Dear Students and Parents,

Huntley High School has established a diversity of course offerings that provide strong core academic preparation combined with extensive elective opportunities. The comprehensive nature of this curriculum enables our students to prepare for a variety of post high school experiences including the rigors of a four-year university, community college, technical school or career placement.

This course catalog contains valuable information needed for each student to develop his or her personal four-year program of study. Students and parents should use each year as a time to reflect on successes and experiences and make appropriate revisions to that four-year plan. As you review the information contained on these pages, I encourage you to examine not only core academic courses but also our many elective courses and programs available outside the walls of Huntley High School.

Take this opportunity to plan future educational or work experiences and discuss your options with your counselor and teachers as you prepare for the years ahead. Appropriate course selection is an important precursor to success and enjoyment during your high school years. Please take these decisions seriously and consult with both the school and your family as you choose your program of study.

I wish you success in your Huntley High School experience.

Sincerely,

Shelly Kish
Shelly Kish
Associate Principal
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Planning Guide</td>
<td>5</td>
</tr>
<tr>
<td>College Admission Recommendations / 4 Year Plan</td>
<td>6</td>
</tr>
<tr>
<td>Graduation Requirements / Grading</td>
<td>8</td>
</tr>
<tr>
<td>Blended Learning</td>
<td>9</td>
</tr>
<tr>
<td>Additional Credit Options</td>
<td>10</td>
</tr>
<tr>
<td>Scheduling</td>
<td>11</td>
</tr>
<tr>
<td>High School Standardized Testing</td>
<td>12</td>
</tr>
<tr>
<td>Student &amp; Parent/Guardian Responsibilities</td>
<td>13</td>
</tr>
<tr>
<td>Frequently Asked Questions</td>
<td>14</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>4</td>
</tr>
<tr>
<td>NCAA Eligibility</td>
<td>16</td>
</tr>
<tr>
<td>NCAA Approved Courses</td>
<td>17</td>
</tr>
<tr>
<td>Nondiscrimination Policy</td>
<td>4</td>
</tr>
<tr>
<td>Career and Technology Education (CTE)</td>
<td></td>
</tr>
<tr>
<td>- Applied Technology</td>
<td>18</td>
</tr>
<tr>
<td>- Computer Science</td>
<td>27</td>
</tr>
<tr>
<td>- Family and Consumer Science</td>
<td>40</td>
</tr>
<tr>
<td>- Business</td>
<td>22</td>
</tr>
<tr>
<td>- MCC PCCS</td>
<td>84</td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>ESL (English Language Learners)</td>
<td>31</td>
</tr>
<tr>
<td>Fine Arts</td>
<td></td>
</tr>
<tr>
<td>- Visual Art</td>
<td>42</td>
</tr>
<tr>
<td>- Music</td>
<td>46</td>
</tr>
<tr>
<td>- Performing Art</td>
<td>48</td>
</tr>
<tr>
<td>Mathematics</td>
<td>49</td>
</tr>
<tr>
<td>Medical Academy</td>
<td>53</td>
</tr>
<tr>
<td>Physical Education, Health, Drivers Ed</td>
<td>58</td>
</tr>
<tr>
<td>Science</td>
<td>63</td>
</tr>
<tr>
<td>Social Studies</td>
<td>70</td>
</tr>
<tr>
<td>Special Education</td>
<td>77</td>
</tr>
<tr>
<td>Engineering Academy</td>
<td>29</td>
</tr>
<tr>
<td>World Languages</td>
<td>79</td>
</tr>
</tbody>
</table>
NONDISCRIMINATION POLICY

It is the policy of Consolidated School District 158 that no person may be denied admission to any public school in the district, or be denied participation in, be denied the benefits of, or be discriminated against in curricular, extracurricular, public service, recreation, or other program or activity because of the person’s sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin). It is the policy of the Board of Education to provide a free and appropriate public education to each disabled student within its jurisdiction, regardless of the nature or severity of the disability. It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. The district encourages informal resolution of complaints under this policy. A formal complaint resolution procedure is available, however, to address allegations of violations of the policy in Consolidated School District 158.

Any questions concerning this policy should be directed to:

Adam Zehr
Human Resources / Administrative Office
Consolidated School District 158
650 Academic Drive
Algonquin, IL 60102
Dear Students and Parent(s)/Guardian(s),

In preparation of the 2017-18 school year, we have provided the following planning guide to help you with your course selection. Please use the appropriate grade level planning guide found on pages 5 and 6 to guide you through the course selection process.

**School Counselors:**

<table>
<thead>
<tr>
<th>Angie Daurer</th>
<th>Students: A-CL</th>
<th>847-659-6613</th>
<th><a href="mailto:adaurer@district158.org">adaurer@district158.org</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie Atchley</td>
<td>Students: Co-G</td>
<td>(847) 659-6636</td>
<td><a href="mailto:jatchley@district158.org">jatchley@district158.org</a></td>
</tr>
<tr>
<td>Patty Zacharias</td>
<td>Students: H-Li</td>
<td>(847) 659-6614</td>
<td><a href="mailto:pzacharias@district158.org">pzacharias@district158.org</a></td>
</tr>
<tr>
<td>Laura Martens</td>
<td>Students: LI-O</td>
<td>(847) 659-6618</td>
<td><a href="mailto:lmartens@district158.org">lmartens@district158.org</a></td>
</tr>
<tr>
<td>Toni Klein</td>
<td>Students: P-Sh</td>
<td>(847) 659-6639</td>
<td><a href="mailto:tklein@district158.org">tklein@district158.org</a></td>
</tr>
<tr>
<td>Tanya Thomas</td>
<td>Students: SI-Z</td>
<td>(847) 659-6780</td>
<td><a href="mailto:tthomas@district158.org">tthomas@district158.org</a></td>
</tr>
<tr>
<td>Karen Miller</td>
<td>Freshmen: A-Le</td>
<td>(847) 659-6615</td>
<td><a href="mailto:kmiller@district158.org">kmiller@district158.org</a></td>
</tr>
<tr>
<td>Samantha Skubak</td>
<td>Freshmen: LI-Z</td>
<td>(847) 659-6622</td>
<td><a href="mailto:sskubak@district158.org">sskubak@district158.org</a></td>
</tr>
<tr>
<td>Laura Martens</td>
<td>Freshmen: LI-O</td>
<td>(847) 659-6618</td>
<td><a href="mailto:lmartens@district158.org">lmartens@district158.org</a></td>
</tr>
<tr>
<td>Julie Atchley</td>
<td>Students: Co-G</td>
<td>(847) 659-6636</td>
<td><a href="mailto:jatchley@district158.org">jatchley@district158.org</a></td>
</tr>
<tr>
<td>Patty Zacharias</td>
<td>Students: H-Li</td>
<td>(847) 659-6614</td>
<td><a href="mailto:pzacharias@district158.org">pzacharias@district158.org</a></td>
</tr>
<tr>
<td>Laura Martens</td>
<td>Students: LI-O</td>
<td>(847) 659-6618</td>
<td><a href="mailto:lmartens@district158.org">lmartens@district158.org</a></td>
</tr>
<tr>
<td>Julie Atchley</td>
<td>Students: Co-G</td>
<td>(847) 659-6636</td>
<td><a href="mailto:jatchley@district158.org">jatchley@district158.org</a></td>
</tr>
<tr>
<td>Patty Zacharias</td>
<td>Students: H-Li</td>
<td>(847) 659-6614</td>
<td><a href="mailto:pzacharias@district158.org">pzacharias@district158.org</a></td>
</tr>
<tr>
<td>Laura Martens</td>
<td>Students: LI-O</td>
<td>(847) 659-6618</td>
<td><a href="mailto:lmartens@district158.org">lmartens@district158.org</a></td>
</tr>
<tr>
<td>Julie Atchley</td>
<td>Students: Co-G</td>
<td>(847) 659-6636</td>
<td><a href="mailto:jatchley@district158.org">jatchley@district158.org</a></td>
</tr>
<tr>
<td>Patty Zacharias</td>
<td>Students: H-Li</td>
<td>(847) 659-6614</td>
<td><a href="mailto:pzacharias@district158.org">pzacharias@district158.org</a></td>
</tr>
<tr>
<td>Laura Martens</td>
<td>Students: LI-O</td>
<td>(847) 659-6618</td>
<td><a href="mailto:lmartens@district158.org">lmartens@district158.org</a></td>
</tr>
<tr>
<td>Julie Atchley</td>
<td>Students: Co-G</td>
<td>(847) 659-6636</td>
<td><a href="mailto:jatchley@district158.org">jatchley@district158.org</a></td>
</tr>
<tr>
<td>Patty Zacharias</td>
<td>Students: H-Li</td>
<td>(847) 659-6614</td>
<td><a href="mailto:pzacharias@district158.org">pzacharias@district158.org</a></td>
</tr>
<tr>
<td>Laura Martens</td>
<td>Students: LI-O</td>
<td>(847) 659-6618</td>
<td><a href="mailto:lmartens@district158.org">lmartens@district158.org</a></td>
</tr>
<tr>
<td>Julie Atchley</td>
<td>Students: Co-G</td>
<td>(847) 659-6636</td>
<td><a href="mailto:jatchley@district158.org">jatchley@district158.org</a></td>
</tr>
<tr>
<td>Patty Zacharias</td>
<td>Students: H-Li</td>
<td>(847) 659-6614</td>
<td><a href="mailto:pzacharias@district158.org">pzacharias@district158.org</a></td>
</tr>
</tbody>
</table>

**Blended** as well as **advanced placement** options are available in both Core Subject and Elective areas.

**Elective courses can be chosen from the following areas: Applied Technology, Business, Computer Science, Engineering Academy, English, Family & Consumer Science, Fine Arts, Music, Medical Academy, PCCS, Science, Social Studies, or World Languages.**
COLLEGE ADMISSION RECOMMENDATIONS & FOUR YEAR PLAN

Individual colleges and universities may vary from this list, but at a minimum you must meet the following guidelines. Please check specific requirements by going to that school’s specific admissions website.

<table>
<thead>
<tr>
<th>Subject</th>
<th>HHS</th>
<th>Community or Vocational</th>
<th>4-Year College</th>
<th>Selective College/University</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years</td>
<td>4 years</td>
<td>4 years</td>
<td>4 years</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 years</td>
<td>4 years</td>
<td>4 years</td>
<td>4 years</td>
</tr>
<tr>
<td>Science</td>
<td>3 years</td>
<td>3 years</td>
<td>3 years</td>
<td>4 years</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2.25-2.5 years</td>
<td>2.25-2.5 years</td>
<td>3 years</td>
<td>3 or 4 years</td>
</tr>
<tr>
<td>World Language</td>
<td>None Required</td>
<td>None Required</td>
<td>2 years**</td>
<td>2 to 4 years</td>
</tr>
</tbody>
</table>

**World language preparation may be recommended or required by colleges or universities. State-supported universities in Illinois may accept vocational education or fine arts courses in lieu of foreign language. Check with a counselor for details.

State Universities in Illinois —
At a Glance
Summary of Minimum High School Course Requirements for Admission of Freshman to Illinois Public Universities —Effective 2014—

<table>
<thead>
<tr>
<th>University</th>
<th>Total</th>
<th>English</th>
<th>Social Studies</th>
<th>Mathematics</th>
<th>Science</th>
<th>Electives and Other Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicago State + Eastern Illinois</td>
<td>15</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3**</td>
<td>2 years of foreign language, music, vocational education or art</td>
</tr>
<tr>
<td>Governors State</td>
<td>15</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>3**</td>
<td>2 years of one foreign language or fine arts; and 2 years of electives.</td>
</tr>
<tr>
<td>Northern Illinois</td>
<td>15</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>3**</td>
<td>2 years of foreign language (FL), 2 years of the arts (PA) or a combination of 1 year PA/FL and 1 year of vocational education.</td>
</tr>
<tr>
<td>Western Illinois +</td>
<td>15</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3**</td>
<td>2 years of foreign language, music, vocational education, art, theatre, film, religion, philosophy, speech or journalism.</td>
</tr>
<tr>
<td>Illinois State</td>
<td>15</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>3**</td>
<td>2 years of one foreign language or fine arts; and 2 years of electives.</td>
</tr>
<tr>
<td>Northern Illinois</td>
<td>15</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3**</td>
<td>2 units (one must be foreign language, art, or music); Up to three units of the required fifteen units may be distributed throughout any of the five categories of course work. Vocational education may satisfy up to three of the units.</td>
</tr>
<tr>
<td>Southern Illinois University Carbondale</td>
<td>15 or 16</td>
<td>4**</td>
<td>3</td>
<td>3 or 4**</td>
<td>3**</td>
<td>2 years of electives in foreign language, art, fine arts, music or vocational education; if a foreign language is taken, it must include two semesters of the same language.</td>
</tr>
<tr>
<td>Edwardsville</td>
<td>15</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3**</td>
<td>2 years chosen from foreign language, music, the visual arts, theatre, dance and/or vocational education.</td>
</tr>
<tr>
<td>University of Illinois Chicago</td>
<td>16</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3**</td>
<td>2 years of foreign language; 1 year of an elective.</td>
</tr>
<tr>
<td>Springfield</td>
<td>15</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3**</td>
<td>2 years of one foreign language or 2 years of fine arts, selected from art, music, dance and theatre are required.</td>
</tr>
<tr>
<td>Urbana-Champaign</td>
<td>15 or 15.5</td>
<td>4**</td>
<td>3</td>
<td>3 or 3.5**</td>
<td>3**</td>
<td>2 years of one foreign language or 2 years of fine arts; selected from art, music, dance and theatre are required. 2 years of one foreign language are required; and 2 years (flexible academic units) from any of the five subject categories. Approved art, music, or vocational education courses may be counted in the flexible academic units category.</td>
</tr>
</tbody>
</table>

6
### Hunter High School - Five Year Planner

#### Freshman Year - Year 1

<table>
<thead>
<tr>
<th>Total Credits</th>
<th>Lunch</th>
<th>Elective</th>
<th>Elective</th>
<th>Elective (SS)</th>
<th>Elective (Science)</th>
<th>Elective (Math)</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Sophomore Year - Year 2

<table>
<thead>
<tr>
<th>Total Credits</th>
<th>Lunch</th>
<th>Elective</th>
<th>Elective</th>
<th>PE (Full Year)</th>
<th>Social Studies</th>
<th>Science</th>
<th>Math</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Junior Year - Year 3

<table>
<thead>
<tr>
<th>Total Credits</th>
<th>Lunch</th>
<th>Elective</th>
<th>Social Studies</th>
<th>Science</th>
<th>Math</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Senior Year - Year 4

<table>
<thead>
<tr>
<th>Total Credits</th>
<th>Lunch</th>
<th>Elective</th>
<th>Elective</th>
<th>Elective (SS)</th>
<th>Elective (Science)</th>
<th>Elective (Math)</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Notes

To graduate from HHS, student must earn 23 credit hours and meet the subject requirements found in the HHS course catalog.
GRADUATION REQUIREMENTS

Credits and Course Distribution:
To earn a diploma from Huntley High School, a student must earn 23 credits.

Students who transfer to Huntley from school districts with less than 23 credits required for graduation may have their credit minimums adjusted to an appropriate level, but not less than the number of credits required at the previous school.

Note: Credit codes are listed after each course in this Course Catalog and indicate which requirements can be met by that course. Credit for each course taken may be applied to one subject area only.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Credits Needed</th>
<th>Credit Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0</td>
<td>ENG</td>
</tr>
<tr>
<td>Math</td>
<td>3.0</td>
<td>MTH</td>
</tr>
<tr>
<td>Science</td>
<td>3.0</td>
<td>SCI</td>
</tr>
<tr>
<td>Global Studies, AP Human Geography or AP World History</td>
<td>1.0</td>
<td>SST</td>
</tr>
<tr>
<td>Personal Finance</td>
<td>0.50</td>
<td>CED</td>
</tr>
<tr>
<td>American Government</td>
<td>0.50</td>
<td>SST</td>
</tr>
<tr>
<td>U.S. History, AP U.S. History</td>
<td>1.0</td>
<td>USH</td>
</tr>
<tr>
<td>Health</td>
<td>0.50</td>
<td>HLT</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.50</td>
<td>PED</td>
</tr>
<tr>
<td>Driver’s Education</td>
<td>0.25</td>
<td>DEH</td>
</tr>
<tr>
<td>Electives</td>
<td>8.0</td>
<td>ELC</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>23.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

GRADING

Grade Scale

<table>
<thead>
<tr>
<th>Standard</th>
<th>GPA</th>
<th>Honors</th>
<th>GPA</th>
<th>Advanced Placement</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td></td>
<td>Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A+</td>
<td>4.30</td>
<td>A+</td>
<td>4.80</td>
<td>A+</td>
<td>5.30</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
<td>A</td>
<td>4.50</td>
<td>A</td>
<td>5.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
<td>A-</td>
<td>4.20</td>
<td>A-</td>
<td>4.70</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
<td>B+</td>
<td>3.80</td>
<td>B+</td>
<td>4.30</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>B</td>
<td>3.50</td>
<td>B</td>
<td>4.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
<td>B-</td>
<td>3.20</td>
<td>B-</td>
<td>3.70</td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
<td>C+</td>
<td>2.80</td>
<td>C+</td>
<td>3.30</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>C</td>
<td>2.50</td>
<td>C</td>
<td>3.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.70</td>
<td>C-</td>
<td>2.20</td>
<td>C-</td>
<td>2.70</td>
</tr>
<tr>
<td>D+</td>
<td>1.30</td>
<td>D+</td>
<td>1.30</td>
<td>D+</td>
<td>1.30</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>D</td>
<td>1.00</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.70</td>
<td>D-</td>
<td>0.70</td>
<td>D-</td>
<td>0.70</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>F</td>
<td>0.00</td>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>
GPA and Class Rank:
GPA and class ranks are based on weighted GPAs.

Pass/Fail:
One course per semester may be taken by juniors or seniors as PASS/FAIL. A PASS grade in a course earns credit towards graduation, but does not affect a student’s grade point average. A grade of FAIL earns no credit and does not lower a student’s grade point average. The course selected cannot be a course required for graduation. A decision to follow this option must be made during the first week of the semester and requires the permission of the parent, teacher and counselor. Passing grades cannot be changed back to letter grades at a future time. If a student chooses the PASS/FAIL option, PASS will be awarded only for 60% or better. Any grade lower than 60% will receive a failing grade. Forms and details are available from the Student Services office.

Incompletes:
A student who because of illness or other legitimate reasons has not completed the required work of a grading period typically does not receive a grade of incomplete. In that situation, students receive a zero for missed work and their quarter grade is calculated. They will however, have two weeks from the last day of the quarter to complete all missed work and have it graded and averaged to determine their final quarter grade. A grade of incomplete (I) is only given in extreme situations—long term hospitalizations. A grade of incomplete will become an F if work is not made up within the two week time period of when the student returns to school.

Audit (No credit):
Students who wish to participate in a course for no grade or credit may elect to AUDIT a course, with the teacher’s approval. This option requires the teacher to establish guidelines and conditions for acceptance into the class. See your counselor for forms and information. All attendance policies apply for classes that are being audited.

Course Retakes:
Students with a low but passing grade may apply with the Administration to retake a course to achieve a higher grade. The class must be retaken at HHS. Once the course is completed, the improved grade will be recorded and included in the student’s GPA. Students must see a counselor in order to begin this application process.

High School Credit for Middle School Courses:
Spanish, French, Algebra I, Algebra II, Geometry, World History, or Conceptual Physics courses taken in middle school count for high school placement purposes only. No high school credit is awarded for these courses. Middle school courses do not qualify for NCAA core credit. The high school transcript begins with 9th grade.

BLENDED LEARNING
Huntley High School offers Blended courses in which students participate in education that provides a combination of online and classroom face to face activities resulting in less time spent in class during the school day. Blended courses emphasize student centric learning, independent learning skills, time management skills, flexible scheduling based upon content/student needs, enhanced communication skills and differentiated learning. Students are strongly encouraged to have access to technology when not at school, either at home or the ability to attend the public library and utilize their technology resource. A blended course failure may result in limited blended enrollment permissions the following school year. For more detailed information about Blended courses, please refer to the Huntley High School website.
ADDITIONAL CREDIT OPTIONS

Independent Study:
The purpose of the independent study program is enrichment in an instructional area where a student has taken all of the available course work. The rigor of an independent study must be equal to or exceed other curricular offerings in the subject area. In addition, the assessment(s) must illustrate student learning equal to or above the standards set for the instructional area. Students who participate in the independent study program should be able to work independently and be able to dedicate the time necessary to fulfill the criteria. **The maximum combined credit earned through correspondence courses, independent study, and independent service to be applied toward graduation is two credits per academic school year.** The following guidelines have been established for the offering of independent study:

- Independent study is restricted and may not be used as a substitute for existing or required courses in the curriculum.
- A course required for graduation may not be taken.
- The application should have approval of the teacher, parent, team leader, counselor and administrator.
- The student and teacher will meet on a daily basis.
- Independent study can only be taken on a semester basis.
- The maximum independent study credit per semester is limited to .5 credits.
- Grading will be on a pass-fail basis.

Correspondence Courses:
The administration may allow up to 2 total credits per year from an accredited correspondence school, recognized internet courses, distance learning or other emerging technologies, to apply towards graduation requirements. Correspondence courses may not be substituted for required courses or for any course currently offered at the school. A student may take a correspondence course to make up a class failed as long as it is the equivalent of the course failed. **Prior to taking the course(s), student must receive correspondence course approval by their counselor. Students will be responsible for tuition.**

Homebound Instruction:
Homebound services are provided when in the opinion of a licensed medical physician, the student will be absent from school and confined to a hospital or home for more than 10 consecutive school days. Participation in the homebound program is established through the District Office and School Nurse. Included in this process is contact with the district office and school nurse, a medical certification from the treating doctor, assignment of a tutor and/or contact with the cooperating hospital program, and an ongoing working relationship with the high school counselor. Upon completion of the homebound period, the treating physician must provide written clearance before a student may return to school. Some specialized course work, such as laboratory classes, performance classes, foreign language classes and advanced course work may not be duplicated in the homebound setting. The student may be withdrawn without penalty from that course work and may make up the course at a more appropriate time.

Summer School:
CSD 158 offers a fee-based summer school program. The summer school session typically begins the week following the end of the school year. The grade and credit for a course taken during the summer will be included on the transcript. Typically, CSD 158 does provide transportation for a fee.
SCHEDULING

Students are encouraged to work closely with their counselor during the pre-registration process to select their courses for the following school year. However, it is recognized that unique situations and circumstances arise creating needs for changes in scheduling.

Student Schedules
All students who attend Huntley High School must be full-time students. A full-time student is defined as a student whose schedule includes 5 credit-producing classes each semester, one of which must be physical education or the equivalent.

