 35%; Lexile or grade level reading at grade 7 to grade 8 (Lexile of 970L to 1010L)

General reading courses involve content that is not grade differentiated and may apply to a range of consecutive grades (e.g., `by third grade, students should know and be able to do...`). These courses include content that may be applicable to states or localities that do not employ grade-level content standards. [These courses provide broad content that is not organized as described elsewhere (i.e., Reading, early childhood education through grade 8.) (Available SY 2012-.)]

This course is designed for first-year students who are reading above grade-level and require more rigor to further strengthen their reading comprehension. Typically, students in this course perform above the 65th percentile on nationally-normed standardized assessments; however, it is a course open to any student based on choice and/or recommendation. The goal of the course is to support overall literacy development, as well as supporting literacy within other content areas. Students are engaged in reading using high-interest, leveled nonfiction and informational texts, leveled literacy programs in print and digital, and incorporating student choice in text.

Course Title: Reading 2
Grade Level: 10
Prerequisite: Initial placement based on assessment data
Credit: One year; 1 credit

This course is designed for second-year students who need more time with targeted reading intervention strategies and supports in order to meet grade-level benchmarks. Typically, students in this course perform below the 25th percentile on nationally-normed standardized assessments; however, it is a course open to any student who may struggle with grade-level reading in other content areas. Materials used in this course include high-interest, leveled nonfiction and informational texts, adaptive, leveled literacy intervention programs in print and digital. Bimonthly progress monitoring is conducted in order to inform instruction and identify students who may no longer require interventions.

Course Title: Strategic Reading 2
Grade Level: 10
Prerequisite: Initial placement based on assessment data
Credit: One year; 1 credit

This course is designed for second-year students who are reading close to grade-level, at grade-level, or slightly above grade-level. Typically, students in this course perform at between the 25th to the 65th percentile on nationally-normed standardized assessments; however, it is a course open to any student based on choice and/or recommendation. The goal of the course is to support overall literacy development, as well as supporting literacy within other content areas. Students are engaged in reading using high-interest, leveled nonfiction and informational texts, leveled literacy programs in print and digital, and incorporating student choice in text.

Course Title: College Seminar Reading 2
Grade Level: 10
Prerequisite: Initial placement based on assessment data
Credit: One year; 1 credit

This course is designed for second-year students who are reading above grade-level and require more rigor to further strengthen their reading comprehension. Typically, students in this course perform above the 65th percentile on nationally-normed standardized assessments; however, it is a course open to any student based on choice and/or recommendation. The goal of the course is to support overall literacy development, as well as supporting literacy within other content areas. Students are engaged in reading using high-interest, leveled nonfiction and informational texts, leveled literacy programs in print and digital, and incorporating student choice in text.

Course Title: Reading 3
Grade Level: 11
Prerequisite: Initial placement based on assessment data
Credit: One year; 1 credit

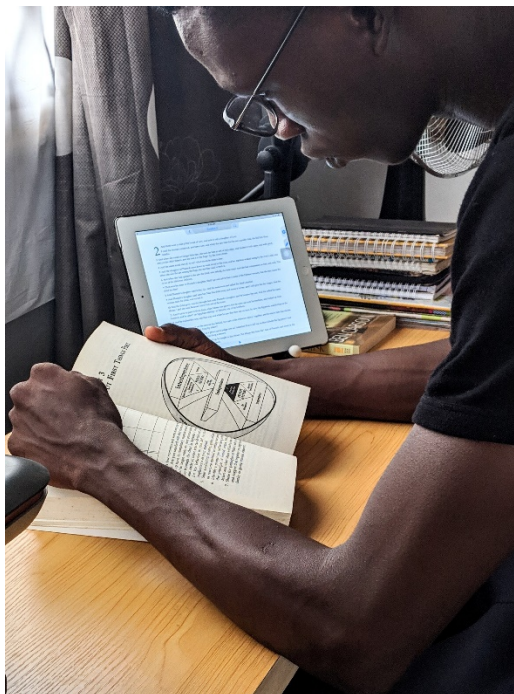
This course is designed for third-year students who have yet to demonstrate proficiency above the 25th percentile on nationally-normed standardized assessments. However, it is a course open to any student who may struggle with grade-level reading in other content areas. Materials used in this course include high-interest, leveled nonfiction and informational texts, adaptive, leveled literacy intervention programs in print and digital. Bimonthly progress monitoring is conducted in order to inform instruction and identify students who may no longer require interventions.

Course Title: Strategic Reading 3
Grade Level: 11
Prerequisite: Initial placement based on assessment data
Credit: One year; 1 credit

This course is designed for third-year students who are reading close to grade-level, at grade-level, or slightly above grade-level. Typically, students in this course perform at between the 25th to the 65th percentile on nationally-normed standardized assessments; however, it is a course open to any student based on choice and/or recommendation. The goal of the course is to support overall literacy development, as well as supporting literacy within other content areas. Students are engaged in reading using high-interest, leveled nonfiction and informational texts, leveled literacy programs in print and digital, and incorporating student choice in text.

Course Title: College Seminar Reading 3
Grade Level: 11
Prerequisite: Initial placement based on assessment data
Credit: One year; 1 credit

This course is designed for third-year students who are reading above grade-level and require more rigor to further strengthen their reading comprehension. Typically, students in this course perform above the 65th percentile on nationally-normed standardized assessments; however, it is a course open to any student based on choice and/or recommendation. The goal of the course is to support overall literacy development, as well as supporting literacy within other content areas. Students are engaged in reading using high-interest, leveled nonfiction and informational texts, leveled literacy programs in print and digital, and incorporating student choice in text.



