December 2019

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
Curriculum, Instruction, and Assessment
Huntley High School
MISSION STATEMENT

Our learning community will inspire, challenge and empower all students always.
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 any 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
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COURSE SELECTION

Each year, counselors work with students to choose courses for the following academic year, and the course selection process is completed by the student/parent online through PowerSchool. The counseling team takes the following measures to ensure students are well equipped for the course selection process: (a) share an informational podcast on course selection to all grade levels prior to meeting with students, (b) meet with students during their school day to present information on course selection and guide through the process, and (c) provide an established calendar window for parents and students to discuss and select classes online for the upcoming coming school year. Students may receive recommendations from classroom teachers for continuation in required courses. Students also choose electives and other academic courses not required for graduation. Freshman course placements are determined by criteria set by respective departments. The master schedule is created based on student selection of courses. After creation of the master schedule, further elective changes will be considered throughout the summer when possible.

COURSE AVAILABILITY

All courses listed in this course guide are provided based on the number of student requests in a given year. If there is not sufficient interest in a particular course, it will not be offered during the upcoming school year. Sectioning decisions are made in March. If a course is not offered, students may need to select another course.

COURSE PLANNING

In preparation of the upcoming school year, we have provided the following planning tools to help you with your course selection. Please use the appropriate grade level planning table to guide you through the course selection process. Elective courses can be chosen from the following areas:

- Applied Technology
- Business
- Computer Science
- Engineering Academy
- English
- Family and Consumer Science
- Fine Arts
- Music
- Medical Academy
- MCC PCCS
- Science
- Social Studies
- World Languages

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

NOTE: Requesting an elective course does not guarantee placement in that course.

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.
Students, along with their counselors should begin the discussion of their four year course plan during their freshman year. Students are encouraged to review their four year plan with their parents each year before course selection begins. All students have the opportunity to update their plans at any time by meeting with their counselor. A planning worksheet is located at the back of this course guide.

**GRADUATION REQUIREMENTS**

To earn a diploma from Huntley High School, a student must earn 23 credits.

**TRANSFER STUDENTS**

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.
EARLY GRADUATION

The School Board highly recommends that students attend high school for a minimum of eight (8) semesters before graduation. In cases where the student and the family feel that there are extenuating circumstances that would override this recommendation, the student may leave school early and earn a diploma after graduation requirements are met. Students must fill out an early graduation request form located at the back of this course guide.

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 or continued absenteeism 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.

SEAL OF BILITERACY PROGRAM

Huntley High School students have the opportunity to be recognized by the State of Illinois for demonstrating mastery in one or more languages in addition to English. The Illinois State Board of Education’s Seal of Biliteracy program will place an official seal on diplomas and confer official recognition on transcripts of those students who qualify.

Two honors are available: the Seal of Biliteracy and the Commendation Toward Biliteracy. The Seal of Biliteracy is awarded to those whose proficiency level is equivalent to the Intermediate High scale set by the American Council on the Teaching of Foreign Languages. The Commendation of Biliteracy is awarded to students whose proficiency level is rated at Intermediate Low or Intermediate Mid in a second language. This is completed in different ways for students who are English Language Learners (ELL) and students who are native English speakers. For ELL students, a composite score of 5.0 and a 4.2 in both reading and writing must be achieved on the ACCESS exam. Native English speakers must achieve a score of 4 or 5 on an Advanced Placement Exam in a foreign language. Huntley High currently offers Spanish, Chinese, and French. Huntley High School also offers the STAMP Test to students fluent in a language outside of our course offerings. The STAMP Test is offered in the spring to juniors and seniors for a nominal fee. Students must achieve a score of Intermediate Low or above. For a listing of languages offered on the STAMP Test, please see the STAMP website linked here. In addition to the ACCESS exam, STAMP Test or AP test, all students must meet or exceed state standards on the ACT or SAT.

There is no application process for the Seal of Biliteracy. Students need only take the ACCESS (for ELL students), STAMP Test or AP exam and have the scores reported to Huntley High School. The district coordinator will use the scores to determine whether students meet the Seal or Commendation requirements, and the appropriate designation will be made on the transcript and diploma in the students’ graduation year. If scores are not available at the time of graduation, the district will still award the Seal of Biliteracy or Commendation toward Biliteracy to eligible students after graduation.

The only cost incurred by the student is for Advanced Placement or STAMP testing. Please see the counseling department’s AP Testing webpage for more information about costs and testing dates.

Questions, please contact one of the following:
Ms. Shelly Kish, D158 Seal of Biliteracy Coordinator
skish@district158.org
Ms. Kinsey Wright, ELL Instructor
kwright@district158.org

<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>Mathematics</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</td>
<td>1.0</td>
<td>SST</td>
</tr>
<tr>
<td>Human Geography, or AP World</td>
<td>1.0</td>
<td>SST</td>
</tr>
<tr>
<td>History</td>
<td>1.0</td>
<td>USH</td>
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<tr>
<td>Personal Finance</td>
<td>0.50</td>
<td>PED</td>
</tr>
<tr>
<td>Government</td>
<td>0.50</td>
<td>DEH</td>
</tr>
<tr>
<td>Health</td>
<td>0.50</td>
<td>ELC</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.50</td>
<td>CED</td>
</tr>
</tbody>
</table>

TOTAL CREDITS: 23.0

*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.
**ADDITIONAL CREDIT OPTIONS**

**HIGH SCHOOL CREDIT FOR MIDDLE SCHOOL COURSES**

Due to changes in Illinois State Law, beginning with the 2017-18 eighth grade students (high school Class of 2022), Spanish, Chinese I, English I, Algebra I, Algebra II, or Geometry courses taken in middle school will count for high school credit. These courses taken in middle school will show on the high school transcript and will be added to a student’s GPA.

**SUMMER SCHOOL**

Consolidated School District 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, Consolidated School District 158 does provide transportation for a fee. Summer School information becomes available during the month of November. Questions about Summer School should be directed to Associate Principal, Mr. Tom Kempf at tkempf@district158.org

**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, department chair, 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 0.5 credits.
- Grading will be on a pass-fail basis.

**CORRESPONDENCE COURSES**

The administration may allow up to 2.0 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 and the correspondence course grade will not be included in a student’s GPA. 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 school days. Participation in the homebound program is established through the building administration and School Nurse. Included in this process is contact with the building administration 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.

**GRADUATION REQUIREMENTS AND ADMISSION REQUIREMENTS TO STATE UNIVERSITIES IN ILLINOIS**

The graduation requirements listed previously represent the minimum program of studies for Huntley students. Entrance requirements to particular colleges and universities vary and some may exceed Huntley High School’s minimum graduation requirements. The following table provides a comparison of our graduation requirements and college admission recommendations. However, please be sure to also check specific requirements by going to that school’s admissions webpage to research entrance prerequisites thoroughly. The resource titled, State Universities in Illinois at a Glance provides a comprehensive summary of minimum high school course requirement for admission to Illinois public universities.
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>HHS</th>
<th>COMMUNITY OR VOCATIONAL</th>
<th>FOUR YEAR COLLEGE</th>
<th>SELECTIVE COLLEGE/UNIVERSITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>4 years</td>
<td>4 years</td>
<td>4 years</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>3 years</td>
<td>4 years</td>
<td>4 years</td>
</tr>
<tr>
<td>Science</td>
<td>3</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 your counselor for details.

**NCAA ELIGIBILITY REQUIREMENTS FOR DIVISION I AND II ATHLETES**

Students who are interested in competing in athletics at the Division I or Division II collegiate level must meet the academic eligibility requirements of the National Collegiate Athletic Association (NCAA). For more information on the Division I and Division II eligibility requirements, please visit [www.ncaa.org/studentathletes/future/academic-standards-initial-eligibility](http://www.ncaa.org/studentathletes/future/academic-standards-initial-eligibility).

For the most up-to-date list of Huntley High School’s approved core courses:

- Go to [www.eligibilitycenter.org](http://www.eligibilitycenter.org)
- Click on “Help”, then “Resources”, then “Find your Core Courses”
- Enter the HHS 6-digit CEEB code (142320) or school name and click on “Search”
- You may select a specific core area or “All Subject Areas” and click on “Submit”. Please contact your counselor with any questions or concerns regarding NCAA eligibility.

**SCHEDULE CHANGES**

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.

**ADDING A COURSE**

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 Self Guided Study 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 signature will be required and can be found on the student services webpage under “Documents and Links”. If parent and teacher are not in agreement, a conference should be held among parent, teacher, counselor, student and department chair 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
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.

Starting with the Class of 2020, class rank will no longer be calculated. The Latin Honor System will be implemented, with students having the respective label designated on their transcript for acquiring a cumulative weighted grade point average as noted below:

Cum Laude: (3.75-3.99)
Magna Cum Laude: (4.00-4.249)
Summa Cum Laude (above 4.25)

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<table>
<thead>
<tr>
<th>GRADE</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.80</td>
</tr>
<tr>
<td>A</td>
<td>4.50</td>
</tr>
<tr>
<td>A-</td>
<td>4.20</td>
</tr>
<tr>
<td>B+</td>
<td>3.80</td>
</tr>
<tr>
<td>B</td>
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<td>C+</td>
<td>2.80</td>
</tr>
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<td>C</td>
<td>2.50</td>
</tr>
<tr>
<td>C-</td>
<td>2.20</td>
</tr>
<tr>
<td>D+</td>
<td>1.30</td>
</tr>
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<td>D</td>
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<tr>
<td>D-</td>
<td>0.70</td>
</tr>
<tr>
<td>F</td>
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</tbody>
</table>

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CLASS RANK AND LATIN HONOR SYSTEM

PASS/FAIL OPTION

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.
AUDITS

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 RETAKE POLICY

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 Huntley High School. Once the course is completed, the improved grade will be recorded and included in the student’s GPA. The original grade will also appear on the transcript. Students must see their counselor in order to begin this application process.

EXCLUSIONS

The following courses are not included in the calculation of a student’s grade point average:
- Courses completed by home-schooled students
- Correspondence courses
- Audit, independent study, and GPA-waived courses
- External credit courses
- Any course in which the regular outcomes have been significantly modified for an individual student

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 are a part of each student’s permanent school record. The State of Illinois requires all juniors to take the SAT on the official school day in April 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.

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 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 www.act.org
The AP program is designed to provide an opportunity for secondary 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.

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.

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.

AP EXAMS ARE MANDATORY
All HHS students enrolled in AP courses second semester are required to take the AP exam in May.

There is an application process, but students with document ed disabilities may be eligible for accommodations on AP exams. Please contact Mrs. Miller (kmiller@district158.org) by October 1 if accommodations are needed. Please refer to the College Board website for further information.

AP TESTING ACCOMMODATIONS
There is an application process, but students with documented disabilities may be eligible for accommodations on AP exams. Please contact Mrs. Miller (kmiller@district158.org) by October 1 if accommodations are needed. Please refer to the College Board website for further information.

www.collegeboard.com/parents

AP EXAM REGISTRATION AND PAYMENT
Students at Huntley High School will be registering and paying online using College Board AND Total Registration. The registration and payment process will take place during first semester as exams are ordered in November.

The steps for registering/paying for an AP test are as follows:

Step 1: Register with College Board: Students will register for the exam through College Board (myap.collegeboard.org), and this will be done in your student’s AP class. This step will allow your student to register for the exam(s) he/she will be taking in the spring using a join code provided by the AP teacher.

Step 2: Payment with Total Registration: Payment for the exam will take place through Total Registration (https://user.totalregistration.net/AP/142320). It is important to note that payment for exams cannot be done until your student has completed Step 1 above. Please make sure to keep the join code for each exam he/she registers for in a safe place as it may be needed to complete the payment process on Total Registration. Both registration and payment will take a few minutes and can be completed from any computer with internet access.
FREQUENTLY ASKED QUESTIONS

HOW SHOULD I USE THE COURSE SELECTION GUIDE?
The Course Selection Guide 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.

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.

MANY OF THE PROCESSES IN THE COURSE SELECTION GUIDE REQUIRE ME TO COMPLETE A FORM. WHERE DO I FIND THE FORMS?
The forms can be found at the end of this document or on the Counseling Department webpage under “Documents & Links” at https://district158.haikulearning.com/mliberatore/counseling/cms_page/view/12156671

WHO SHOULD I SEE TO HAVE MY AUTOMOBILE INSURANCE FORM SIGNED?
Pod secretaries and counselors can sign car insurance forms.

WHAT IS THE FAFSA FORM I SEE MENTIONED WHEN LOOKING AT COLLEGE PLANNING MATERIALS?
Illinois is now the third state to require graduating high school seniors fill out the Free Application for Federal Student Aid, otherwise known as the FAFSA form. FAFSA opens October 1 of the student's senior year. Parents are primarily responsible for filling out this information but the student is required to have their own log in.

If you are a senior, it is best that you complete this requirement early, but not before October 1st. You can complete a paper application or file online at www.fafsa.ed.gov.

Any questions please contact Mrs. Martens in College and Careers at lmartens@dist158.org

HOW CAN I SEND A COPY OF MY TRANSCRIPT?
Seniors, send transcripts electronically for free at Parchment.com using the registration code that was emailed to your student email account. Build your profile, request and track your transcript. If necessary, see your pod secretary for assistance.

WHO SHOULD I SEE TO OBTAIN 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 counseling department web page. Then contact Ms. Gustafson in the P-Z Student Services Pod.

WHO SHOULD I SEE TO HAVE MY AUTOMOBILE INSURANCE FORM SIGNED?
Pod secretaries and counselors can sign car insurance forms.
CAREER AND TECHNOLOGY EDUCATION
NICK WEDOFF, DEPARTMENT CHAIR | NWEDOFF@DISTRICT158.ORG

APPLIED TECHNOLOGY
COMPUTER SCIENCE
FAMILY AND CONSUMER SCIENCE
BUSINESS
MCC PCCS
APPLIED TECHNOLOGY

Computer Aided Drafting

Advanced Computer Aided Drafting

Drafting Design Studio

Production Technology

Geometry In Construction

Basic Woodworking Technology

Advanced Woodworking Technology

Small Gas Engines

Automotive Theory

*See specific course descriptions for requirements.

PLTW ENGINEERING ACADEMY

Drones & Robotics

Introduction to Engineering & Design (IED)

Principles of Engineering (POE)

Civil Engineering and Architecture (CEA)

Aerospace Engineering (AE)

Engineering Design & Development (EDD)

Digital Electronics (DE)

*See specific course descriptions for requirements.