COURSE CHANGES AND ADDS

Students may add or change an elective course only during Material Pick-Up days (August), provided that space for additional students in another elective course is available and meets the same period as the originally scheduled elective. All elective changes during Material Pick-Up days must be done in person, during scheduled hours. Second semester elective changes may also be made prior to the end of first semester, if space is available.

Dropping a Course
Students enrolled in 6 credit-producing courses may withdraw from a course without academic penalty and replace it with a Study Hall through the 20th day of the semester. After the 20th day of the semester, a drop from class will be denoted by a WF on the student’s transcript. The grade of F will be used to calculate the student’s grade point average. The approval of the counselor and parent/guardian are necessary in order to drop a course with a designation of WF.

Changing Levels
We expect students to be successful in the courses they have selected because they are assisted in making appropriate course selections and are provided with academic support. If there is a significant discrepancy between the student’s performance and the expectations for that level of course work, considering the student’s best efforts, a level change may be considered. A level change form with teacher, parent, student, and department chair/team leader signature will be required and can be found on the student services webpage under “documents & links”. If parent and teacher are not in agreement, a conference should be held among parent, teacher, counselor, student and department chair/team leader to determine appropriate placement. No changes will be made to accommodate personal preference.

Changing Teachers
It is not our practice to change a student’s teacher. However, when one (or more) of the following circumstances exists, we will consider a teacher change:

* The student has taken the same course with the teacher and failed the course

* There is a documented conflict between the student and the teacher on file with the administration

* There is a documented conflict between the student’s sibling and the teacher on file with administration
HIGH SCHOOL STANDARDIZED TESTING

High School students have the opportunity to participate in a range of standardized tests. The results of these tests provide students, parents, school personnel, and other organizations (i.e., colleges, Illinois State Board of Education) important information about individual student achievement.

ILLINOIS STANDARDIZED TESTS

SAT
The SAT will serve as the State of Illinois’ accountability exam to measure each student’s college readiness level. The SAT reflects the challenging classroom instruction that lays the foundation for career readiness. The SAT results appear on student transcripts and are a part of each student’s permanent school record. The State of Illinois requires all juniors to take the SAT as a condition of receiving a regular high school diploma.

The SAT will be administered to all juniors free of charge during the school day. The SAT is given on a predetermined test date in the spring semester and consists of three achievement tests in Reading, Language and Mathematics. Science and Social Studies are included within the three subtests. In addition, the State of Illinois requires the writing subtest.

The State of Illinois SAT exam scores are actual SAT scores and are accepted by colleges as part of the admission process.

PREPARATORY STANDARDIZED TESTING AND COLLEGE ENTRANCE TESTS

PSAT 8/9
The PSAT 8/9 is the first in the College Board’s “SAT Suite of Assessments” and is offered to eighth and ninth graders. The purpose of the PSAT 8/9 is to establish a starting point in terms of college and career readiness as students transition to high school and prepare for the PSAT/NMSQT and the SAT. The PSAT 8/9 is administered to all grade 9 students during the fall of each school year.

PSAT/NMSQT
The PSAT/NMSQT is the next step in the College Board’s “SAT Suite of Assessments”, preparing students for the SAT. The test, when taken during a student’s junior year, is also used in entering the National Merit Scholarship Corporation competition for scholarships and recognition. The PSAT/NMSQT is administered to all tenth and eleventh grade students each October.

SAT
As mentioned above, the SAT is a graduation requirement for all junior level students. In addition to the required State testing date, the SAT is also administered many times throughout the year at various testing sites. Testing sites and registration information can be found at https://collegereadiness.collegeboard.org/sat/register

Students are encouraged to take the SAT multiple times to help improve their score.

The SAT Subject Tests consist of one-hour tests measuring a student’s knowledge in a particular subject. A maximum of three SAT: Subject Tests can be taken during the testing period on any one day. Students should check with colleges of interest to determine if the SAT Subject Tests are required for the colleges to which they are applying.

ACT
The ACT (American College Testing Program) is a college admission test. Students should check with colleges of interest to determine if the ACT is required for admission. The ACT measures the knowledge, understanding and skills that a student has acquired in the areas of English, mathematics, reading, and science reasoning. The ACT also has an optional writing test that students may register to take.

Students should check with colleges to determine if they require the written portion of the test. It is recommended that the ACT be taken in the spring or summer of the student’s junior year. These nationally administered ACT’s are offered multiple times throughout the year at various testing sites. Testing sites and registration information can be found at https://www.act.org/content/act/en/products-and-services/the-act/registration-information.html

ADVANCED PLACEMENT TESTS

What is the Advanced Placement (AP) program?
The AP program is designed to provide an opportunity for secondary school students to pursue and receive credit for college-level courses while still enrolled in high school. The College Board (developer of the SAT) believes that with properly trained teachers, a course developed along the lines of a national college curriculum can be successfully taught to able students. Upon successful completion of the national exam in May, a student’s college may grant college credit for AP classes taken in high school.

How do AP courses differ from honors classes?
Honors courses are not bound to a national curriculum, therefore the curriculum can vary from school to school and even teacher to teacher. AP courses, however, must be taught according to a national curriculum that has been developed in conjunction with professors from universities and colleges throughout the nation. In order for teachers to be designated as AP teachers, they must pass an audit of their course by the College Board.

Benefits of taking an AP class
Although demanding, there are many benefits of taking an AP class. AP classes, due to the national college curriculum, are on a weighted scale receiving a 1.0 GPA increase over a regular class. (Honors courses receive a .5 GPA increase over a regular class.) AP classes will improve writing skills, sharpen critical-thinking abilities, develop time-management skills, and increase self-discipline. AP classes can aid students’ chances of admission to universities and improve chances of obtaining scholarships. Also, upon passing the national exam, students could earn college credit.

AP Exams
Every May the College Board gives a comprehensive exam for each AP course. This exam lasts approximately 3 hours and covers the entire curriculum. Students taking the exam earn a score from 1 to 5. A score of 3 or above is considered passing. Each college/university determines how much college credit they will grant based on the student’s score. Often one can access the university’s website, and it will detail what credit is offered according to the scores earned.

Mandatory AP Exams
All HHS students enrolled in AP courses second semester are required to take the AP exam in May.

District 158 is committed to students realizing their academic potential without setting up financial barriers. Therefore, the school district is willing to subsidize the cost of the AP exam up to 100% of the cost for families that can exhibit financial need.

Testing Accommodations
There is an application process, but students with documented disabilities may be eligible for accommodations on AP exams. Please contact Mrs. Daurer (adaurer@district158.org) by October 1 if accommodations are needed.

Please refer to the College Board website for further information. www.collegeboard.com/parents.
<table>
<thead>
<tr>
<th>IN GRADES</th>
<th>THE STUDENT SHOULD.....</th>
<th>THE PARENT/GUARDIAN SHOULD...</th>
</tr>
</thead>
</table>
| 7 and 8   | □ Develop good study habits.  
□ Establish good basic skills in reading, math science and writing.  
□ Get involved in school and community activities. | □ Get to know your child’s teachers.  
□ Visit with your child’s school counselor.  
□ Verify Course Registration. |
| 9 and 10  | □ Try taking a challenging course related to your goals.  
□ Become active in academic, extra-curricular, and/or community activities.  
□ Learn about school services that can help you with academic and personal problems.  
□ Keep exploring career options. | □ Provide some guidelines on studying at home and/or encourage your child to take advantage of study help options at school.  
□ Attend parent meetings and/or meet your child’s teachers and counselor.  
□ Visit colleges with your child. |
| 11        | □ Keep your grades up. Get help if you need it.  
□ Continue to take college prep courses.  
□ Apply to take the ACT  
□ Investigate colleges regarding your interests, courses, support programs, and financial aid. | □ Visit colleges with your child and speak with financial aid and admissions officers.  
□ Attend parent activities sponsored by your child’s school.  
□ Help your child gather realistic career information about the areas he/she is interested in. |
| 12        | □ Visit your top school choices and talk with admissions, financial aid and placement officers.  
□ Apply to college on time.  
□ Complete the FAFSA and apply for all financial aid and scholarship opportunities.  
□ Do NOT take it easy your senior year. Take challenging courses that help you reach your goal.  
□ Talk with your counselor and parents about your graduation plan and after graduation goals.  
□ Graduate | □ Visit colleges with your child and obtain applications for admission and financial aid.  
□ Attend financial aid workshops sponsored by your high school or local colleges.  
□ Complete the FAFSA and seek financial aid and scholarship assistance.  
□ Review any financial aid packages offered by colleges, talk with the schools, and understand the schools’ responsibilities and your own.  
□ Encourage your child to continue to take a strong academic schedule. |
Students, We’ve Got Answers to Your Frequently Asked Questions:

How should I use the Course Catalog?

- *The Course Catalog* can be used to support your academic decision making. Please use this publication when you consider your Four-Year Academic Plan and make course selections each year. You can also use this publication as a reference when you seek information about academic processes and procedures.

Many of the processes explained in the Course Catalog require me to complete a form. Where do I find the forms?

- The forms can be found on the Student Services webpage under “documents and links” at https://district158.haikulearning.com/mliberatore/counseling/cms_page/view/12156671

I know that standardized testing is an important part of preparing for what I want to do after high school. How do I find out about standardized tests and where do I sign up for them?

- Go to your Student Services POD and your counselor will help you. ACT, SAT, and PSAT packets and student information are available in each POD. Your counselor can help you make decisions about these tests.
- The Course Catalog includes general explanations of the standardized tests that are available to you. Also, there are websites that provide a great deal of information as well as test-taking tips and practice test items. To learn more about the SAT, consult www.collegeboard.org. You can find information about ACT at www.act.org.

I see the FAFSA form mentioned a couple of times when I look at college planning materials. What is the FAFSA?

- The Federal Student Aid worksheet explains it this way, “You must complete the Free Application for Federal Student Aid (FAFSA) to apply for federal student financial aid and to apply for most state and college aid.” If you are a senior, it is best that you complete this requirement early, but not before October 1st (**NEW DATE** starting with class of 2017). You can complete a paper application or file online at www.fafsa.ed.gov.

I am an athlete and hope to participate at the collegiate level in a Division I or Division II college/university. What are the NCAA requirements?

- It is essential that student-athletes use the NCAA website to monitor individual progress toward meeting the NCAA Clearinghouse requirements for eligibility. It is the student’s responsibility to comply with core course and eligibility requirements in order to participate in Division I or Division II collegiate athletics. Visit the website at www.ncaaclearinghouse.net.

How do I get information about Summer School?

- Summer School information becomes available during the second semester. Look and listen for summer school announcements. Questions about Summer School should be directed to Associate Principal, Mrs. Danyce Letkewicz at dietkewicz@district158.org.
What should I do if I am struggling in any of my classes?

- **Start by seeing your classroom teacher.** As a student, it is your right and responsibility to initiate a conversation with your teacher to develop a plan to learn all necessary concepts and/or complete any outstanding assignments or projects. Open communication between student and teacher is essential when there is any lack of understanding of academic concepts. If you need help with contacting your teacher, your counselor can help facilitate that for you.

How do I arrange to see my counselor?

- Please come to the appropriate Student Services POD to schedule an appointment with your counselor. One of the support staff can help you with arranging an appointment.

Who should I see to get my automobile insurance form signed?

- Counselors sign car insurance forms.

How do I get a work permit?

- If you are under 16 and have a job lined up, you need a work permit. Information regarding the acquisition of a work permit is available on the "documents & links" section of the student services web page. Then contact Ms. Gustafson in the P-Z Student Services POD.
If students intend to participate in Division I or II athletics as a freshman (in college), he or she must register and be certified by the NCAA Initial-Eligibility Clearinghouse. In order to be registered with the Clearinghouse, a student must complete the student-release form. Students and parents may access the new Clearinghouse website at www.ncaaclearinghouse.net. From the NCAA Clearinghouse website, prospective student-athletes will be able to access information needed to understand the Division I and Division II eligibility requirements, register with the Clearinghouse, and access individual Clearinghouse records.

To be certified by the Clearinghouse, you must:

1. Graduate from high school. You should apply for certification before graduation if you are sure you wish to participate in athletics as a freshman at the college to which you will be admitted. The Clearinghouse will issue a preliminary certification report when you have had all your materials submitted. After you graduate, if your eligibility information is requested by a member institution, the Clearinghouse will review your final transcript to make a final certification decision according to NCAA standards.

2. Earn a grade-point average of at least 2.3 in a core curriculum of at least 16 academic courses which were successfully completed during grades 9 through 12. Only courses that satisfy the NCAA definition of a core course can be used to calculate your NCAA GPA. No special values are allowed for “+” or “−” grades. The chart below shows what your core courses must include at a minimum.

3. Earn a sum of scores of at least 68 on the ACT or a combined score of 820 on the re-centered SAT (or 700 on the non-centered SAT) on a test date for Division II. Division I has a sliding scale. The higher the GPA in core courses, the lower the ACT or SAT score.

Division I:
16 Core Courses: 4 years of English, 3 years of mathematics (Algebra I or higher), 2 years of natural / physical science (1 year of lab if offered by high school), 1 year of additional English, mathematics, or natural / physical science, 2 years of social science, 4 years of additional courses (from any area above or foreign language, non-doctrinal religion / philosophy).

Division II:
14 Core Courses: 3 years of English, 2 years of mathematics (Algebra I or higher), 2 years of natural / physical science (1 year of lab if offered by high school), 2 years of social science, 3 years of additional courses from any area above or foreign language or non-doctrinal religion / philosophy.

- The ACT portion of the PSAE is now accepted by the NCAA Clearinghouse.
- Any student who intends to participate in Division I or II athletics as a freshman (in college) must register and be certified by the NCAA Initial-Eligibility Clearinghouse.

2016 Division I New Academic Requirements

For college-bound student athletes first entering an NCAA Division I college or university on or after August 1, 2016, the initial eligibility requirements will change to require 10 of the required 16 core courses be completed prior to the seventh semester (senior year) of high school. (Seven of the 10 must be a combination of English, math, or natural or physical science.) These 10 courses become “locked in” at the start of the seventh semester and cannot be retaken for grade improvement.

IF YOU HAVE ANY QUESTIONS ABOUT THE 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 317-917-6222.
# NCAA APPROVED COURSES

The following Huntley High School courses have been approved by the NCAA:

<table>
<thead>
<tr>
<th>English</th>
<th>Mathematics</th>
<th>Additional Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP English Lang/Comp</td>
<td>Algebra I</td>
<td>Chinese IV</td>
</tr>
<tr>
<td>AP English Lit/Comp</td>
<td>Algebra I H</td>
<td>French I</td>
</tr>
<tr>
<td>Chicago Lit</td>
<td>Algebra II</td>
<td>French II</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>Algebra II H</td>
<td>French III</td>
</tr>
<tr>
<td>English I</td>
<td>AP Calculus AB</td>
<td>Spanish IV</td>
</tr>
<tr>
<td>English II</td>
<td>AP Calculus BC</td>
<td>Spanish II</td>
</tr>
<tr>
<td>English III</td>
<td>AP Statistics</td>
<td></td>
</tr>
<tr>
<td>English IV Alienation and Perception</td>
<td>College Algebra</td>
<td>Spanish III</td>
</tr>
<tr>
<td>English IV Responsibility and Engagement</td>
<td>Discrete Math w/Data Analysis</td>
<td>Spanish IV</td>
</tr>
<tr>
<td>English IV Medical Issues</td>
<td>Geometry</td>
<td></td>
</tr>
<tr>
<td>English I H</td>
<td>Geometry H</td>
<td></td>
</tr>
<tr>
<td>English II H</td>
<td>Intermediate Algebra</td>
<td></td>
</tr>
<tr>
<td>English III H</td>
<td>Multi-Variable Calculus and Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>Dual Credit English</td>
<td>Pre-Calculus</td>
<td></td>
</tr>
<tr>
<td>Forensics I</td>
<td>Pre-Calculus H</td>
<td></td>
</tr>
<tr>
<td>Forensics II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forensics III</td>
<td><strong>Natural / Physical Science</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction to News Media</td>
<td>Animal Science</td>
<td></td>
</tr>
<tr>
<td>Speech</td>
<td>AP Biology</td>
<td></td>
</tr>
<tr>
<td>Recent Reads</td>
<td>AP Chemistry</td>
<td></td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td>AP Physics 1</td>
<td></td>
</tr>
<tr>
<td>AP Art History</td>
<td>AP Physics C</td>
<td></td>
</tr>
<tr>
<td>AP Economics</td>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>AP European History</td>
<td>Biology H</td>
<td></td>
</tr>
<tr>
<td>AP Human Geography</td>
<td>Conceptual Physics</td>
<td></td>
</tr>
<tr>
<td>AP Psychology</td>
<td>Conceptual Physics H</td>
<td></td>
</tr>
<tr>
<td>AP US Government and Politics</td>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>AP US History</td>
<td>Chemistry H</td>
<td></td>
</tr>
<tr>
<td>AP World History</td>
<td>Electronics</td>
<td></td>
</tr>
<tr>
<td>American Diversity</td>
<td>Human Anatomy</td>
<td></td>
</tr>
<tr>
<td>Constitutional Law</td>
<td>PLTW Human Body Systems</td>
<td></td>
</tr>
<tr>
<td>Criminal Law</td>
<td>PLTW Principles of Biomedical Science</td>
<td></td>
</tr>
<tr>
<td>Current Issues</td>
<td>AP Environmental Science</td>
<td></td>
</tr>
<tr>
<td><strong>Economics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Anthropology</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Additional Core Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Constitution / American Government</td>
<td>AP Chinese</td>
<td></td>
</tr>
<tr>
<td>Modern World Conflict</td>
<td>AP Spanish</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>Chinese I</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>Chinese II</td>
<td></td>
</tr>
<tr>
<td>US History</td>
<td>Chinese III</td>
<td></td>
</tr>
</tbody>
</table>
**These classes are articulated with MCC.

**Introduction to Technology**
This is an exploratory course that gives students a hands-on approach to discovering the world of technology in which we live. Throughout the semester students will explore several different areas of technology and engineering including, but not limited to, product design and development; tools, machines, materials used in technology and how they are processed; energy and power that drive technology; electricity and electronic basics; design and problem solving; basic drafting techniques; commercial, residential and civil construction designs including houses, bridges, roadways, and skyscrapers; and transportation technologies that include land, water, air and space transportation systems. An additional lab fee will be applied.

0.5 Credit   Fulfills: ELC   Open: 9, 10
PLTW - Introduction to Engineering Design
Designed for 9th or 10th grade students, the major focus of IED is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer’s notebook, and communicate solutions to peers and members of the professional community.

1.0 Credit   Fulfills: ELC   Open: 9, 10, 11, 12 (Priority enrollment given to underclassmen.)

Small Gasoline Engines
This course is designed for students with an interest in the small engines industry. This semester long course provides a sequence of learning experiences that develop an understanding of basic operating principles, engine disassemble and reassemble, and troubleshooting and maintenance. Lab and performance based activities are a major portion of this class. It is suggested that the student take Introduction to Technology before enrolling in this course. An additional lab fee will be applied.

0.5 Credit   Fulfills: ELC   Open: 9, 10, 11, 12

Basic Woodworking Technology
This course is an entry level woodworking and manufacturing course. Students will learn current manufacturing processes that are used within the field. This class takes a hands-on approach to teaching applicable skills and knowledge required in the field of woodworking. Students will learn how to plan, develop, estimate and determine costs as they create goods and products for their personal use. Safety, quality, accuracy, and production are emphasized throughout the course. It is suggested that the student take Introduction to Technology before enrolling in this course. An additional lab fee will be applied.

0.5 Credit   Fulfills: ELC   Open: 9, 10, 11, 12

Advanced Woodworking Technology
This course builds upon previous learned skills in Basic Woodworking Technology. The students will continue to enhance their knowledge within the field of woodworking. This course continues the hands-on approach as students learn how to read and develop plans to produce advanced goods and products. An additional lab fee will be applied.
Prerequisite: C or better in Basic Woodworking Technology

0.5 Credit   Fulfills: ELC   Open: 10, 11, 12

**Computer Assisted Drawing/CAD (Technical Drawing)**
This year long course is for students wishing to further their knowledge in the area of computer aided design in preparation for a career in architecture, mechanical design, interior design, or tool and die. In this course, students will create detail designs for single part and multi-part projects. Students will also learn how to read blueprints for understanding, as well as how to create a set of drawings for a structure.

1.0 Credit   Fulfills: ELC   Open: 9, 10, 11, 12
**Advanced CAD (Weighted Course)**
Within this course students will have the opportunity to focus on one of two concentrations, mechanical drafting or architectural drafting. Students who choose architectural drafting as their concentration will be instructed in residential architecture drafting techniques required to design and draft floor plans, exterior and interior details, and structural representations. Students who choose mechanical drafting will be instructed in the study of mechanical drafting, threads and fasteners, detail and assembly drawings, section views, and basic dimensioning and tolerance techniques.
Prerequisite: Computer Assisted Drawing/CAD (Technical Drawing)

1.0 Credit  Fulfills: ELC  Open: 10, 11, 12

**Drafting Design Studio (Weighted Course)**
Students who want to further their drafting skills and gain additional experience in industrial related computer aided drafting or machine drafting, or modeling are encouraged to enroll. Individualized work in selected areas of industrial drafting is planned with the instructor. This is an opportunity for students to become more self-directed in developing skills in an area of their choice in order to build a body of work worthy of a college entrance portfolio. An additional lab fee will be applied.
Prerequisite: Instructor's approval and successful completion of either Advanced CAD or PLTW Introduction to Engineering and Design with a grade of a B or higher.

1.0 Credit  Fulfills: ELC  Open: 10, 11, 12

**Construction Technology**
This course is an advanced level course that develops skills in the field of construction. Within this course, students will learn the processes and skills necessary to build a home from the ground up. This course includes both hands-on experience as well as classroom activities. Students will gain the skills necessary for entry level employment in the construction industry and the skills required to be a future homeowner. Students should have a firm grasp of basic math skills when they consider taking this course. An additional lab fee will be applied.
Prerequisite: Advanced Woodworking

1.0 Credit  Fulfills: ELC  Open: 11, 12

**PLTW - Principles of Engineering Design (POE) (Weighted Course)**
Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.
Prerequisite: C or better in PLTW Introduction to Engineering Design

1.0 Credit  Fulfills: ELC  Open: 10, 11, 12 (Priority enrollment given to 10, 11)

**PLTW - Aerospace Engineering (AE) (Weighted Course)**
This course is one of the specialization courses in the PLTW Engineering sequence. This course propels students’ learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles.
Prerequisite: C or better in PLTW Principles of Engineering

1.0 Credit  Fulfills: ELC  Open: 11, 12
PLTW - Civil Engineering and Architecture (CEA) (Weighted Course)
This course is one of the specialization courses in the PLTW Engineering sequence. Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architecture design software.
Prerequisite: C or better in PLTW Principles of Engineering

1.0 Credit   Fulfills: ELC   Open: 11, 12

PLTW - Engineering Design and Development (EDD) (Weighted Course)
New for 2017-18
Engineering Design and Development (EDD) is the capstone course in the PLTW high school engineering program. It is an engineering research course in which students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.
Utilizing the activity-project-problem-based teaching and learning pedagogy, students will perform research to choose, validate, and justify a technical problem. After carefully defining the problem, teams of students will design, build, and test their solution. Finally, student teams will present and defend their original solution to an outside panel. While progressing through the engineering design process, students will work closely with a community mentor and experts and will continually hone their organizational, communication and interpersonal skills, their creative and problem solving abilities, and their understanding of the design process.