SCIENCE DEPARTMENT

DEPARTMENT PHILOSOPHY

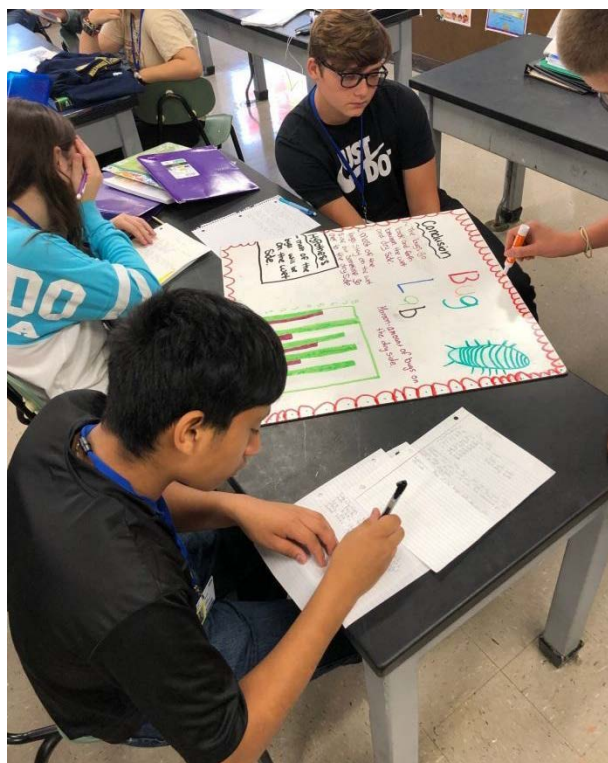
The Mission of the Science Department is to provide a safe, positive, and encouraging learning environment where all students can foster curiosity and learn skills that enable them to think critically, inquire, investigate, analyze and understand the workings of the natural world through rigorous academic activities and quality laboratory experiences

The Science Student must have critical thinking skills to apply when solving problems, have skills in observation, investigation, problem solving, communication and the use of technology. The Science Student must effectively communicate while problem-solving, critical thinking, computing and researching. The Science Student must work cooperatively and effectively within the science classroom. The Science Student must demonstrate the habits of lifelong learning while exploring future educational and career opportunities.

9th Grade	10th Grade	11th Grade	12th Grade
Pre-AP Biology	Pre-AP Chemistry	Physics	Physics
Honors Pre-AP Biology	Honors Pre-AP Chemistry	Honors Physics	Honors Physics
	Physical Science	Environmental Science	Environmental Science
		AP Biology	AP Biology
		AP Chemistry	AP Chemistry
		AP Environmental Science	AP Environmental Science
		AP Physics	AP Physics
		Anatomy and Physiology with Kinesiology	Anatomy and Physiology with Kinesiology

Course Title: Pre-AP Biology
Grade Level: 9
Prerequisite: Staff Placement
Credit: 1 year, 1 credit

Pre-AP Biology sparks student motivation and critical thinking about our living world as they engage in real-world data analysis and problem-solving. The Pre-AP Biology course emphasizes the integration of content with science practices. Biology is designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy. Some class time will involve laboratory work.

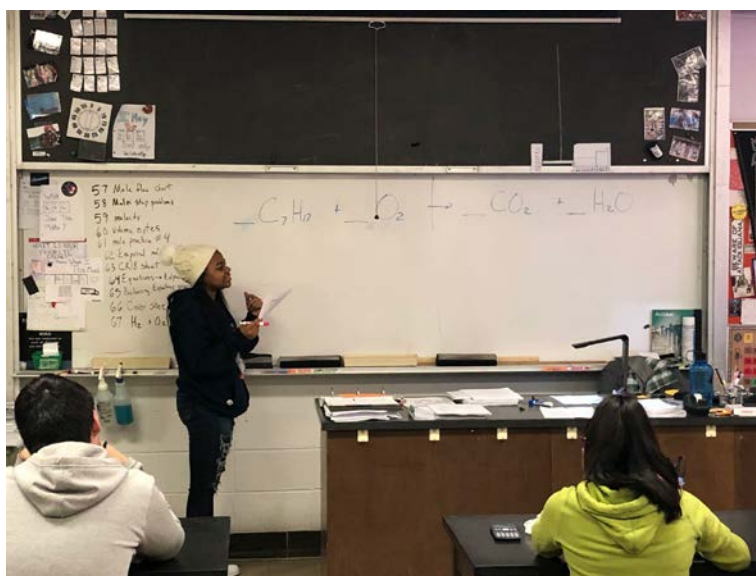


Course Title: Pre-AP Biology Honors
Grade Level: 9
Prerequisite: Staff placement and/or concurrent enrollment in Algebra I or Algebra I Honors
Credit: 1 year, 1 honors credit

Pre-AP Biology sparks student motivation and critical thinking about our living world as they engage in real-world data analysis and problem-solving. The Pre-AP Biology course emphasizes the integration of content with science practices. Biology is designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy. A significant portion of class time involves laboratory work.

Course Title: Pre-AP Chemistry
Grade Level: 10
Prerequisite: Completion of Pre-AP Biology and Algebra I recommended
Credit: 1 year, 1 credit

Pre-AP Chemistry focuses on students developing a deep conceptual understanding of matter and energy at the molecular level by asking students to explain their macroscopic observations using particulate-level reasoning. Chemistry involves studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations, and nuclear reactions are also studied. There is an emphasis on algebra skills and computations.



Course Title: Pre-AP Chemistry Honors
Grade Level: 10
Prerequisite: Successful completion of Pre-AP Biology Honors or Pre-AP Biology and Algebra I recommended
Credit: 1 year, 1 honors credit

Pre-AP Chemistry focuses on students developing a deep conceptual understanding of matter and energy at the molecular level by asking students to explain their macroscopic observations using particulate-level reasoning. Chemistry involves studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations, and nuclear reactions are also studied. The Honors course ramps up the level of student independence and depth and speed of the concepts covered. Honors also requires more student independence and self-directed learning. There is an emphasis on algebra skills and computations.