Engineering Academy Related Courses

Drafting Design Studio

Multi variable Calculus and Linear Algebra

Art & Design for Engineers

AP Statistics

3D Gaming & Animation

Electronics

Computer Programming

AP Physics 1

AP Comp. Sci. Principles

AP Physics C

Ap Comp. Sci. A

Advanced CAD

Advanced Computer Topics

AP Environmental Science

3D Design II

AP Biology or Dual Credit Biology

Advanced CAD

Robotics & Drones

Small Engines

Networking

Geometry in Construction

AP Calculus AB or AP Calculus BC
APPLIED TECHNOLOGY

PRODUCTION TECHNOLOGY
Open to 9-10-11-12 Credit: 0.5
Traditional ELC
Prerequisite: None

This course is designed for students with an interest in the welding and manufacturing industry. This course gives students a hands-on approach to discovering the basics of welding and manufacturing techniques and processes. This introductory, semester long course will explore the fundamentals of welding and the various types of welding within the industry, sheet metal and fabrication techniques. Lab and performance based activities are a major component of this class. An additional lab fee will be applied.

SMALL GASOLINE ENGINES
Open to 9-10-11-12 Credit: 0.5
Traditional ELC
Prerequisite: None

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 Production Technology before enrolling in this course. An additional lab fee will be applied.

AUTOMOTIVE THEORY
Open to 10-11-12 Credit: 0.5
Traditional ELC
Prerequisite: C or better in Small Gasoline Engines

This Automotive course is designed to prepare the student to perform a wide range of diagnostics, repairs, and preventative maintenance on automobiles and light trucks as well as help students develop trade skills relating to basic automotive vehicle systems. Throughout the class students will be able to diagnose, practice safe procedures, and work with modular setups.

BASIC WOODWORKING TECHNOLOGY
Open to 9-10-11-12 Credit: 0.5
Traditional ELC
Prerequisite: None

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. An additional lab fee will be applied.

ADVANCED WOODWORKING TECHNOLOGY
Open to 10-11-12 Credit: 0.5
Traditional ELC
Prerequisite: C or better in Basic 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.

COMPUTER ASSISTED DRAWING/CAD (TECHNICAL DRAWING)
Open to 9-10-11-12 Credit: 1.0
Traditional ELC
Prerequisite: None

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.
GEOMETRY IN CONSTRUCTION
Open to 10  Credit: 2.0
Traditional  ELC, MC
Prerequisite:  None
The purpose of this course is to have students experience putting geometry into action by building real world construction projects. Geometry in Construction is taught by both Math and Applied Technology teachers. This interdisciplinary course integrates geometry and construction topics through the building of significant construction projects. The goal is to provide students with a better understanding of both the geometry and the construction content taught in the Math department and prepares students for the subsequent Math courses. Students will gain hands-on, real-world experience in different areas of construction. Additional emphasis is given to teamwork, problem-solving, and the promotion of employable attributes. This is a double-period course that offers both a Math credit and an Elective credit.

ADVANCED COMPUTER ASSISTED DRAWING/CAD
Open to 10-11-12  Credit: 1.0
Traditional  ELC
Prerequisite:  Computer Assisted Drawing/CAD (Technical Drawing)
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.

DRAFTING DESIGN STUDIO (WEIGHTED)
Open to 10-11-12  Credit: 1.0
Traditional  ELC
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.
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. Students apply technology science, and mathematics concepts and skills to solve technological/engineering problems and innovative designs. Students research, develop create simulations, test, and analyze engineering designs using criteria such as design effectiveness, public safety and human factors. 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.
PLTW - DIGITAL ELECTRONICS (DE) (WEIGHTED COURSE)

Open to 11-12 Credit: 1.0
Traditional ELC
Prerequisite: C or better in PLTW Principles of Engineering

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.

PLTW - PRINCIPLES OF ENGINEERING DESIGN (POE) (WEIGHTED COURSE)

Open to 10-11-12* Credit: 1.0
Traditional ELC
Prerequisite: C or better in PLTW Introduction to Engineering Design

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.

*Priority enrollment given to grades 10, 11

PLTW - CIVIL ENGINEERING AND ARCHITECTURE (CEA) (WEIGHTED COURSE)

Open to 11-12 Credit: 1.0
Traditional ELC
Prerequisite: C or better in PLTW Principles of Engineering

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.

*Priority enrollment given to underclassmen.
PLTW - AEROSPACE ENGINEERING (AE) (WEIGHTED COURSE)

Open to 11-12 Credit: 1.0
Traditional ELC
Prerequisite: C or better in PLTW Principles of Engineering

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.

PLTW - ENGINEERING DESIGN AND DEVELOPMENT (EDD) (WEIGHTED COURSE)

Open to 12 Credit: 1.0
Traditional ELC
Prerequisite: B or Better in PLTW Digital Electronics, PLTW Aerospace Engineering and/or PLTW Civil Engineering and Architecture

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.

ROBOTICS AND DRONES

Open to 10-11-12 Credit: 1.0
Traditional ELC
Prerequisite: None

Students will explore the usage of robotics and drone technologies in modern business and industry, examine how these devices are affecting our lives and shaping our culture, and the career possibilities of those with knowledge of robotics and drone technology. The FAA licensing exam requires that the person sitting for the test be 16 years of age at the time for the test and pay a fee of $150 the license expires in two years. The robotics certification test through the REC Foundation is also an Industry Certification and is a cost of $50, with no age requirement. Both of these certifications meet the college and career readiness indicator of leaving high school with an industry-leading credential.
BUSINESS

INCUBATOR - Dual Credit

Open to 10-11-12

Credit: 1.0

Traditional

ELC

Prerequisite: 1 previous business classes that can include personal finance and/or Consumer Education OR Department approval

This course is designed to prepare students to become true entrepreneurs. Students will have the opportunity to create and fully develop their own product or service. Real-world entrepreneurs and business experts will serve as coaches and mentors guiding student teams through the process of idea- tion, market research, and business plan development using the business model canvas approach. Midyear, students will gain in-market experience with “Minimum Viable Product” research and presentations made possible by small grants to student teams. Over the course of the year, students teams will learn about marketing, accounting, human resources, as well as the legal aspects of running a business to prepare for an investor panel presentation. This presentation helps to drive the entrepreneurial spirit by having student teams in front of actual investors to pitch their innovative idea and possibly win funding to turn their business plans into reality.

ACCELerator

Open to 11, 12

Credit: 1.0

Traditional

ELC

Prerequisite: See below

ACCELeratoredu is appropriate for students and teams who completed the INCubatoredu program with a grade of A or B and who:

* have earned seed funding to launch their business
* are willing to use a crowdfunding source to raise funds
* are working as interns or employees for a business launched from the INCubatoredu program

As a second-year course, ACCELeratoredu provides students the opportunity to take a business from startup to launch. The experience models that of a real-life start-up accelerator with a focus on developing cohorts of teams through mentorship, education, connections, and accountability to launch a company. This course fosters the transition of businesses founded in INCubatoredu into sustainable, functioning ventures. Students work through major areas of content: legal & banking, customer acquisition, business processes, and product development, and leave the course having gained traction in the marketplace to successfully launch their company.
**TECHNOLOGY CERTIFICATION I**

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Prerequisite: None

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 enhance workplace skills and build their resume. An MOS certification will demonstrate 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.

**TECHNOLOGY CERTIFICATION II**

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Prerequisite: C or higher in Technology Certification I

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 student employability in the workplace. This course may be repeated.

**DESIGN, PRINTING, AND PUBLISHING**

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Prerequisite: None

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.

**BUSINESS AND TECHNOLOGY**

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Prerequisite: None

Ever wonder how Bill Gates or Elon Musk got started in business? After completing this introduction to Business course, you can identify some of the qualities of entrepreneurs, and the different ways businesses are organized and operated. This course is designed to provide a foundation of general business concepts including: accounting, business law, marketing, and economic systems. The course further develops workplace terminology and provides an overview of business in social, economic, and political environments. The importance of business etiquette and ethics is also covered, including a study of international cultures. Student opportunities include simulations, projects, case studies, and cooperative learning. This course is designed as a freshman level course but can be taken by all students. It is the perfect elective course leading into every career pathway.

**BASIC ACCOUNTING & OCCUPATION AWARENESS**

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Prerequisite: Algebra I

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 and accounting, financial reports and analysis, and an accounting cycle for a merchandising company. The course will also focus on the importance of cash controls, business ethic case studies, and current issues in finance and accounting.
ACCOUNTING PROCEDURES HONORS
DUAL CREDIT (MCC ACCT 110)

Open to 10-11-12 Credit: 0.5
Traditional and Blended ELC
Prerequisite: Basic Accounting & Occupation Awareness or Department Approval
Dual Credit Accounting course on essential accounting and bookkeeping principles and procedures. Students get an in-depth look at the double-entry framework, journalizing and posting transactions, adjusting entries and worksheets, preparation of financial statements, and the closing process—all as they pertain to service and merchandising businesses. Manual and computerized applications are covered. Students also learn specialized accounting procedures for service businesses and proprietorships.

MARKETING TECHNOLOGY AND ADVERTISING

Open to 10-11-12 Credit: 0.5
Traditional ELC
Prerequisite: None
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.

SPORTS AND ENTERTAINMENT MARKETING

Open to 10-11-12 Credit: 0.5
Traditional ELC
Prerequisite: Marketing Technology and Advertising
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.

COLLEGE AND CAREER EXPLORATION 9-10

Open to 9-10 Credit: 0.5
Traditional and Blended ELC
Prerequisite: None
This is a research and exploration project-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. Students also have the opportunity to meet with a college recruiter. Students are encouraged to take the 2nd part of this course, College & Careers 11-12 their junior or senior year.

COLLEGE AND CAREER EXPLORATION 11-12

Open to 11-12 Credit: 0.5
Traditional and Blended ELC
Prerequisite: None
A research and exploration based course for juniors and seniors. Students study the 16 Career Clusters and investigate individual interests. Self-discovery through personality and interest inventories helps guide career path consideration. Students have the opportunity to conduct a job shadow that fits their skills and interests. They also have the opportunity to meet with a college recruiter. Students are encouraged to take the 2nd part of this course, College & Careers 11-12 their junior or senior year.

Restrictions: Students cannot be concurrently enrolled in Co-operative Education.
This year-long program 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. 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 work a minimum of 15 hours per week. Payment of a class fee is required.

Restrictions: Students cannot enroll in College and Career Exploration 11-12 concurrently with Cooperative Education. This course will meet the consumer education graduation requirement.

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. Students must be actively employed during the duration of the school year at an approved facility and must work a minimum of 15 hours per week. Students must be paid thorough an authorized payroll system and receive a W2 form.
3-D Animation and Game Design

Open to 9-10-11-12  Credit: 0.5
Traditional  ELC

Prerequisite: None

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 3D games through the use of the Unreal programming environment. No prior programming experience is necessary to take this introductory class.

Computer Programming

Open to 9-10-11-12  Credit: 0.5
Traditional and Blended  ELC

Prerequisite: Algebra I or Department Chair Recommendation

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.
AP COMPUTER SCIENCE PRINCIPLES
Open to 9-10-11-12 Credit: 1.0
Traditional ELC, MTH
Prerequisite: Algebra I or Teacher Recommendation
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. This class is designed for all students, not just those planning to go into a technical field.
Note: No prior programming experience is required.
New in 2020: Students have the potential to earn extra points towards the Medical or Global Academy for this course. Students are required to take the AP exam in May. Please refer to page 13 to read about AP exams. AP Computer Science Principles qualifies as a mathematics based, quantitative course.

AP COMPUTER SCIENCE A
Open to 10-11-12 Credit: 1.0
Traditional ELC, MTH
Prerequisite: Algebra II or Computer Programming or AP Computer Science Principles
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.
Note: Previous programming experience is expected. Students are required to take the AP exam in May. Please refer to page 13 to read about AP exams. AP Computer Science A qualifies as a mathematics based, quantitative course.

ADVANCED COMPUTER SCIENCE TOPICS HONORS
Open to 11-12 Credit: 1.0
Traditional ELC
Prerequisite: AP Computer Science A or grade 12 with concurrent enrollment in AP Computer Science A
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.

INTRODUCTION TO NETWORKING
Open to 10-11-12 Credit: 1.0
Traditional ELC
Prerequisite: None
In this course, students will learn to build simple LANs, perform basic configurations for routers and switches, and implementing IP addressing schemes. They will configure and troubleshoot routers and switches and resolve common VLAN routing issues in both IPv4 and IPv6 networks. Students will develop critical thinking and problem-solving skills using real equipment and Cisco Packet Tracer. Students will configure WAN technologies and network services required by converged applications in a complex network.
Family and Consumer Science

**FAMILY AND CONSUMER SCIENCE**

**CONSUMER EDUCATION**

Open to 10 Credit: 0.5
Traditional CED

Prerequisite: None

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.

**FOODS AND NUTRITION I**

Open to 9-10-11-12 Credit: 0.5
Traditional and Blended ELC

Prerequisite: None

This is a foundational training course for the everyday cook. This course focuses on safety and sanitation, recipe reading, basic measurements and conversions, equipment classification, basic knife skills. Topics covered include, fruits and vegetables, quick breads, meat and poultry, dairy, vegetarianism, fats and chocolate, basic nutrition, and meal planning.

**CULINARY ARTS 1 DUAL CREDIT (MCC ARTS 105)**

Open to 10-11-12 Credit: 0.5
Traditional and Blended ELC

Prerequisite: C+ or higher in Foods & Nutrition I or Medical Foods and Nutrition I

This course is a dual credit course with MCC’s Sanitation and Safety. This class teaches students about sanitation and safety in a commercial kitchen. The course covers the characteristics and causes of food-borne illnesses and how to prevent unsanitary conditions. Students also learn the steps for implementing a Hazard Analysis and Critical Control Points (HACCP) program. On completion of this course, students should be prepared to take the Illinois Food Service Sanitation Certificate exam. Food Handler test will be a requirement for this course. Cost TBD, fundraising opportunities available.
FASHION BASICS (DUAL CREDIT)
Open to 9-10-11-12 Credit: 0.5
Blended ELC
Prerequisite: None
This course is a dual credit course with Harper College. Presents fashion merchandise through the evaluation of fashion products. Develops awareness of construction, as well as workmanship and design elements, such as fabric, color, silhouette, and taste. This class will include construction with sewing projects. This course would replace our current World of Fashion 1 course and offer students dual credit. The benefits of this course for students is the understanding that fashion doesn’t stand alone. It is influenced by—and influences—the world around it. An intimate understanding of social, cultural, political, artistic, and economic movements throughout history will help students understand how fashion has evolved and continues to be shaped by the world around it.

WORLD OF FASHION II
Open to 9-10-11-12 Credit: 0.5
Blended ELC
Prerequisite: C+ or higher in World of Fashion I
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.