Prerequisite: B or Better in PLTW Aerospace Engineering and/or PLTW Civil Engineering and Architecture

1.0 Credit   Fulfills: ELC   Open: 12

........................................................................................................................................................................................
**BUSINESS COURSE SEQUENCE CHART**

This chart indicates the typical sequence of classes you could follow. Please see course descriptions and pre-requisites. *Indicates Blended Option

### College and Career Exploration 9-10 — TRADITIONAL AND BLENDED

This is a research and exploration based course for freshmen and sophomores. The 16 Career Clusters will be explored. Students will investigate career options that fit their personality and strengths to determine a possible career path. Post-secondary options will be researched and requirements identified so students can develop an individualized plan to follow during high school to help build their resume and prepare them for post-secondary options.

- **0.5 Credit**
- **Fulfills: ELC**
- **Open: 9, 10**

### Essential Technology — Dual Credit S1/MCC CDM 110 Computer Literacy

*New for 2017-18*

This course is intended for freshmen or sophomores but can be taken by anyone interested in learning about computer technology. This class will explore new technology that can enhance a student’s life in high school and beyond. While taking this course students will develop skills to help prepare them for IC3 certification which recognizes basic proficiency in: maintaining and using computer hardware, word-processing software, spreadsheet software, presentation software, HTML, database management, and internet and e-mail etiquette. Information on offsite testing will be provided for students wishing to become certified.

- **NOTE:** A grade of C or higher is required for IAI transfer.

- **0.5 Credit**
- **Fulfills: ELC**
- **Open: 9, 10, 11, 12**
**Technology Certification I**
Students enrolling in this course have the unique opportunity to individualize their educational experience based on their current technology knowledge, needs, and college and career goals. This class will be used to help prepare students for certification: MOS (Microsoft Office Specialist) in Word, Excel, PowerPoint Certification. This is an excellent opportunity for students to develop techniques to help complete school projects, enhance workplace skill and build their resume. An MOS certification will substantiate to employers your proficiency in software tasks that are needed in today’s workplace. Information on offsite certification exams will be provided. This course may be repeated.

0.5 Credit  Fulfills: ELC  Open: 9, 10, 11, 12

**Technology Certification II**
This course will build upon the basic MOS certification, demonstrating expertise in Microsoft Office products. The class is designed for those students wanting to enhance their computer skills or complete additional computer certifications in MOS (Microsoft Office Specialist) Word, Excel, PowerPoint Certification. Information on offsite certification exams will be provided. This advanced knowledge will further enhance the student’s employability in the workplace. This course may be repeated.

Prerequisite: C or higher in Technology Certification I

0.5 Credit  Fulfills: ELC  Open: 9, 10, 11, 12

**Design, Printing, and Publishing**
In this course students will gain employability skills using Creative Suites software. Students will leave this class knowing how to use this popular page layout software to design and create professional quality documents such as: advertisements, flyers, stationery sets, signs, magazine articles, t-shirts, decals, and banners. Students will discover that they do not need to be a designer or an artist to produce professional quality documents!

Project fees may apply. A continuation of this class would be Project, Management, & Design.

0.5 Credit  Fulfills: ELC  Open: 9, 10, 11, 12

**Project Management and Design**
This course is an excellent opportunity for students to be exposed to both the business and production aspects of running their own printing business. Students will have full exposure to all aspects of the business including, but not limited to: project management, design, work orders, purchase orders, inventory management, and cost analysis. Students will be expected to take a leadership role in this course. Students will rotate through all positions, but may focus in one or more areas of interest. Students will have hands-on work in producing spirit wear, banners, decals, and other products that support the school and our clubs. This will include the use and maintenance of printing equipment including: screen printing press, vinyl plotter, and heat transfer equipment. This course may be repeated.

Prerequisite: At least one of the following: Accounting, Design, Printing & Publishing, Marketing, or Graphic Design

0.5 Credit  Fulfills: ELC  Open: 9, 10, 11, 12

**Business and Technology**
This course is designed as a freshman level course but can be taken by all students. Students learn to make decisions and use the resources appropriate for a business related occupation. Students will learn through hands on experience what it takes to be an entrepreneur in today's marketplace. The topics presented in this course relate to their role as a consumer, worker, and business owner.

0.5 Credit  Fulfills: ELC  Open: 9, 10, 11, 12
Accounting I – Basic Accounting Procedures — TRADITIONAL AND BLENDED
This course is designed for students to explore what accounting and finance opportunities exist in the business world, and to learn basic accounting content. The course will cover career opportunities in Finance & Accounting, financial reports and analysis, and an accounting cycle for a merchandising company. The course will also focus on the importance of cash controls, employer responsibilities for payroll, business ethic case studies, and current issues in accounting and finance.
Prerequisite: Algebra I

0.5 Credit         Fulfills: ELC     Open: 10, 11, 12

Accounting II - Financial and Managerial Honors — TRADITIONAL AND BLENDED
This course is a continuation of Introduction to Accounting Principles and content covered will include analyzing the balance sheet: assets, liabilities, and equity. Asset analysis includes cash, accounts and notes receivable, inventory, marketable securities, equity investments, PPE, and intangibles. Liability and equity analysis and calculations include short and long-term debt, convertible securities, equity issuance, and dividends.
Prerequisite: Accounting I – Basic Accounting Procedures

0.5 Credit         Fulfills: ELC     Open: 10, 11, 12

Marketing Technology and Advertising
An introduction to marketing and advertising in the 21st Century. The marketing concept involves putting the customer at the heart of everything, and today's marketing world is all about creating customer value and building relationships. This course is a foundation in marketing and advertising concepts including: Marketing Mix, branding, advertising strategies, and international marketing. The course is taught through current event examples and stories that show these concepts in action as we study marketing and advertising plans. It is the perfect introductory course for those interested in sports marketing, hospitality, or tourism as a career, as well as for the student interested in discovering more about careers in any of the other business areas.
Prerequisite: Semester 1 of Business and Technology for grade 9 only

0.5 Credit         Fulfills: ELC     Open: 9 with semester 1 Business and Technology, 10, 11, 12

Hospitality and Tourism Marketing
This class is designed to develop an understanding of the practice and skills needed to have success in this industry. The U.S. lodging industry currently employs about 1.8 million people, while the American food service industry has about 13 million people working in restaurants of all types. Although hotels and restaurants are the largest sectors in this field, hospitality marketing professionals also work in clubs, casinos, hospitals, universities, corporate dining rooms, cruise ships airlines, management companies, and many other organizations. People in these organizations have careers in marketing and sales, event planning, room's management, food and beverage, human resources, recreation, etc. This course will combine classroom learning with exciting real-life experiences that introduce students to every area of the hospitality and tourism world.
Prerequisite: Marketing or Marketing Technology and Advertising

0.5 Credit         Fulfills: ELC     Open: 10, 11, 12
Sports and Entertainment Marketing
This course introduces students to the exciting and dynamic areas of sports and entertainment marketing, and the many occupations in these fields. One of the largest and fastest growing industries of the 21st century, sports and entertainment marketing provides a unique way to look at the business world. Students will focus on two areas: 1) the marketing of sports and entertainment events, and 2) the marketing of non-sports products and services through these types of events. Using an active and hands-on approach, students will discover why companies pay to be associated with a team or entertainer, how to develop ticket plans to fill arenas, and why target marketing and taking a customer approach leads to success.
Prerequisite: Marketing or Marketing Technology and Advertising

0.5 Credit       Fulfills: ELC       Open: 10, 11, 12

Entrepreneurship
This course introduces students to the exciting world of launching their own business and investigating the possibility of a franchise or government contracts. Do you have what it takes to start a new business? Do you have an idea for a business but need the tools to get started? This course will provide you with the concepts and techniques for planning and launching a startup. This course will guide you through the steps of setting up a business, including developing a business plan, a mission and a vision, attracting investors, and marketing your company. The result will be a realistic business plan presentation that could be implemented. Guest speakers from the surrounding community will also be invited to share their experiences and consult students on their path to entrepreneurship.
Prerequisite: Two semesters of business and/or computer science classes

0.5 Credit       Fulfills: ELC       Open: 10, 11, 12

Business and Personal Law
The business law course is designed to provide students with an overview of our legal system, focusing on statutes and regulations that impact businesses, families, and individuals. Course topics include the history, development, and classification of laws, personal and business law related to everyday life, contract law, agency law, legal ethics and social responsibility, and internet law. A variety of case studies that have helped establish business law are discussed, and many current events studies are used to keep students up to date on what is going on in the ever-changing business and personal law landscape today.
Prerequisite: Semester 1 of Business and Technology for grade 10

0.5 Credit       Fulfills: ELC       Open: 10 with Business and Technology, 11, 12

Virtual Enterprise (VE) Honors
Virtual Enterprise is the capstone class that replicates the functions and demands of real businesses; transforming students into business executives and classrooms into office settings. Students establish and manage a virtual company, conducting business with other VEI businesses around the globe. Students are involved in all aspects of running the business, including human resources, accounting, product development, production, marketing, distribution, technology and sales. Travel to trade shows and competitions is strongly encouraged but not required due to added expense. This course may be repeated.
Prerequisite: 3 semesters of business and/or computer science classes

1.0 Credit       Fulfills: ELC       Open: 11, 12
College and Career Exploration 11-12 — TRADITIONAL AND BLENDED
This is a research and exploration based course for juniors and seniors. The 16 Career Clusters will be presented and students will be exposed to a wide variety of options as they investigate careers of individual interest. Self-discovery through personality and interest inventories will help guide their consideration of career paths. Each student will conduct a job shadow in order to obtain a realistic understanding about their career choice. Students will research post-secondary options including two and four-year colleges, vocational programs, and military training. Financial Aid including FAFSA, grants, and scholarships will be explored. Skills that will be enhanced in this course include research, questioning, interviewing, and presenting. Guest speakers will visit to speak about college and career topics. It is highly recommended that juniors take this class in the spring of their junior year or seniors take this class in the fall of their senior year.
Restrictions: Students cannot be concurrently enrolled in Cooperative Education.

0.5 Credit          Fulfills: ELC     Open: 11, 12

Cooperative Education (Work Study Program)
This year-long course provides life skills to seniors who are employed during the school year. Occupational competencies are developed through a combination of classroom and on-the-job experiences under the guidelines and regulations of the federally funded Perkins Act. Emphasis will be placed on students seeking and obtaining jobs in the community that provide learning experiences above-and-beyond the typical high school part-time job. Classroom activities include the study of labor laws, OSHA, college and career exploration, financial aid, interview skills, and personal budgeting. Students will also create a professional business portfolio. Co-op activities such as guest speakers, fundraisers, field trips, mock interviews, and the annual employer appreciation banquet are an integral part of this class. The OJT portion of the class provides opportunities for students to develop occupational skills through work experience and mentoring from workplace managers.
Requirements: Students must be concurrently enrolled in On-The-Job Training (OJT) and are required to have a job within the community for a minimum of 15 hours per week. Payment of a class fee is required.
Restrictions: Students cannot enroll in College and Career Explorations 11-12 concurrently with Cooperative Education.
Prerequisites: Co-Op application, teacher recommendation, history of regular attendance, positive disciplinary record

1.0 Credit         Fulfills: ELC     Open: 12 (11 by program director and counselor approval)

Cooperative Education On-The-Job Training (OJT)
OJT is an extension of the Cooperative Education Program. Students enrolled in OJT are released early from school to go to work. Students are evaluated quarterly by their employer and are expected to translate classroom activities to on-the-job experiences under supervision of their manager. OJT is appropriate for students that desire to develop occupational skills through working and want to earn credit for their work experience. Competencies are developed through a combination of classroom and OJT experiences. Students must have a job within the community for a minimum of 15 hours per week.
Prerequisite: Concurrent enrollment in Cooperative Education

1.0 Credit         Fulfills: ELC     Open: 12, (11 with program director and counselor approval)

Personal Finance —TRADITIONAL AND BLENDED
The state mandated financial literacy course is designed to inform and educate students in the concepts of personal finance and money management. Students will begin to develop the skills and strategies that promote personal and financial growth through topics including: job skills and career planning, money management, saving and investing, income and taxes, and budgeting. The course is designed to provide the foundational understanding for making informed personal decisions leading to financial independence. This course meets the consumer education graduation requirement.

0.5 Credit         Fulfills: CED     Open: 10
3-D Animation and Game Design
3-D Animation and Game Design introduces computer programming in a graphical, user-friendly way. In this class students will learn how to create basic 3-D games through the use of the Alice programming environment. No prior programming experience is necessary to take this introductory class.

0.5 Credit  Fulfills: ELC  Open: 9, 10, 11, 12

Computer Programming — TRADITIONAL AND BLENDED
This course is designed for students interested in learning more about how computer programs are written. Students create computer programs that may include games, animation, and programs that connect to other classes. Students will improve their logic and problem solving skills in this introduction to structured programming. This class will prepare students for more complex programming classes or projects.

Prerequisite: Algebra I or Team Leader Recommendation

0.5 Credit  Fulfills: ELC  Open: 9, 10, 11, 12
**AP Computer Science Principles New for 2017-18**

This course is designed to introduce an understanding of how computers can be used in any field. Whether it’s music, art, medicine, social sciences, scientific analysis, robotics, or engineering, computer science is the engine that powers the technology, productivity, and innovation that drive the world. While there will be some programming, this is not specifically a programming class. The course will introduce students to the creative aspects of programming, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. This class is designed for all students, not just those planning to go into a technical field. Students are required to take the AP exam in May. Please refer to page 12 to read about AP exams.

**Prerequisite:** Algebra I

**1.0 Credit**

**Fulfills:** ELC

**Open:** 9, 10, 11, 12

---

**AP Computer Science A**

This course emphasizes programming methodology with a concentration on problem solving and algorithm development and is meant to be the equivalent of a first semester college level course in computer science. It is highly recommended that the student has passed computer programming. This course is ideal for students planning to go into a technical field related to computers. The programming language Java will be used throughout this course. Students are required to take the AP exam in May. Please refer to page 12 to read about AP exams.

AP Computer Science A qualifies as a mathematics based, quantitative course.

**Prerequisite:** Algebra II or Computer Programming

**1.0 Credit**

**Fulfills:** ELC

**Open:** 10, 11, 12

---

**Advanced Computer Science Topics Honors**

This course is designed for the student who wants to independently pursue further study of advance computer science topics. These topics could include: App Development, Video Game Design, Website Design, etc. using a variety of different platforms and software. Students will work directly with the instructor to design an approved individualized project of the student’s choosing, and then perform their own research, analysis, design, development, implementation, testing, and evaluation of their project. This course may be repeated.

**Prerequisite:** AP Computer Science or grade 12 with concurrent enrollment in AP Computer Science

**1.0 Credit**

**Fulfills:** ELC

**Open:** 11, 12

---
ENGINEERING ACADEMY

Drafting Design Studio (Weighted Course)
Students who want to further their drafting skills and gain additional experience in industrial related computer aided drafting or machine drafting, or modeling are encouraged to enroll. Individualized work in selected areas of industrial drafting is planned with the instructor. This is an opportunity for students to become more self-directed in developing skills in an area of their choice in order to build a body of work worthy of a college entrance portfolio.
Prerequisite: Instructor's approval and successful completion of either Advanced CAD or PLTW Introduction to Engineering and Design with a grade of a B or higher.

1.0 Credit Fulfills: ELC Open: 10, 11, 12

Art and Design for Engineers
Through producing both 2-dimensional and 3-dimensional works of art based on engineering design and principles, students will develop artistic skills that enhance their creative idea development and assist in expressing their engineering ideas visually. Students will be introduced to artists who have produced historically relevant works of art based on the principles of engineering, then apply the engineering design process to the production of decorative and functional art. Students will begin with the foundations of drawing, including perspective drawing. These skills will be applied to the development of a kinetic sculpture as well as a work of functional art based on industrial design principles. Students will also be exposed to the mold-making process and its application to the mass production of products.

0.5 Credit Fulfills: ELC Open: 9, 10, 11, 12

PLTW - Introduction to Engineering Design
Designed for 9th or 10th grade students, the major focus of IED is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community.

1.0 Credit Fulfills: ELC Open: 9, 10, 11, 12 (Priority enrollment given to underclassmen.)

PLTW - Principles of Engineering Design (POE) (Weighted Course)
Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.
Prerequisite: C or better in PLTW Introduction to Engineering Design

1.0 Credit Fulfills: ELC Open: 10, 11, 12 (Priority enrollment given to 10, 11)

PLTW - Aerospace Engineering (AE) (Weighted Course)
This course is one of the specialization courses in the PLTW Engineering sequence. This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles.
Prerequisite: C or better in PLTW Principles of Engineering

1.0 Credit Fulfills: ELC Open: 11, 12
PLTW - Civil Engineering and Architecture (CEA) (Weighted Course)
This course is one of the specialization courses in the PLTW Engineering sequence. Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architecture design software.
Prerequisite: C or better in PLTW Principles of Engineering
1.0 Credit Fulfills: ELC Open: 11, 12

PLTW - Engineering Design and Development (EDD) (Weighted Course)
New for 2017-18
Engineering Design and Development (EDD) is the capstone course in the PLTW high school engineering program. It is an engineering research course in which students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.
Utilizing the activity-project-problem-based teaching and learning pedagogy, students will perform research to choose, validate, and justify a technical problem. After carefully defining the problem, teams of students will design, build, and test their solution. Finally, student teams will present and defend their original solution to an outside panel. While progressing through the engineering design process, students will work closely with a community mentor and experts and will continually hone their organizational, communication and interpersonal skills, their creative and problem solving abilities, and their understanding of the design process.
Prerequisite: B or Better in PLTW Aerospace Engineering and/or PLTW Civil Engineering and Architecture
1.0 Credit Fulfills: ELC Open: 12
EXPERT 21
Expert 21 is a comprehensive English Language Arts curriculum that prepares students for the literacy demands of the 21st Century through a powerful combination of explicit instruction, inquiry-based learning, contemporary and relevant literature and informational texts, real-world writing and projects, and supportive technology. The only new English Language Arts curriculum developed with the foundational research and working drafts of the Common Core State Standards, Expert 21 accelerates the acquisition of standards-aligned literacy skills, while integrating 21st Century competencies to ensure all students are college and career ready.

0.5 Credit  Fulfills: ELC  Open:  11, 12
READ 180
Read 180 is an intensive reading intervention program designed to help students make measurable gains in reading achievement. This program consists of nine different workshops using high-interest non-fiction and fiction texts. Each workshop provides instruction in reading skills, vocabulary development, writing and grammar skills, and “real life” functional reading skills. The course consists of whole-group instruction, small group instruction, computer software to practice individual skills, and self-selected silent reading to build fluency and comprehension skills.

0.5 Credit  Fulfills: ELC  Open: 9, 10, 11, 12

English I
This course is the first year of a college preparatory English sequence. Content is organized thematically and will employ the use of essential questions to guide critical thinking about texts that include short stories, novels, nonfiction, drama and poetry. There is a clear emphasis on the progressive development of skills identified in the Common Core State Standards for English Language Arts (9-10) including: reading for key ideas and details, reading for craft and structure, reading for integration of knowledge and ideas, writing a variety of text types, writing for a variety of purposes, understanding the writing process, speaking and listening skills, knowledge and practical application of Standard English (grammar and mechanics) and in-context vocabulary acquisition. English I places special emphasis on developing student writers who can produce well-crafted, organized, multi-paragraph essays written for a variety of audiences, with a focus on evidence-based analyses of multiple sources. Students will be assessed, in part, through the use of regular district-wide benchmark assessments.
Prerequisite: Concurrent enrollment in Read 180 if a student’s NWEA MAP Reading score is 215 or less.

1.0 Credit  Fulfills: ENG  Open: 9

English I Honors
This accelerated course is the first year of an advanced college preparatory English sequence. Content is organized thematically and will employ the use of essential questions to guide critical thinking about challenging texts that include short stories, novels, nonfiction, drama and poetry. There is a clear emphasis on the progressive development of skills identified in the Common Core State Standards for English Language Arts (9-10) including: reading for key ideas and details, reading for craft and structure, reading for integration of knowledge and ideas, writing a variety of text types, writing for a variety of purposes, understanding the writing process, speaking and listening skills, knowledge and practical application of Standard English (grammar and mechanics) and in-context vocabulary acquisition. English I Honors places special emphasis on developing student writers who can produce well-crafted, organized, multi-paragraph essays written for a variety of audiences, with a focus on evidence-based analyses of multiple sources. Students will be assessed, in part, through the use of regular district-wide benchmark assessments.
Prerequisite: NWEA MAP scores; Teacher Recommendation or Department Chair Recommendation

*This class is in sequence with the AP English course.

1.0 Credit  Fulfills: ENG  Open: 9

English II — TRADITIONAL AND BLENDED
This course is the second year of a college preparatory English sequence. Content is organized thematically and will employ the use of essential questions to guide critical thinking about texts that include short stories, novels, nonfiction, drama and poetry. There is a clear emphasis on the progressive development of skills identified in the Common Core State Standards for English Language Arts (9-10). English II places special emphasis on developing student writers who can produce well-crafted, organized, multi-paragraph essays written for a variety of audiences, with a focus on evidence-based analyses of multiple sources. Students will be assessed, in part, through the use of regular district-wide benchmark assessments.
Prerequisite: Concurrent enrollment in Read 180 if a student’s NWEA MAP Reading score is 215 or less.

1.0 Credit  Fulfills: ENG  Open: 10
English II Honors — TRADITIONAL AND BLENDED*
This accelerated course is the second year of an advanced college preparatory English sequence, and designed especially for students who want to take at least one Advanced Placement English course. Content is organized thematically and will employ the use of essential questions to guide critical thinking about challenging texts that include short stories, novels, nonfiction, drama and poetry. There is a clear emphasis on the progressive development of skills identified in the Common Core State Standards for English Language Arts (9-10). English II Honors places special emphasis on developing student writers who can produce well-crafted, organized, multi-paragraph essays written for a variety of audiences, with a focus on evidence-based analyses of multiple sources. Students will be assessed, in part, through the use of regular district-wide benchmark assessments.
Prerequisite: English I Honors or Department Chair Recommendation
• Grade 9: *Blended is not open to 9th grade students.
• Grades 10: *Can select from traditional or blended.