Course Title: Physical Science
Grade Level: 10
Prerequisite: Successful completion of Pre-AP Biology and Algebra I or Principles of Algebra I recommended
Credit: 1 year, 1 credit

Physical Science involves the study of the structures and states of matter. Topics covered include: forms of energy, wave phenomenon, electromagnetism, and physical and chemical interactions. Students will be encouraged to explore the relationship between science and everyday life.

Course Title: Physics
Grade Level: 11, 12
Prerequisite: Successful completion of Pre-AP Biology and Algebra I recommended
Credit: 1 year, 1 credit

Physics is a lab-oriented science class that emphasizes physics's basic theories, with less emphasis on math. Topics will include (but are not limited to) the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes the examination of sound, light, and magnetic and electric phenomena. Concepts will be presented using real world phenomena and familiar situations there will be numerous opportunities for hands-on activities and experimentation.

Course Title: Physics Honors
Grade Level: 11, 12
Prerequisite: Successful completion of Pre-AP Honors Chemistry or Pre-AP Chemistry and passed Algebra 2 recommended
Credit: 1 year, 1 honors credit

Physics Honors is a lab-oriented science class that emphasizes physics's basic theories, with less emphasis on math. Topics will include (but are not limited to) the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes the examination of sound, light, and magnetic and electric phenomena. Concepts will include advanced vocabulary with numerous opportunities for hands-on activities and experimentation. The Honors course ramps up the level of student independence and depth and speed of the concepts covered. Honors also requires more student independence and self-directed learning Lab work is required. A physics project is required.

Course Title: Environmental Science
Grade Level: 11, 12
Prerequisite: Completion of Pre-AP Chemistry or Pre-AP Honors Chemistry and Completion of Algebra 2 recommended
Credit: 1 year, 1 credit

A laboratory and survey course which concentrates on the mutual relationships between organisms and their environment. In studying the interrelationships among plants, animals, and humans, photosynthesis, recycling and regeneration, ecosystems, population and growth studies, pollution, and conservation of natural resources. This course will meet college entrance requirements.



Course Title: AP Biology
Grade Level: 11, 12
Prerequisite: Successful completion of Pre-AP Biology and Pre-AP Chemistry, or teacher recommendation
Credit: 1 year, 1 AP credit

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations designed to parallel college-level introductory biology courses. AP Biology courses stress basic facts and their synthesis into major biological concepts and themes. These courses cover three general areas: molecules and cells (including biological chemistry and energy transformation); genetics and evolution; and organisms and populations (i.e., taxonomy, plants, animals, and ecology). The AP Biology course is equivalent to a two-semester college introductory biology course for biology majors. This course requires that 25 percent of the instructional time will be spent in hands-on college-level laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

Course Title: AP Chemistry
Grade Level: 11, 12
Prerequisite: Successful completion of Pre-AP Chemistry or Pre-AP Honors Chemistry and passed Algebra 2 recommended
Credit: 1 year, 1 AP credit

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Evaluation is in the form of assignments, laboratory write-ups, quizzes, and tests that will be given regularly. This course's dual goal is to prepare students to do well on the AP examination and be prepared to continue education in chemistry beyond a first-level college course.

Course Title: AP Environmental Science
Grade Level: 11, 12
Prerequisite: Successful completion of Chemistry or Honors Chemistry and passed Algebra 2 recommended
Credit: 1 year, 1 AP credit

AP Environmental Science is designed to be the equivalent of a one-semester introductory college course that includes laboratory and field investigation components. Emphasis is placed on the scientific principles, concepts, and methodologies required for understanding the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risk associated with these problems, and to examine alternative solutions for resolving and/or preventing them.



Course Title: AP Physics I
Grade Level: 11, 12
Prerequisite: Successful completion of Pre-AP Chemistry or Pre-AP Honors Chemistry, successful completion of Physics or Honors Physics and Completion or Concurrent Algebra 2 recommended.
Credit: 1 year, 1 AP credit

AP Physics 1 is designed to be equivalent to the first semester of an introductory college-level algebra-based physics course. The course covers a great number of topics in physics, including kinematics in one and two dimensions, forces, energy, momentum, rotational dynamics, waves, sound, electrostatics, and circuitry. The AP Physics 1 exam involves problem-solving using algebra and trigonometry. The laboratory is an integral part of the course. The College Board determines the syllabus for this course.

Course Title: Anatomy and Physiology with Kinesiology
Grade Level: 11, 12
Prerequisite: Completion of Pre-AP Biology and Pre-AP Chemistry, or teacher recommendation
Credit: 1 year, 1 credit, honors credit available

This course focuses on the structure and function of the human body. Topics covered in this course include a basic introduction to the study of the human body, the basics of cells, types of tissues, the skeletal system, muscular system, cardiovascular system, respiratory system, and digestive system. Kinesiology is the interdisciplinary study of physical activity that includes a number of sub-disciplines. This course will examine these areas of study within Kinesiology from scientific, applied, and experiential perspectives. Students will study fundamental/introductory concepts associated with each area of Kinesiology, explore those concepts within research and applied contexts, and complete activities in which they experience various dimensions of those concepts. Possible Certificates: CPR, AED, Personal Trainer

SOCIAL STUDIES DEPARTMENT

PROGRAM PHILOSOPHY

The Social Studies Department of Bloom Township is committed to the development of our students as critical readers, thinkers, and writers to know and truly understand the struggle of our nation to foster the basic principles of democracy. Students analyze complex primary and secondary source documents such as the Constitution, the Federalist Papers, and the Declaration of Independence to decipher what our forefathers envisioned for the future of our country. Through the analysis of text in the form of document-based questions, through Socratic Seminars, and through project-based learning and explorations our students become better equipped to handle the ever-changing demands of 21st-century learning.