HUMAN DEVELOPMENT: CONCEPTION - AGE 3
Open to 10-11-12 Credit: 0.5
Traditional and Blended ELC
Prerequisite: None
This course provides students with an interest in human development from conception through age 3. Students will learn normal development and abnormalities that can occur. 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 3. This course will offer an option to go in depth into the medical aspects of human development or explore into the educational pathway.

EDUCATION PRE-INTERNSHIP
Open to 10-11-12 Credit: 0.5
Traditional ELC
Prerequisite: Human Development
This course provides the student an opportunity to apply the information learned in Human Development. Observing in a school lab setting through the district, students are provided the chance to work with children ages 3-12 years old. Students will also learn the basics of working with children at the school age. Students will develop skills to fulfill the role of teacher including planning, implementation, and evaluation of lessons.
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 an SAT composite Reading/Writing Score of 490 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 and takes approximately 1.5 hours to complete. Hours are: Monday and Wednesday 8:30 AM to 5:00 PM, Tuesday and Thursday 8:30 AM to 7:00 PM, Friday: 8:30 AM to 4:30 PM, Selected Saturdays: 8:30 AM to 12:30 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 (ONE YEAR)**

<table>
<thead>
<tr>
<th>Open to</th>
<th>Credit: 2.6 (1.3 per semester)</th>
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<tr>
<td>12</td>
<td>At MCC ELC</td>
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Prerequisite: Application process

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 multimeter 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.

**NURSE ASSISTANT PROGRAM (ONE SEMESTER)**

<table>
<thead>
<tr>
<th>Open to</th>
<th>Credit: 3.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>11*-12</td>
<td>At MCC ELC</td>
</tr>
</tbody>
</table>

Prerequisite: Application process, *seniors have priority enrollment

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

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.
CULINARY MANAGEMENT PROGRAM
(ONE YEAR)

Open to 11-12 Credit: 4.6 (2.3 per semester)
At Woodstock North HS ELC
Prerequisite: Application process

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.

EARLY CHILDHOOD EDUCATION PROGRAM
(SPRING SEMESTER)

Open to 11-12 Credit: 2.0
At MCC ELC
Prerequisite: Application process

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.

FIRE SCIENCE/CRIMINAL JUSTICE/
EMERGENCY MEDICAL TECHNICIAN
PROGRAM (SPRING SEMESTER) / MCC PCCS

Open to 11-12 Credit: 3.3
At MCC ELC
Prerequisite: Application process

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.
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.

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.

Engineering Academy Related Courses

- Drafting Design Studio
- Art & Design for Engineers
- 3D Gaming and Animation
- Computer Programming
- AP Computer Science Principles
- AP Computer Science A
- Advanced Computer Topics
- 3D Design II
- Small Gasoline Engines
- Geometry in Construction
- AP Calculus AB or AP Calculus BC
- Multi-Variable Calculus and Linear Algebra
- AP Statistics
- Electronics
- AP Physics 1
- AP Physics C
- Advanced CAD
- AP Environmental Science
- AP Biology or Dual Credit Biology
- AP Chemistry
- MCC Robotics
- English IV: Communications and Literature for Engineers

ART AND DESIGN FOR ENGINEERS

Open to 9-10-11-12 Credit: 0.5
Traditional ELC
Prerequisite: None

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.
The purpose of this course is to have students experience putting geometry into action by building real world construction projects. Geometry in Construction is taught by both Math and Applied Technology teachers. This interdisciplinary course integrates geometry and construction topics through the building of significant construction projects. The goal is to provide students with a better understanding of both the geometry and the construction content taught in the Math department and prepares students for the subsequent Math courses. Students will gain hands-on, real-world experience in different areas of construction. Additional emphasis is given to teamwork, problem-solving, and the promotion of employable attributes. This is a double-period course that offers both a Math credit and an Elective credit.

**PLTW - INTRODUCTION TO ENGINEERING DESIGN (IED)**

Open to 9-10-11-12  Credit: 1.0  
Traditional  ELC  
Prerequisite:  None  

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. 

**PRIORITY ENROLLMENT GIVEN TO UNDERCLASSMEN**

**PLTW - PRINCIPLES OF ENGINEERING DESIGN (POE) (WEIGHTED COURSE)**

Open to 10-11-12  Credit: 1.0  
Traditional  ELC  
Prerequisite:  C or better in PLTW Introduction to Engineering Design  

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. 

**PRIORITY ENROLLMENT GIVEN TO GRADES 10 & 11**

**PLTW - AEROSPACE ENGINEERING (AE) (WEIGHTED COURSE)**

Open to 11-12  Credit: 1.0  
Traditional  ELC  
Prerequisite:  C or better in PLTW Principles of Engineering  

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.

**PLTW - CIVIL ENGINEERING AND ARCHITECTURE (CEA) (WEIGHTED COURSE)**

Open to 11-12  Credit: 1.0  
Traditional  ELC  
Prerequisite:  C or better in PLTW Principles of Engineering  

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.
PLTW - DIGITAL ELECTRONICS (DE) (WEIGHTED COURSE)

Open to 11-12 Credit: 1.0
Traditional ELC

Prerequisite: C or better in PLTW Principles of Engineering

This course is one of the specialization courses in the PLTW Engineering sequence. This course covers digital electronics, starting with logic levels, truth tables, gates, flip-flops, registers, and counters. An emphasis is placed on the implementation of interfaces between analog and digital electronics, particularly when controlling and recording the results of typical engineering experiments. Students will make extensive use of the LabVIEW, Multi-Sim and other engineering software as a means of communication between a computer and external hardware. An independent project of the student’s design will serve as a semester culminating activity. Digital Electronics is a foundation course for those considering careers in computer science, electric engineering, software engineering, hardware engineering, as well as other fields of engineering.

PLTW - ENGINEERING DESIGN AND DEVELOPMENT (EDD) (WEIGHTED COURSE)

Open to 12 Credit: 1.0
Traditional ELC

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

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 second-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.

ENGLISH IV - COMMUNICATIONS AND LITERATURE FOR ENGINEERS

Open to 11-12* Credit: 0.5
Traditional and Blended ENG

Prerequisite: English III

The course is designed as a capstone course in the college preparatory English sequence. The course emphasizes interpersonal communication skills using clear, concise, and organized expression of ideas in both speaking and writing as well as the reading of nonfiction and fiction literature that has an engineering focus or theme. It is organized by both skill and theme and will employ the use of essential questions to guide critical thinking about issues relating to the engineering field. The texts will include a variety of nonfiction, essays, memoirs, short stories, book excerpts, and journals. The central theme of this course is the English and Communications skills necessary to be a successful engineer and an exploration of the philosophies and ethics involved in engineering. 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.

*Priority enrollment given to those inducted into the Engineering Academy.
ENGLISH
SHAINA POZTOWSKI, DEPARTMENT CHAIR | SPOZTOWSKI@DISTRICT158.ORG
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.

This course is in sequence with the AP English course.
**ENGLISH II**

Open to 10  
Credit: 1.0  
Traditional and Blended  
ENG  
Prerequisite: English I

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.

**ENGLISH II HONORS**

Open to 9-10  
Credit: 1.0  
Traditional and Blended  
ENG  
Prerequisite: C or better in English I Honors or teacher recommendation

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. **This course is in sequence with the AP English course.**  
*Blended option is not open to 9th grade students.*

**ENGLISH III**

Open to 11  
Credit: 1.0  
Traditional and Blended  
ENG  
Prerequisite: English II

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.

**ENGLISH III HONORS**

Open to 10-11  
Credit: 1.0  
Traditional and Blended  
ENG  
Prerequisite: English II Honors or Teacher Recommendation

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.**
ENGLISH IV: ALIENATION AND PERCEPTION

Open to 11-12 Credit: 0.5
Traditional and Blended ENG
Prerequisite: English III

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 any English IV course.

ENGLISH IV: RESPONSIBILITY AND ENGAGEMENT

Open to 11-12 Credit: 0.5
Traditional and Blended ENG
Prerequisite: English III

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 any English IV course.

ENGLISH IV: LITERATURE FOR THE FINE ARTS

Open to 11-12 Credit: 0.5
Traditional ENG
Prerequisite: English III

The course is designed as a capstone course in the college preparatory English sequence. The course emphasizes interpersonal communication skills using clear, concise, and organized expression of ideas in both speaking and writing as well as the reading of nonfiction and fiction literature that has a focus on the Fine or Performing Arts. It is organized by both skill and theme and will employ the use of essential questions to guide critical thinking about issues relating to the arts field. The texts will include a variety of plays, essays, memoirs, short stories, book excerpts, and journals. The central theme of this course is the English and Literature knowledge necessary to be a successful student of the arts and an exploration of the philosophies and theories in various art forms. 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.

It is not recommended to take this class during the same semester with any English IV course. Priority enrollment given to those inducted into the Fine Arts Academy.
ENGLISH IV: MEDICAL ISSUES
Open to 11-12* Credit: 0.5
Traditional and Blended ENG
Prerequisite: English III

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. It is not recommended to take this class during the same semester with any English IV course. *Priority enrollment given to those inducted into the Medical Academy.

ENGLISH IV: LITERATURE FOR ENGINEERS
Open to 11-12* Credit: 0.5
Traditional and Blended ENG
Prerequisite: English III

The course is designed as a capstone course in the college preparatory English sequence. The course emphasizes interpersonal communication skills using clear, concise, and organized expression of ideas in both speaking and writing as well as the reading of nonfiction and fiction literature that has an engineering focus or theme. It is organized by both skill and theme and will employ the use of essential questions to guide critical thinking about issues relating to the engineering field. The texts will include a variety of nonfiction, essays, memoirs, short stories, book excerpts, and journals. The central theme of this course is the English and Communications skills necessary to be a successful engineer and an exploration of the philosophies and ethics involved in engineering. 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. Students may take Medical English IV 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 any English IV course. *Priority enrollment given to those inducted into the Medical Academy.

ENGLISH IV - DUAL CREDIT S1/MCC ENG 151 COMPOSITION I (WEIGHTED)
Open to 12 Credit: 0.5
Blended ENG
Prerequisite: Successful performance on the English placement test, an ACT English score of 21 or higher, or an SAT composite reading and writing score of 550. Teacher recommendation required.

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. A student who scores a 3, 4, or 5 on the AP English Lang. & Comp. or AP English Lit & Comp. tests has already completed this credit for college therefore, should not take DC English S1.

ENGLISH IV - DUAL CREDIT S2/MCC ENG 152 COMPOSITION II (WEIGHTED)
Open to 12 Credit: 0.5
Blended ENG
Prerequisite: English IV – Dual Credit S1 / MCC ENG 151 with a grade of C or higher. Teacher recommendation required.

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. A student who scores a 4 or 5 on the AP English Lang. & Comp. or AP English Lit & Comp. tests has already completed this credit for college therefore, should not take DC English S2.
### AP ENGLISH LANGUAGE AND COMPOSITION

**Open to:** 11-12  
**Credit:** 1.0  
**Traditional and Blended**  
**ENG**  

Prerequisite: C or higher in English III Honors; teacher recommendation

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 13 to read about AP exams. **It is not recommended to take this class during the same semester with any English IV course.**

### AP ENGLISH LITERATURE AND COMPOSITION

**Open to:** 11-12  
**Credit:** 1.0  
**Traditional and Blended**  
**ENG**  

Prerequisite: C or higher in English III Honors; teacher recommendation

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 13 to read about AP exams. **It is not recommended to take this class during the same semester with any English IV course.**
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. IN ADDITION, SOME COLLEGES MAY GRANT ONLY ELECTIVE CREDIT FOR CERTAIN CLASSES LISTED. BE SURE TO CHECK WITH A COLLEGE ADMISSIONS REPRESENTATIVE FOR WHAT EACH COLLEGE PROVIDES.

**NEWS MEDIA PRODUCTION: NEWSPAPER***

Open to 10-11-12  
Credit: 1.0  
Traditional  
ENG, ELC  
Prerequisite: Instructor Approval or Teacher Recommendation

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.

**NEWS MEDIA PRODUCTION: NEWSPAPER HONORS***

Open to 10-11-12  
Credit: 1.0  
Traditional  
ENG, ELC  
Prerequisite: Completion of the application process and appointment to an editor’s position

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.  
*Students may elect to take this course for either a single credit of English or a single elective credit.

**NEWS MEDIA PRODUCTION: YEARBOOK***

Open to 10-11-12  
Credit: 1.0  
Traditional  
ENG, ELC  
Prerequisite: None

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.
HUNTLEY HIGH SCHOOL

TELEVISION PRODUCTION*

Open to 9-10-11-12  Credit: 1.0
Blended Only  ENG, ELC

Prerequisite: None

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.

TELEVISION PRODUCTION HONORS*

Open to 10, 11, 12  Credit: 1.0
Blended  ENG, ELC

Prerequisite: Complete Application process & Appointment to leadership position

Leaders of the Television Production program are eligible to enroll in this advanced publications and leadership course in which students are expected to demonstrate expertise in a variety of journalistic and production elements. 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.

NEWSPAPER PRODUCTION: YEARBOOK HONORS*

Open to 10-11-12  Credit: 1.0
Traditional  ENG, ELC

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

Editors of the school newspaper 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.

PUBLIC SPEAKING

Open to 9-10-11-12  Credit: 0.5
Blended  ENG, ELC

Prerequisite: None

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).

ADVANCED COMMUNICATION

Open to 9-10-11-12  Credit: 0.5
Traditional  ENG, ELC

Prerequisite: C or above in Public Speaking

This course offers students a deeper dive into specific areas of communication outside of just public speaking. A focus of this class is to expose students to areas they may encounter when pursuing a variety of career paths outside of high school. These areas may include, but are not limited to: interpersonal communication, gender communication, nonverbal communication, intercultural communication, small group communication, etc. Students will explore these areas with both a national and global perspective.
**RECENT READS**

Open to 11-12  Credit: 0.5
Blended  ENG, ELC
Prerequisite: None

This one-semester English elective is designed to develop lifelong 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.

**FILM AND LITERATURE***

Open to 11-12  Credit: 0.5
Traditional and Blended  ENG, ELC
Prerequisite: None

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.
### ESL (English as a Second Language)

#### ESL ENGLISH

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**Prerequisite:** Placement testing

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).

#### ESL RESOURCE

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**Prerequisite:** Placement testing

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 above a “60%” to pass and earn credit. This course is Pass/Fail.