1.0 Credit  Fulfills: ENG  Open: 9, 10

English III —TRADITIONAL AND BLENDED
This course is the third year of a college preparatory English sequence. The course is organized thematically, with a strong emphasis on American Literature, and will employ the use of essential questions to guide critical thinking about texts that include short stories, novels, nonfiction, essays, memoirs, journals, historical documents, drama and poetry. There is a continued emphasis and increased rigor in the progressive development of skills identified in Common Core State Standards for English Language Arts (11-12) including: reading for key ideas and details, reading for craft and structure, reading for integration of knowledge and ideas, writing a variety of text types and purposes, understanding the writing process, speaking and listening skills, knowledge and practical application of Standard English and vocabulary acquisition through Latin root words. Students will be assessed, in part, through the use of regular district-wide benchmark assessments. English III includes special emphasis on writing for college, rhetorical analysis of literature, argumentative and persuasive writing, and intense and extensive preparation for the SAT exam.

1.0 Credit  Fulfills: ENG  Open: 11

English III Honors
A survey of major works and themes from the Pre-Colonial period to present day, Honors English III requires students to identify and analyze important writers and writings comprising America's literary heritage. Emphasis is given to author bias and purpose as well as historical periods and major literary forms of the emerging nation. Students will demonstrate understanding through writing while studying grammar and vocabulary to improve skills and prepare for the PSAT and SAT. Students must be willing to adhere to the demanding structure of an Honors course, including considerable out of class work and reading. There is continued emphasis and increased rigor in the progressive development of skills identified in Common Core State Standards for English Language Arts (11-12). Students will be assessed, in part, through the use of regular district-wide benchmark assessments. Summer reading will be assigned. English III Honors includes special emphasis on writing for college and rhetorical analysis. **This course is in sequence with the AP English course.**
Prerequisite: English II Honors or Department Chair Recommendation

1.0 Credit  Fulfills: ENG  Open: 10, 11
**English IV: Alienation and Perception — TRADITIONAL AND BLENDED**
This course is designed as a capstone course in the college preparatory English sequence. The course is organized thematically, and will employ the use of essential questions to guide critical thinking about texts that include short stories, novels, non fiction, essays, memoirs, journals, historical documents, drama and poetry. The central themes for this course are “alienation” and “how perception changes reality.” There will be continued emphasis and increased rigor in the progressive development of skills identified in Common Core State Standards for English Language Arts (11-12). Students will be assessed, in part, through the use of regular district-wide benchmark assessments. Curriculum for this course includes special emphasis on project-based learning opportunities, synthesis skills, and independent learning strategies. Students must take English IV Alienation and Perception or English IV Responsibility and Engagement in order to graduate unless they have completed or are enrolled in AP Language or AP Literature. **It is not recommended to take this class during the same semester with English IV Responsibility and Engagement.**
Prerequisite: English III

0.5 Credit Fulfills: ENG Open 12

**English IV: Responsibility and Engagement — TRADITIONAL AND BLENDED**
The course is designed as a capstone course in the college preparatory English sequence. The course is organized thematically, and will employ the use of essential questions to guide critical thinking about texts that include short stories, novels, non fiction, essays, memoirs, journals, historical documents, drama and poetry. Central themes for this course are “responsibility” and “engagement.” There will be continued emphasis and increased rigor in the progressive development of skills identified in Common Core State Standards for English Language Arts (11-12). Students will be assessed, in part, through the use of regular district-wide benchmark assessments. This course includes special emphasis on project-based learning opportunities, synthesis skills, and independent learning strategies. Students must take English IV Alienation and Perception or English IV Responsibility and Engagement in order to graduate unless they have completed or are enrolled in AP Language or AP Literature. **It is not recommended to take this class during the same semester with English IV Alienation and Perception.**
Prerequisite: English III

0.5 Credit Fulfills: ENG Open 12

**English IV: Medical Issues — TRADITIONAL AND BLENDED**
The course is designed as a capstone course in the college preparatory English sequence. The course emphasizes literature and writing skills that have a medical focus. It is organized thematically, and will employ the use of essential questions to guide critical thinking about issues relating to the medical field. The texts will include a variety of novels, nonfiction, essays, memoirs, journals, and historical documents. The central theme of this course is the medical advances, the impact of these advances, and the ethics involved. There will be continued emphasis and increased rigor in the progressive development of skills identified in Common Core State Standards for English Language Arts (11-12). Students will be assessed, in part, through the use of regular district-wide benchmark assessments. Curriculum for this course includes special emphasis on project-based learning opportunities, synthesis skills, and independent learning strategies. Students may take Medical English IV in order to graduate unless they have completed or are enrolled in AP Language or AP Literature. **Prerequisite: English III**

0.5 Credit Fulfills: ENG Open: 11, 12 (priority enrollment given to those inducted into the Medical Academy)
English IV - Dual Credit S1/MCC ENG 151 COMPOSITION I (Weighted) – **BLENDED**
Composition I teaches the fundamentals of effective writing combined with the reading of selected texts. Students read and write narrative, descriptive, expository, and argumentative prose with emphasis on clear, concise expression of ideas. This course requires advanced reading and intermediate writing. There is continued emphasis and increased rigor in the progressive development of skills identified in the Common Core State Standards for English Language Arts (11-12). Students will be assessed, in part, through the use of regular district-wide benchmark assessments. This course includes special emphasis on project-based learning opportunities, synthesis skills, and independent learning strategies.
**NOTE:** A grade of C or higher is required for IAI transfer.
**Prerequisites:** Successful performance on the English placement test, an ACT English score of 21 or higher, an SAT (pre-2016) composite reading and writing score of 990 or writing score of 490 or higher or an SAT (2016 or later) composite reading and writing score of 550.

0.5 credit  Fulfills: ENG  Open: 12

---

English IV - Dual Credit S2/MCC ENG 152 COMPOSITION II (Weighted) – **BLENDED**
Composition II builds on the knowledge and skills gained in Composition I. Students continue to practice essay writing with a focus on research papers supported by scholarly evidence as well as the critical analysis of literature. This course requires advanced reading and advanced writing. There is continued emphasis and increased rigor in the progressive development of skills identified in the Common Core State Standards for English Language Arts (11-12). Students will be assessed, in part, through the use of regular district-wide benchmark assessments. This course includes special emphasis on project-based learning opportunities, synthesis skills, and independent learning strategies.
**NOTE:** A grade of C or higher is required for IAI transfer.
**Prerequisite:** English IV – Dual Credit S1 / MCC ENG 151 with a grade of C or higher.

0.5 credit  Fulfills: ENG  Open: 12

---

**AP English Language and Composition**
Students in this introductory college-level course read and carefully analyze a broad and challenging range of nonfiction prose and fiction selections, deepening their awareness of rhetoric and how language works. As this is a college-level course, performance expectations are appropriately high and the workload is challenging. Because of the demanding curriculum, students must bring to the course sufficient command of mechanical conventions and an ability to read and discuss prose. Summer reading is required. Students are required to take the AP Exam in May. Please refer to page 12 to read about AP exams.
**Prerequisite:** C or higher in English III H; Teacher recommendation or Department Chair recommendation

1.0 Credit  Fulfills: ENG  Open: 11, 12

---

**AP English Literature and Composition**
This course includes an intensive study of literature from various genres (including fiction, poetry, and drama) and periods (from 1600 to present) with an emphasis on American and British Literature with some World Literature. In-depth reading, analysis, and writing are an integral part of this course. Extensive writing assignments focus on critical analysis of literature, including expository, analytical, and argumentative essays. Writing instruction focuses on developing coherence, unity, precision, structure, and stylistic maturity. Summer reading is required prior to taking this course. Students are required to take the AP Exam in May. Please refer to page 12 to read about AP exams.
**Prerequisite:** C or higher in English III H; Teacher recommendation or Department Chair recommendation

1.0 Credit  Fulfills: ENG  Open: 11, 12
NOTE: *From the English Electives listed below, only one (1) semester of credit may be used to fulfill Huntley High School’s English requirement of 4.0 credits. Seniors must take a semester of any of the English IV courses above in order to meet graduation requirements.

**Creative Writing**
This one-semester English elective is an intensive writing course in which students produce original works in the forms of poetry and fiction. The study of rhetorical techniques to achieve point of view, mood, tone, and variations of thematic patterns will be addressed. Class sessions will include workshops requiring frequent writing, sharing of work and analysis and critique of self and others. Students will be required to create a poetry portfolio during the first half of the session and a short story in the second half of the session. This course continues to emphasize and increase rigor in the progressive development of skills identified in Common Core State Standards for English Language Arts (11-12).

0.5 Credit   Fulfills: ENG, ELC   Open: 11, 12

**Introduction to News Media — BLENDED**
Today's news is delivered in many ways, with newspapers, websites, video, and other forms of multimedia. In this course, students will be exposed to the basics of news media production. Skills in reporting, writing, and editing will be emphasized, and students will be exposed to the different forms of journalistic writing, including news, opinion, features, arts & entertainment, and sports. In addition, units on blogging, web journalism, video editing, and other forms of multimedia will introduce them the world of news media today. Legal and ethical issues of news media will also be covered. Students in the course will also have the opportunity to have their work published in student newspaper, The Voice, or online at huntleyvoice.com.

0.5 Credit  Fulfills: ENG, ELC   Open: 9, 10, 11, 12

**News Media Production: Newspaper**
In this course, students learn and develop reporting, writing, design, photography, business, video production, web design, and management skills in the production of the school’s award-winning print news magazine, The Voice, and its online counterpart, huntleyvoice.com. Students will gain practical experience in the elements and processes of producing a student news magazine and website, including current industry-standard desktop publishing, web design, and video editing software. Lessons will be offered throughout the year to improve student skills. With instructor approval, this course may be repeated for credit.

* Students may elect to take this course for either a single credit of English or a single elective credit. Please note: Some colleges may grant only elective credit; others will grant credit in either English or electives.

Prerequisite: Introduction to News Media or application/instructor approval.

1.0 Credit   Fulfills: ENG, ELC   Open: 10, 11, 12

**News Media Production: Newspaper Honors**
Editors of the print news magazine, The Voice, and its counterpart, huntleyvoice.com are eligible to enroll in this advanced news media and leadership course in which students are expected to demonstrate expertise in a variety of journalistic disciplines including reporting, writing, design, photography, business, video production, and web design. Students will make content decisions, manage staff deadlines, mentor staff members, and will learn a variety of organizational and management techniques to assist them in working with staff. They will receive honors credit for their work. Prerequisite: Completion of the application process and appointment to an editor’s position.

* Students may elect to take this course for either a single credit of English or a single elective credit. Please note: Some colleges may grant only elective credit; others will grant credit in either English or electives.

Prerequisite: Completion of the application process and appointment to an editor’s position

1.0 Credit   Fulfills: ENG, ELC   Open: 10, 11, 12
News Media Production: Yearbook*
In this course, students learn and develop reporting, writing, design, photography, business, desktop publishing, and management skills in the production of the school’s award-winning yearbook, Chieftain. Students will gain practical experience in the elements and processes of producing a student yearbook and are exposed to the latest in theme development, page design, copy writing, and current industry-standard desktop publishing skills.
* Students may elect to take this course for either a single credit of English or a single elective credit. Please note: Some colleges may grant only elective credit; others will grant credit in either English or electives.
Prerequisite: Introduction to News Media or instructor approval

1.0 Credit   Fulfills: ENG, ELC   Open: 10, 11, 12

News Media Production: Yearbook Honors*
Editors of the school yearbook are eligible to enroll in this advanced publications and leadership course in which students are expected to demonstrate expertise in a variety of journalistic disciplines including reporting, writing, copy-editing, layout, design, and photography. Students will make content decisions, manage staff deadlines, mentor staff members, and will learn a variety of organizational and management techniques to assist them in working with staff members.
* Students may elect to take this course for either a single credit of English or a single elective credit. Please note: Some colleges may grant only elective credit; others will grant credit in either English or electives.
Prerequisite: Completion of the application process and appointment to an editor’s position

1.0 Credit   Fulfills: ENG, ELC   Open: 10, 11, 12

Television Production* — TRADITIONAL AND BLENDED
Students enrolled in Television Production will produce programs that are broadcast for the entire school. In this course, students will be responsible for researching, writing, shooting, and editing segments for the program which will highlight HHS activities and school-related issues, as well as those occurring in the broader community. The course will stress the development of the following studio and field production skills: project planning, scripting, camera operation, composition, editing, sound recording, lighting, crewing, reporting, anchoring, programming, and production management. Participating students will play a crucial role in promoting positive dialogue and fostering school spirit in a highly visible and exciting course through mass media. Because the class requires numerous professional-level productions to be executed under strict deadlines, hours outside the normal school day will be required.
* Students may elect to take this course for either a single credit of English or a single elective credit. Please note: Some colleges may grant only elective credit; others will grant credit in either English or electives.
Prerequisite: None

1.0 Credit   Fulfills: ENG, ELC   Open: 9, 10, 11, 12

Speech — TRADITIONAL AND BLENDED
This is a public speaking course with an emphasis on research, speech organization, and presentation. Required speeches include, but are not limited to: informative, persuasive, impromptu, and oral interpretation of literature. This course continues to emphasize and increase rigor in the progressive development of skills identified in Common Core State Standards for English Language Arts (11-12).

0.5 Credit   Fulfills: ENG, ELC   Open: 9, 10, 11, 12
Forensics I, II, and III: Public Speaking and Oral Interpretation — BLENDED
In this one-semester English elective, students complete three projects from the public communication categories: Public Speaking and Oral Interpretation. Students will continue to develop and enhance public speaking skills learned in speech through the development of a public communication portfolio. This class requires intensive research, writing, and public speaking. This course continues to emphasize and increase rigor in the progressive development of skills identified in Common Core State Standards for English Language Arts (11-12). This class will only be offered during the first semester. This course may be repeated for credit with instructor approval.
Prerequisite: Speech or Instructor Approval
0.5 Credit Fulfills: ENG, ELC Open: 10, 11, 12

Chicago Literature — TRADITIONAL AND BLENDED
This course is filled with learning about the many events, times and people that define Chicago. Through reading and analysis of non fiction and fiction literary works, students will gain clear understanding of the history of Chicago and the development of its identity as a city. They will also study its people and times through non-print texts such as films and documentaries. They will analyze the cultural assumptions and prejudices that underlie many of these works and connect them to the historical and cultural events that shaped their development. They will develop an understanding and appreciation of the identity and culture of Chicago.
0.5 Credit Fulfills: ENG, ELC Open: 11, 12

Recent Reads—TRADITIONAL AND BLENDED
This one-semester English elective is designed to develop life-long reading skills and renew students’ appreciation for and enjoyment of literature. The content for this survey course will broadly address a variety of genres including mystery, action, memoirs, film, and historical fiction and drama. Student work is largely project-based analysis of what is read as a class and individually. Some of the content studied in this course may have adult content or themes. This course continues to emphasize and increase rigor in the progressive development of skills identified in Common Core State Standards for English Language Arts (11-12). This course may be repeated for elective credit
0.5 Credit Fulfills: ENG, ELC Open: 11, 12

Film and Literature*—TRADITIONAL AND BLENDED
This course examines attitudes and assumptions about film. Film is so familiar to us; it is often labeled “entertainment.” We often assume that it is easier to understand than literature. In fact, film really is entertaining, and is complex. It employs two channels—sound and image—and is culturally ambiguous, blurring distinctions between art, entertainment, and mass communication. It poses major problems for—but offers new possibilities to—traditional categories of cultural criticism.
* Students may elect to take this course for either English credit or elective credit. Please note: Some colleges may grant only elective credit; others will grant credit in either English or electives.
0.5 Credit Fulfills: ENG, ELC Open: 10, 11, 12
ESL (English as a second language)

**ESL English**
This course is designed for students who speak a language other than English at home. Throughout this course, students will work to improve their language proficiency through reading, writing, listening, and speaking. With an emphasis on reading strategies and comprehension, students read short stories, nonfiction, novels, drama, and poetry. In addition, the class focuses on grammar in the context of the writing process. We also introduce students to American culture. There is a clear emphasis on the progressive development of linguistic skills identified in the WIDA English Language Proficiency Standards (9-12).
**Prerequisite: Placement testing**

1.0 Credit    Fulfills: ENG    Open: 9, 10, 11, 12

**ESL Resource**
This course is designed for students who speak a language other than English at home. Students will have the opportunity of extra time to work on assignments, receive help, or take tests with the ELL teacher to assist them. Students will also take part in ACCESS test preparation on a weekly basis during first semester. There is a clear emphasis on the progressive development of linguistic skills identified in the WIDA English Language Proficiency Standards (9-12). Students must earn a “70%” or higher to pass and earn credit. This course is Pass/Fail.
**Prerequisite: Placement testing**

1.0 Credit    Fulfills: ELC    Open: 9, 10, 11, 12
**Consumer Education**

This course teaches the essentials of living wisely in our changing society. Students will be able to understand how an individual and families survive financially and how everyday decisions affect our lives. Students will learn how to make smart financial decisions and life choices through hands-on experiences that include but are not limited to career planning, family structures, and finances. **This course meets the consumer education graduation requirement.**

0.5 Credit  Fulfills: CED  Open: 10

**Foods and Nutrition I — TRADITIONAL AND BLENDED**

This basic course includes classroom and laboratory experiences needed to develop knowledge and understanding of food. Emphasis is given to nutrition, safety, sanitation, use and care of equipment, following recipes, use of microwave oven, fruits, vegetables, eggs, meat, poultry, dairy, vegetarianism, and fats to in meal planning and nutritional food choices.

0.5 Credit  Fulfills: ELC  Open: 11, 12
Medical Foods and Nutrition I
This course is designed for students who are interested in the medical field and wish to learn food safety, sanitation and recipe skills that are applicable in a clinical setting. This basic course includes classroom and laboratory experiences needed to develop knowledge and understanding of food. Emphasis is given to nutrition, safety, sanitation, use and care of equipment, following recipes, use of microwave oven, fruits, vegetables, eggs, meat, poultry, dairy, vegetarianism, and fats to in meal planning and nutritional food choices. Prerequisite: None

0.5 Credit Fulfills: ELC Open: 11, 12 (priority enrollment given to those inducted into the Medical Academy)

Foods and Nutrition II — TRADITIONAL AND BLENDED
This course is a continuation of topics covered in Foods I. It includes classroom and laboratory experiences needed to develop knowledge and understanding of food principles and applied nutrition for people of all ages. Emphasis is given to sanitation, safety, yeast products, pastry, quick breads, pasta, sauces, herbs and spices, food from across the United States and around the world. Prerequisite: C+ or higher in Foods and Nutrition I or Medical Foods and Nutrition I

0.5 Credit Fulfills: ELC Open: 11, 12

World of Fashion I — BLENDED
Welcome to the World of Fashion! This class will offer beginning students the opportunity to explore their knowledge of fashion, fabrics and construction. After introducing students to the reasons for clothes and the influences on clothing choices, the class will explore different fashion topics: Elements of Design, Fibers & Fabrics, Patterns & Pinning, Beginning Construction and Careers in the Fashion Industry. Students will work in an independent environment with semester projects required. The majority of equipment is supplied; however, students will be responsible for purchasing the fabrics, patterns, thread and notions needed to complete their projects.

0.5 Credit Fulfills: ELC Open: 9, 10, 11, 12

World of Fashion II — BLENDED
This course is designed to meet the needs of experienced students interested in fashion and clothing construction, and who have successfully completed Fashion I. Students will be constructing a garment with a hood or collar, buttonholes, and work with zippers. Emphasis will be on creativity and more advanced sewing skills. The majority of equipment is supplied; however, students will be responsible for purchasing the fabrics, patterns, thread and notions needed to complete their projects. Prerequisite: World of Fashion I with a C+ or higher.

0.5 Credit Fulfills: ELC Open: 9, 10, 11, 12

Human Development: Conception - Age 6 New for 2017-18
This course provides students with an interest in medicine a background in human development from conception through age 6. Students will learn normal development and abnormalities that can occur and they may be exposed to in their medical careers due to behavior or disease/illness. Topics will include conception, phases of prenatal development, child development, and major milestones of physical, cognitive, language, social, and emotional development from birth to age 6. This course will go in depth into the medical aspects of human development.

0.5 Credit Fulfills: ELC Open: 9, 10, 11, 12
**Art and Design for Engineers**

Through producing both 2-dimensional and 3-dimensional works of art based on engineering design and principles, students will develop artistic skills that enhance their creative idea development and assist in expressing their engineering ideas visually. Students will be introduced to artists who have produced historically relevant works of art based on the principles of engineering, then apply the engineering design process to the production of decorative and functional art. Students will begin with the foundations of drawing, including perspective drawing. These skills will be applied to the development of a kinetic sculpture as well as a work of functional art based on industrial design principles. Students will also be exposed to the mold-making process and its application to the mass production of products.

0.5 Credit    Fulfills: ELC    Open: 9, 10, 11, 12

**Basic Art 2-D**

Basic Art 2-D is an introductory course in the art department, which is required for further advancement on the 2-D art track. Students will learn fundamental techniques of drawing, shading, and painting in various media such as graphite, acrylic paint, colored pencil, and ink. Units will focus on the Elements of Line, Value, Shape, and Color and will incorporate known artists whose works exemplify those Elements. It is recommended that students take Basic 2-D and Basic 3-D if they plan to advance through the art department curriculum.

0.5 Credit    Fulfills: ELC    Open: 9, 10, 11, 12
Basic Art 3-D
Basic Art 3-D is an introductory course in the art department, which is required for further development on the 3-D art track. Students will learn the fundamental techniques of additive and subtractive sculpting, animation, and perspective drawing in various media such as plaster, clay, and foam. Units will focus on the Elements of Form, Texture, and Space and will incorporate known artists whose works exemplify those Elements. It is recommended that students take Basic 3-D and Basic 2-D if they plan to advance through the art department curriculum.