PROGRAM GOAL

As Bloom Township students progress through the coursework in our department, students will strengthen and expand their comprehension and analysis of primary and secondary source documents within the context of historical events. Students will be taught the skills that they need in order to develop substantial claims after careful analysis and annotation of historical documents. Students will also sharpen their skills in providing textual evidence to support their claims when researching and analyzing historical documents. This course sequence provides the tools that students need to be successful not only in their history classes but also in their college and career pathways and beyond.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Civics (0.5 credit)	Civics (0.5 credit)	Civics (0.5 credit)	Civics (0.5 credit)
Consumer Economics (0.5 credit)	Consumer Economics (0.5 credit)	Consumer Economics (0.5 credit)	Consumer Economics (0.5 credit)
AP Human Geography	AP Human Geography	AP Human Geography	AP Human Geography
		US History	Sociology (0.5 credit)
		Honors US History	Psychology (0.5 credit)
		AP US History	Economics (0.5 credit)
	African American History (0.5 credit)	African American History (0.5 credit)	African American History (0.5 credit)
	Latin American History (0.5 credit)	Latin American History (0.5 credit)	Latin American History (0.5 credit)
			AP Economics

Course Title: Civics
Grade Level: 9, 10, 11, 12
Prerequisite: None
Credit: ½ year; .5 semester credit

The District 206 Civics course is designed to teach young people the skills and knowledge to prepare them to be competent and responsible citizens throughout their lives. Students examine the general structure and functions of U.S. government systems, the roles and responsibilities of citizens to participate in the political process, and the individual's relationship to the law and legal system. Civics is aligned to the Illinois Learning Standards for Social Science.

Course Title: Consumer Economics
Grade Level: 9, 10, 11, 12
Prerequisite: None
Credit: ½ year; .5 semester credit

The District 206 Consumer Economics course provides students with an understanding of the concepts and principles involved in managing one's personal finances to become a financially responsible consumer. Students create a digital portfolio while they investigate the effects of the global economy and consider lifespan goal-setting, individual and family decision making, and consumer rights, as well as topics that are commonly associated with personal finance. Topics include savings and investing, credit, insurance, taxes and social security, budget planning, contracts, and consumer protection.

Course Title: AP Human Geography
Grade Level: 9, 10, 11, 12
Prerequisite: None
Credit: One year; one credit

Following the College Board's suggested curriculum designed to parallel college-level Human Geography courses, the District 206 AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped the ways in which humans understand, use, and alter the earth's surface. Students use spatial concepts and landscape analysis to examine human social organization and its environmental consequences and also learn about the methods and tools geographers use in their science and practice.



Course Title: US History
Grade Level: 11
Prerequisite: None
Credit: One year; one credit

The U.S. History classes will analyze historical materials and weigh the evidence and interpretations presented throughout history from the New World's discovery and settlement through the recent past. Students will assess historical materials and their relevance to a given interpretive problem and weigh the evidence and interpretations presented through historical research. This is a writing intensive course.

Students take the required US. Constitution Exam in this course.

Course Title: Honors US History
Grade Level: 11
Prerequisite: Staff placement
Credit: One year; one credit

The U.S. History Honors course stresses the development of critical thinking and problem-solving skills through research, class discussion, and library projects. Students will analyze historical materials and weigh the evidence and interpretations presented throughout history from the New World's discovery and settlement through the recent past. Students will assess historical materials and their relevance to a given interpretive problem and weigh the evidence and interpretations presented through historical research. Writing assignments will include a research paper, numerous topical essays, and Document Based Questions. Students enrolled at the Honors level are required to complete additional projects.

Students take the required US. Constitution Exam in this course.

Course Title: AP US History
Grade Level: 11
Prerequisite: Staff placement
Credit: One year; one credit

Following the College Board's suggested curriculum designed to parallel college-level U.S. History courses, students will analyze historical materials and weigh the evidence and interpretations presented throughout history from the New World's discovery and settlement through the recent past. Students will assess historical materials and their relevance to a given interpretive problem and weigh the evidence and interpretations presented through historical research. Writing assignments will include a research paper, numerous topical essays, and Document Based Questions. At the conclusion of the course, students take the AP U.S. History Exam, created and administered by the AP College Board. A successful score on the test will earn the student college credit.

Students take the required US. Constitution Exam in this course.

Course Title: AP Economics
Grade Level: 12
Prerequisite: Staff placement
Credit: One year; one credit

The AP Economics course is designed to prepare students for the College Board's Microeconomics and Macroeconomics examinations. Students will develop a thorough understanding of economic principles that apply to an economic system as a whole and the functions of individual decision-makers (both consumers and producers). Placing particular emphasis on the study of national income and price determination and developing students' familiarity with economic performance measures, economic growth, and international economics. Students will study the nature and functions of product markets, factor markets, and the government's role in the economy.

Course Title: African American History
Grade Level: 10 - 12
Prerequisite: None
Credit: ½ year; .5 semester credit

African American History is a semester course designed to develop an understanding of the causes, character, and consequences of the African American experience and its influence on the world, the United States, and the African American community. Students will learn about the contributions made by individual African-Americans in government and the arts, humanities, and sciences to the economic, cultural, and political development of the United States and Africa, but also the socio-economic struggle that African-Americans experienced collectively in striving to achieve fair and equal treatment under the laws of this nation.