#### BILINGUAL RESOURCE

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**Prerequisite:** None

This course is designed for students who speak at home. Students will have the opportunity of extra time to work on assignments, receive help, or take tests with the Bilingual teacher to assist them. 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 above a “60%” to pass and earn credit. This course is Pass/Fail.
FINE ARTS
LEAH NOVAK, DEPARTMENT CHAIR | LNOVAK@DISTRICT158.ORG

MUSIC
PERFORMING ART

VISUAL ART
WORLD LANGUAGES
MUSIC

CONCERT CHOIR

Open to 9-10-11-12
Credit: 1.0
Traditional FNA, ELC
Prerequisite: None

Concert Choir is an entry level choir for Tenor and Bass vocalists. The course will extend singing techniques and choral repertoire with two and 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.

TREBLE CHOIR

Open to 9-10-11-12
Credit: 1.0
Traditional FNA, ELC
Prerequisite: None

Treble Choir is an entry level choir for Soprano and Alto vocalists. The course will extend singing techniques and choral repertoire with two and 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.
**BEL CANTO**

Open to 10-11-12  Credit: 1.0
Traditional  FNA, ELC

Prerequisite: Audition

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 four 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 four concerts per year outside of the school day.

**SYMPHONIC BAND**

Open to 10-11-12  Credit: 1.0
Traditional  FNA, ELC

Prerequisite: Audition

This course is an audition based band class and open to any student looking to improve their musicianship on a woodwind or brass instrument. In this course, we will continue to refine the basic fundamentals from Concert Band but at a higher level. In addition, we add focus to a more advanced ensemble sound through various repertoire. Students are required to participate in two concerts per semester along with possible festivals and special rehearsals. This course may be repeated. Because Symphonic Band percussion students meet during Percussion Ensemble, there will be after school rehearsals with the full ensemble. Dates are to be determined.

**MASTER SINGERS**

Open to 10-11-12  Credit: 1.0
Traditional  FNA, ELC

Prerequisite: Audition

This select performing group comprised of mostly juniors and seniors, will sing advanced literature and perform at four 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 four concerts per year outside of the school day and IHSA Solo / Ensemble and Organizational Festivals, and ILMEA auditions.

**WIND ENSEMBLE**

Open to 10-11-12  Credit: 1.0
Traditional  FNA, ELC

Prerequisite: Audition

This course is the highest performing band ensemble at HHS. It is open to any student wishing to perform at the highest level of their musical abilities on a woodwind or brass instrument.

Wind Ensemble students will apply the basic fundamentals of tone production, technique, and performance factors at the highest level. Students are required to participate in two concerts per semester along with possible festivals and special rehearsals. This course may be repeated. Because Wind Ensemble percussion students meet during Percussion Ensemble, there will be after school rehearsals with the full ensemble. Dates are to be determined.

**CONCERT BAND**

Open to 9-10-11-12  Credit: 1.0
Traditional  FNA, ELC

Prerequisite: Completion of 8th grade band or instructor approval

This course is the entry level band class is open to students wishing to develop their musicianship on a woodwind or brass instrument. In this course, students will gain knowledge of their twelve major scales, basic rhythm studies, and develop understanding of musical terminology/symbols. In addition, we learn to develop what the ideal band ensemble sound is through various repertoire. Students are required to participate in two concerts per semester along with possible festivals and special rehearsals. Because Concert Band percussion students meet during Concert Percussion, there will be after school rehearsals with the full ensemble. Dates are to be determined.
CONCERT PERCUSSION

Open to 9-10-11-12  Credit: 1.0
Traditional  FNA, ELC
Prerequisite: Completion of 8th grade band or instructor approval

This course is the entry level percussion class for students wishing to develop their musicianship. In this course, students will gain knowledge of their twelve major scales, basic rhythm studies, and develop understanding of musical terminology/symbols. In addition, we learn to understand how performing within a larger group differs from performing as an independent percussion ensemble. Students are required to participate in two concerts each semester along with possible festivals and special rehearsals. Because concert percussion students do not meet with concert band, there will be after school rehearsals with the full ensemble. Dates are to be determined.

MUSIC HISTORY

Open to 9-10-11-12  Credit: 0.5
Traditional  FNA, ELC
Prerequisite: None

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.

AP MUSIC THEORY

Open to 11-12  Credit: 1.0
Traditional  FNA, ELC
Prerequisite: Department Approval

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 13 to read about AP exams.

CONCERT ORCHESTRA

Open to 9-10-11-12  Credit: 1.0
Traditional  FNA, ELC
Prerequisite: Completion of 8th grade band or instructor approval

This course is the entry level orchestra and is open to students wishing to develop their musicianship on violin, viola, cello, or string bass. Students are required to participate in two concerts per semester along with possible festivals and special rehearsals.

PHILHARMONIC ORCHESTRA

Open to 10-11-12  Credit: 1.0
Traditional  FNA, ELC
Prerequisite: Audition

This course is an audition based orchestra class and is open to any student wishing to develop their musicianship on a string instrument. In this course, we will continue to refine the basic fundamentals from Concert Orchestra but at a higher level. In addition, we add focus to a more advanced ensemble sound through various repertoire. Students are required to participate in two concerts per semester along with possible festivals and special rehearsals. This course may be repeated.

PERCUSSION ENSEMBLE

Open to 10-11-12  Credit: 1.0
Traditional  FNA, ELC
Prerequisite: Audition

Percussion Ensemble is a performance based class that focuses on improving proper fundamentals and performing both standard band literature and percussion ensemble repertoire. Percussion Ensemble consists of percussionists from Symphonic Band and Wind Ensemble and placement is by audition only. Because Percussion Ensemble students do not meet with Symphonic Band or Wind Ensemble, there will be after school rehearsals with the full ensemble. Dates are to be determined.

PHILHARMONIC ORCHESTRA
PERFORMING ART

THEATRE I
Open to 9-10-11-12 Credit: 0.5
Traditional FNA, ELC
Prerequisite: None
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.

THEATRE II
Open to 9-10-11-12 Credit: 0.5
Traditional FNA, ELC
Prerequisite: Theatre I or by permission of instructor
Theater II is a continuation of the beginning theater concepts taught in Theatre I. Students will continue building their ability to create character, but also obtain an understanding of how the role of the writer, director, and designer work together with the actor to create a dramatic production.

THEATRE WORKSHOP
Open to 10-11-12 Credit: 0.5
Traditional FNA, ELC
Prerequisite: Theatre II or by permission of instructor
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.

THEATRE WORKSHOP: DIRECTING
Open to 11-12 Credit: 0.5
Traditional FNA, ELC
Prerequisite: Theatre Workshop and Department Approval
Theatre Workshop: Directing is an introduction to the work of the director with an emphasis on text analysis and working with actors on scene study. Topics include the role and function of the director in the contemporary theater; the basic tools of proscenium and arena blocking and staging, such as composition, picturization, movement, and gesture; structural script analysis; and basic actor coaching techniques. This course may be repeated.
ART AND DESIGN FOR ENGINEERS

Open to 9-10-11-12  
Traditional  
Prerequisite: None

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.

BASIC ART 2-D

Open to 9-10-11-12  
Traditional  
Prerequisite: None

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.
**DIGITAL AND GRAPHIC ARTS I**
Open to 10-11-12  Credit: 0.5
Traditional  FNA, ELC
Prerequisite: Basic Art 2-D

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 (logo design, graphic design, illustration, t-shirt design, typography, computer graphics, and more). This course will include analog art, drawing and painting projects to learn the fundamentals of design and layout, and digital art, utilizing Adobe Illustrator.

**DIGITAL AND GRAPHIC ARTS II**
Open to 10-11-12  Credit: 0.5
Traditional  FNA, ELC
Prerequisite: Digital & Graphic Arts I

Students will be further exploring areas such as computer generated design, typography, advertising design, and different art occupations (illustration, product design, interior design, computer graphics, poster design, commercial advertising, and more). This course will include analog art, drawing and painting projects to learn the fundamentals of design and layout, and digital art, utilizing Adobe Photoshop.

**DIGITAL AND GRAPHIC ARTS III**
Open to 11-12  Credit: 0.5
Traditional  FNA, ELC
Prerequisite: Digital & Graphic Arts II

This is a course for students who wish to expand their knowledge in visual technology. The class will work with Adobe Photoshop and Adobe Illustrator. There is a focus on art careers and continuous development digital portfolio.

**DIGITAL AND GRAPHIC ARTS IV**
Open to 11-12  Credit: 0.5
Traditional  FNA, ELC
Prerequisite: Digital & Graphic Arts III

This is a course for students who wish to expand their knowledge in visual technology. The class will work with Adobe Photoshop and Adobe Illustrator. Students will finalize their body of artwork to present in a portfolio format with emphasis on concept and themes.
### CERAMICS I

Open to 9-10-11-12  
Credit: 0.5  
Traditional  
FNA, ELC  
Prerequisite: Basic Art 3-D  

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.

### CERAMICS II

Open to 10-11-12  
Credit: 0.5  
Traditional  
FNA, ELC  
Prerequisite: Ceramics I  

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.

### THREE-DIMENSIONAL DESIGN/SCULPTURE I

Open to 9-10-11-12  
Credit: 0.5  
Traditional  
FNA, ELC  
Prerequisite: Basic Art 3-D  

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.

### THREE-DIMENSIONAL DESIGN/SCULPTURE II

Open to 10-11-12  
Credit: 0.5  
Traditional  
FNA, ELC  
Prerequisite: 3-D Design I  

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.

### DIGITAL PHOTOGRAPHY I

Open to 10-11-12  
Credit: 0.5  
Traditional  
FNA, ELC  
Prerequisite: None  

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.

### DIGITAL PHOTOGRAPHY II

Open to 10-11-12  
Credit: 0.5  
Blended  
FNA, ELC  
Prerequisite: Digital Photography I  

This is a one-semester course to advance students’ skills in digital photography. Specifically, students will focus on learning functions of Digital SLR cameras and 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. Access to a DSLR camera during this course is recommended but not mandatory (excludes cell phones). An additional lab fee may be applied to cover the cost of consumable supplies like mat board and photo printing.
**DIGITAL PHOTOGRAPHY III**

Open to 11-12  
Credit: 0.5  
Blended Only  
FNA, ELC

Prerequisite: Digital Photography II

This is a one-semester course to advance students’ skills in digital photography. Specifically, students will focus on learning functions of Digital SLR cameras and advancing post-processing skills using Adobe Photoshop, developing a concentration of work, participating in student art shows and competitions, preparing work for display, 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. Access to a DSLR camera during this course is recommended but not mandatory (excludes cell phones). An additional lab fee may be applied to cover the cost of consumable supplies like mat board and photo printing.

**ADVANCED ART**

Open to 11-12  
Credit: 1.0  
Traditional  
FNA, ELC

Prerequisite: Department Approval

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.

**AP ART STUDIO**

Open to 12  
Credit: 1.0  
Traditional  
FNA, ELC

Prerequisite: Department Approval

AP Art Studio is the capstone class in our Visual Arts department as well as for the Fine Arts Academy pathway. This course provides an opportunity for students to create a portfolio representing their growth as an artist throughout high school. Students are able to curate a body of work in ceramics, digital photography, drawing, graphic design, mixed media, painting, and sculpture. Students enrolled in AP Art Studio will also be enrolled in an additional Open Studio period for self-guided portfolio work. Students are required to submit an AP portfolio in May. Please refer to page 13 to read about AP exams.
SPANISH FOR SPANISH SPEAKERS I

Open to 9-10-11-12

Credit: 1.0

Traditional ELC

Prerequisite: Spanish Placement Test

This course is the first course in the AP Spanish Language track for heritage speakers. This course provides an opportunity for students to refine their Spanish communication skills while describing themselves, others, and the world around them in an academic setting. This course stresses speaking, listening, reading, and writing in Spanish as well as developing a cultural understanding of the Spanish-speaking world.

SPANISH FOR SPANISH SPEAKERS II

Open to 9-10-11-12

Credit: 1.0

Traditional ELC

Prerequisite: Spanish for Spanish Speakers I

This course is the second course in the AP Spanish Language track for heritage speakers. 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 Spanish. The course focuses on literacy through the study of modern themes, current events, and a cultural understanding of the Spanish-speaking world.

SPANISH FOR SPANISH SPEAKERS III HONORS

Open to 10-11-12

Credit: 1.0

Traditional ELC, FNL

Prerequisite: Spanish for Spanish Speakers I

This course is the third course in the AP Spanish Language track for heritage speakers. This course is a continuation of Spanish for Spanish Speakers II. 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 Spanish. The course focuses on literacy through the study of modern themes, current events, and a cultural understanding of the Spanish-speaking world.
### SPANISH I

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Prerequisite: None

Spanish I is an introduction to the Spanish language for non-heritage speakers. Students will learn how to describe themselves, others, and the world around them at a novice level of proficiency. Some of the themes studied include celebrations, family, and hobbies/interests. This course stresses speaking, listening, reading, and writing in Spanish as well as developing a cultural understanding of the Spanish-speaking world.

### SPANISH II

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Prerequisite: Spanish I

Spanish II is a continuation of the study of Spanish vocabulary, grammar, and culture for non-heritage speakers. Students build upon their novice level of proficiency while describing themselves, others, and the world around them. Some of the themes studied include school and extracurricular activities, daily routine, travel, and wellness. This course stresses speaking, listening, reading, and writing in Spanish as well as developing a cultural understanding of the Spanish-speaking world. *Blended option not open to 9th grade students.

### SPANISH II HONORS

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Prerequisite: Spanish I and placement test

Spanish II Honors is the second course in the AP Spanish Language track for non-heritage speakers. This is an accelerated continuation of the study of Spanish vocabulary, grammar, and culture. Students build upon their novice level of proficiency while describing themselves, others, and the world around them. Some of the themes studied include school and extracurricular activities, daily routine, travel, and wellness. This course stresses speaking, listening, reading, and writing in Spanish as well as developing a cultural understanding of the Spanish-speaking world. This Pre-AP course provides opportunities for development of interpersonal, presentational, and interpretive skills in the target language.

### SPANISH III

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Prerequisite: Spanish II

Spanish III is a continuation of the study of Spanish vocabulary, grammar, and culture for non-heritage speakers. Students develop their intermediate level of proficiency while describing themselves, others, and the world around them. Some of the themes studied include visual and performing arts, social media, human geography, and literature. This course stresses speaking, listening, reading, and writing in Spanish as well as developing a cultural understanding of the Spanish-speaking world.
SPANISH III HONORS
Open to 10-11-12 Credit: 1.0
Traditional ELC
Prerequisite: Spanish II Honors

Spanish III Honors is the third course in the AP Spanish Language track for non-heritage speakers. This is an accelerated continuation of the study of Spanish vocabulary, grammar, and culture. Students develop their intermediate level of proficiency while describing themselves, others, and the world around them. Some of the themes studied include visual and performing arts, social media, human geography, and literature. This course stresses speaking, listening, reading, and writing in Spanish as well as developing a cultural understanding of the Spanish-speaking world. This Pre-AP course provides opportunities for development of interpersonal, presentational, and interpretive skills.