0.5 Credit  Fulfills: ELC  Open: 9, 10, 11, 12

Two-Dimensional Design
This is a studio course that further explores the tools, techniques, materials, and problem solving used in the creation of original two dimensional art. Students will develop skills in drawing, painting, and printmaking using media such as pencil, ink, charcoal, pastels, watercolors, and acrylics. Students will be introduced to a variety of known artists and will explore tools, techniques, and materials used by those artists. Two-Dimensional Design is encouraged for success in upper level art classes.
Prerequisite: Basic Art 2-D

1.0 Credit  Fulfills: ELC  Open: 10, 11, 12

Graphic Design
This course is intended for students who wish to apply fundamental design using the principles and elements of art in visual communications. This class will explore different art occupations (illustration, logo design, product design, interior design, commercial advertising, computer graphics, and more). The fall semester will be hands-on, in the classroom creating many drawing and painting projects to learn the fundamentals of design and layout. The second semester is taught in the computer lab working with computer programs such as Adobe Illustrator and Adobe Photoshop
Prerequisite: Basic Art 2-D recommended but not required

1.0 Credit  Fulfills: ELC  Open: 10, 11, 12

Advanced Computer Graphics Semester 1
This course is for students who wish to expand their knowledge in visual technology. This course will work with Adobe Photoshop and Adobe Illustrator. There is a focus on competitions, art careers, and setting up a digital portfolio. This semester-long class will be taught completely in the Mac computer lab.
Prerequisite: Graphic Design

0.5 Credit  Fulfills: ELC  Open: 11, 12

Advanced Computer Graphics Semester 2
This course has a curriculum similar to Advanced Computer Graphics Semester 1. Students will be mastering Adobe Photoshop and Illustrator and completing projects utilizing these programs. We will be focusing on competitions, professional jobs, and a digital portfolio. This semester-long class will be taught completely in the Mac computer lab. Students may take Adv. Computer Graphics Semester 1 and 2, or sign up for either one or the other.
Prerequisite: Graphic Design

0.5 Credit  Fulfills: ELC  Open: 11, 12
Ceramics I
This course explores the various tools, techniques and processes used to create three-dimensional works of art in clay. Students will learn about ceramic traditions, different clay bodies, and the vocabulary of clay. Students will also develop skills in the techniques of hand-building, wheel-throwing, firing, and using decorative finishes such as glazes, stains, and underglazes.
Prerequisite: Basic Art 3-D
0.5 Credit        Fulfills: ELC        Open: 9, 10, 11, 12

Ceramics II
This is an advanced level ceramics studio course. This course further explores the tools, techniques, and processes learned in Ceramics I. New ceramic methods and new clay bodies will be used when creating hand-built vessels and sculptures, creating wheel-thrown ceramic ware, and applying surface decorations. An outdoor RAKU firing workshop will be held in the spring.
Prerequisite: Ceramics I
0.5 Credit        Fulfills: ELC        Open: 10, 11, 12

Three-Dimensional Design /Sculpture I
This course explores the tools, techniques, and materials used in the creation of three-dimensional art objects. Students will be introduced to a variety of sculptural artists and will explore the tools, techniques, and materials used by those artists. Students will learn additive, subtractive, and mold-making processes, and will develop creative problem-solving skills through the creation of original sculptures made out of clay, wire, plaster, paverpol, found objects, and more.
Prerequisite: Basic Art 3-D
0.5 Credit        Fulfills: ELC        Open: 9, 10, 11, 12

Three-Dimensional Design /Sculpture II
This studio course is an advanced level of 3-D Design I. This course applies the tools, techniques, and processes learned in 3-D Design I to the creation of functional works of art. Students will focus on model-making, and will approach all construction of 3-D pieces from a design orientation. Students will create a tabletop water fountain as well as engage in a metal-smithing unit.
Prerequisite: 3-D Design I
0.5 Credit        Fulfills: ELC        Open: 10, 11, 12

Digital Photography I
This course is designed for students wishing to gain knowledge and experience in digital photography. This course provides students with the opportunity to learn how to use a digital camera to its full extent, along with learning how to take impressive photos. During this course, students will learn about taking photos and how to enhance photos using Adobe Photoshop. Access to a camera during this course is recommended but not mandatory (excludes cell phones). An additional lab fee may be applied.
0.5 Credit        Fulfills: ELC        Open: 10, 11, 12
**Digital Photography II — BLENDED**
This is a one-year course to advance students’ skills in digital photography. Specifically, students will focus on learning functions of Digital SLR cameras, studio lighting equipment, advancing post-processing skills using Adobe Photoshop, developing a concentration of work, and creating a webfolio to showcase their works. Students are also provided with opportunities to contribute their skills to school and community projects. This class requires a time commitment outside of school to be successful. Students will be expected to use the studio on blended days and after school as assigned. Access to a camera during this course is recommended but not mandatory (excludes cell phones). An additional lab fee may be applied.

**Prerequisite: Digital Photography I**

1.0 Credit Fulfills: ELC Open: 11, 12

**Advanced Art Honors**
This studio course involving drawing, painting, mixed media, and sculpture, is designed for students who have a strong interest in an art-related field, or who enjoy art and wish to further refine their skills and knowledge of visual art. Students who plan on taking art in college will find this upper-level course a must. College and career portfolio development will be included. *Students who do not meet prerequisites may be admitted with instructor approval.*

**Prerequisite: Basic Art 2-D, Basic Art 3-D, 2-D Design, and .5 credits of any other art class**

1.0 Credit Fulfills: ELC Open: 11, 12

**AP Art History**
AP Art History is equivalent to an introductory, college art history survey course. Students examine, discuss, and critically analyze major forms of art from the past and present and from a variety of cultures. This course develops an understanding of the diverse historical and cultural contexts in which architecture, sculpture, painting, and other art media have evolved from ancient times to modern day. Students will apply critical thinking skills, study skills and writing skills as they address issues such as patronage, gender, and the function and effects of works of art within societies across the world. Students are required to take the AP Exam in May.

**Prerequisite: Global Studies or AP European History**

1.0 Credit Fulfills: ELC Open: 11, 12
**Fresherman Mixed Chorus**
This course is open to all freshmen. The course will extend singing techniques and choral repertoire with three-part music. Students will review and continue sight-singing skills, develop musicianship skills, and proper vocal technique to communicate the expressive qualities of music. Students should possess knowledge of basic music signs and terms, sight read simple melodies with correct pitch and rhythm, and sight read for and explain AB and ABA form in own words. Students participate in five concerts per year outside of the school day.

1.0 Credit      Fulfills: ELC      Open: 9

**Concert Choir**
This singing group will continue vocal development through the study of a range of literature, in three and four parts. Literature will include classic, Broadway, and popular music. Students should be familiar with music notation and terms, listen actively to music, and demonstrate proper vocal technique. This course may be repeated with permission of the instructor. Students participate in five concerts per year outside of the school day.

Prerequisite: Successful completion of Freshman Mixed Chorus or permission of instructor

1.0 Credit      Fulfills: ELC      Open: 10, 11, 12

**Treble Choir**
This course is open to students who sing in the treble range. This advanced choir will perform higher level SSA music, and they will be expected to share their music with the community through public performances above and beyond the five annual choir concerts. Show choir music and barbershop music will be addressed in this course. Students must possess a knowledge of basic music signs and terms, listen actively to music, demonstrate proper vocal technique, and meet performance expectations. This course may be repeated. Students participate in five concerts per year outside of the school day.

Prerequisite: Audition

1.0 Credit      Fulfills: ELC      Open: 10, 11, 12
**Master Singers**
This select performing group comprised of juniors and seniors, will sing advanced literature and perform at five concerts during the school year. In addition, members of this choir will perform for community groups, ensemble contests, choral festivals, etc. Students will learn more advanced vocal and musicianship skills as well as focusing on presentation skills. Students must possess knowledge of basic music signs and terms, listen actively to music, demonstrate proper vocal technique, and meet performance expectations. This course may be repeated.

Students participate in 5 concerts per year outside of the school day and IHSA Solo / Ensemble and Organizational Festivals.

**Prerequisite:** Audition

**1.0 Credit**  
**Fulfills:** FNA, ELC  
**Open:** 11, 12

---

**Concert Band**
This course is the freshmen level of band and is open to students wishing to develop their musicianship on a woodwind, brass or percussion instrument. Students are required to participate in one concert per quarter along with possible festivals and special rehearsals.

**Prerequisite:** Completion of 8th grade band or instructor approval.

**1.0 Credit**  
**Fulfills:** FNA, ELC  
**Open:** 9

---

**Symphonic Band**
This course is open to any student wishing to develop their musicianship on a woodwind, brass or percussion instrument. Students are required to participate in one concert per quarter along with possible festivals and special rehearsals. This course may be repeated.

**Prerequisite:** One year of HS Band. Incoming freshmen must contact the instructor to complete an audition.

**1.0 Credit**  
**Fulfills:** FNA, ELC  
**Open:** 10, 11, 12

---

**Wind Ensemble**
This course is open to any student wishing to challenge their musical abilities and perform with other advanced woodwind, brass, or percussionists. Students are required to participate in one concert per quarter along with possible festivals and special rehearsals. This course may be repeated.

**Prerequisite:** Audition

**1.0 Credit**  
**Fulfills:** FNA, ELC  
**Open:** 9, 10, 11, 12

---

**Jazz Ensemble**
This course is for students to further develop their musicianship in the study of Jazz. Jazz literature will be performed and the students will study improvisation. Students are required to participate in one concert per quarter along with possible festivals and special rehearsals. Contact instructor to set up an audition. This course may be repeated.

**Prerequisite:** Audition

**1.0 Credit**  
**Fulfills:** FNA, ELC  
**Open:** 9, 10, 11, 12
**Percussion Ensemble**
This course is open to any student wishing to challenge their musical abilities through performance with other percussionists in a small ensemble setting. Students are required to participate in one concert per quarter along with possible festivals and special rehearsals. This course may be repeated.

**Prerequisite:** Audition

1.0 Credit  Fulfills: FNA, ELC  Open: 9, 10, 11, 12

**Music History**
This course is open to any student, regardless of musical talent ability or experience, who is interested in learning about a wide variety of music. Music History will outline the evolution of music. The timeline will begin with medieval music, and go through the renaissance, baroque, classical, romantic, and modern periods. Significant composers, innovations, technological breakthroughs and historical events will be highlighted. Students will also learn about the music of today which includes Jazz and Rock music.

0.5 Credit  Fulfills: ELC  Open: 9, 10, 11, 12

**AP Music Theory**
The AP Music Theory course will develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. There will be special emphasis on developing sight-singing and aural skills as well as score analysis and composition techniques. This course is suggested for highly motivated students who may be considering music as a college major, and it is designed to replicate the year-long college freshman course. Students must have performing skills in voice or an instrument as demonstrated by participation in a school performing ensemble or by audition with the instructor. Students are required to take the AP Exam in May. Please refer to page 12 to read about AP exams.

**Prerequisite:** Audition with instructor and ensemble teacher recommendation

1.0 Credit  Fulfills: ELC  Open: 10, 11, 12

---

**PERFORMING ART**

**Theatre I**
This is a performance based course for students interested in drama. Students will learn techniques for developing a character. Acting scenes and short plays will be performed in class. A field trip will be taken to see a professional theatre production. Additional units of study include Theatre History and play evaluation. Technical aspects of theatre such as costuming and set design will also be explored.

0.5 Credit  Fulfills: ELC  Open: 9, 10, 11, 12

**Theatre Workshop**
This course emphasizes experimentation with various theatrical styles, techniques, and approaches to theatre training. This course is aimed at serving the needs of the student who has mastered the basic introductory theatrical skills and wants to focus more narrowly on the aspects that go into production. Students will choose one concentration per quarter, two concentrations per semester. The concentrations include acting, directing, stage management, design, technical theatre, playwriting, and theatre history. Students may focus on one concentration more than once. Students of this class will be key in production of the school's productions. Course may be repeated.

**Prerequisite:** Theatre I or by permission of instructor

0.5 Credit  Fulfills: ELC  Open: 9, 10, 11, 12
A GRAPHING CALCULATOR IS REQUIRED FOR ALL MATH CLASSES. Although the math department recommends the TI-83 or TI-84, students may choose to use other brands. Please note that teachers will be using the TI-83 or TI-84 in their instruction and demonstrations.

Algebra I
This course introduces the fundamental principles of algebra. Emphasis is placed on solving and graphing linear and quadratic equations and inequalities, systems of linear equations, exponents, radical equations, and functions.

1.0 Credit Fulfills: MTH Open: 9, 10
Algebra I Honors—**TRADITIONAL AND BLENDED**
This course introduces the fundamental principles of algebra. Emphasis is placed on solving and graphing linear and quadratic equations and inequalities, systems of linear equations, exponents, radical equations, and functions. As an honors course, the students will cover material more in-depth and at a faster pace.

1.0 Credit  Fulfills: MTH  Open: 9, 10

**Geometry—TRADITIONAL AND BLENDED**
This course is a comprehensive study of plane and solid geometry including constructions, formulas for measurement, and formal proofs. It is based on axioms and theorems that relate to points, lines, planes, and solids. Algebraic techniques are integrated into the solution of many geometric problems.

Prerequisite: Algebra I

1.0 Credit  Fulfills: MTH  Open: 9, 10, 11

**Geometry Honors—TRADITIONAL AND BLENDED**
This course is an accelerated comprehensive study of plane and solid geometry. It is based on the axioms and theorems that relate to point, lines, planes, and solids. The topics are covered in great depth with additional emphasis on formal proof. Additional emphasis is also placed on integration of algebraic techniques in solving geometric problems.

Prerequisite: Algebra I Honors

1.0 Credit  Fulfills: MTH  Open: 9, 10

**Algebra II—TRADITIONAL AND BLENDED**
This course is designed for students who have completed algebra and geometry coursework. Concepts presented in earlier course work are reviewed and expanded. The ideas presented involve advanced techniques of graphing, methods of solving equations and inequalities, and functions. Linear, quadratic, exponential, logarithmic, polynomial, and rational functions are also explored. Students are prepared to begin their study of pre-calculus.

Prerequisite: Geometry

1.0 Credit  Fulfills: MTH  Open: 10, 11, 12

**Algebra II Honors—TRADITIONAL AND BLENDED**
This course is designed for students who have completed algebra and geometry coursework. Concepts presented in earlier course work are reviewed and expanded. The ideas presented involve advanced techniques of graphing methods of solving equations and inequalities, and functions. Linear, quadratic, exponential, logarithmic, polynomial, and rational functions are also explored. As an honors course, the students will cover material more in-depth and at a faster pace.

Prerequisite: Geometry Honors

1.0 Credit  Fulfills: MTH  Open: 9, 10, 11
**Intermediate Algebra**
This course is designed for students who have completed Algebra II, but may not be ready for the rigor of College Algebra. Intermediate Algebra covers operations and applications dealing with linear and quadratic functions, exponents, polynomial functions, factoring, rational expressions, logarithms, rational exponents and radicals. The students will take the Aleks Test at Huntley High School prior to taking this course. The Aleks Test is the college placement test used by MCC and other colleges and universities. Based on the student's score, Intermediate Algebra may count as developmental credit for mathematics at MCC. A grade of C or higher in Intermediate Algebra for the semester would allow the student to place directly into a credit bearing mathematics course at MCC without requiring the student to take the placement test upon graduation from Huntley.

**Prerequisite:** Algebra II

1.0 Credit         Fulfills: MTH         Open: 11, 12

**College Algebra – Dual Credit MCC MAT-161**
College Algebra covers solutions of equations and inequalities, exponential and logarithmic functions, polynomial functions, graphs. This course is primarily intended for business and social science students. A graphing calculator is required. It may be any brand, but the TI-84 is used by the instructor for classroom presentations.

**NOTE:** A grade of “C” or higher is required for IAI transfer.

**Prerequisite:** An Algebra II grade of a “C” or higher and successful performance on the Aleks Math placement test or an ACT Math score of 22 or equivalent SAT score.

1.0 Credit         Fulfills: MTH         Open: 11, 12

**Pre-Calculus**
This course is designed for students who have a good foundation in algebra II topics and are preparing for college. This course begins with an expansion of the student’s knowledge of algebra II topics including linear and quadratic functions, polynomial functions, inequalities, exponents and logarithms, and analytic geometry. The second semester focuses on trigonometric equations and their applications, and polar triangle trigonometry.

**Prerequisite:** Algebra II with a B or better

1.0 Credit         Fulfills: MTH         Open: 11, 12

**Pre-Calculus Honors**
This course begins with a brief review of Algebra II topics. The students will then be prepared for calculus by covering trigonometry, analytic geometry, polar coordinates, discrete mathematics, and data analysis. Successful completion of this class would prepare a student for AP Calculus.

**Prerequisite:** Algebra II Honors

1.0 Credit         Fulfills: MTH         Open: 10, 11, 12

**Discrete Mathematics with Data Analysis — TRADITIONAL AND BLENDED**
Discrete Mathematics is a high-level math course for students who have successfully completed Pre-Calculus but are not ready for the rigor of AP Calculus. The course will begin with advanced Pre-Calculus topics such as polar functions, vectors, sequences and series, and matrices. Then there will be an introduction to statistics covering such topics as the Binomial Theorem, Pascal’s triangle, the Binomial Probability Theorem, expected value and the normal distribution. The class will also cover an introduction to calculus with topics such as limits, power series and basic derivatives. Students successfully completing this course would be prepared to take AP Calculus AB. Students could take AP Statistics concurrently.

**Prerequisite:** Pre-Calculus or Pre-Calculus Honors

1.0 Credit         Fulfills: MTH         Open: 11, 12
CALCULUS AB AND CALCULUS BC REGISTRATION: Because AP Calculus AB and AP Calculus BC cover much of the same material, certain restrictions apply about enrolling in both courses. If a student successfully completes AP Calculus BC, the student is not allowed to enroll in AP Calculus AB the next year for credit. The student may audit the course with the teacher’s permission. A student successfully completing AP Calculus AB may register for AP Calculus BC the next year with administrative approval. In this case, students will audit semester 1 of AP Calculus BC only receiving .5 credits for the second semester of this class.

AP Calculus AB
This course covers the first one and two thirds semesters of a college engineering calculus course. Students study limits, derivatives, integrals, and applications of derivatives and integrals. Although this course does not cover the same amount of content as AP Calculus BC, the material covered will be taught with the same rigor and expectations. Students are required to take the AP Calculus AB exam in May. Please refer to page 12 to read about AP exams. Please Note: This class DOES NOT require early bird attendance.
Prerequisite: Pre-Calculus or Pre-Calculus H
1.0 Credit  Fulfills: MTH  Open: 11, 12

AP Calculus BC
This is an intensive course with high expectations. The concepts taught parallel the material covered in the first two and one thirds semesters of college engineering calculus. Students study limits, derivatives, integrals, applications of the derivative and integral, and sequences and series. Students are required to take the AP calculus exam in May. Please refer to page 12 to read about AP Exams. Please note: Because of the extensive amount of material covered in AP Calculus BC, students must attend the early bird classes. District 158 does not provide transportation to early bird classes.
Prerequisite: Pre-Calculus Honors
1.5 Credit  Fulfills MTH  Open: 11, 12

AP Statistics
This course covers the material typically taught in a first semester statistics course. The focus of the course will be data analysis, experimental design, probability and simulation, and hypothesis testing. AP Statistics is recommended for all students interested in medicine, life sciences, social sciences, education, and management. Students are required to take the AP Statistics exam in May. Please refer to page 12 to read about AP exams.
Prerequisite: Previous or concurrent enrollment in Pre-Calculus or Honors Pre-Calculus
1.0 Credit  Fulfills: MTH  Open: 11, 12

Multi-Variable Calculus and Linear Algebra (Weighted Equivalent to an AP Course)
Fall semester, students will continue their study of calculus and focus on vectors, vector-valued functions, functions of several variables, partial derivatives, gradient vectors and double and triple integrals. We finish the semester studying Green’s theorem and Stokes’ theorem. Spring semester students study matrices, Gaussian elimination, vector spaces, orthogonality, the Gram-Schmidt process, determinants, eigenvalues and eigenvectors. Proofs will be included.
Prerequisite: Successful completion of AP Calculus BC and passing the AP Calculus BC exam with a 4 or 5.
1.0 Credit  Fulfills: MTH  Open: 11, 12
MEDICAL ACADEMY

Our comprehensive Medical Academy will enable students to meet HHS graduation requirements by taking required and elective courses that are integrated with the medical field. Students will graduate with knowledge and experience exclusive to this academy, giving them an advantage in the competitive world of healthcare and medicine. The Medical Academy will prepare students for admission to collegiate medical training programs and careers in the medical profession. Students that have taken (or are currently enrolled in) at least one medical academy class are eligible to apply to the Medical Academy first semester of their sophomore year and junior year.

Some Medical Academy courses require induction into the Medical Academy. If a Medical Academy course does not require induction, preferential registration will still be given to inducted students. Students inducted into the Medical Academy will also have access to additional opportunities beyond coursework.

**Medical Skills and Services—TRADITIONAL AND BLENDED**

This course provides students with background information on health care and begins to expose students to different health care careers. Topics include history and trends of health care, the health care system, careers in health care, ethical and legal responsibilities, medical terminology, basic anatomy and physiology, infection control, and vital signs. Students will perform two hands on practical examinations including Cranial Nerve Testing and Vital Signs Testing in addition to traditional tests. These skills transcend all health care professions.

**Prerequisite:** None

**0.5 Credit**

**Fulfills:** ELC  
**Open:** 9, 10, 11, 12

**PE-PT**

In this course, students will learn specific exercises frequently used in physical therapy and orthopedic rehabilitation. They will use the cards from the VHI Orthopedic Exercise Rehabilitation Kit that is used by Physical Therapy Clinics today and they will understand how to properly perform and explain these exercises using correct body positioning and motions. They will also understand how Exercise Balls can be used in Physical Therapy for core strengthening exercises. Students will also be working towards their own personal goal of fitness through fitness testing and goal setting. This course may not be repeated for PE credit.

**Prerequisite:** None

**0.5 Credit (yearlong class)**

**Fulfills:** PE  
**Open:** 10, 11, 12

**First Responder**

In this course, students will learn the basic first aid skills needed to handle most at-home and on-the-job emergencies. Students will demonstrate the ability to perform CPR; respond to child and adult choking; as well as recognize, respond and treat a variety of emergencies. Participants can earn CPR/AED and First Aid certificates through the American Heart Association with successful completion of this course. You must be 16 years old upon completion of this course to be eligible for the certification.

**Prerequisite:** None

**0.5 Credit**

**Fulfills:** ELC  
**Open:** 10, 11, 12
**Sports Medicine I — TRADITIONAL AND BLENDED**
This course provides students with background information on Sports Medicine and begins to expose students to different athletic injuries. Topics include prevention, recognition, evaluation, assessment, and care of athletic injuries. Students who successfully complete this class will be able to explain how to prevent athletic injuries generically and specifically related to particular injuries or sports. Students will be able to demonstrate the skill of taping as a preventative measure. Students will be able to recognize and evaluate the most common athletic injuries. Students will be able to understand and assist in the immediate and long term care of athletic injuries.

*Prerequisite: None*

1.0 Credit       Fulfills: ELC       Open: 10, 11, 12 (priority enrollment given to those inducted into the Medical Academy)

**Sports Medicine II - BLENDED**
This course provides students with hands on experiences to apply what they learned in Sports Medicine I. Students will be attending a formal class one day per week and be required to put in a minimum of 6 hours per week outside of class time working with our Certified Athletic Trainers after school with Huntley's Sports teams. Based on availability, students may also be able to work with Physical Therapists at an outside Physical Therapy Clinic. These hours will have to be completed after school, in the evenings, or on the weekends. Students will have to provide their own transportation.