Course Title: Economics
Grade Level: 12
Prerequisite: None
Credit: ½ year; .5 semester credit

In Economics, students will study both overall economic activity and the interaction between the major sectors of the economy, applying economic reasoning to their daily lives as citizens in order to make well-informed choices as educated consumers. Students will better understand the social, economic, and political systems and critically view the problems and challenges facing societies through the study of current events and historical perspective, and describe the role of government in the international sector, businesses, and households. Students are immersed in a comprehensive economic model in which they experience the focus of the marketplace directly, interpreting the effect of the price system on the production and consumption of goods and services and the allocation of resources. This course satisfies the consumer education requirement for graduation and a social study elective.

Course Title: **Sociology**
Grade Level: **12**
Prerequisite: **None**
Credit: **½ year; .5 semester credit**

Students are introduced to sociological theories necessary to explain and analyze the development, structure, and functioning of human social behavior. Through an exploration of a variety of sources in both print and various media, students will examine topics such as social institutions and norms, socialization and social change, and the relationships among individuals and groups in society.

Course Title: **Psychology**
Grade Level: **12**
Prerequisite: **None**
Credit: **½ year; .5 semester credit**

Students are introduced to the study of individual human and animal behavior, including the biological and theoretical foundations of psychology. Students investigate human growth and development, analyze concepts of consciousness, evaluate theories of personality, develop an understanding of psychological disorders, evaluate the role and effectiveness of treatments and analyze theories of intelligence.

Course Title: **Latin American History**
Grade Level: **10 - 12**
Prerequisite: **None**
Credit: **½ year; .5 semester credit**

Latin American History is a semester course that explores Latin American history, culture, and geography. Students explore early civilizations and how historical events and different Latin X cultures have been shaped by their experiences and culture today and its influence on the world, the United States. Students will learn about contributions made by Latin Americans in the government and in the arts, humanities and sciences to the economic, cultural and political development of the United States and Africa, but also the socio-economic struggle which Latin Americans experienced collectively in striving to achieve fair and equal treatment under the laws of this nation.

SPECIAL EDUCATION DEPARTMENT

DEPARTMENT PHILOSOPHY

The Special Education Department of Bloom Township High School District 206 is committed to providing strong academic rigor and high expectations for behavior while supporting each student's individual needs. District 206 provides the continuum of services to students with IEPs and strives to provide students the opportunity to learn, interact, and develop in the Least Restrictive Environment.

ENGLISH COURSES

Course Title:	Pre-AP English I
Grade Level:	9
Prerequisite:	PSAT 8/9
Credit:	1 year, 1 credit

Pre-AP English I seeks to develop the writing processes and practices necessary for producing successful high school compositions. Students typically learn to write persuasive, critical, and creative multi-paragraph essays and compositions. While emphasizing composition, these courses may also incorporate some literature study to expose students to exemplary illustrations of various writing forms. Complex and diverse texts take center stage in the Pre-AP English classroom, inspiring and preparing all students for close, critical reading and analytical writing. This course also trains the reader to observe the small details within a text to arrive at a deeper understanding of the text as a whole. As writers, students will focus first on crafting complex sentences, building this foundational skill; they will then move on to producing well-organized paragraphs, as the year progresses, more sophisticated, longer-form analysis. **Special Education instructional support is provided in a smaller class setting with supplementary aids, accommodations, and modifications outlined in an Individualized Education Plan (IEP) and taught by a Special Education Teacher. Enrollment into the instructional level of support for this course is based upon the recommendation of an IEP team.**

Course Title: Pre- AP English II
Grade Level: 10
Prerequisite: English I
Credit: 1 year, 1 credit

Pre-AP English II emphasizes the skills that prepare students for the rigors of college-level reading and writing. While Pre-AP English I introduces the foundational routines of close observation, critical analysis, and appreciation of the author's craft, Pre-AP English II requires students to apply those same practices to a new host of complex texts- the type of texts they will soon encounter in AP English courses, college courses, and on the SAT. Pre-AP English II courses offer a balanced focus on composition and literature. Typically, students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. By studying various literary genres, students can improve their reading rate and comprehension, develop the skills to determine the author's intent and theme, and recognize the author's techniques to deliver his or her message. **Special Education instructional support is provided in a smaller class setting with supplementary aids, accommodations, and modifications outlined in an Individualized Education Plan (IEP) and taught by a Special Education Teacher. Enrollment into the instructional level of support for this course is based upon the recommendation of an IEP team.**

Course Title: American Literature
Grade level: 11
Prerequisite: English II
Credit: 1 year, 1 credit

American Literature course focuses upon commonly known American authors and their work. Students improve their critical-thinking skills as they determine the underlying assumptions and values within the selected works and understand how the literature reflects the society of the time. Oral discussion is an integral part of literature courses, and written compositions are often required. The composition focus will build on the skills taught in English II and relate to the course's literature. Research skills will be extended. Ethnic writers of each historical and literary period will be included. This fulfills the state requirement as a writing-intensive course. **Special Education instructional support is provided in a smaller class setting with supplementary aids, accommodations, and modifications outlined in an Individualized Education Plan (IEP) and taught by a Special Education Teacher. Enrollment into the instructional level of support for this course is based upon the recommendation of an IEP team.**

Course Title: World Literature
Grade Level: 12
Prerequisite: English III or Staff recommendation
Credit: 1 year, 1 credit

World Literature course uses representative literature selections from ancient and/or modern times from countries worldwide. They include short stories, essays, fiction, nonfiction, drama, and poetry. The curriculum is aligned to the Common Core English Language Arts Standards and emphasizes writing. Students improve their critical-thinking skills as they comprehend the diversity of literary traditions and their influences. Oral discussion is an integral part of literature courses, and written compositions are often required. **Special Education instructional support is provided in a smaller class setting with supplementary aids, accommodations, and modifications outlined in an Individualized Education Plan (IEP) and taught by a Special Education Teacher. Enrollment into the instructional level of support for this course is based upon the recommendation of an IEP team.**