SPANISH IV
Open to 11-12 Credit: 1.0
Traditional and Blended ELC
Prerequisite: Spanish III

This course is a continuation of the study of Spanish vocabulary, grammar, and culture for non-heritage speakers. Students build upon their intermediate level of proficiency while describing themselves, others, and the world around them. Some of the themes studied include careers and volunteerism, ancient and modern civilizations, environmental issues, human rights, heroism, and literature. This course stresses speaking, listening, reading, and writing in Spanish as well as developing a cultural understanding of the Spanish-speaking world.

SPANISH IV HONORS
Open to 11-12 Credit: 1.0
Traditional ELC
Prerequisite: Spanish III Honors

Spanish IV Honors is the fourth course in the AP Spanish Language track for non-heritage speakers. This is an accelerated continuation of the study of Spanish vocabulary, grammar, and culture. Students refine their intermediate level of proficiency while describing themselves, others, and the world around them. Some of the themes studied include careers and volunteerism, ancient and modern civilizations, environmental issues, human rights, heroism, and literature. This course stresses speaking, listening, reading, and writing in the target language as well as developing a cultural understanding of the Spanish-speaking world. This Pre-AP course provides opportunities for development of interpersonal, presentational, and interpretive skills.

AP SPANISH LANGUAGE AND CULTURE
Open to 11-12 Credit: 1.0
Traditional ELC
Prerequisite: Spanish IV Honors or Spanish for Spanish Speakers II or Teacher Recommendation

Students in this course will receive college-level instruction on the Spanish language and cultures of the Spanish-speaking world. They will continue developing their interpersonal, presentational, and interpretive skills in the target language. 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 13 to read about AP exams.

FRENCH I
Open to 9-10-11-12 Credit: 1.0
Traditional ELC
Prerequisite: None

This is an introductory course to French created for high school students. This course stresses speaking, listening, reading, and writing in the target language as well as developing a cultural understanding of the French-speaking world. 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 multi-media and activities. Some of the themes studied include self and family, daily activities, and my community.

FRENCH II
Open to 10-11-12 Credit: 1.0
Traditional ELC
Prerequisite: French I

This course is a continuation of French vocabulary, grammar, and culture. This course stresses speaking, listening, reading, and writing in the target language as well as developing a cultural understanding of the French-speaking world. Students continue active participation as individuals and groups as they continue learning through various techniques. Some of the themes studied include leisure activities, French markets and restaurants, and entertainment.

FRENCH III
Open to 11-12 Credit: 1.0
Traditional ELC
Prerequisite: French II

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.
<table>
<thead>
<tr>
<th>Course</th>
<th>Open</th>
<th>Credit</th>
<th>Traditional</th>
<th>Prerequisite</th>
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</thead>
<tbody>
<tr>
<td><strong>FRENCH IV (WEIGHTED)</strong></td>
<td>Open to 12</td>
<td>1.0</td>
<td>ELC</td>
<td>French III</td>
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<td></td>
<td>Traditional</td>
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<tr>
<td>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.</td>
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</tbody>
</table>

| **CHINESE I**                         | Open to 9-10-11-12 | 1.0    | ELC         | None                        |
|                                       | Traditional       |        |             |                             |
| 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. |

| **CHINESE II**                        | Open to 9-10-11-12 | 1.0    | ELC         | Chinese I                  |
|                                       | Traditional       |        |             |                             |
| 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. |

| **CHINESE III**                       | Open to 10-11-12  | 1.0    | ELC         | Chinese II                 |
|                                       | Traditional       |        |             |                             |
| 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. |

| **AP CHINESE LANGUAGE AND CULTURE**   | Open to 12        | 1.0    | ELC         | Chinese IV                 |
|                                       | Traditional       |        |             |                             |
| 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 13 to read about AP exams. |
FINE ARTS ACADEMY

Students enrolled in the Fine Arts Academy identify a Conservatory Path (music performance, theater, or visual arts) during the application process and participate in a series of courses and extracurricular activities to ensure a well-rounded arts education. The Fine Arts Academy provides opportunities to help prepare students for admission to fine arts programs and careers in the fine arts. By combining the foundation of skill development through rigorous coursework with real world experiences, our students leave Huntley High School with a portfolio demonstrating their skills and experiences that will assist them as they further their work in the area of fine arts. Joining the Fine Arts Academy means exposure to opportunities at Huntley High School for you including but not limited to skill development, performance opportunities, field trip opportunities, internship opportunities, and portfolio development. Students may apply at the end of their freshman or sophomore year for admittance into the Academy.

To graduate with a transcript designation from the Fine Arts Academy, students must earn a certain number of curricular and extracurricular points each year and present a capstone performance piece or summative portfolio during their senior year. Students can earn Fine Arts Academy curricular points by taking any class listed in the Fine Arts Department except for Art for Engineering, along with the following classes outside of the Fine Arts Department. Priority will be given to Fine Arts Academy Students in the following courses:

ADVANCED COMPUTER ASSISTED DRAWING/CAD

Open to 10-11-12 Credit: 1.0
Traditional ELC
Prerequisite: Computer Assisted Drawing/CAD (Technical Drawing)

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.

BASIC WOODWORKING TECHNOLOGY

Open to 9-10-11-12 Credit: 0.5
Traditional ELC
Prerequisite: None

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 Production Technology before enrolling in this course. An additional lab fee will be applied.

PHYSICAL EDUCATION - DANCE I

Open to 9, 10, 11, 12 Credit: 0.25
Traditional PED
Prerequisite: None

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.

PHYSICAL EDUCATION - DANCE II

Open to 11-12 Credit: 0.25
Traditional PED
Prerequisite: Teacher Recommendation and Completion of Dance I

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.
**ELECTRONICS**
Open to 10-11-12 Credit: 1.0
Traditional ELC
Prerequisite: Algebra I and 1 credit in physical science

This is 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 electricity, waves and sound, forces, light, 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.

**HUMAN ANATOMY AND PHYSIOLOGY (WEIGHTED)**
Open to 11-12 Credit: 1.0
Traditional and Blended ELC
Prerequisite: Grade of C or higher in Biology Honors or grade of B or higher in Biology

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.

**FILM AND LITERATURE***
Open to 11-12 Credit: 0.5
Traditional and Blended ENG, ELC
Prerequisite: None

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.

**WORLD OF FASHION I**
Open to 9-10-11-12 Credit: 0.5
Blended ELC
Prerequisite: None

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.

**GEOMETRY IN CONSTRUCTION**
Open to 10-11 Credit: 2.0
Traditional MTH, ELC
Prerequisite: Algebra I

The purpose of this course is to have students experience putting geometry into action by building real world construction projects. Geometry in Construction is taught by both Math and Applied Technology teachers. This interdisciplinary course integrates geometry and construction topics through the building of significant construction projects. The goal is to provide students with a better understanding of both the geometry and the construction content taught in the Math department and prepares students for the subsequent Math courses. Students will gain hands-on, real-world experience in different areas of construction. Additional emphasis is given to teamwork, problem-solving, and the promotion of employable attributes. This is a double-period course that offers both a Math credit and an Elective credit.

**WORLD OF FASHION II**
Open to 9-10-11-12 Credit: 0.5
Blended ELC
Prerequisite: C+ or higher in World of Fashion I

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.
ENGLISH IV: LITERATURE FOR THE FINE ARTS

Open to Credit: .5
Traditional and Blended ENG
Prerequisite: English III

The course is designed as a capstone course in the college preparatory English sequence. The course emphasizes interpersonal communication skills using clear, concise, and organized expression of ideas in both speaking and writing as well as the reading of nonfiction and fiction literature that has a focus on the Fine or Performing Arts. It is organized by both skill and theme and will employ the use of essential questions to guide critical thinking about issues relating to the arts field. The texts will include a variety of plays, essays, memoirs, short stories, book excerpts, and journals. The central theme of this course is the English and Literature knowledge necessary to be a successful student of the arts and an exploration of the philosophies and theories in various art forms. 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. It is not recommended to take this class during the same semester with any English IV course. Priority enrollment given to those inducted into the Fine Arts Academy.
Our comprehensive Global Academy will enable students to meet HHS graduation requirements by taking required and elective courses focused on global concerns. Students must take a minimum of 10 courses that have Global Academy designations, 8 of which must be Globally Focused, to graduate with an Illinois Global Scholar Certificate and graduation from the program. Students will complete this by taking the 3 Global Academy courses, 3 Foreign Language Course of the same language, and 4 additional courses over their time at HHS. Student will select a specialization in the academy to guide their experience in the academy. Students can select from: International Relations & Human Rights, Government & Law, Journalism & Media, and World Cultures.

Students that have taken (or are currently enrolled in) at least one global academy class are eligible to apply to the Global Academy first semester of their sophomore year and junior year. Preferential registration will be given to inducted students in the Global Academy in the event that a course has limited space. Students inducted into the Global Academy will also have access to additional opportunities beyond coursework.
GLOBAL ACADEMY

ADVANCED COMMUNICATION
Open to 9-10-11-12  Credit: 0.5
Traditional  ENG, ELC
Prerequisite: C or above in Public Speaking

This course offers students a deeper dive into specific areas of communication outside of just public speaking. A focus of this class is to expose students to areas they may encounter when pursuing a variety of career paths outside of high school. These areas may include, but are not limited to: interpersonal communication, gender communication, nonverbal communication, intercultural communication, small group communication, etc. Students will explore these areas with both a national and global perspective.

AMERICAN DIVERSITY
Open to 11-12  Credit: 0.5
Traditional and Blended  ELC
Prerequisite: None

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.

CONSTITUTIONAL LAW
Open to 10-11-12  Credit: 0.5
Traditional  ELC
Prerequisite: None

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.

CRIMINAL LAW
Open to 10-11-12  Credit: 0.5
Traditional  ELC
Prerequisite: None

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.

CRIMINAL PROCEDURE
Open to 10-11-12  Credit: 0.5
Traditional  ELC
Prerequisite: None

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.
### Current Issues 9/10

**Open to 9-10**  
**Credit:** 0.5  
**Traditional and Blended**  
**ELC**  
**Prerequisite:** None

Current Issues 9/10 is a semester course designed to help students understand, interpret, and develop positions on events and issues in today’s world. Using inquiry-based case studies, students will answer compelling questions surrounding the 1st amendment & how it applies to them in school, media literacy & the role that mainstream media has on the current culture of the United States, and the political party system & how it creates & hinders progress in the United States. Students will be expected to research and discuss issues as they evolve and trace the roots of recurring social, political, economic and educational issues. Students will develop and use essential skills including investigative inquiry, interpretation & evaluation of media sources, reflective thinking, thoughtful examination of major political topics, and the ability to articulate and defend core beliefs.

### Current Issues 11/12

**Open to 11-12**  
**Credit:** 0.5  
**Traditional and Blended**  
**ELC**  
**Prerequisite:** None

Current Issues 11/12 is a semester course designed to help students understand, interpret, and develop opinions on events and issues in today’s world. Learners will be expected to research and discuss issues as they evolve, and to trace the roots of recurring social issues. Essential skills including research, interpretation of media sources, evaluation, and communication will be developed. Class sources will include internet sources, television programs, podcasts, and other media sources. The class has two major aspects to it: regular discussion on events as they unfold and structure study of persistent issues in the contemporary world. In addition to discussion of global events as they unfold, the class will investigate themes regarding global issues in depth. These themes will be organized as units of study such as bias in media sources, political hot-button issues, economic issues, social issues, and American foreign policy.

### English IV: Alienation and Perception

**Open to 11-12**  
**Credit:** 0.5  
**Traditional and Blended**  
**ENG**  
**Prerequisite:** English III

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.**

### English IV: Responsibility and Engagement

**Open to 11-12**  
**Credit:** 0.5  
**Traditional and Blended**  
**ENG**  
**Prerequisite:** English III

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.**
GENERAL ANTHROPOLOGY
Open to 10-11 Credit: 0.5
Traditional and Blended ELC
Prerequisite: Successful completion of freshman Social Studies requirement
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.

FORENSIC SCIENCE—BIOLOGICAL EVIDENCE
Open to 11-12 Credit: 0.5
Traditional and Blended ELC
Prerequisite: C or better in Biology and concurrent enrollment in Chemistry
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.

FORENSIC SCIENCE—PHYSICAL EVIDENCE
Open to 11-12 Credit: 0.5
Traditional and Blended ELC
Prerequisite: C or better in Biology and concurrent enrollment in Chemistry
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.

GLOBAL CITIZENSHIP
Open to 9-10 Credit: 0.5
Traditional ELC
Prerequisite: None
Global Citizenship is the semester long introductory course to the Global Academy coursework that offers students an opportunity to learn more about the global community and an individual’s role within the global world. The course challenges students to consider what responsibility they have – within their political, social, cultural, and eventual professional contexts – to participate as global citizens. The course includes modules on the Ethics of Global Citizenship, Challenges and Global Divisions, Issues of Concern to the Global Community as represented through the UN Sustainable Development Goals, as well as a module on Global Citizenship in Action. This course is the intro and required course for completion of the Global Academy at HHS, and will include a final unit introducing the requirements of the Global Academy to be completed in the rest of their high school careers for students who apply to the Global Academy.

*Priority enrollment given to those inducted into the Medical Academy.
MULTICULTURAL LITERATURE
Open to 11-12 Credit: 0.5
Traditional ENG, ELC
Prerequisite: None
This course is an exploration of other countries canonical and contemporary texts. Students will explore the similarities and differences between American Literature and literature from different countries and cultures around the globe. Students will read, write, and discuss differentiated texts and materials. This course places emphasis on students fostering and feeding a unique mindset. Students will be required to adopt a lens of acceptance, compassion, and deeper understanding while reading new material and exploring the vast world of literature.

GLOBAL SEMINAR
Open to 10-11-12 Credit: 0.5
Traditional and Blended ELC
Prerequisite: None
Global Seminar will provide students with the opportunity to study various subjects in depth that tie into the competencies of the Global Academy. The courses will be arranged in 6 week content areas with a rotation of subjects to gain a high level of understanding in globally focused content areas. Potential topics could include human rights, water resources, environmental concerns, or any other subjects that tie to global issues.

GLOBAL STUDIES
Open to 9 Credit: 1.0
Traditional and Blended SST
Prerequisite: None
Global Studies is the introductory freshman course in Social Studies that helps students develop critical thinking skills through the understanding, application and analysis of the fundamental concepts of geography through inquiry. This course will provide students with a geographic view of the world through the use of readings, maps, charts and graphs to better understand the larger world and their place in it. Students will analyze and evaluate the connection between their place in the world and the experiences of those in the global community. They will also learn the methods and tools geographers use in their science and practice to better understand the importance of location.