*Prerequisite: First Responder or equivalent First Aid certification, Sports Medicine I (and PE-PT if student wishes to be placed in a Physical Therapy setting)*

1.0 Credit       Fulfills: ELC       Open: 11, 12 (Induction into the Medical Academy is required for this course)

**Medical Spanish**
Medical Spanish will be offered to students who have successfully completed Spanish II. Students will learn how to interact with Spanish-speaking patients in an office setting, how to complete the initial patient screening, and how to direct patients to appropriate medical services. They will utilize authentic materials in real-world settings to reinforce previous Spanish and medical knowledge. The curriculum is communication-driven and prepares students for meeting the needs of Spanish-speaking patients in future medical careers.

*Prerequisite: Spanish II or Spanish for Spanish Speakers I*

0.5 Credit       Fulfills: ELC       Open: 10, 11, 12 (priority enrollment given to those inducted into the Medical Academy)

**English IV: Medical Issues — TRADITIONAL AND BLENDED**
The course is designed as a capstone course in the college preparatory English sequence. The course emphasizes literature and writing skills that have a medical focus. It is organized thematically, and will employ the use of essential questions to guide critical thinking about issues relating to the medical field. The texts will include a variety of novels, nonfiction, essays, memoirs, journals, and historical documents. The central theme of this course is the medical advances, the impact of these advances, and the ethics involved. There will be continued emphasis and increased rigor in the progressive development of skills identified in Common Core State Standards for English Language Arts (11-12). Students will be assessed, in part, through the use of regular district-wide benchmark assessments. Curriculum for this course includes special emphasis on project-based learning opportunities, synthesis skills, and independent learning strategies. Students may take Medical English IV in order to graduate unless they have completed or are enrolled in AP Language or AP Literature.

*Prerequisite: English III*

0.5 Credit       Fulfills: ENG       Open: 11, 12 (priority enrollment given to those inducted into the Medical Academy)
Medical Ethics — TRADITIONAL AND BLENDED
In this course, students will explore and research issues related to the Health and Social Science fields. Students will examine moral dilemmas created or intensified by advances in medical technology and carefully examine historical, current, and emerging ethical issues related to the health field. Areas of focus in the course include, but are not limited to, the following: treatment of disabled persons, eugenics, trade in human organs, infectious diseases, animal and human medical research and experimentation, euthanasia, reproductive rights, genetic screening, engineering and human enhancement, access to health care and allocation of scarce medical resources.
Prerequisite: None

0.5 Credit Fulfills: ELC Open: 11, 12 (priority enrollment given to those inducted into the Medical Academy)

Medical Foods and Nutrition I
This course is designed for students who are interested in the medical field and wish to learn food safety, sanitation and recipe skills that are applicable in a clinical setting. This basic course includes classroom and laboratory experiences needed to develop knowledge and understanding of food. Emphasis is given to nutrition, safety, sanitation, use and care of equipment, following recipes, fruits, vegetables, eggs, quick breads, meat, poultry and basic yeast products to aid in meal planning and nutritional food choices.
Prerequisite: None

0.5 Credit Fulfills: ELC Open: 11, 12 (priority enrollment given to those inducted into the Medical Academy)

Forensic Science – Biological Evidence
Forensic Science – Biological Evidence is a course dedicated to the study of biological evidence collected at crime scenes and how to process the evidence. The course focuses on the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation, and the gathering of physical and trace evidence. Emphasis will be placed on the methods that link suspect, victim, and crime scene. Laboratory exercises will include blood typing, DNA analysis, toxicology, and entomology. Case studies and current events will be explored. Offered semester 1.
Prerequisite: C or better in Biology and concurrent enrollment in Chemistry

0.5 Credit Fulfills: ELC Open: 11, 12 (priority enrollment given to those inducted into the Medical Academy)

Forensic Science – Physical Evidence
Forensic Science – Physical Evidence is a course dedicated to the study of physical evidence collected at crime scenes and how to process the evidence. The course focuses on the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation, and the gathering of physical and trace evidence. Emphasis will be placed on the methods that link suspect, victim, and crime scene. Laboratory exercises will include fingerprinting, handwriting analysis, ballistics, hair and fiber examination, and crime scene reconstruction. Case studies and current events will be explored. Offered semester 2.
Prerequisite: C or better in Biology and concurrent enrollment in Chemistry

0.5 Credit Fulfills: ELC Open: 11, 12 (priority enrollment given to those inducted into the Medical Academy)
Partnership Youth Residency — **BLENDED** (Weighted Course)

Students enrolled in the Partnership Youth Residency will complete a series of in-hospital rotations at Centegra Hospital. They will be exposed to real world experiences while collaborating alongside medical professionals. In-class time will focus on equipping students with the scientific knowledge and skills needed to deepen the Centegra Rotation experience. Stress will be on the science behind the various professions encountered during rotation. Example topics include studying devices such as x-ray or MRI machines as well as results interpretation, interpreting biofeedback such as EKG and EEG information, understanding common drug mechanisms and uses, as well as specific medical knowledge pertaining to the various specialties encountered during rotation. During the first quarter, students will complete an orientation to learn specifics regarding hospital logistics, policies, and procedures, as well as learning prerequisite knowledge and skill during class time. **Students will be required to provide their own transportation to and from Centegra Hospital.**

Prerequisite: 3.5 weighted cumulative GPA through semester one of junior year (students with a 3.3 weighted cumulative GPA through semester one of junior year will be considered if space permits), and eight academic Medical Academy points must be earned prior to the residency. Students must complete the application process to be considered for acceptance into the program.

1.0 Credit      Fulfills: ELC      Open: 12 (Induction into the Medical Academy is required for this course)

**Microbiology  New for 2017-18**

This course covers principles of microbiology with emphasis on microorganisms and human disease. Topics include an overview of microbiology and aspects of medical microbiology, identification and control of pathogens, disease transmission, host resistance, and immunity. Upon completion, students should be able to demonstrate knowledge of microorganisms and the disease process as well as aseptic and sterile techniques.

Prerequisite: Biology Honors (with C or higher) or Biology (with B or higher)

0.5 Credit      Fulfills: ELC      Open: 10, 11, 12

**Human Development: Conception - Age 6  New for 2017-18**

This course provides students with an interest in medicine a background in human development from conception through age 6. Students will learn normal development and abnormalities that can occur and they may be exposed to in their medical careers due to behavior or disease/illness. Topics will include conception, phases of prenatal development, child development, and major milestones of physical, cognitive, language, social, and emotional development from birth to age 6. This course will go in depth into the medical aspects of human development.

0.5 Credit      Fulfills: ELC      Open: 9, 10, 11, 12

**Human Anatomy & Physiology (Weighted Course) --TRADITIONAL AND BLENDED**

This honors level course is designed for the student who wishes to pursue a career in the medical field. The class focuses on the structural anatomy of all major body systems (muscular, cardiovascular, nervous, etc) and the correlating physiology. Lab activities, dissections, and group projects will enhance study. This is an excellent course to prepare for Anatomy & Physiology and also Biology in college.

Prerequisite: Biology Honors (with C or higher) or Biology (with B or higher)

1.0 Credit      Fulfills: ELC      Open: 11, 12
Animal Science—TRADITIONAL AND BLENDED
This course presents a fundamental understanding of animal characteristics, structure, function, and conservation. Studies include many dissection labs and research projects to introduce zoological concepts. Emphasis is on diversity and comparative anatomy of animals and fundamentals of physiology, anatomy, behavior, and conservation. This course improves the skills necessary for success at a university or technical school in the area of veterinary science, vet technology, or biology. It is highly recommended that the student has received a C or higher in Biology and have successfully completed Chemistry.
Prerequisite: Biology

1.0 Credit Fulfills: ELC Open: 11, 12

Basic Nurse Assistant Training (one semester)
This course is designed to prepare the nurse assistant to aid the professional nurse in providing quality health care in nursing homes, hospitals, home care, and other health care settings. A minimum grade of “C” (75%) and a clinical grade of “Pass” are required for successful completion of the course.
Prerequisite: Application Process. Seniors have priority.
 REQUIRED: The minimum Grade Point Average required to enroll in this class is 2.5. All students must provide a valid social security number.

3.0 Credits Fulfills: ELC Open: 11, 12

PLTW Principles of Biomedical Sciences
The Principles of Biomedical Sciences class is a Project Lead the Way course in which students’ learning is facilitated through student inquiry of real world applications. Daily attendance is essential because experiences are obtained through hands-on collaborative labs. Students will investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person’s life. The activities and projects introduce students to human physiology, medicine, research processes, and bioinformatics. This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses.
Prerequisite: Biology or concurrent enrollment in Biology, concurrent enrollment in Algebra I or higher

1.0 Credit Fulfills: ELC Open: 9, 10

PLTW Human Body Systems (Weighted Course)
The Human Body Systems class is a Project Lead the Way course in which students’ learning is facilitated through student inquiry of real world applications. Daily attendance is essential because experiences are obtained through hands-on collaborative labs. Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play roles of biomedical professionals to solve medical mysteries.
Prerequisite: C or higher in Principles of Biomedical Sciences (PLTW)

1.0 Credit Fulfills: ELC Open: 10, 11, 12
PLTW Medical Interventions (Weighted Course)
In this honors level course, students investigate a variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the life of a fictitious family. The course is a “How-To” manual for maintaining overall health and homeostasis in the body. Students explore how to prevent and fight infection; screen and evaluate the code in human DNA; prevent, diagnose and treat cancer; and prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.
Prerequisite: C or higher in Human Body Systems (PLTW)

1.0 Credit       Fulfills: ELC       Open: 11, 12 (Induction into the Medical Academy is required for this course)

Biomedical Innovation (Weighted Course)
In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution.
Prerequisite: C or higher in Medical Interventions (PLTW)

1.0 Credit       Fulfills: ELC       Open: 12 (Induction into the Medical Academy is required for this course)

PHYSICAL EDUCATION / HEALTH / DRIVER’S EDUCATION

Physical Education - Freshman
In this course, students will have a special emphasis on physical fitness and skill development. They will receive an introduction to a wide variety of team, individual, and lifetime sports. Activities may include: Archery, badminton, basketball, flag football, floor hockey, pickle ball, soccer, softball, tennis, and volleyball.

0.25 Credit       Fulfills: PED       Open: 9

Physical Education - Sophomore
In this course, students will have a continued emphasis on physical fitness and skill development with an introduction to team building and personal fitness. Students will continue to be exposed to a wide variety of team, individual, and lifetime sports. Activities may include: Archery, badminton, basketball, dance, flag football, floor hockey, pickle ball, soccer, softball, tennis, volleyball, and skating.

0.25 Credit       Fulfills: PED       Open: 10
Group Fitness — TRADITIONAL AND BLENDED* New for 2017-18
In this course students will be given an opportunity to experience group fitness classes that would be available to them at a health club after they graduate high school. Based on equipment availability, space availability, and weather, the course would include step aerobics, pilates, yoga, circuit training, interval training, core, kickboxing, partner workouts, and other trending workouts. The course will also include working with specific equipment, such as, kettlebells, physioballs, medicine balls, and bosu balls. This class will provide students with the necessary information and experiences they will need to make positive life decisions in physical activity and health. This course is filled with important information for life-long health and wellness.

- *Blended is not open to 10th grade students
- *Grades 11-12 can select from traditional or blended

0.25 Credit  Fulfills: PED  Open: 10, 11, 12

Physical Education - Junior / Senior
In this course, students will be introduced to team and tournament play. All classes will have a continued emphasis on fitness and skill development. Activities may include: Archery, badminton, basketball, flag football, floor hockey, pickle ball, racquet games, recreational sports, soccer, softball, tennis, volleyball, weightlifting, and personal fitness. Activities offered will be based on student enrollment and interest per quarter.

0.25 Credit  Fulfills: PED  Open: 11, 12

Personal Fitness – BLENDED
In this course, activities will be set up based upon the needs and desires of the students involved. Aerobic activities and weight conditioning activities will be the primary focus. This course will enhance the five health related components of fitness. Students will learn to recognize, evaluate, and develop these components. They include flexibility, cardiovascular endurance, muscular strength, muscular endurance, and body composition. Students will develop their own personal fitness plan and goals using bikes, treadmills and eliptical cardiovascular equipment.

0.25 Credit  Fulfills: PED, ELC  Open: 11, 12

Team Sports – BLENDED New for 2017-18
In this blended course students will have an opportunity to experience team sports during physical education. Based on equipment availability, space availability, and weather, this class is designed for students who enjoy high energy activities and can work with others on teams of different sizes. This course will include but not be limited to: flag football, floor hockey, soccer, softball, basketball, ultimate frisbee, team handball, volleyball and speed ball. The goal of this class is to provide students with the necessary information and experiences they will need to make positive life decisions in physical activity and health. This course is filled with important information for life-long health and wellness.

0.25 Credit  Fulfills: PED  Open: 11, 12

Recreational Sports – BLENDED New for 2017-18
In this course students will learn about positive, life-long recreational activities they could participate in after graduating high school. Based on equipment, availability and weather, this course will include but not be limited to: badminton, pickleball, tennis, eclipse ball, geocaching, archery, bocce ball, frisbee, bowling, frisbee golf, cricket, hiking and trail running The goal of this class is to provide students with the necessary information and experiences they will need to make positive life decisions in physical activity and health. This course is filled with important information for life-long health and wellness.

0.25 Credit  Fulfills: PED  Open: 11, 12
Physical Education - Dance I
In this course students will gain an appreciation of dance as a physical activity, art form and lifetime activity while participating in a basic dance education. Students explore various styles of dance technique including jazz, modern, cultural dance forms, ballet and improvisation. Choreographic skills will be addressed as students move beyond dance skills and into concepts of dance performance. All classes will have a continued emphasis on fitness and skill development. This course may be repeated.

0.25 Credit       Fulfills: PED    Open 10, 11, 12

Physical Education - Dance II
In this course students will continue to gain an appreciation of dance as a physical activity, art form, and lifetime activity while participating in an intermediate level dance education. Dance II focuses on the development of dance technique styles such as jazz, ballet, and modern as well as the choreographic process and dance performance concepts. All classes will have a continued emphasis on fitness and skill development. This course may be repeated.

Prerequisite: Teacher Recommendation and Completion of Dance I

0.25 Credit       Fulfills: PED    Open 11, 12

Advanced Strength & Conditioning
This course is a rigorous strength & conditioning class designed to provide HHS athletes an opportunity during the school day to participate in a structured strength and athletic enhancement program. The class is geared toward the student athlete who shows an above average interest and ability in physical education through participation on an HHS athletic team.

0.25 Credit       Fulfills: PED    Open: 9, 10, 11, 12

Adapted Physical Education
This course is a physical education class which will be adapted or modified to address the individualized needs of students. Adaptations are made to ensure that each student will experience success in a safe environment. A placement is outlined in the IEP and may include adapting, modifying, and/or changing a physical activity so that it is appropriate for the student.

Prerequisite: IEP

0.25 Credit       Fulfills: PED    Open: 9, 10, 11, 12

Leader’s Prep
Students will learn how to become senior/junior leaders in the PE classes. They will learn exercise and warm-up activities, equipment usage, fitness testing, drills, and rules of many different physical education sports. They will become aware of the safety aspects of the weight room and also learn how to work the major muscle groups of the body. If you fail to act in an appropriate manner or if you fail to follow handbook policies or procedures (ISS/OSS) you will be removed from the Leaders Prep program and placed in a traditional PE class.

Prerequisite: Team Leader Recommendation

0.5 Credit       Fulfills: PED    Open: 11, 12
**Leader’s Gym**  
Students will be a leader for one of the PE classes. They will aid the physical education teacher in leading class warm-ups, officiating games, equipment setup and take down, understanding and motivating others to participate, recognize errors in skills, and demonstrating skills to the class. If you fail to act in an appropriate manner or if you fail to follow handbook policies or procedures (ISS/OSS) you will be removed from the Leaders Prep program and placed in a traditional PE class.  
**Prerequisite:** Leader’s Prep  
0.5 Credit  Fulfills: PED  Open: 11, 12

**PE-PT**  
In this course, students will learn specific exercises frequently used in physical therapy and orthopedic rehabilitation. They will use the cards from the VHI Orthopedic Exercise Rehabilitation Kit that is used by Physical Therapy Clinics today and they will understand how to properly perform and explain these exercises using correct body positioning and motions. They will also understand how Exercise Balls can be used in Physical Therapy for core strengthening exercises. Students will also be working towards their own personal goal of fitness through fitness testing and goal setting. This course may not be repeated for PE credit.  
**Prerequisite:** None  
0.5 Credit (yearlong class)  Fulfills: PE  Open: 10, 11, 12

**First Responder**  
In this course, students will learn the basic first aid skills needed to handle most at-home and on-the-job emergencies. Students will demonstrate the ability to perform CPR; respond to child and adult choking; as well as recognize, respond and treat a variety of emergencies. Participants can earn CPR/AED and First Aid certificates through the American Heart Association with successful completion of this course. You must be 16 years old upon completion to be eligible for the certification.  
**Prerequisite:** None  
0.5 Credit  Fulfills: ELC  Open: 10, 11, 12

**Sports Medicine I — TRADITIONAL AND BLENDED**  
This course provides students with background information on Sports Medicine and begins to expose students to different athletic injuries. Topics include prevention, recognition, evaluation, assessment, and care of athletic injuries. Students who successfully complete this class will be able to explain how to prevent athletic injuries generically and specifically related to particular injuries or sports. Students will be able to demonstrate the skill of taping as a preventative measure. Students will be able to understand and assist in the immediate and long term care of athletic injuries.  
**Prerequisite:** None  
1.0 Credit  Fulfills: ELC  Open: 10, 11, 12 (priority enrollment given to those inducted into the Medical Academy)

**Sports Medicine II — BLENDED**  
This course provides students with hands on experiences to apply what they learned in Sports Medicine I. Students will be attending a formal class one day per week and be required to put in a minimum of 6 hours per week outside of class time working with our Certified Athletic Trainers after school with Huntley’s Sports teams. Based on availability, students may also be able to work with Physical Therapists at an outside Physical Therapy Clinic.  
**Prerequisite:** First Responder or equivalent First Aid certification, Sports Medicine I (and PE-PT if student wishes to be placed in a Physical Therapy setting)  
1.0 Credit  Fulfills: ELC  Open: 12 (Induction into the Medical Academy is required for this course)
NOTE: PE Exemption Policy

Students in grades 11 and 12 may request exemption from physical education for the following reasons:

1. The student is participating in interscholastic, varsity level athletics as certified by the athletic director. The participant can replace the physical education class with an additional class during the semester of their sport.

2. The student is participating in Marching Band, Cheerleading, or Pom Pons.

3. The student provides written evidence from an institution or higher education that a specific course not included in existing state or local school minimum graduation standards is required for admission. School district staff must verify that the student’s present and proposed schedule will not permit completion of the needed course, because the student is already at the maximum course load.

4. The student lacks sufficient course credit in one or more courses required by the state statute or local school board policies for graduation. Students who have failed required courses, transferred into the district with deficient credits, or who lack credits due to other causes will be eligible to apply for this exemption if they are carrying the maximum course load.

Physical Education Waivers are available in the Guidance Office for those students wanting to participate in this program.

Health

This course is a student-centered and concept-oriented learning environment. Students will explore the dimensions of physical, mental, emotional, and social health. It stresses principles adaptable to living to the fullest today - toward accepting oneself and associating harmoniously with others. Life skills that can be transferred beyond the classroom environment will be taught. Upon completion of the course, students will also be able to identify the functions, structures, care, and problems/diseases associated with the following body systems: nervous, endocrine, circulatory, respiratory, urinary, digestive, and reproductive. Students will also be instructed in AHA: Hands Only CPR and how to use an AED.

0.5 Credit Fulfills: HLT Open: 9

Adapted Health Education

The focus of the adapted health education course is to educate all students about health concepts through a comprehensive focus. This course will include the following topics: physical/social/mental/emotional/environmental health, body system awareness, disease prevention, human reproductive system, nutrition, alcohol and drugs, goal setting and decision-making. The focus of the class is to provide students with the necessary information, awareness, tools, and resources they will need to be at the appropriate level to make positive life decisions. This course is a one-semester class that is filled with important information for lifelong health.

Prerequisite: IEP

0.5 Credit Fulfills: HLT Open 9, 10, 11, 12

Driver’s and Safety Education: Classroom and Behind the Wheel (BTW)

This course will help you obtain your permit and driver’s license, as well as promote good skills and attitudes towards driving. There is a $20 fee from the state for a driving permit which will be purchased during the first two weeks of class. Space availability is limited and is based upon sophomore year credit and / or special circumstances or needs of the student. The behind the wheel portion of this class will run simultaneously with the classroom portion. The fee for the BTW is $250. In order to participate in this class the fee needs to be paid in full before the first day of the semester. Students will alternate days in the classroom and behind the wheel in the driver education vehicle. This class runs for a full semester.

Prerequisite: Student may not have failed more than one class the previous semester. The student has to be 15 years old prior to starting the class.

.25 Credit Fulfills: DED Open: 10, 11, 12
SCIENCE

COURSE SEQUENCE CHART (Class of 2018)

This chart indicates the typical sequence of classes you could follow. Please see course descriptions and pre-requisites.
*Indicates Blended Option

COURSE SEQUENCE CHART (Class of 2019 and 2020)

This chart indicates the typical sequence of classes you could follow. Please see course descriptions and pre-requisites.
*Indicates Blended Option
COURSE SEQUENCE CHART (Class of 2021)

This chart indicates the typical sequence of classes you could follow. Please see course descriptions and pre-requisites.
*Indicates Blended Option

Science Electives:
- Animal Science* AP Physics 1
- Botany AP Physics 2
- Electronics AP Physics C
- Forensic Science-Physical Evidence AP Biology
- Forensic Science-Biological Evidence AP Chemistry
- Human Anatomy & Physiology* AP Environmental Science
- Microbiology (1 semester) Dual Credit Plant Science*

MEDICAL ACADEMY COURSE SEQUENCE CHART

This chart indicates the typical sequence of classes you could follow. Please see course descriptions and pre-requisites.
*Indicates Blended Option
+ Indicates courses that count towards points in the Medical Academy

Science Electives:
- Animal Science*+ AP Physics 1
- Botany AP Physics 2
- Electronics AP Physics C
- Forensic Science-Physical Evidence + AP Biology +
- Forensic Science-Biological Evidence + AP Chemistry +
- Human Anatomy & Physiology* + AP Environmental Science
- Microbiology (1 semester) Dual Credit Plant Science*
**Conceptual Physics**
This is an introductory science course introducing the concepts that control the physical world around us. Topics covered include: experimental design, mechanics, waves, electromagnetism, and modern physics. The course is taught using demonstrations and labs to introduce and reinforce concepts. An emphasis is placed on bridging the gap between observed physical phenomena and a mathematical description of observation.