MATHEMATICS COURSES

Course Title: Instructional Pre-AP Algebra 1
Grade Level: 9
Prerequisite: Recommendation based off 8th grade placement score
Credit: One year; one credit

Focused on the four principles of Pre-AP, this course will formalize and extend the mathematics students learned in the middle grades. Students will deepen and extend their understanding of linear and exponential relationships, apply linear models to data that exhibit a linear trend, and engage in methods for analyzing, solving, and using quadratic functions. Mathematics is a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Topics covered include: number sense and operations; linear expressions, equations and inequalities; operations with and factoring of polynomials; solving simple quadratic equations; solving and graphing systems of equations; statistics; and exponents. **Special Education instructional support is provided in a smaller class setting with supplementary aids, accommodations, and modifications outlined in an Individualized Education Plan (IEP) and taught by a Special Education Teacher. Enrollment into the instructional level of support for this course is based upon the recommendation of an IEP team.**

Course Title: Pre-AP Geometry
Grade: 10
Prerequisite: Algebra 1
Credit: One year; one credit

Focused on the four principles of Pre-AP, this course will introduce students to the development of truths by logical processes. Concepts used to enhance thinking processes include constructions, transformations, congruence, similarity, basic proofs, properties of triangles, properties of parallel and perpendicular lines, properties of polygons, and more specifically, quadrilaterals, trigonometric properties, circles, three-dimensional figures, formulas, and solving (including area, perimeter, volume, distance, midpoint, and missing values), and probability. Pre-AP Framework prescribes that students experience their ability to make sense of problem situations in real-world applications. **Special Education instructional support is provided in a smaller class setting with supplementary aids, accommodations, and modifications outlined in an Individualized Education Plan (IEP) and taught by a Special Education Teacher. Enrollment into the instructional level of support for this course is based upon the recommendation of an IEP team.**

Course Title: Algebra 2
Grade level: 11
Prerequisite: Algebra 1 and Geometry
Credit: One year; one credit

During this course, the students will learn to think critically and analytically and achieve mastery in algebraic techniques learned from Algebra 1. Students will apply algebraic properties and methods to be able to analyze and interpret the behavior and nature of various functions, including: quadratic, cubic, polynomial, rational, exponential, and absolute value. They will also explore data analysis through drawing conclusions from samples and comparing surveys, experiments, and observational studies. **Special Education instructional support is provided in a smaller class setting with supplementary aids, accommodations, and modifications outlined in an Individualized Education Plan (IEP) and taught by a Special Education Teacher. Enrollment into the instructional level of support for this course is based upon the recommendation of an IEP team.**



SCIENCE COURSES

Course Title: Pre-AP Biology
Grade Level: 9
Prerequisite: Staff Placement
Credit: 1 year, 1 credit

Pre-AP Biology sparks student motivation and critical thinking about our living world as they engage in real-world data analysis and problem-solving. The Pre-AP Biology course emphasizes the integration of content with science practices. Biology is designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy. Some class time will involve laboratory work. **Special Education instructional support is provided in a smaller class setting with supplementary aids, accommodations, and modifications outlined in an Individualized Education Plan (IEP) and taught by a Special Education Teacher. Enrollment into the instructional level of support for this course is based upon the recommendation of an IEP team.**

Course Title: Pre-AP Chemistry
Grade Level: 10
Prerequisite: Completion of Pre-AP Biology and Algebra I recommended
Credit: 1 year, 1 credit

Pre-AP Chemistry focuses on students developing a deep conceptual understanding of matter and energy at the molecular level by asking students to explain their macroscopic observations using particulate-level reasoning. Chemistry involves studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations, and nuclear reactions are also studied. There is an emphasis on algebra skills and computations. **Special Education instructional support is provided in a smaller class setting with supplementary aids, accommodations, and modifications outlined in an Individualized Education Plan (IEP) and taught by a Special Education Teacher. Enrollment into the instructional level of support for this course is based upon the recommendation of an IEP team.**

HISTORY COURSES

Course Title: Civics
Grade Level: 9, 10, 11, 12
Prerequisite: None
Credit: ½ year; .5 semester credit

The District 206 Civics course is designed to teach young people the skills and knowledge to prepare them to be competent and responsible citizens throughout their lives. Students examine the general structure and functions of U.S. government systems, the roles and responsibilities of citizens to participate in the political process, and the individual's relationship to the law and legal system. Civics is aligned to the Illinois Learning Standards for Social Science. **Special Education instructional support is provided in a smaller class setting with supplementary aids, accommodations, and modifications outlined in an Individualized Education Plan (IEP) and taught by a Special Education Teacher. Enrollment into the instructional level of support for this course is based upon the recommendation of an IEP team.**

Course Title: Consumer Economics
Grade Level: 9, 10, 11, 12
Prerequisite: None
Credit: ½ year; .5 semester credit

The District 206 Consumer Economics course provides students with an understanding of the concepts and principles involved in managing one's personal finances to become a financially responsible consumer. Students create a digital portfolio while they investigate the effects of the global economy and consider lifespan goal-setting, individual and family decision making, and consumer rights, as well as topics that are commonly associated with personal finance. Topics include savings and investing, credit, insurance, taxes and social security, budget planning, contracts, and consumer protection. **Special Education instructional support is provided in a smaller class setting with supplementary aids, accommodations, and modifications outlined in an Individualized Education Plan (IEP) and taught by a Special Education Teacher. Enrollment into the instructional level of support for this course is based upon the recommendation of an IEP team.**