GLOBAL SCHOLAR CAPSTONE
Open to 11, 12 Credit: 0.5
Blended Only ELC
Prerequisite: Global Citizenship or Global Seminar
Course Description: Global Scholar Capstone is a course designed to cover the requirements of the Illinois Global Scholar Capstone project as well as serve as the capstone class for the Global Academy. This project requires students to investigate a global issue connected/related to one or more academic disciplines. To do this, students must each develop a compelling and actionable question addressing a global issue. In order to refine these questions and establish a plan for investigation, students will seek advisement from no less than two experts possessing firsthand experience with their specific issue. They will communicate regularly with these experts as they research their questions, draw conclusions, and propose research-based solutions. Finally, students will develop an action plan and/or artifact to implement their proposed solutions, which will be shared with an outside audience for additional feedback. Students will document the entire process and reflect on their learning throughout the experience. *Priority enrollment given to those inducted into the Global Academy.
Leaders of the Television Production program are eligible to enroll in this advanced publications and leadership course in which students are expected to demonstrate expertise in a variety of journalistic and production elements. 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.

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.

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.

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 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.

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.
AP HUMAN GEOGRAPHY

Open to 9-10-11-12  Credit: 1.0
Traditional and Blended*  SST, ELC
Prerequisite: Grade 9: Concurrent enrollment in English I Honors required.
Grades 10, 11, 12: Recommended concurrent enrollment in English Honors

The Advanced Placement Human Geography course helps students develop 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.

Students are required to take the AP exam in May. Please refer to page 13 to read about AP exams.

*Blended option is not open to 9th grade students.

AP CHINESE LANGUAGE AND CULTURE

Open to 12  Credit: 1.0
Traditional  ELC
Prerequisite: Chinese IV

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 13 to read about AP exams.

AP SPANISH LANGUAGE AND CULTURE

Open to 11-12  Credit: 1.0
Traditional  ELC
Prerequisite: Spanish IV Honors

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 13 to read about AP exams.

AP EUROPEAN HISTORY

Open to 10-11-12  Credit: 1.0
Traditional and Blended  SST, ELC
Prerequisite: Concurrent enrollment in English Honors or teacher recommendation

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 13 to read about AP exams.

*Blended option is not open to 9th grade students.
### AP U.S. GOVERNMENT AND POLITICS

<table>
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<tr>
<th>Open to</th>
<th>Credit: 1.0</th>
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**Blended**

**ELC**

**Prerequisite:** Grade 10: Prior AP course experience (Geography or World) OR 90% or better in Global Studies with teacher recommendation.

**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. Students are required to take the AP Exam in May. Please refer to page 13 to read about AP exams. **This can be taken in place of the American Government course.**

### AP WORLD HISTORY

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**Traditional**

**SST, ELC**

**Prerequisite:** Grade 9: Concurrent Enrollment in English II Honors Required. Grades 10, 11, 12: Recommended Concurrent Enrollment in English Honors

**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 13 to read about AP exams.**
MATHEMATICS

A GRAPHING CALCULATOR IS REQUIRED FOR ALL MATH CLASSES.
Although the math department recommends the TI-84, students may choose to use other brands. Please note that teachers will be using the TI-84 in their instruction and demonstrations. NOTE: Blended math classes cover the same material as standard classes. Students who are successful in blended math classes generally possess a strong work ethic and are self-motivated to work independently outside of class.

AP Computer Science A and AP Computer Science Principles (see description under Computer Science page 25) will qualify as math credit. However, these courses are not recommended as a substitute for following the traditional course sequence.

ALGEBRA I
Open to 9-10  Credit: 1.0
Traditional  MTH
Prerequisite: None
This standards-based 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.

ALGEBRA I HONORS
Open to 9-10  Credit: 1.0
Traditional  MTH
Prerequisite: Teacher Recommendation
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.
### Geometry

**Open to 10-11**  
Credit: 1.0  
Traditional and Blended  
Prerequisite: Algebra I

This standards-based 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.

### Geometry Honors

**Open to 9-10**  
Credit: 1.0  
Traditional and Blended  
Prerequisite: Algebra I Honors and Teacher Recommendation

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.

### Geometry in Construction

**Open to 10-11**  
Credit: 2.0  
Traditional  
Prerequisite: Algebra I and Teacher Recommendation

The purpose of this course is to have students experience putting geometry into action by building real-world construction projects. Geometry in Construction is taught by both Math and Applied Technology teachers. This interdisciplinary course integrates geometry and construction topics through the building of significant construction projects. The goal is to provide students with a better understanding of both the geometry and the construction content taught in the Math department and prepares students for the subsequent Math courses. Students will gain hands-on, real-world experience in different areas of construction. Additional emphasis is given to teamwork, problem-solving, and the promotion of employable attributes. This is a double-period course that offers both a Math credit and an Elective credit.

### Algebra II

**Open to 10-11-12**  
Credit: 1.0  
Traditional and Blended  
Prerequisite: Geometry

This standards-based course is designed for students who have completed algebra and geometry coursework and is primarily focused on demonstrating multiple representations of quadratic, rational, radical, exponential, logarithmic and polynomial functions in order to build a solid understanding of the functions and to solve equations. Students are prepared to begin their study of pre-calculus.

### Algebra II Honors

**Open to 9-10-11**  
Credit: 1.0  
Traditional and Blended  
Prerequisite: Geometry Honors and Teacher Recommendation

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. As an honors course, the students will cover material more in-depth and at a faster pace.

### Intermediate Algebra

**Open to 11-12**  
Credit: 1.0  
Traditional  
Prerequisite: Algebra II

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. A grade of C or higher in Intermediate Algebra, in both semesters 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.
INTERMEDIATE ALGEBRA - TRANSITIONAL MATH

Open to 12  Credit: 1.0
Traditional  MTH

Prerequisite: Algebra II

This course is designed for students who have successfully completed Algebra II and are looking to pursue a transitional math pathway after high school. Students who are looking to satisfy collegiate math requirements while pursuing a less math-intensive field of study would benefit from this course. Intermediate Algebra - Transitional Math covers operations and applications dealing with linear and quadratic functions, exponents, polynomial functions, factoring, rational expressions, logarithms, rational exponents, and radicals. This course differs from the traditional Intermediate Algebra in the prerequisite requirements to enter, and the scope of courses a student will have access to after completion. Scope and sequence of curriculum between the two courses will be identical. Successful completion of this course will allow students to transition into one of three math pathways after high school as outlined by the Post-secondary and Workforce Readiness Act (“PWR Act”).

Note: This course cannot be used to satisfy HHS math graduation requirements. It must be taken after all math graduation requirements have been met, and will count as elective credit.

COLLEGE ALGEBRA - DUAL CREDIT MCC

Open to 12  Credit: 1.0
Traditional  MTH

Prerequisite: An Intermediate Algebra grade of a “B” or higher and successful performance on the Alekis Math placement test or an ACT Math score of 22 or SAT Math score of 530

Dual Credit 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 “B” or higher in both semesters of Intermediate Algebra is required for IAI transfer.

PRE-CALCULUS

Open to 11-12  Credit: 1.0
Traditional  MTH

Prerequisite: Algebra II AND Teacher Recommendation.

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.

PRE-CALCULUS HONORS

Open to 10-11-12  Credit: 1.0
Traditional  MTH

Prerequisite: Algebra II Honors and Teacher Recommendation

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.

DISCRETE MATHEMATICS WITH DATA ANALYSIS

Open to 11-12  Credit: 1.0
Traditional and Blended  MTH

Prerequisite: Pre-Calculus or Pre-Calculus Honors and Teacher Recommendation

Discrete Mathematics is an advanced 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. 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.
AP CALCULUS AB AND AP 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, the student will audit the first semester of AP Calculus BC, then take the second semester for 0.75 credit.

***AP CALCULUS AB***

- Open to 11-12
- Credit: 1.0
- Traditional MTH
- Prerequisite: Pre-Calculus or Pre-Calculus Honors and Teacher Recommendation

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 13 to read about AP exams.

**Please Note:** This class DOES NOT require early bird attendance.

***AP CALCULUS BC***

- Open to 11-12
- Credit: 1.5
- Traditional MTH
- Prerequisite: Pre-Calculus Honors and Teacher Recommendation

The concepts taught parallel the material covered in the first two and one-third semesters of engineering calculus. Students will study limits, derivatives, integrals, applications of the derivative and the integral, and sequences and series.

Students are required to take the AP calculus exam in May. Please refer to page 13 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. However, because of this added time, students will receive 0.75 credits per semester, instead of 0.5 credits. District 158 does not provide transportation to early bird classes.

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***AP STATISTICS***

- Open to 11-12
- Credit: 1.0
- Traditional MTH
- Prerequisite: Previous or concurrent enrollment in Pre-Calculus or Pre-Calculus Honors and Teacher Recommendation

This course covers the material typically taught in an introductory 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 engineering, medicine, life sciences, social sciences, education, and management.

Students are required to take the AP Statistics exam in May. Please refer to page 13 to read about AP exams.

***MULTI-VARIABLE CALCULUS AND LINEAR ALGEBRA (Weighted Equivalent to an AP Course)***

- Open to 11-12
- Credit: 1.0
- Traditional MTH
- Prerequisite: Successful completion of AP Calculus BC and passing the AP Calculus BC exam with a 4 or 5

**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 with the calculus of vector fields and apply Green’s theorem, Stokes’s theorem, and the Divergence theorem.** Spring semester, students study matrices, Gaussian elimination, vector spaces, orthogonality, the Gram-Schmidt process, determinants, eigenvalues and eigenvectors, and vector spaces. Proofs will be included.
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**

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<td>Traditional and Blended</td>
<td>ELC</td>
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<td>Prerequisite: None</td>
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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.

**PE-PT**

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<th>Course Details</th>
<th>Credit: 0.5 (yearlong class)</th>
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<td>Open to 10-11-12</td>
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<td>Prerequisite: None</td>
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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 also emphasizes student personal fitness. **This course may not be repeated for PE credit.**
**EMERGENCY MEDICAL RESPONDER—MCC**

Open to 10-11-12  Credit: 0.5
Traditional and Blended  ELC

Prerequisite: None

Emergency Medical Responder is for those interested in a career in emergency services, a future medical career of any kind, or would like to learn how to handle medical emergencies that may occur at home. It teaches students to identify and treat patients with emergency trauma and illness, with a focus on stabilizing victims and providing life support until emergency medical personnel arrive. Students learn to physically assess patients, administer CPR (cardiopulmonary resuscitation), control bleeding, manage shock, treat fractures, and remove patients from hazardous situations. Students who successfully complete the course with a grade of 75% or higher will be eligible for Certification as an Emergency Medical Responder from the Illinois Department of Public Health (if over the age of 18). Students must also pass the skill assessments for AHA BLS CPR/AED for healthcare provider to be eligible for the EMR certification. Upon completion of this course all students who pass the AHA BLS CPR/AED for healthcare provider will receive an AHA BLS CPR/AED card. Successful completion of this course will allow students to get articulating credit at MCC for their EMS 105 course.

**SPORTS MEDICINE I**

Open to 10-11-12  Credit: 1.0
Traditional and Blended  ELC

Prerequisite: None

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 the most common athletic injuries. Students will be able to understand and assist in the immediate and long term care of athletic injuries.

*Priority enrollment given to those inducted into the Medical Academy

**SPORTS MEDICINE II**

Open to 11-12  Credit: 1.0
Blended  ELC

Prerequisite: Sports Medicine I

This course provides students with hands on experiences to apply what they learned in Sports Medicine I. Students will be required to put in a minimum of 4 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. Job shadows of Podiatrists, Orthopedics, Pedorthists, and others may be available. All of these job shadows will be either directly or indirectly related to the Sports Medicine Field. These hours will have to be completed after school, in the evenings, or on the weekends. Students will have to provide their own transportation.

*Induction into the Medical Academy is required for this course.
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.

*Priority enrollment given to those inducted into the Medical Academy.

This 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.

*Priority enrollment given to those inducted into the Medical Academy.

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 13 to read about the AP exams.
### MEDICAL FOODS AND NUTRITION I

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Prerequisite: None

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.

*Priority given to those inducted into the Medical Academy.*

### ZOOLOGY

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Prerequisite: Biology*

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.*

### FORENSIC SCIENCE: BIOLOGICAL EVIDENCE

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Prerequisite: C or better in Biology and concurrent enrollment in Chemistry

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.

*Priority given to those inducted into the Medical Academy.*

### FORENSIC SCIENCE: PHYSICAL EVIDENCE

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Prerequisite: C or better in Biology and concurrent enrollment in Chemistry

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.

*Priority given to those inducted into the Medical Academy.*
### PARTNERSHIP YOUTH RESIDENCY (WEIGHTED)

Open to 12*  
Credit: 1.0  
Blended  
ELC

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.

Students enrolled in the Partnership Youth Residency will complete a series of in-hospital rotations at Northwestern Medicine Huntley 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 Northwestern Rotation experience. Stress will be on the science behind the various professions. Students will gain specific medical knowledge pertaining to the various specialties encountered during rotation. During the first quarter, students will complete an orientation to learn 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 the hospital._

*Induction into the Medical Academy is required for this course

### MICROBIOLOGY (WEIGHTED)

Open to 10-11-12  
Credit: 0.5  
Traditional  
ELC

Prerequisite: Grade of C or higher in Biology Honors or grade of B or higher in Biology

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.

### HUMAN DEVELOPMENT: CONCEPTION - AGE 5

Open to 10-11-12  
Credit: 0.5  
Traditional  
ELC

Prerequisite: None

This course provides students with an interest in medicine a background in human development from conception through age 5. 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 5. This course will go in depth into the medical aspects of human development.

### HUMAN ANATOMY AND PHYSIOLOGY (WEIGHTED)

Open to 11-12  
Credit: 1.0  
Traditional and Blended  
ELC

Prerequisite: Grade of C or higher in Biology Honors or grade of B or higher in Biology

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.
**HUNTLEY HIGH SCHOOL**

**PLTW BIOMEDICAL INNOVATION (WEIGHTED)**

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.

*Induction into the Medical Academy is required for this course.

**PLTW MEDICAL INTERVENTIONS (WEIGHTED)**

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.

*Induction into the Medical Academy is required for this course.

**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.

*Induction into the Medical Academy is required for this course.

**PLTW HUMAN BODY SYSTEMS (WEIGHTED)**

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.