**Prerequisite:**
- Grade 9: Concurrent enrollment in Algebra I or Algebra I H
- Grade 10: Biology

1.0 Credit  Fulfills: SCI  Open: 9, 10

**Conceptual Physics Honors**
This in an introductory course in high school physics that introduces the concepts that control the physical world around as well as applying mathematical models to the situations. Topics included in the course are scientific method, electricity, waves and vibrations, forces, energy, two dimensional motion, and momentum. This course utilizes many mathematical aspects covered in Algebra I and it is necessary that students enrolled have a mastery in that course. The class is very laboratory based and many group projects and activities will be utilized in instruction.

**Prerequisite:**
- Grade 9: Concurrent enrollment in Geometry or Geometry H
- Grade 10: Biology H

1.0 Credit  Fulfills: SCI  Open: 9, 10

**AP Physics 1**
This course is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. The course prepares the student for the College Board AP Test. Students are required to take the AP exam in May. Please refer to page 12 to read about the AP exams.

**Prerequisite:** Concurrent enrollment in Algebra II Honors with a Geometry grade of B or higher

1.0 Credit  Fulfills: SCI, ELC  Open: 9, 10, 11, 12

**Biology—TRADITIONAL AND BLENDED**
This course covers fundamental concepts of life science, including ecology, cellular energy, genetics, evolution, human impact on the environment, and conservation. Students will perform many lab activities to supplement learning of key concepts. Students will also analyze societal issues as they relate to life science concepts.

**Prerequisite:**
- Grade 9: Concurrent enrollment in Principles of Biomedical Science (PBS)
- Grade 10: Conceptual Physics

1.0 Credit  Fulfills: SCI  Open: 9, 10
Biology Honors—TRADITIONAL AND BLENDED
In this honors level course, students will take an in depth look at concepts in life sciences. Topics such as biochemistry, cell biology, cellular genetics, molecular genetics, heredity, evolution, and organism diversity will be explored. Students will perform many lab activities to supplement learning of key concepts. This course will also focus on the integration of technology in scientific discovery and the impact of life sciences on relevant societal issues.
Prerequisite:
• Grade 9: Concurrent enrollment in Principles of Biomedical Science (PBS) and Geometry
• Grade 10: Conceptual Physics Honors or AP Physics 1
1.0 Credit Fulfills: SCI Open: 9, 10

Chemistry—TRADITIONAL AND BLENDED
This course involves an in-depth study of matter. The course will explore the study of measurements, classification of matter, properties of matter, the periodic table, naming and writing chemical formulas, composition of materials, formations of chemical bonds, atomic theory, predicting products in a chemical reaction, stoichiometry and kinetic theory.
Prerequisite: Algebra I
1.0 Credit Fulfills: SCI Open: 11

Chemistry Honors—TRADITIONAL AND BLENDED
This course will explore the study of measurements, classification of matter, properties of matter, atomic theory, the periodic table, formations of chemical bonds, naming and writing chemical formulas, composition of materials, prediction of products in chemical reactions, stoichiometry, redox, kinetic theory, acid base chemistry, and introduction to nuclear chemistry.
Prerequisite: C or higher in Geometry Honors
1.0 Credit Fulfills: SCI Open: 11

Electronics
This course is intended for students who have a desire to pursue an engineering, technical, or occupational field of study. It presents the topics of circuitry for both A/C and D/C with an emphasis on circuit analysis for analog D/C circuit structures. Additionally topics of circuit building, electronic components, digital circuits, Boolean Algebra, and magnetism will be included. It is highly recommended that the student has received a C or higher in Algebra I.
Prerequisite: Algebra I and 1 credit in physical science
1.0 Credit Fulfills: ELC Open: 10, 11, 12

Animal Science —TRADITIONAL AND BLENDED
This course presents a fundamental understanding of animal characteristics, structure, function, and conservation. Studies include many dissection labs and research projects to introduce zoological concepts. Emphasis is on diversity and comparative anatomy of animals and fundamentals of physiology, anatomy, behavior, and conservation. This course improves the skills necessary for success at a university or technical school in the area of veterinary science, vet technology, or biology. It is highly recommended that the student has received a C or higher in Biology and have successfully completed Chemistry.
Prerequisite: Biology
1.0 Credit Fulfills: ELC Open: 11, 12
Botany
This is a lab course studying the principles of plant science and applied botany. Students study using hands-on approach, in areas such as: plant structure, growth and reproduction, floral design, landscape design, cultivation of house plants, herbs & spices, taxonomy, and identification of plants. Students learn propagation skills in the school’s greenhouse. This course improves the skills needed to be successful in attending a university or technical school associated with these career areas. This class is also ideal for any future homeowner or property manager. Students may be required to supply materials for some projects including small fees ($5.00 or less) for quarterly projects.
Prerequisite: Biology required and Chemistry recommended

1.0 Credit Fulfills: ELC Open: 12

Forensic Science – Biological Evidence
Forensic Science – Biological Evidence is a course dedicated to the study of biological evidence collected at crime scenes and how to process the evidence. The course focuses on the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation, and the gathering of physical and trace evidence. Emphasis will be placed on the methods that link suspect, victim, and crime scene. Laboratory exercises will include blood typing, DNA analysis, toxicology, and entomology. Case studies and current events will be explored. Offered semester 1.
Prerequisite: C or better in Biology and concurrent enrollment in Chemistry

0.5 Credit Fulfills: ELC Open: 11, 12 (priority enrollment given to those inducted into the Medical Academy)

Forensic Science – Physical Evidence
Forensic Science – Physical Evidence is a course dedicated to the study of physical evidence collected at crime scenes and how to process the evidence. The course focuses on the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation, and the gathering of physical and trace evidence. Emphasis will be placed on the methods that link suspect, victim, and crime scene. Laboratory exercises will include fingerprinting, handwriting analysis, ballistics, hair and fiber examination, and crime scene reconstruction. Case studies and current events will be explored. Offered semester 2.
Prerequisite: C or better in Biology and concurrent enrollment in Chemistry

0.5 Credit Fulfills: ELC Open: 11, 12 (priority enrollment given to those inducted into the Medical Academy)

Human Anatomy & Physiology (Weighted Course) —TRADITIONAL AND BLENDED
This honors level course is designed for the student who wishes to pursue a career in the medical field. The class focuses on the structural anatomy of all major body systems (muscular, cardiovascular, nervous, etc) and the correlating physiology. Lab activities, dissections, and group projects will enhance study. This is an excellent course to prepare for Anatomy & Physiology and also Biology in college.
Prerequisite: Biology Honors (with C or higher) or Biology (with B or higher)

1.0 Credit Fulfills: ELC Open: 11, 12

Microbiology (Weighted Course) New for 2017-18
This course covers principles of microbiology with emphasis on microorganisms and human disease. Topics include an overview of microbiology and aspects of medical microbiology, identification and control of pathogens, disease transmission, host resistance, and immunity. Upon completion, students should be able to demonstrate knowledge of microorganisms and the disease process as well as aseptic and sterile techniques. Delete the previous statement.
Prerequisite: Biology Honors (with C or higher) or Biology (with B or higher)

0.5 Credit Fulfills: ELC Open: 10, 11, 12
Dual Credit Plant Science — Blended  New for 2017-18
This course is an introduction to plant science which explores the biology of plants including their structure, function, heredity, growth and evolution. The course covers how genetics, physiology and reproduction can be applied to improve, manage and produce plants; discusses the historical and economic significance of plants as food, feed and fiber; plant classification; growth and development; propagation; and influences of the botanical environment on plant processes.
Prerequisite: Biology or Biology Honors

1.0 Credit  Fulfills: ELC  Open: 11, 12

AP Biology
This course is designed to be the equivalent of a college-level introductory biology course. It is regulated by the College Board and prepares students for the College Board AP Exam. The general areas studied will be molecules and cells, heredity and evolution, and organisms and populations. The students will explore the following eight themes: Science as a process, evolution, energy transfer, continuity and change, relationship between structure and function, regulation, interdependence in nature, and science technology and society. Twelve Advanced Placement labs will be performed by the students to supplement learning of major concepts. It is highly recommended that a student has received a B or higher in Biology Honors. It is also suggested that students enroll in Human Anatomy and Physiology. Students are required to take the AP exam in May. Please refer to page 12 to read about the AP exams. Confirm page number for all AP!
Prerequisite: Biology Honors and concurrent enrollment in Chemistry Honors

1.0 Credit  Fulfills: ELC  Open: 11, 12

AP Chemistry
This is a first-year college level chemistry course. It is regulated by the College Board and prepares the students for the College Board AP Test. Students may receive college chemistry credit pending their score on the AP exam. This math based course focuses on a comprehensive review of Chemistry I, descriptive chemistry, solution chemistry, oxidation-reduction reactions, thermodynamics, kinetics, electrochemistry, chemical equilibrium, nuclear chemistry, organic chemistry, and qualitative analysis. Experiments will reinforce the units and include a comprehensive qualitative analysis lab. Problem solving is emphasized. It is highly recommended that the student has received a B or higher in Chemistry Honors and Algebra II. This class has an extended period and will include homeroom period along with the normal class period. Students are required to take the AP exam in May. Please refer to page 12 to read about the AP exams.
Prerequisite: Chemistry Honors and Algebra II

1.5 Credit  Fulfills: ELC  Open: 11, 12

AP Environmental Science
The AP® Environmental Science course is a full-year course designed to be the equivalent of a one-semester, introductory college course in environmental science. Environmental science is interdisciplinary; it encompasses a wide variety of topics from different scientific disciplines including chemistry, biology and Earth Science, as well as incorporating additional fields of study such as economics, politics, and ethics. AP Environmental Science provides students with scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. This course is activity based with a strong lab component. Students should expect at least one hour per night of homework for this class. Students are required to take the AP Exam in May. Please refer to page 12 to read about AP exams.
Prerequisite: Biology and Chemistry with a grade of C or better

1.0 Credit  Fulfills: ELC  Open: 11,12
**AP Physics 2**
AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics.

**Prerequisite:** AP Physics 1 and a grade of C or higher in Algebra II Honors.

1.0 Credit  Fulfills: ELC  Open: 10, 11, 12

**AP Physics C**
This course is intended for students planning to specialize in a physical science or in engineering. Calculus-based Physics follows the typical sequence of a university physics course. The first semester is devoted to topics in classical mechanics including gravitation, simple harmonic motion, Newton’s laws of motion, conservation of momentum and conservation of energy. Second semester will cover topics including will include electrostatics, circuits, magnetism, and induction. The major emphasis of the course is on problem solving including hands-on projects, labs, and theoretical problems with calculus used throughout. It is highly recommended that the student has received a B or higher in Chemistry Honors. Students are required to take the AP exam in May. Please refer to page 12 to read about the AP exams.

**Prerequisite:** AP Calculus AB or BC or concurrent enrollment in AP Calculus AB or BC

1.0 Credit  Fulfills: ELC  Open: 11, 12
This chart indicates the typical sequence of classes you could follow. Please see course descriptions and pre-requisites.

*Indicates Blended Option
+ Indicates courses that count towards points in the Medical Academy

REQUIRED COURSE WORK

Freshman Year
- Global Studies*
- Freshman AP Options
- AP World History
  OR
- AP Human Geography*

Sophomore Year
- American Government* (1 semester)
- Sophomore AP Options
- AP U.S. Government & Politics
  OR
- AP U.S. Government/AP Comparative Government*

Junior Year
- U.S. History*
- Junior AP Option
- AP U.S. History*

SOCIAL STUDIES ELECTIVES

Regular
- American Diversity (1 semester)
- General Anthropology* (1 semester)
- Constitutional Law (1 semester)
- Criminal Law (1 semester)
- AP European History* (Yearlong class)
- Criminal Procedure (1 semester)
- Current Issues 9/10* (1 semester)
- Current Issues 11/12* (1 semester)
- Economics* (1 semester)
- AP Psychology* + (Yearlong class)
- History of Sports* (1 semester)
- Medical Ethics* + (1 semester)
- Modern World Conflicts* (1 semester)
- Psychology* (1 semester)
- AP Economics (Yearlong class)
- Service in Action* (1 semester)
- Sociology* (1 semester)
Global Studies — TRADITIONAL AND BLENDED
Global Studies is the introductory freshman course in Social Studies that combines world history, cultures and geography into a thematic approach. The course will include information from prehistory through present with topics on world religions through current events. This course will provide students with an understanding of a thematic approach and will help students locate information using readings, maps, charts and graphs to better understand history and the world today. Students will analyze and evaluate the connection between their local communities and experiences and the world through history and geography. The course will emphasize the practice relevance of history and geography to life situations. Length: Full year
Prerequisites: None
1.0 Credit Fulfills: SST Open: 9

American Government — TRADITIONAL AND BLENDED
American Government is a sophomore level course that examines the origins, development, and evolution of the United States political system. American Government focuses on a variety of topics, including the US Constitution, IL constitution, history of the party system, modern politics, and voting. Students will also learn the basic structure and functions of government under the constitution. Students must take and pass the IL and U.S. Constitution test in order to graduate from Huntley High School; American Government fulfills both constitution requirements.
0.5 Credit Fulfills: SST Open: 10

United States History — TRADITIONAL AND BLENDED
This course examines the pre-revolutionary history of the United States to the present. It provides students with an opportunity to explore the diverse history of the American people through a thematic based approach. A sampling of themes that will be discussed throughout the year include: The Changing Role of the American Government, Change’s in America’s Demographics, The Stratification of American Society, Insurrection in America, American Expansionism, and America’s Relationship with the World. Each theme includes a variety of essential questions that will challenge the students to think critically about both the past and the present. Within each theme a variety of approaches will be used to both teach and assess the essential concepts. Successful completion of the course is required for graduation.
1.0 Credit Fulfills: USH Open: 11

AP Economics
This course parallels the material presented in a year-long college introductory course in macroeconomics and microeconomics. Students begin in the fall semester with basic concepts such as opportunity costs and shifts in supply and demand. The rest of the semester focuses on microeconomics: consumer behavior theory, theory of the firm, factor markets and the role of the government in the private sector. Spring semester focuses on macroeconomics: GDP determination, AD/AS model, fiscal policies, money and banking, monetary policies, controversies in macroeconomic theory, and international trade. Graphic and tabular analyses are used throughout the course. Students are required to take both AP exams in May. Please refer to page 12 to read about AP exams. Note: Economics is not a prerequisite for registration or success in AP Economics.
Prerequisite: Concurrent enrollment in Algebra II Honors or successful completion of Algebra II
1.0 Credit Fulfills: ELC Open: 10, 11, 12
AP European History — TRADITIONAL AND BLENDED
This course develops an understanding of the major themes in modern European history, with an emphasis on analyzing historical evidence and critical literary narratives in order to gain a chronological picture of European history. The critical thinking skills developed throughout the course, combined with the mastery of European history content, will prepare the student for the Advanced Placement Exam. The level of work and critical thinking required within the class will allow students to have a college-level experience at Huntley High School. Students are required to take the AP Exam in May. Please refer to page 12 to read about AP exams.
Prerequisite: Concurrent enrollment in English Honors or teacher recommendation

1.0 Credit      Fulfills: SST, ELC      Open: 10, 11, 12

AP Human Geography — TRADITIONAL AND BLENDED*
The Advanced Placement Human Geography course helps students develop critical thinking skills through the understanding, application and analysis of the fundamental concepts of geography. Through AP Human Geography, students are introduced to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth’s surface. Students will employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. They also learn the methods and tools geographers use in their science and practice. The level of work and critical thinking required within the class will allow students to have a college-level experience at Huntley High School. Please refer to page 12 to read about AP Exams. Length: Full year
Prerequisite:
- Grade 9: Concurrent enrollment in English I Honors required
  *Blended is not open to 9th grade students
- Grades 10, 11, 12: Recommended concurrent enrollment in English Honors
  *Grades 10-12 can select from traditional or blended

1.0 Credit      Fulfills: SST, ELC      Open: 9, 10, 11, 12

AP Psychology — TRADITIONAL AND BLENDED
This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about ethics and methods psychologists use in their science and practice. Students are required to take the AP exam in May. Please refer to page 12 to read about AP exams.

1.0 Credit      Fulfills: ELC      Open: 11, 12

AP United States History— TRADITIONAL AND BLENDED
This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. Students will learn to assess historical materials, their relevance to a given interpretive problem, their reliability, and their importance, and to learn to assess historical materials, their relevance to a given interpretive problem, their reliability, and their importance, and to weigh the evidence and interpretations presented in historical scholarship. This course utilizes supplementary readings in the forms of documents, essays, or books on themes that provide substantial coverage of historical issues. Students must be able to draw upon a reservoir of a systematic factual knowledge in order to exercise analytical skills intelligently. Students are required to take the AP exam in May. Please refer to page 12 to read about AP exams.

1.0 Credit      Fulfills: USH      Open: 11
AP U.S. Government and Politics and AP Comparative Government – BLENDED
This unique offering of a Blended Course will offer two separate but overlapping AP courses in a blended format during the same period of the day. As a result, this would mean that students will take two separate AP tests. This can be taken in place of the Government course.
Advanced Placement United States Government and Politics will provide students with a comprehensive study of the origins and nature of the American political system, political institutions, and current political activities and trends. Topics include: The Constitution, political beliefs/behavior, political parties, political institutions, public policy, and civil rights/liberties. The students will develop analytical perspectives for interpreting, understanding, and explaining political events in this country. This course prepares students for the US Government and Politics Advanced placement exam.
Advanced Placement Comparative Government and Politics provides students the opportunity to build upon what they are learning in US Government and Politics by looking internationally. Students will explore governments, politics, and societies from countries around the world including Great Britain, China, Russia, Nigeria, Mexico, and Iran. Develop a framework to compare modern political systems and understand their interaction in a global environment. This will include such concepts as globalization, international security, and international relations. Students are required to take the AP Exam in May. Please refer to page 12 to read about AP exams.
Prerequisite: Grade 10 students: Prior AP course experience (Geography or World) OR 90% or better in Global Studies with teacher recommendation.

1.0 Credit        Fulfills: ELC     Open: 10, 11, 12

AP World History
Looking at World History from 8000 BCE to present, the purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. The AP World History course follows the College Board outline by looking at six time periods of history through key concepts and themes of politics, social structures, economics, interactions with the environment, and cultural beliefs while working with analysis skills to define what it means to think historically. The course is organized around key ideas of various civilizations and comparisons rather than detailed facts, events, and dates in order to make the historical periods more manageable. The level of work and critical thinking required within the class will allow students to have a college-level experience at Huntley High School. Students are required to take the AP Exam in May. Please refer to page 12 to read about AP exams. Length: Full year.
Prerequisite:
- Grade 9: Concurrent Enrollment in English II Honors Required
- Grades 10, 11, 12: Recommended Concurrent Enrollment in English Honors

1.0 Credit        Fulfills: SST, ELC     Open: 9, 10, 11, 12
American Diversity
The term diversity can be met with various attitudes regarding how it should be accepted or denied within our society. This course focuses on activities that promote an understanding that each individual is unique and creates opportunities to recognize our individual differences. Topics of focus throughout the course will include race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. The goal of the course is to generate an understanding of the multiple perspectives that can exist in regards to each of these topics. We will view documentaries, engage in class activities and small-group discussion while maintaining a safe and positive classroom environment. American Diversity attempts to celebrate the rich dimensions of diversity contained throughout our country and the attitudes towards those.

0.5 Credit  Fulfills: ELC  Open: 11, 12

Constitutional Law
Should “under God” be part of the Pledge of Allegiance? How far does a student’s freedom of speech go? Is prayer acceptable in the classroom? These questions, along with many others, are addressed in Constitutional Law. In this course, students will study constitutional issues and interpretation, along with the workings of the US Supreme Court. Topics to be covered will include freedom of speech, freedom of religion, freedom of the press, the right of privacy, abortion and equal protection (discrimination). Major units end with Supreme Court simulations with students playing roles of clerks, lawyers, and Supreme Court justices. Class discussion and debate are encouraged.

0.5 Credit  Fulfills: ELC  Open: 10, 11, 12

Criminal Law
Interested in television shows like Law and Order, Criminal Minds, and CSI? In this course, students will learn the basics of legal analysis and gain an understanding of the legal terms, concepts, and principles of criminal law. Students will study crimes against the person (such as homicide, kidnapping, and assault/battery), crimes against property (such as larceny, burglary, embezzlement, and extortion), and criminal defenses (such as insanity and self-defense), and the elements necessary to prove them in court. Case studies from today’s headlines will be emphasized, and class discussion and debate will be encouraged.

0.5 Credit  Fulfills: ELC  Open: 10, 11, 12

Criminal Procedure
When can the police search you or your car? Do you have to answer an officer's questions? When do Miranda warnings have to be read to you? Can police officers use drones, facial recognition software, computers, DNA analysis, and video cameras to investigate crimes? And what about those dog sniffs at school...are those legal? These topics and more are the focus of this course, in which students will explore the rules that control the behavior of police officers when they investigate crimes and prosecute criminal defendants. Subjects to be covered include arrest, searches, seizures, electronic surveillance, and interrogation (including Miranda warnings). In addition, a unit at the end of the course will cover student search/seizure/interrogation rights at school. Class discussion and debate will be encouraged.

0.5 Credit  Fulfills: ELC  Open: 10, 11, 12
Current Issues — TRADITIONAL AND BLENDED
Current Issues is a semester course designed to help students understand, interpret, and develop opinions on events and issues in today’s world. Students will be expected to research and discuss issues as they evolve, and to trace the roots of recurring social, political, economic and educational issues. Essential skills including research, interpretation of media sources, evaluation, and communication will be developed.