Course Title: US History
Grade Level: 11
Prerequisite: None
Credit: One year; one credit

The U.S. History classes will analyze historical materials and weigh the evidence and interpretations presented throughout history from the New World's discovery and settlement through the recent past. Students will assess historical materials and their relevance to a given interpretive problem and weigh the evidence and interpretations presented through historical research. This is a writing intensive course. *Students take the required US. Constitution Exam in this course.* **Special Education instructional support is provided in a smaller class setting with supplementary aids, accommodations, and modifications outlined in an Individualized Education Plan (IEP) and taught by a Special Education Teacher. Enrollment into the instructional level of support for this course is based upon the recommendation of an IEP team.**

Course Title: African American History
Grade Level: 12
Prerequisite: None
Credit: ½ year; .5 semester credit

African American History is a semester course designed to develop an understanding of the causes, character, and consequences of the African American experience and its influence on the world, the United States, and the African American community. Students will learn about the contributions made by individual African-Americans in government and the arts, humanities, and sciences to the economic, cultural, and political development of the United States and Africa, but also the socio-economic struggle that African-Americans experienced collectively in striving to achieve fair and equal treatment under the laws of this nation. **Special Education instructional support is provided in a smaller class setting with supplementary aids, accommodations, and modifications outlined in an Individualized Education Plan (IEP) and taught by a Special Education Teacher. Enrollment into the instructional level of support for this course is based upon the recommendation of an IEP team.**

Course Title: Sociology
Grade Level: 12
Prerequisite: None
Credit: ½ year; .5 semester credit

Students are introduced to sociological theories necessary to explain and analyze the development, structure, and functioning of human social behavior. Through an exploration of a variety of sources in both print and various media, students will examine topics such as social institutions and norms, socialization and social change, and the relationships among individuals and groups in society. **Special Education instructional support is provided in a smaller class setting with supplementary aids, accommodations, and modifications outlined in an Individualized Education Plan (IEP) and taught by a Special Education Teacher. Enrollment into the instructional level of support for this course is based upon the recommendation of an IEP team.**

Course Title: Psychology
Grade Level: 12
Prerequisite: None
Credit: ½ year; .5 semester credit

Students are introduced to the study of individual human and animal behavior, including the biological and theoretical foundations of psychology. Students investigate human growth and development, analyze concepts of consciousness, evaluate theories of personality, develop an understanding of psychological disorders, evaluate the role and effectiveness of treatments and analyze theories of intelligence. **Special Education instructional support is provided in a smaller class setting with supplementary aids, accommodations, and modifications outlined in an Individualized Education Plan (IEP) and taught by a Special Education Teacher. Enrollment into the instructional level of support for this course is based upon the recommendation of an IEP team.**

FUNCTIONAL PROGRAM

All classes in the Functional Program are designed to offer daily life skills in content-related areas to students who have been recommended for this level of instruction and support by an IEP team. Contact the campus Division Coordinator for Special Education for further information.

TRANSITION PROGRAM

The Transition Program is designed to offer post-secondary support to students who have been identified as requiring specialized instruction and services in the areas of education or training, employment, or independent living. Students must be recommended for this level of instruction and support beyond four years of high school instruction by an IEP team. If recommended, students who receive this level of special education support do not accept their diploma after four years and may continue to receive support from their school district until age 22. Contact the campus Division Coordinator for Special Education for further information.



WORLD LANGUAGES DEPARTMENT

DEPARTMENT PHILOSOPHY

The World Languages Department of Bloom Township High School District 206 seeks to promote linguistic proficiency and cultural competence while cultivating a life-long appreciation and enthusiasm for languages and the cultures they represent. World Language study is available to all students as a way to further their development of skills necessary for success in the 21st century workplace. Through the study of language and cultures, we enhance the development of communication and higher-order thinking skills, while developing a deeper understanding of their own linguistic and cultural identity and how they contribute to their own identities and those of others.

Guided by ACTFL's World Readiness Standards, the focus of the department is building proficiency through interpretive, interpersonal, presentational, and intercultural communication. We develop proficiency at the student's level of study, and emphasize the encouragement of risk-taking and using the language in real-world, authentic contexts. This shapes our expectation of giving focused attention to what students "can do" in the language and the level at which they are able to use it to examine the products, practices, and perspectives of a culture, connect with others, make comparisons, and form communities.

The World Languages Department understands the value that high levels of language proficiency can provide to students beyond high school. As a result, the department aligns objectives in an effort to give students the opportunity to certify for Language Other than English requirement for the Illinois State Seal of Biliteracy and Illinois State Commendation Toward Biliteracy.

9th Grade	10th Grade	11th Grade	12th Grade
Heritage Spanish 1	Heritage Spanish 1	Heritage Spanish 1	Heritage Spanish 1
Heritage Spanish 2	Heritage Spanish 2	Heritage Spanish 2	Heritage Spanish 2
Heritage Spanish 3	Heritage Spanish 3	Heritage Spanish 3	Heritage Spanish 3
Spanish 1	Spanish 1	Spanish 1	Spanish 1
Spanish 2	Spanish 2	Spanish 2	Spanish 2
	Spanish 3	Spanish 3	Spanish 3
	AP Spanish Language and Culture	AP Spanish Language and Culture	AP Spanish Language and Culture
		AP Spanish Literature and Culture	AP Spanish Literature and Culture

Course Title: Spanish 1
Grade Level: 9, 10, 11, 12
Prerequisite: None
Credit: One year; 1 credit

This course focuses on foundational skills for communication in Spanish. Students will begin to develop language proficiency in listening, reading, writing, and speaking across the three modes of communication: interpretive; interpersonal; and presentational. Investigation and interactions with the products, practices, and perspectives of cultures of the Spanish-speaking world, the United States, and the world are embedded throughout the course. Proficiency goals for students by the end of the course are at the Novice Mid-Novice High level according to the ACTFL Proficiency Guidelines. In order to achieve this, most communication in this course is carried out in Spanish.