**NURSE ASSISTANT PROGRAM (one semester)**

Open to 11-12*  
Credit: 3.0

Class meets at MCC  
ELC

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.

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. **District 158 does not provide transportation to or from MCC for this program.**

**PLTW MEDICAL INTERVENTIONS (WEIGHTED)**

Open to 11-12*  
Credit: 1.0

Traditional  
ELC

Prerequisite: C or higher in PLTW Human Body Systems

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.

*Induction into the Medical Academy is required for this course.

**PLTW PRINCIPLES OF BIOMEDICAL SCIENCES**

Open to 9-10  
Credit: 1.0

Traditional  
ELC

Prerequisite: Biology or concurrent enrollment in Biology

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.

*Induction into the Medical Academy is required for this course.

**PLTW HUMAN BODY SYSTEMS (WEIGHTED)**

Open to 10-11  
Credit: 1.0

Traditional  
ELC

Prerequisite: Grade of C or higher in PLTW Principles of Biomedical Sciences

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.
Physical Education 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

PHYSICAL EDUCATION - FRESHMAN

Open to 9  Credit: 0.25
Traditional  PED
Prerequisite: None

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: Badminton, basketball, soccer, tennis, personal fitness, ultimate frisbee, baggo, KanJam, roller skating and volleyball.

PHYSICAL EDUCATION - SOPHOMORE

Open to 10  Credit: 0.25
Traditional  PED
Prerequisite: None

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, ultimate Frisbee, personal fitness, sepak takrow, floor hockey, pickle ball, soccer, softball, tennis, volleyball.

PHYSICAL EDUCATION - JUNIOR/SENIOR

Open to 11-12  Credit: 0.25
Traditional  PED
Prerequisite: None

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.

ADVANCED STRENGTH AND CONDITIONING

Open to 9-10-11-12  Credit: 0.25
Traditional  PED
Prerequisite: Participation in HHS Athletic Team

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. Please sign up for one of the four classes listed for the sport you participate in per semester:

1—Football
2—Basketball, Cross Country, Lacrosse, Track, Soccer
3—Baseball, Softball, Volleyball, Wrestling
4—Bowling, Cheer, Golf, Poms, Tennis, Swimming

This course may be repeated.

GROUP FITNESS

Open to 9, 10, 11, 12  Credit: 0.25
Traditional and Blended*  PED
Prerequisite: None

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, completing a 5K and other trending workouts. The course will also include working with specific equipment, such as, kettlebells, physio balls, 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 lifelong health and wellness.

*Blended option is only open to 12th grade students.
In this blended course students will have the 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.
### LEADER’S PREP

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<th>Open to 11-12</th>
<th>Credit: 0.25</th>
<th>Blended</th>
<th>PED</th>
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**Prerequisite: Department Chair Recommendation**

In this blended course, 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.

### LEADER’S GYM

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**Prerequisite: Leader’s Prep**

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 takedown, 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.

### EMERGENCY MEDICAL RESPONDER—MCC

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<th>Open to 10-11-12</th>
<th>Credit: 0.5</th>
<th>Traditional and Blended</th>
<th>ELC</th>
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**Prerequisite: None**

Emergency Medical Responder is for those interested in a career in emergency services, a future medical career of any kind, or would like to learn how to handle medical emergencies that may occur at home. It teaches students to identify and treat patients with emergency trauma and illness, with a focus on stabilizing victims and providing life support until emergency medical personnel arrive. Students learn to physically assess patients, administer CPR (cardiopulmonary resuscitation), control bleeding, manage shock, treat fractures, and remove patients from hazardous situations. Students who successfully complete the course with a grade of 75% or higher will be eligible for Certification as an Emergency Medical Responder from the Illinois Department of Public Health (if over the age of 18). Students must also pass the skill assessments for AHA BLS CPR/AED for healthcare provider to be eligible for the EMR certification. Upon completion of this course all students who pass the AHA BLS CPR/AED for healthcare provider will receive an AHA BLS CPR/AED card. Successful completion of this course will allow students to get articulating credit at MCC for their EMS 105 course.

### ADAPTED PHYSICAL EDUCATION

<table>
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<th>Traditional</th>
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**Prerequisite: Recommendation from IEP team**

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.

### SPORTS MEDICINE I

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<th>Open to 10-11-12*</th>
<th>Credit: 1.0</th>
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**Prerequisite: None**

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.

*Priority enrollment given to those inducted into the Medical Academy.

### SPORTS MEDICINE II

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<th>Open to 11-12*</th>
<th>Credit: 1.0</th>
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**Prerequisite: Sports Medicine I (and PE-PT if student wishes to be placed in a Physical Therapy setting)**

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 5 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. Job shadows of Podiatrists, Orthopedics, Pedorthists, and others may be available. All of these job shadows will be either directly or indirectly related to the Sports Medicine Field. These hours will have to be completed after school, in the evenings, or on the weekends. Students will have to provide their own transportation.

*Induction into the Medical Academy is required for this course.*
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.

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/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.

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.

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.

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 during the first week of class. Students will alternate days in the classroom and behind the wheel in the driver education vehicle. This class runs for a full semester.
SCIENCE
CINDY FUHRER, DEPARTMENT CHAIR | CFUHRER@DISTRICT158.ORG
SCIENCE

Conceptual Physics
Blended Option

Biology
Blended Option

Chemistry
Blended Option

Conceptual Physics Honors
Blended Option

Biology Honors
Blended Option

Chemistry Honors
Blended Option

AP Physics I

Science Electives

Botany
Electronics
Forensics Science - Physical Evidence (Blended option)
Forensics Science - Biological Evidence (Blended option)
Human Anatomy & Physiology (Blended option)
Microbiology (1 semester)
Zoology (Blended option)

AP Physics I
AP Physics C
AP Biology
AP Chemistry
AP Environmental Science
Dual Credit Plant Science (Blended Only)

MEDICAL ACADEMY

Biology
Blended Option

Conceptual Physics
Blended Option

Chemistry
Blended Option

Biology H
Blended Option

Conceptual Physics H
Blended Option

Chemistry H
Blended Option

AP Physics I

Science Electives

Zoology (Blended option)
Botany
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Forensics Science - Physical Evidence (Blended option)
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Microbiology (1 semester)

AP Physics 1
AP Physics 2
AP Physics C
AP Biology
AP Chemistry
AP Environmental Science
Dual Credit Plant Science (Blended Only)
CONCEPTUAL PHYSICS

Open to 9-10
Credit: 1.0
Traditional and Blended

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

This is an introductory science course introducing the concepts that control the physical world around us. Topics covered include: experimental design, electricity, waves, sound, electromagnetism, forces, energy, and two dimensional motion. 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.

CONCEPTUAL PHYSICS HONORS

Open to 9-10
Credit: 1.0
Traditional and Blended

Prerequisite: Grade 9: Concurrent enrollment in Geometry, Geometry H. Grade 10: "C" or better in Biology 9 H or teacher recommendation.

This is 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 electricity, waves and sound, forces, light, 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.

BIOLOGY

Open to 9-10
Credit: 1.0
Traditional and Blended

Prerequisite: Grade 9: Concurrent enrollment in Principles of Biomedical Science (PBS), and Algebra I or Algebra I H. Grade 10: Conceptual Physics

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

BIOLOGY HONORS

Open to 9-10
Credit: 1.0
Traditional and Blended

Prerequisite: Grade 9: Concurrent enrollment in Principles of Biomedical Science (PBS) and Geometry or Higher Math Placement. Grade 10, "C" or better in Conceptual Physics Honors or AP Physics 1 or teacher recommendation.

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.

AP PHYSICS 1

Open to 9-10-11-12
Credit: 1.0
Traditional

Prerequisite: Concurrent enrollment in Algebra II Honors with a B or higher in Geometry or teacher recommendation.

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 13 to read about the AP exams.
CHEMISTRY
Open to 10-11 Credit: 1.0
Traditional and Blended SCI
Prerequisite Grade 10: Concurrent enrollment in Biology or Conceptual Physics and B or higher in Algebra I.
Prerequisite Grade 11: Biology, Conceptual Physics, and Algebra I.
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.

CHEMISTRY HONORS
Open to 10-11 Credit: 1.0
Traditional and Blended SCI
Prerequisite Grade 10: Concurrent enrollment in Biology H, Conceptual Physics H, or AP Physics I
Prerequisite Grade 11: “C” or better in Biology H and Conceptual Physics H or Teacher Recommendation
This course involves an in-depth study of matter. 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. Chemistry Honors is a more math based science course than Chemistry.

ELECTRONICS
Open to 10-11-12 Credit: 1.0
Traditional ELC
Prerequisite: Algebra I and 1 credit in physical science
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. It is a hands-on class that includes several construction projects and labs related to circuits, soldering, and components. 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.

ZOOLOGY
Open to 11-12 Credit: 1.0
Traditional and Blended ELC
Prerequisite: Biology*
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.

BOTANY
Open to 12 Credit: 1.0
Traditional ELC
Prerequisite: Biology required and Chemistry recommended
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.
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.

*Priority enrollment given to those inducted into the Medical Academy

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.

*Priority enrollment given to those inducted into the Medical Academy.
**AP CHEMISTRY**

Open to 11-12  
Credit: 1.5

Traditional  
ELC

Prerequisite: “C” or better in Chemistry Honors and Algebra II

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 13 to read about the AP exams.

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**AP ENVIRONMENTAL SCIENCE**

Open to 11-12  
Credit: 1.0

Traditional  
ELC

Prerequisite: Biology and Chemistry with a grade of C or better

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 13 to read about AP exams.

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**AP BIOLOGY**

Open to 11-12  
Credit: 1.0

Traditional  
ELC

Prerequisite: “C” or better in Biology Honors and concurrent enrollment in Chemistry Honors

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 13 to read about the AP exams.

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**PLANT SCIENCE - DUAL CREDIT MCC HRT 103**

Open to 11-12  
Credit: 1.0

Blended  
ELC

Prerequisite: Biology or Biology Honors

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.

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**AP PHYSICS C**

Open to 11-12  Credit: 1.0  
Traditional  ELC  
Prerequisite: AP Calculus AB or BC or concurrent enrollment in AP Calculus AB or BC

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 13 to read about the AP exams.

**PLTW HUMAN BODY SYSTEMS (WEIGHTED)**

Open to 10-11  Credit: 1.0  
Traditional  ELC  
Prerequisite: Grade of C or higher in PLTW Principles of Biomedical Sciences

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.

**PLTW PRINCIPLES OF BIOMEDICAL SCIENCES**

Open to 9-10  Credit: 1.0  
Traditional  ELC  
Prerequisite: Biology or concurrent enrollment in Biology

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.
PLTW MEDICAL INTERVENTIONS (WEIGHTED)

Open to 11-12*
Traditional
Credit: 1.0
ELC
Prerequisite: C or higher in PLTW Human Body Systems

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.

*Induction into the Medical Academy is required for this course.

PLTW BIOMEDICAL INNOVATION (WEIGHTED)

Open to 12*
Traditional
Credit: 1.0
ELC
Prerequisite: C or higher in PLTW Medical Interventions

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.

*Induction into the Medical Academy is required for this course.
GLOBAL STUDIES

Open to 9 Credit: 1.0
Traditional and Blended SST
Prerequisite: None

Global Studies is the introductory freshman course in Social Studies that helps students develop critical thinking skills through the understanding, application and analysis of the fundamental concepts of geography through inquiry. This course will provide students with a geographic view of the world through the use of readings, maps, charts and graphs to better understand the larger world and their place in it. Students will analyze and evaluate the connection between their place in the world and the experiences of those in the global community. They will also learn the methods and tools geographers use in their science and practice to better understand the importance of location.

AMERICAN GOVERNMENT

Open to 10 Credit: 0.5
Traditional and Blended SST
Prerequisite: None

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.
**UNITED STATES HISTORY**

Open to 11

Credit: 1.0

Traditional and Blended

USH

Prerequisite: None

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.

**AMERICAN DIVERSITY**

Open to 11-12

Credit: 0.5

Traditional and Blended

ELC

Prerequisite: None

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.

**CONSTITUTIONAL LAW**

Open to 10-11-12

Credit: 0.5

Traditional

ELC

Prerequisite: None

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.

**CRIMINAL LAW**

Open to 10-11-12

Credit: 0.5

Traditional

ELC

Prerequisite: None

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.

**CRIMINAL PROCEDURE**

Open to 10-11-12

Credit: 0.5

Traditional

ELC

Prerequisite: None

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.
**CURRENT ISSUES 9/10**

Open to 9-10  Credit: 0.5

Traditional and Blended  ELC

Prerequisite: None

Current Issues 9/10 is a semester course designed to help students understand, interpret, and develop positions on events and issues in today’s world. Using inquiry-based case studies, students will answer compelling questions surrounding the First Amendment & how it applies to them in school, media literacy & the role that mainstream media has on the current culture of the United States, and the political party system & how it creates & hinders progress in the United States. Students will be expected to research and discuss issues as they evolve and trace the roots of recurring social, political, economic and educational issues. Students will develop and use essential skills including investigative inquiry, interpretation & evaluation of media sources, reflective thinking, thoughtful examination of major political topics, and the ability to articulate and defend core beliefs.

**CURRENT ISSUES 11/12**

Open to 11-12  Credit: 0.5

Blended  ELC

Prerequisite: None

Current Issues 11/12 is a semester course designed to help students understand, interpret, and develop opinions on events and issues in today’s world. Learners will be expected to research and discuss issues as they evolve, and to trace the roots of recurring social issues. Essential skills including research, interpretation of media sources, evaluation, and communication will be developed. Class sources will include internet sources, television programs, podcasts, and other media sources. The class has two major aspects to it: regular discussion on events as they unfold and structure study of persistent issues in the contemporary world. In addition to discussion of global events as they unfold, the class will investigate themes regarding global issues in depth. These themes will be organized as units of study such as bias in media sources, political hot-button issues, economic issues, social issues, and American foreign policy.

**ECONOMICS**

Open to 9-10-11-12  Credit: 0.5

Traditional and Blended  ELC

Prerequisite: Algebra I

“Why does Apple charge more for its products than their competitors? 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.

**GENERAL ANTHROPOLOGY**

Open to 10-11-12  Credit: 0.5

Traditional and Blended  ELC

Prerequisite: Successful completion of freshman Social Studies requirement

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, 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.
GLOBAL CITIZENSHIP
Open to 9-10 Credit: 0.5
Traditional
Prerequisite: None

Global Citizenship is the semester long introductory course to the Global Academy coursework that offers students an opportunity to learn more about the global community and an individual’s role within the global world. The course challenges students to consider what responsibility they have —within their political, social, cultural, and eventual professional contexts — to participate as global citizens. The course includes modules on the Ethics of Global Citizenship, Challenges and Global Divisions, Issues of Concern to the Global Community as represented through the UN Sustainable Development Goals, as well as a module on Global Citizenship in Action. This course is the introductory course for completion of the Global Academy at HHS, and will include a final unit introducing the requirements of the Global Academy to be completed in the rest of their high school careers for students who apply to the Global Academy.