0.5 Credit    Fulfills: ELC    Open: 9, 10 – Blended option; 11, 12 – Blended only

Economics — TRADITIONAL AND BLENDED
“Why does Apple charge more for its products than their competition? Is the minimum wage good for high school students looking for a job? Why do some people pay higher taxes than others? What can be done about unemployment and poverty? What has made the American economy so successful? Economics explains how people, businesses and governments make decisions that answer these questions.”
This course is one semester long. It will cover, but is not limited to income, banking and investing, taxes, supply and demand, assets, liabilities, and budgets.
Prerequisite: Algebra I

0.5 Credit    Fulfills: ELC    Open: 9, 10, 11, 12

General Anthropology — TRADITIONAL AND BLENDED
This course is designed for students desiring to obtain an understanding of the human condition through the discipline of Anthropology and its unique approach to examining the origins, development, and nature of humans and their cultures. Anthropology shows the tremendous diversity of human beings and their ways of life while at the same time revealing their underlying unity. In this course, students will come to know the four major subfields: physical anthropology, archaeology, socio-cultural anthropology, and linguistic anthropology. This course will cover many topics such as human evolution and variation, prehistory and culture change, aspects of communication, and social organization and structure. This course will encourage the student to suspend his/her value judgments in order to understand why human beings—in their different cultural contexts—believe, think, speak, and socially behave the way they do. As an extension of this course students will have the opportunity to complete a field study in the subfield of archaeology during the summer.
Prerequisite: Successful completion of freshman Social Studies requirement

0.5 Credit    Fulfills: ELC    Open: 10, 11, 12

Medical Ethics — TRADITIONAL AND BLENDED
In this course, students will explore and research issues related to the Health and Social Science fields. Students will examine moral dilemmas created or intensified by advances in medical technology and carefully examine historical, current, and emerging ethical issues related to the health field. Areas of focus in the course include, but are not limited to, the following: treatment of disabled persons, eugenics, trade in human organs, infectious diseases, animal and human medical research and experimentation, euthanasia, reproductive rights, genetic screening, engineering and human enhancement, access to health care and allocation of scarce medical resources.

0.5 Credit    Fulfills: ELC    Open: 11, 12 (priority enrollment given to those inducted into the Medical Academy)
Modern World Conflicts — BLENDED
As the United States and the world becomes even more connected, student understanding of the background and current impact of events and conflicts around the world becomes increasingly important especially looking at incidents of domestic and international terrorism, the spread of nuclear weapons, conflicts in the Middle East including Israel-Palestine, Iran, and the Islamic State, and conflicts throughout Africa including civil wars, child soldiers, and “blood diamonds”. This course will help students be able to understand the greater world systems through international organizations, economics, political and military means to gain knowledge about world conflicts in the past century and present day.

0.5 Credit Fulfills: ELC Open: 10, 11, 12

Psychology — TRADITIONAL AND BLENDED
We look at three big essential questions in class; who am I? Why I am? The Way I am? The primary goal of the class is to investigate and use introspection to learn about ourselves. Here are some of the questions that we explore; Why do people do the things they do? How does our childhood affect us throughout our lives? How does the brain influence the mind and the body? Through this course, students will become familiar with core concepts and theories of psychology such as: social psychology, beauty, personality, Learning theories, Freud, human development, and biological psychology.

0.5 Credit Fulfills: ELC Open: 11, 12

Service in Action — BLENDED
Do you think you can change the world? Service In Action gives you the opportunity to make a difference inside and outside the classroom. Traditional classroom activities mixed with progressive learning opportunities will provide you with a unique experience during your senior year. Creating and implementing your own service projects will be an essential objective of the class, which will also allow you to set and evaluate personal goals. Service In Action will focus on an array of issues and topics, but some potential units that the class may include are: mental illness awareness, health and wellness, world hunger, poverty, disease and disability awareness, senior empathy, post-secondary options, etc. Each unit will vary on length and detail, but all will contain student created projects that inspire participants to influence change. Any and all topics are possible units of study with Service In Action; there are limitless options for Service In Action as long as students are willing to positively impact the issue. Come make a difference in Service In Action!

0.5 Credit Fulfills: ELC Open: 12

Sociology — TRADITIONAL AND BLENDED
Are you interested in furthering your understanding of human behavior? If you are the type of person who is fascinated by the behavior of others, the type who is truly interested in what is going on in the world, then Sociology should interest you. Exposure to Sociology opens our minds, prompts us to review the taken-for-granted, and encourages us to entertain alternatives. Sociology studies groups of people and the society they are a part of. This course uses documentaries to analyze cultural norms and their potential causes. Sociology will analyze the role of culture, gender roles, social stratification, deviance, crime, and racism on our society. This course serves as a good introduction to the study of Sociology and will give you a solid foundation if you choose to take a Sociology course at the college level.

0.5 Credit Fulfills: ELC Open: 11, 12
The History & Cultural Impact of Sports in American Society—BLENDED
This course will examine the development of sports in America. Students will gain a better understanding of the inner relationship that sport has on social, economic, cultural, and political forces that are at work in the United States as well as the world. The course will place an emphasis on analyzing primary documents and readings in order to investigate the historical impact sports has had on American society. Students will be challenged to analyze relationships and conduct historical investigations through various assignments, discussions, and visual materials.

0.5 Credit Fulfills: ELC Open: 11, 12

SPECIAL EDUCATION

INSTRUCTIONAL ENGLISH*
Instructional English is a direct instruction class that provides a modified curriculum that focuses on level 1 learning targets of the general education curriculum as well as literacy deficit areas. Level 1 learning targets are learning standards that the English Department determines as areas that students must learn in order to have a basic understanding of that level of English.
*With the modification to the curriculum to compensate for high deficit areas, some colleges will not count this course towards a required core English credit.
Prerequisite: IEP

1.0 Credit Fulfills: ENG Open: 9, 10, 11, 12

READING ENRICHMENT*
Reading Enrichment is a direct instruction class that provides a modified curriculum and interventions to target other Literacy deficit areas in addition to the Instructional English class.
*With the modification to the curriculum to compensate for high deficit areas, some colleges will not count this course towards a required core English credit.
Prerequisite: IEP

1.0 Credit Fulfills: ENG Open: 9, 10, 11, 12

INSTRUCTIONAL MATH*
This level of math will be offered for Algebra I, Geometry, and Algebra II. Instructional Math is a direct instruction class that provides a modified curriculum that focuses on level 1 learning targets of the general education curriculum as well as math deficit areas. Level 1 learning targets are learning standards that the Math Department determines as areas that students must learn in order to have a basic understanding of that general education curriculum. Due to the limited number of students requiring this level of math, the classes offered each year are different based on the rotation schedule determined by the Special Services Department.
*With the modification to the curriculum to compensate for high deficit areas, some colleges will not count this course towards a required core Math credit.
Prerequisite: IEP

1.0 Credit Fulfills: MTH Open: 9, 10, 11, 12
INSTRUCTIONAL SCIENCE*
This level of science is offered for Conceptual Physics, Biology, and Chemistry. Instructional science is a direct instruction class that provides a modified curriculum that focuses on level 1 learning targets of the general education curriculum as well as learning deficit areas. Level 1 learning targets are learning standards that the Science Department determines as areas that students must learn in order to have a basic understanding of that general education curriculum. Due to the limited number of students requiring this level of science, the classes offered each year are different based on the rotation schedule determined by the Special Services Department.
*With the modification to the curriculum to compensate for high deficit areas, some colleges will not count this course towards a required core Science credit.
Prerequisite: IEP
1.0 Credit Fulfills: SCI Open: 9, 10, 11, 12

INSTRUCTIONAL SOCIAL STUDIES*
Instructional social studies is a direct instruction class that provides a modified curriculum that focuses on level 1 learning targets of the general education curriculum as well as learning deficit areas. Level 1 learning targets are learning standards that the Social Studies Department determines as areas that students must learn in order to have a basic understanding of that general education curriculum. Due to the limited number of students requiring this level of social studies, the classes offered each year are different based on the rotation schedule determined by the Special Services Department.
*With the modification to the curriculum to compensate for high deficit areas, some colleges will not count this course towards a required core Social Studies credit.
Prerequisite: IEP
1.0 Credit Fulfills: SST Open: 9, 10, 11, 12

Skills Based Studies
Skill Based Studies is a credit earning academic class. Students will set goals relating to their IEP’s as well as work to achieve these goals through the development of specific skills in necessary areas. This is not a study hall.
Prerequisite: IEP
1.0 Credit Fulfills: ELC

Life and Strategy Education Programs
These programs are designed to meet the individual needs of students. They consist of classes in math, English, social studies, science, independent living and vocational skills. The goal of these programs is to develop learning strategies to assist students in being successful in performing daily living skills, functional academic skills, to improve communication, and to develop social skills for school and the work place.
Prerequisite: IEP
Spanish for Spanish Speakers I  
This course helps Spanish speakers develop reading and writing skills in their native or heritage language. Students will increase their ability to communicate through written and oral expression in Spanish, and the class will be conducted exclusively in the target language. The course focuses on literacy through the study of modern themes, current events, and Hispanic cultures. After the completion of Spanish for Spanish Speakers I, students may continue on to Spanish for Spanish Speakers II, followed by AP Spanish Language and Culture.  
**Prerequisite:** Spanish Placement Test  

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHINESE</strong></td>
<td><strong>FRENCH</strong></td>
<td><strong>SPANISH</strong></td>
</tr>
<tr>
<td>Chinese I</td>
<td>French I</td>
<td>Spanish I</td>
</tr>
<tr>
<td>Chinese II</td>
<td>French II</td>
<td>Spanish II*</td>
</tr>
<tr>
<td>Chinese III</td>
<td>French III</td>
<td>Spanish III*</td>
</tr>
<tr>
<td>Chinese IV</td>
<td>French IV</td>
<td>Spanish IV*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spanish IV H</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Spanish Language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medical Spanish +</td>
</tr>
</tbody>
</table>

*Indicates Blended Option  
+ Indicates courses that count towards points in the Medical Academy
Spanish for Spanish Speakers II
This course is a continuation of Spanish for Spanish Speakers I. Students will refine their reading and writing skills while increasing their ability to communicate through oral expression in Spanish. The class will be conducted exclusively in the target language. The course focuses on literacy through the study of modern themes, current events, and Hispanic cultures. Spanish for Spanish Speakers II is a Pre-AP course and is followed by AP Spanish Language and Culture.
Prerequisite: Spanish for Spanish Speakers I

1 Credit   Fulfills: ELC   Open: 10, 11, 12

Spanish I
Spanish I is an introduction to the Spanish language. Students will learn how to describe themselves, others, and the world around them at a basic level of proficiency. Some of the themes studied include school, food, family, and hobbies/interests. This course stresses speaking, listening, reading, and writing in the target language as well as developing an understanding of Hispanic cultures.

1.0 Credit   Fulfills: ELC   Open: 9, 10, 11, 12

Spanish II — TRADITIONAL AND BLENDED
Spanish II is a continuation of the study of Spanish vocabulary, grammar, and culture. Students develop an intermediate level of proficiency while improving their reading, writing, listening, and speaking skills in the target language. Some of the topics studied include extracurricular activities, clothing, daily routine, holidays, and wellness.
Prerequisite: Spanish I

1.0 Credit   Fulfills: ELC   Open: 9, 10, 11, 12

Spanish II Honors
Spanish II Honors is an accelerated course that focuses on the development of intermediate proficiency in Spanish. Students interact with authentic materials regularly, and the target language is used almost exclusively in the classroom. Students learn about a variety of topics, such as extracurricular activities, clothing, daily routine, holidays, and wellness. This Pre-AP course provides opportunities for development of interpersonal, presentational, and interpretive skills in the target language.
Prerequisite: Spanish I and placement test

1.0 Credit   Fulfills: ELC   Open: 9, 10, 11, 12

Medical Spanish
Medical Spanish will be offered to students who have successfully completed Spanish II. Students will learn how to interact with Spanish-speaking patients in an office setting, how to complete the initial patient screening, and how to direct patients to appropriate medical services. They will utilize authentic materials in real-world settings to reinforce previous Spanish and medical knowledge. The curriculum is communication-driven and prepares students for meeting the needs of Spanish-speaking patients in future medical careers.
Prerequisite: Spanish II or Spanish for Spanish Speakers I

0.5 Credit   Fulfills: ELC   Open: 10, 11, 12 (priority enrollment given to those inducted into the Medical Academy)
Spanish III—TRADITIONAL AND BLENDED
Spanish III emphasizes real-life applications of the Spanish language and incorporates Spanish literature. Students continue to develop higher levels of proficiency through the study of vocabulary, grammar, and culture. Possible topics of study include cooking, travel, leisure activities, fine arts, and nutrition. Spanish is primarily spoken in the classroom.
Prerequisite: Spanish II

1.0 Credit         Fulfills: ELC     Open: 10, 11, 12

Spanish III Honors
Spanish III Honors is an accelerated course that focuses on real-life applications of the Spanish language. Students interact with authentic materials regularly, and the target language is used almost exclusively in the classroom. Students learn about a variety of topics, such as cooking, travel, leisure activities, fine arts, and nutrition. This Pre-AP course provides opportunities for development of interpersonal, presentational, and interpretive skills in the target language.
Prerequisite: Spanish II Honors

1.0 Credit         Fulfills: ELC     Open: 10, 11, 12

Spanish IV --TRADITIONAL AND BLENDED
In this course, students develop advanced language skills and stronger proficiency in Spanish. Spanish IV focuses on a variety of topics including careers, myths/legends, history, the environment, and social justice. Students integrate language skills through interpretive, interpersonal, and presentational modes, and Spanish is spoken almost exclusively in the classroom by both the teacher and students.
Prerequisite: Spanish III

1.0 Credit         Fulfills: ELC     Open: 11, 12

Spanish IV Honors
Spanish IV Honors is an accelerated course in which students develop an advanced level of proficiency in the target language. Students interact with authentic materials regularly, and the target language is used exclusively in the classroom. Students learn about a variety of topics, such as careers, myths/legends, history, the environment, and social justice. This Pre-AP course prepares students for success in AP Spanish Language and Culture in all communicative modes.
Prerequisite: Spanish III Honors

1.0 Credit         Fulfills: ELC     Open: 11, 12

AP Spanish Language and Culture
Students in this course will receive college-level instruction on the Spanish language and Hispanic cultures. They will continue developing the communicative skills that have been a focus throughout their years of study, including presentational and interpersonal speaking, reading, formal and informal writing, and listening. Additionally, there is a concentration on integrating these language skills together in order to demonstrate fluency and promote communication in the target language. The course will be conducted exclusively in Spanish and will include materials from a variety of authentic resources. Students are required to take the AP Exam in May. Please refer to page 12 to read about AP exams.
Prerequisite: Spanish IV Honors

1.0 Credit         Fulfills: ELC     Open: 11, 12
French I
This is an introductory course to French created for high school students. This course stresses speaking, listening, and writing. Students respond as a class as well as work individually, in pairs, and in small groups. In addition to studying grammar and vocabulary, students will also focus on the French culture through multimedia and activities.

1.0 Credit  Fulfills: ELC  Open: 9, 10, 11, 12

French II
This course is a continuation of French vocabulary, grammar, and culture. Reading, writing, speaking, and listening are skills done in the target language. Students continue active participation as individuals and groups as they continue learning through various techniques.
Prerequisite: French I

1.0 Credit  Fulfills: ELC  Open: 10, 11, 12

French III
In this course, students will continue to develop their speaking, listening, reading and writing while refining their grammatical skills. Study of French literature as well as French films is incorporated. French is primarily spoken in the classroom during the second semester.
Prerequisite: French II

1.0 Credit  Fulfills: ELC  Open: 11, 12

French IV (Weighted Course)
French is used almost exclusively in this capstone course. Authentic audio and video are used to develop listening skills. Francophone literature provides vocabulary and discussion topics. Extensive grammar review of rules and exceptions as well as speaking and writing are also significant components of this course.
Prerequisite: French III

1.0 Credit  Fulfills: ELC  Open: 12

Chinese I
This course introduces students to the basic language skills of listening, speaking, reading, and writing, which will include learning vocabulary and the Chinese phonetic alphabet. In the beginning, greater emphasis is placed on listening, comprehension, and speaking using simple dialogues and short readings. Students will study the Chinese language, its culture and history. This course will establish the foundation for further study.

1.0 Credit  Fulfills: ELC  Open: 9, 10, 11, 12

Chinese II
This course is a continuation of Chinese vocabulary, grammar, and culture. Oral proficiency continues to be stressed, but the skills of reading and writing are given increased attention. Students will work individually as well as in pairs and small groups.
Prerequisite: Chinese I

1.0 Credit  Fulfills: ELC  Open: 9, 10, 11, 12
**Chinese III**
This course continues to systematically build students’ abilities in the four skills of listening, speaking, reading, and writing so that they can reach the intermediate level of proficiency. Students will learn more sophisticated vocabulary and grammatical structures. The curriculum continues to provide practical and student-centered language and culture learning experiences for intermediate level Chinese learners.

**Prerequisite:** Chinese II

1.0 Credit Fulfills: ELC Open: 10, 11, 12

**Chinese IV (Weighted Course)**
Students continue to build their mastery of commonly used vocabulary and grammatical structures. They also begin to be trained for advanced level language usage. Chinese IV introduces formal and written expressions and increases students’ “media literacy”. Topics are expanded to more abstract and more societal phenomena to help students better understand current Chinese society and be able to discuss, compare, and analyze cultural differences. Students will also be exposed to various communicative situations that require them to develop and use skills such as basic summary, description, discussion, debate, and report.

**Prerequisite:** Chinese III

1.0 Credit Fulfills: ELC Open: 11, 12

**AP Chinese Language and Culture**
Students in AP Chinese Language will receive college level instruction. Students will continue to develop interpretive, interpersonal, and presentational communication skills in Mandarin Chinese, along with knowledge of Chinese culture. The focus is on achieving five goal areas: communication, cultures, connections, comparisons, and communities. The course will be conducted exclusively in Chinese and will include materials from a variety of authentic resources. At the conclusion of the course, students will participate in the AP Chinese Language Exam, and will have the opportunity to receive college credit. Students are required to take the AP Exam in May. Please refer to page 12 to read about AP exams.

**Prerequisite:** Chinese IV

1.0 Credit Fulfills: ELC Open: 12
MCC PARTNERSHIP FOR COLLEGE AND CAREER SUCCESS (PCCS)

Note: In order to qualify for the admission to MCC PCCS classes, students must have:

- Minimum unweighted GPA of 2.0
- Minimum unweighted GPA of 2.5 for Nurse Assistant Program
- No attendance or discipline issues

All MCC PCCS classes require a minimum of 18 or higher on the ACT or a minimum score of 55 on the ACCUPLACER Reading Test.

The ACCUPLACER Reading Test can be taken in Building A, Room 245 on the MCC campus for no charge. Hours are: Monday through Thursday 8:00 AM to 8:00 PM, Friday: 8:00 AM to 4:30 PM, Saturday: 8:00 AM to 12:00 Noon.

Students who want to take an MCC PCCS class must also sign a course refund contract. This contract states that any student who does not successfully complete their course, with a grade of C or better, must refund School District 158 for the full cost of the course. In addition, Nurse Assistant Program students who do not maintain an average of 75% or higher on all tests and quizzes throughout the semester must refund School District 158 for the full cost of the course.

Students who successfully complete the following classes receive MCC college credit, as well as credit from Huntley High School.

Automotive Technology Program (Full year)
Automotive Fundamentals is offered first semester. The course is designed to introduce the fundamentals of automotive service to those with no prior industry involvement. Students will become acquainted with the major vehicle subsystems and components, identify their purpose and importance to the structure of the auto, and come to understand the importance of their service needs. The focus of second semester is on automotive electricity fundamentals. This course will introduce students to basic electronic principals and their application to automobiles. Topics include electron theory, digital multi meter use and circuit testing, Ohm’s Law, magnetism, electromagnetism, induction, circuit types, chemical storage, battery science, AC/DC motors and generators, and current/voltage regulators.

Prerequisite: Application process; Open to Seniors

2.6 Credits (1.3 / semester) Fulfills: ELC Open: 12

Nurse Assistant Program (one semester)
This course is designed to prepare the nurse assistant to aid the professional nurse in providing quality health care in nursing homes, hospitals, home care, and other health care settings. A minimum grade of “C” (75%) and a clinical grade of “Pass” are required for successful completion of the course.

Prerequisite: Application Process. Seniors have priority.

REQUIRED: The minimum Grade Point Average required to enroll in this class is 2.5. All students must provide a valid social security number.

3.0 Credits Fulfills: ELC Open: 11, 12

Culinary Management Program (Full Year)
This course introduces students to a commercial kitchen. They learn how to handle knives safely and effectively; identify, operate and maintain kitchen equipment; evaluate recipes and make successful conversions; identify various spices and herbs and cook with them; and identify and demonstrate proper cooking methods. The second semester teaches students how to prepare stocks, soups and sauces; identify and cook vegetables; identify and understand the role of starches; identify fruits; cook eggs and other breakfast foods; and prepare hot and cold sandwiches. The course also emphasizes employability and presentation skills.

Prerequisite: Application Process.

4.6 Credits (2.3 per semester) Fulfills: ELC Open: 11, 12

84
Early Childhood Education (2nd Semester)
This course will assist students who want to earn an Associate’s Degree in Early Childhood Education. This program is intended for persons interested in the fields of preschool, center-based care, family home childcare, professional nanny, day camp, and before / after school care.
Prerequisite: Application process
2.0 credits  Fulfills: ELC  Open: 11, 12

Fire Science/Criminal Justice/Emergency Medical Technician (2nd Semester)
Students receive an introduction in the fields of criminal justice, EMT, and fire science. Students spend three weeks in an introduction to emergency services, five weeks in first responder to emergency aid, and then have a choice of an introduction to criminal justice or fire science. This class culminates with an internship in fire science, EMT, or criminal justice job shadowing. Attendance is imperative for success in this class. Students will not be given Huntley High School credit for the internship portion of this class because internship hours are sometimes completed after the end of the school year. Students will receive MCC credit for all 10 hours of the class upon successful completion of all three parts of the class.
Prerequisite: Application Process
3.3 credits  Fulfills: ELC  Open: 11, 12

Fitness Training Instructor Program (Full year)
This course will enable students to begin work on a fitness training certificate. Students will learn the general scope, purpose, history, and development of the professional training occupation. The course will also expose students to teaching strategies for fitness training to help motivate, assess, educate, and train clients to meet their personal fitness needs.
Prerequisite: Application Process
4.0 credits (2 per semester)  Fulfills: ELC  Open: 11, 12

Manufacturing Management (2 year program)
This course covers Introduction to Manufacturing, Blueprint Reading and Manufacturing and Introduction to Machining and CNC. It introduces students to the manufacturing industry providing a brief history of manufacturing, social impacts, types of manufacturing production, design processes, properties of materials, manufacturing processes and career exploration. Through hands-on activities, students will learn how manufacturers use technology to change raw materials into finished products. Students will also learn how to read shop blueprints and study the information needed to fabricate parts and perform assembly operations. Machine shop safety is also addressed and students are introduced to the basics of operating drill, saw and cut off machines, lathes and mills. Students also learn inspection and quality assurance functions as they relate to a machine shop. Students complete a simple program for the production of a part on a CNC machine.
Prerequisite: Application Process.
3 Credits (2-1st Semester, 1-2nd Semester)  Fulfills: ELC  Open: 11, 12

Robotics (Full year)
Introduction to Robotics discusses the field of robotics and constitutes a foundation for subsequent robotics courses. Students learn the theory of robotics and develop algorithms for robot control systems. A range of sensors is used.
Prerequisite: Application Process
5.6 Credits (3-1st Semester, 2.6-2nd Semester)  Fulfills: ELC  Open: 11, 12