Course Title: Spanish 2
Grade Level: 9, 10, 11, 12
Prerequisite: Spanish 1 or placement test results
Credit: One year; 1 credit

This course further develops the foundational skills acquired in Spanish 1 and begins to foster basic communication in Spanish. Students will strengthen their skills in listening, reading, writing, and speaking across the three modes of communication: interpretive; interpersonal; and presentational. Students will begin to make comparisons between their lives and the lives of others. Investigation and interactions with the products, practices, and perspectives of cultures of the Spanish-speaking world, the United States, and the world are embedded throughout the course. Proficiency goals for students by the end of the course are at the Novice High-Intermediate Low level according to the ACTFL Proficiency Guidelines. In order to achieve this, communication in this course is carried out in Spanish.

Course Title: Spanish 3
Grade Level: 10, 11, 12
Prerequisite: Spanish 2
Credit: One year; 1 credit

This course expands upon the ability of basic communication, moving toward having extended discourse and conversation in Spanish. Students will continue to strengthen their skills in listening, reading, writing, and speaking across the three modes of communication: interpretive; interpersonal; and presentational. Students will make comparisons between their lives, the lives of others, and the world around them. Culture of the Spanish-speaking world, the United States, and the world continue to be embedded throughout the course. Proficiency goals for students by the end of the course are to be strongly proficient at the Intermediate Low level and approach Intermediate Mid-level according to the ACTFL Proficiency Guidelines. In order to achieve this, instruction and communication in this course is carried out almost exclusively in Spanish.

Course Title: Heritage Spanish 1
Grade Level: 9, 10, 11, 12
Prerequisite: Placement test scores or status as Emergent Bilingual
Credit: One year; 1 credit

This course is designed for students for whom Spanish is their primary or heritage language. The course differs from a second-language course in that literacy is the primary focus of the course to strengthen reading and writing skills. Developing extending discourse skills in speaking is also given attention. Students will examine their identities as Heritage learners, explore the world around them, and begin to analyze abstract concepts and how they affect them, their community, and the world. Culture of the Spanish-speaking world, the United States, and the world is embedded throughout the course and serves as a vehicle for exploration and discussion. Proficiency goals for students by the end of the course are to be strongly proficient at the Intermediate Mid-level and approach Intermediate High level according to the ACTFL Proficiency Guidelines. Instruction and communication is carried out exclusively in Spanish.

Course Title: Heritage Spanish 2
Grade Level: 9, 10, 11, 12 (9 based on placement test scores)
Prerequisite: Heritage Spanish 1 or placement test scores
Credit: One year; 1 credit

This course is designed as a continuation of the contexts and topics developed in Heritage Spanish 1. The primary focus of the course is to strengthen the skills of working fluency in Spanish through narration, description, and extended written and oral discourse. Students will interact with authentic informational and literary texts in order to gain perspective of issues and themes affecting the world, with an emphasis on the Spanish-speaking world. Culture of the Spanish-speaking world, the United States, and the world is embedded throughout the course and serves as a vehicle for exploration and discussion. Proficiency goals for students by the end of the course are to approach the Intermediate High-Advanced Low level according to the ACTFL Proficiency Guidelines. Instruction and communication is carried out exclusively in Spanish.

Course Title: Heritage Spanish 3
Grade Level: 9, 10, 11, 12
Prerequisite: Heritage Spanish 2
Credit: One year; 1 credit

This course is designed for students who want to continue developing the skills of working fluency in Spanish. The focus of the course is to strengthen those skills through narration, description, and extended written and oral discourse, as these skills develop over time and with specific attention. Students will interact with authentic informational and literary texts in order to gain perspective of issues and themes affecting the world, with an emphasis on the Spanish-speaking world. Culture of the Spanish-speaking world, the United States, and the world is embedded throughout the course and serves as a vehicle for exploration and discussion. Proficiency goals for students by the end of the course are to approach the Advanced Low level according to the ACTFL Proficiency Guidelines. Instruction and communication is carried out exclusively in Spanish.

Course Title: AP Spanish Language and Culture
Grade Level: 101, 11, 12
Prerequisite: Heritage Spanish 3 or Heritage Spanish 1 or 2 with teacher recommendation
Credit: One year; 1 credit

This course follows the College Board guidelines for Advanced Placement courses and is designed for students who exhibit advanced levels of Spanish proficiency. The course involves cultural topics with the overall goal of being able to express cultural comparisons and connecting the target culture with interdisciplinary topics. The six AP global themes that are integrated into the course are: Global Challenges; Science and Technology; Contemporary Life; Personal and Public Identities; Families and Communities; Beauty and Aesthetics. Instruction and all communication in this course is exclusively in Spanish. All students in the course are expected to take the AP Spanish Language and Culture exam in May, which is composed of four sections, including two speaking activities, a formal presentation of two minutes and a simulated conversation, and a presentational writing portion which includes a persuasive essay regarding a given prompt and various viewpoints.



Course Title: AP Spanish Literature and Culture
Grade Level: 11, 12
Prerequisite: AP Spanish Language and Culture
Credit: One year; 1 credit

This course follows the College Board guidelines for Advanced Placement courses and is equivalent to college survey course. The course involves the exploration of major works of literature by writers from Spain, Latin America, and Latinos in the United States in all of the principal literary genres and in major literary movements throughout history: short stories, drama, novels, essays, and poetry. Instruction and all communication in this course is exclusively in Spanish. All students in the course are expected to take the AP Spanish Literature and Culture exam in May as the culmination of this course.