GLOBAL SEMINAR
Open to 10-11-12 Credit: 0.5
Traditional and Blended
Prerequisite: None

Global Seminar will provide students with the opportunity to study various subjects in depth that tie into the competencies of the Global Academy. The courses will be arranged in 6 week content areas with a rotation of subjects to gain a high level of understanding in globally focused content areas. Potential topics could include human rights, water resources, environmental concerns, or any other subjects that tie to global issues.
*Priority enrollment given to those inducted into the Global Academy.

GLOBAL SCHOLAR CAPSTONE
Open to 11, 12 Credit: 0.5
Blended Only
Prerequisite: Global Citizenship or Global Seminar

Course Description: Global Scholar Capstone is a course designed to cover the requirements of the Illinois Global Scholar Capstone project as well as serve as the capstone class for the Global Academy. This project requires students to investigate a global issue connected/related to one or more academic disciplines. To do this, students must each develop a compelling and actionable question addressing a global issue. In order to refine these questions and establish a plan for investigation, students will seek advisement from no less than two experts possessing firsthand experience with their specific issue. They will communicate regularly with these experts as they research their questions, draw conclusions, and propose research-based solutions. Finally, students will develop an action plan and/or artifact to implement their proposed solutions, which will be shared with an outside audience for additional feedback. Students will document the entire process and reflect on their learning throughout the experience.
*Priority enrollment given to those inducted into the Global Academy.

MEDICAL ETHICS
Open to 11-12* Credit: 0.5
Traditional and Blended
Prerequisite: None

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.
*Priority enrollment given to those inducted into the Medical Academy.

MODERN WORLD CONFLICTS
Open to 10-11-12 Credit: 0.5
Blended
Prerequisite: None

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.

*Priority enrollment given to those inducted into the Global Academy.
**PSYCHOLOGY**

Open to 11-12

Traditional and Blended

Credit: 0.5

ELC

Prerequisite: None

Psychology is a scientific study that deals with emotional, behavioral and mental processes of people in society. This course will explore: psychological disorders and treatments, social psychology (people’s perceptions of themselves and others, group behavior and interpersonal attraction), personality development (including theories of Sigmund Freud), learning theories, human development across the lifespan, and the brain. This course will provide an introduction to topics typically covered in an introductory level college psychology course. Students will learn how psychology applies to their lives by partaking in class discussions and personal introspection. Upon completion of this course students should have a better understanding of themselves and the wide variety of people around them.

**SOCIOMETRY**

Open to 11-12

Traditional and Blended

Credit: 0.5

ELC

Prerequisite: None

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.

**SERVICE IN ACTION**

Open to 11, 12

Blended

Credit: 0.5

ELC

Prerequisite: None

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 in 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!

**THE HISTORY AND CULTURAL IMPACT OF SPORTS IN AMERICAN SOCIETY**

Open to 10, 11, 12

Blended

Credit: 0.5

ELC

Prerequisite: None

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.
AP ECONOMICS
Open to 10-11-12  Credit: 1.0
Traditional  ELC
Prerequisite: Concurrent enrollment in Algebra II Honors or successful completion of Algebra II

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 13 to read about AP exams.

Note: Economics is not a prerequisite for registration or success in AP Economics.

AP PSYCHOLOGY
Open to 11-12  Credit: 1.0
Traditional and Blended  ELC
Prerequisite: None

The purpose of the year long, advanced placement course in Psychology is to introduce students to the systematic and scientific study of human behavior and mental processes. Students are exposed to the psychological theories, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in science and practice. Specific topic areas include: biological bases of behavior, sensation, and perception, states of consciousness, learning, memory, cognition, personality, research, history, theory, careers, motivation, emotion, development, abnormal psychology, social psychology, and treatment of psychological disorders. This course will provide the student with a learning experience equivalent to that obtained in an introductory college psychology course. Traditional classes will offer more time for discussion and review; Blended classes will offer more independent learning.

Students are required to take the AP exam in May. Please refer to page 13 to read about AP exams.

AP EUROPEAN HISTORY
Open to 10-11-12  Credit: 1.0
Traditional and Blended  SST, ELC
Prerequisite: Concurrent enrollment in English Honors or teacher recommendation

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 13 to read about AP exams.

AP HUMAN GEOGRAPHY
Open to 9-10-11-12  Credit: 1.0
Traditional and Blended*  SST, ELC
Prerequisite: Grade 9: Concurrent enrollment in English I Honors required. Grades 10, 11, 12: Recommended concurrent enrollment in English Honors

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.

Students are required to take the AP exam in May. Please refer to page 13 to read about AP Exams.

*Blended option is not open to 9th grade students.
**AP U.S. GOVERNMENT AND POLITICS**
Open to 10-11-12  Credit: 1.0
Traditional and Blended  ELC
Prerequisite: Grade 10: Prior AP course experience (Geography or World) OR 90% or better in Global Studies with teacher recommendation.
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.
Students are required to take the AP Exam in May. Please refer to page 13 to read about AP exams.

This can be taken in place of the American Government course.

**AP UNITED STATES HISTORY**
Open to 11  Credit: 1.0
Traditional and Blended  USH
Prerequisite: None
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 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 13 to read about AP exams.

**AP WORLD HISTORY**
Open to 9-10-11-12  Credit: 1.0
Traditional  SST, ELC
Prerequisite: Grade 9: Concurrent Enrollment in English II Honors Required. Grades 10, 11, 12: Recommended Concurrent Enrollment in English Honors
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 13 to read about AP exams.
<table>
<thead>
<tr>
<th>SNAP Program</th>
<th>Instructional English</th>
<th>Co-Taught English</th>
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<tbody>
<tr>
<td>Strategy Education Program</td>
<td>Instructional Science</td>
<td>Co-Taught Science</td>
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<tr>
<td>Structured Education Program</td>
<td>Instructional Social Studies</td>
<td>Co-Taught Social Studies</td>
</tr>
<tr>
<td>Adapted PE</td>
<td>Instructional Math</td>
<td>Co-Taught Math</td>
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<tr>
<td>Foundational Health</td>
<td>Instructional Consumer Education</td>
<td>Co-Taught Consumer Education</td>
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</tbody>
</table>

Reading Enrichment

Skilled Based Studies

SPECIAL EDUCATION
KARI BREESE, DEPARTMENT CHAIR | KBREESE@DISTRICT158.ORG
INSTRUCTIONAL ENGLISH I, II, III, IV
Open to 9-10-11-12  Credit: 1.0
Traditional  ELC
Prerequisite: IEP

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.

INSTRUCTIONAL MATH
Open to 9-10-11-12  Credit: 1.0
Traditional  MTH
Prerequisite: IEP

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.

INSTRUCTIONAL SOCIAL STUDIES
Open to 9-10-11-12  Credit: 1.0
Traditional  SST
Prerequisite: IEP

This level of social studies is offered for Global Studies, American Government and U.S. History. 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.

INSTRUCTIONAL CONSUMER EDUCATION
Open to 10  Credit: 0.5
Traditional  CED
Prerequisite: None

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.

INSTRUCTIONAL SCIENCE
Open to 9-10-11-12  Credit: 1.0
Traditional  SCI
Prerequisite: IEP

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.

SKILLS BASED STUDIES
Open to 9-10-11-12  Credit: 1.0
Traditional  ELC
Prerequisite: IEP

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 self guided study.
**READING ENRICHMENT**

Open to 9-10-11-12  Credit: 1.0
Traditional  ELC
Prerequisite:  IEP

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.

**STRUCTURED EDUCATION SETTING PROGRAM**

Open to 9-10-11-12  Credit: 0.5 per program class
Traditional
Prerequisite:  IEP

This program provides a smaller learning environment to students whose social, emotional, or behavioral needs require highly supportive and monitored services throughout the school day. It offers classes in this setting in academic core and elective areas. The goal of this program focuses on developing skills for meeting academic requirements, improving social interaction, and developing abilities to self-manage their behaviors to reach their IEP goals and to ultimately transition into the General Education environment.

**SNAP AND STRATEGY EDUCATION PROGRAM***

Open to 9-10-11-12  Credit: 0.5 per program class
Traditional
Prerequisite:  IEP

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 workplace

*With the modification to the curriculum to compensate for high deficit areas, some colleges will not count courses in this program towards a required core subject area.

**ADAPTED PHYSICAL EDUCATION**

Open to 9-10-11-12  Credit: 0.25
Traditional  PED
Prerequisite:  Recommendation from IEP team

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.

**FOUNDATIONAL HEALTH EDUCATION**

Open to 9-10-11-12  Credit: 0.5
Traditional  HLT
Prerequisite:  IEP

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 in-
### Fine Arts Academy

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<th>Course</th>
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<tr>
<td>Visual Arts</td>
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<td>Music</td>
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<td>Drama</td>
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### Academic Differential Academy

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<th>Course</th>
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<td>Chinese Language &amp; Culture</td>
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<td>English Language &amp; Literature</td>
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<tr>
<td>History</td>
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<td>Science</td>
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### Business Academy

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<th>Course</th>
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<tr>
<td>Accounting &amp; Finance</td>
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<td>Marketing</td>
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<td>Economics</td>
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### Technical and Vocational Academy

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<th>Course</th>
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<td>Computer Science</td>
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<td>Engineering</td>
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<td>Architecture</td>
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### Allied Health Academy

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<th>Course</th>
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<tr>
<td>Biotechnology</td>
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<td>Nursing</td>
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<td>Medical Laboratory Science</td>
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### Human Development and Family Science

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<th>Course</th>
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<td>Child Development</td>
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<td>Family Dynamics</td>
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<td>Nutrition</td>
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### Physical Education

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<th>Course</th>
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<tr>
<td>Physical Fitness</td>
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<td>Sports Management</td>
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<td>Dance</td>
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### Course Selection Sheet

**2020/2021**
REQUEST FOR EARLY GRADUATION

The School Board highly recommends that students attend high school for a minimum of eight semesters before graduation. However, students will be permitted to graduate early provided that the student has met the following requirements.

1. Requirements for graduation as established by the Board of Education have been achieved.
2. Parental approval as authorized below.
3. Proper application, notification and counseling through the Counseling Department is obtained.
4. All coursework done outside of Huntley High School and needed to meet graduation requirements is completed by December 1st so that the credit(s) can be recorded in PowerSchool by the date of January graduation.
5. Application for January graduation is submitted by the end of the applicant’s junior year.

Name: ___________________________ Date: ____________

Please Note: Students who do not complete the above requirements may:

1. Elect to return to school as a full time student for their final semester or
2. Drop from school, thereby forfeiting their right to graduate with their class and receive their diploma.

Parent: I hereby give my consent for ___________________________ to graduate early according to the above requirements. ___________________________

Student Name

Parent Signature: _________________ Phone Number: ___________________________

Counselor: I have counseled this student in regard to his/her graduation status and post high school plans.

Phone contact made with parent on _________________.

Date

__________________________
Counselor Signature

Proposed Senior Courses Outside Coursework (If Needed) Credit Count:
1. 1.
2. 2.
3. 3.
4. 4.
5. 5.
6. 6.
7. 7.

Counseling Department Chair:

____________________________
Counseling Department Chair Signature
## Huntley High School - Five Year Planner

### Freshman Year-Year 1

<table>
<thead>
<tr>
<th>Subject</th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>English</td>
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<td>Math</td>
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<td>Science</td>
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<td>Social Studies</td>
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<td>PE/Health</td>
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<td>Electives</td>
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<td>Elective</td>
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<td>Lunch</td>
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**Total Credits:**

**Summer School:**

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### Sophomore Year-Year 2

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<th>Subject</th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>English</td>
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<td>Social Studies</td>
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<td>PE (full year)</td>
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<td>Per Fin/Am Gov</td>
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<td>Elective</td>
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<tr>
<td>Lunch</td>
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**Total Credits:**

**Summer School:**

<table>
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<th>Credits</th>
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### Junior Year-Year 3

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<th>2nd Semester</th>
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<tbody>
<tr>
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<tr>
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<td>Science</td>
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<tr>
<td>U.S. History</td>
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<tr>
<td>PE (full year)</td>
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<tr>
<td>Electives</td>
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<td>Electives</td>
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<td>Lunch</td>
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**Total Credits:**

**Summer School:**

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### Senior Year-Year 4

<table>
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<th>2nd Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>English</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Elective (Math)</td>
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<tr>
<td>Elective (Science)</td>
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<tr>
<td>Elective (SS)</td>
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<tr>
<td>PE (full year)</td>
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<tr>
<td>Elective</td>
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<tr>
<td>Lunch</td>
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**Total Credits:**

**Summer School:**

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<th>Credits</th>
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**To graduate from HHS, student must earn 23 credit hours and meet the subject requirements found in the HHS Course Catalog.**

### Post High School Plans-Year 5

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**Notes**

|                       |                                      |
Request for Physical Education Waiver

The school code of the State of Illinois Board of Education allows for an exemption from physical education for students qualify under one or more of the following conditions:

1. The student is a junior or senior participating in interscholastic, varsity level athletics, including cheerleading and poms, 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.

3. The student provides written evidence from an institution of higher education that a specific course not included in existing state or local 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 is a 3rd or 4th year student and lacks sufficient course credit in one or more courses required by the state 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.

An approved waiver will reduce the number of PE credits that a student needs to graduate, but will not reduce the total number of credits required. A copy of the request must be in the student's file.

Note: A medical exemption from PE is a separate process requiring verification by a medical doctor.

Student Name: ___________________________________________ Freshman / Sophomore / Junior / Senior Semester of

P.E. to be waived - circle one or both: Sem. 1 Sem. 2 Both Reason:

(check one)

_____ 1. The student is a junior or senior participating in an interscholastic, varsity level sport as certified by the Athletic Director.

   SPORT(S): ____________________________________________

_____ 2. The student is a freshman, sophomore, junior or senior participating in Marching Band (waive 1st semester PE only).

_____ 3. The student has written evidence from an institution of higher education that a specific course not included in existing state or local minimum graduation standards is required for admission.

_____ 4. The student is a 3rd or 4th year student and is credit deficient.

PLEASE REPLACE REMOVED SEMESTER(s) OF P.E. with the following one-semester elective options:

(In order of preference)

1: ____________________________________________

2: ____________________________________________

3: ____________________________________________